

Hillside High School

Faculty & Staff Handbook 2025-2026



Hillside High School
www.hillside.dpsnc.net

3727 Fayetteville Street
Durham, NC 27707
Main Number: (919) 560-3925
Fax: (919) 560-2210

#The Blueprint



<https://bit.ly/4dn6BOq>

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SECTION I: GENERAL INFORMATION

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3727 Fayetteville Street
Durham, NC 27707
Main Number: (919) 560-3925
Fax: (919)560-2210

Mr. Joshua Mallory, Principal
Dr. Jameka Floyd, Assistant Principal
Ms. Margaletta Reid, Assistant Principal
Ms. Ticia Scott, Assistant Principal

Media Center: (919) 560-3925 x 25249
Fax: (919) 560-2312 (Media Center)
Guidance Office: (919) 560-2279
Cafeteria: (919) 560-2311
Wellness Center: (919) 560-3925 x 25278

Vision Statement

A professional learning community that cultivates confidence and high achievement in all its learners.

Mission Statement

Hillside High School commits to inspire all students to become globally aware, lifelong learners who are responsible leaders in their communities. This will be accomplished by creating challenging learning experiences that emphasize critical thinking, collaboration, and respect for the world's diverse peoples.

School Creed

To be the best, I must begin by thinking I am the best.
When I think that I am the best, I come to know that I am the best.
When I know that I am the best, I will think, speak, and behave as the best!

Core Values

Students First • Respect • Responsibility • Teamwork • Work Ethic

School Colors: Navy Blue and White
School Mascot: Hornet

Hillside High School Song

Verse I

Hillside High! O Hillside High!
We cherish thee with honor
Tho' someday we're far away
We'll praise thee with our hearts
We'll be true forever
To a school so dear
You will live forever
Through all eternity

Chorus

Dear old Hillside how we love thee
How we love the blue and white
From us thy name shall never depart
Never will it die
Our hearts are gleeful
Filled with joy and pride
Your memory lingers always
Three cheers, three cheers for Hillside High

Verse II

Upon the hill dear Hillside High
With courage we proclaim thee
We your sons and daughters too, are
Always true to you
We'll forever love thee
Yours a lasting name
It will be our duty
To always keep your fame

Chorus

Dear old Hillside how we love thee
How we love the blue and white
From us thy name shall never depart
Never will it die
Our hearts are gleeful
Filled with joy and pride
Your memory lingers always
Three cheers, three cheers for Hillside High

Academic Programs



International Baccalaureate

The International Baccalaureate® (IB) is a non-profit educational foundation offering four highly respected programs of international education that develop the intellectual, personal, emotional and social skills needed to live, learn and work in a rapidly globalizing world. “Building a solid academic foundation, the Middle Years Program (MYP) develops students’ confidence in managing their own learning and making connections between their learning in the classroom and the real world. The Diploma Program (DP) is a future-ready program that builds students’ inquiring mindset, fosters their desire to learn, and prepares them to excel at their careers and lead meaningful lives.”



Hornet Academy

The Hornet Academy is a transitional freshman program designed to create a smaller, more personal learning community that will foster high academic and social expectations. The Hornet Academy also provides support for those needing academic support while providing transitional activities for all first time freshmen to help them move seamlessly to graduation.



JROTC

“The U.S. Army Junior Reserve Officers’ Training Corps (JROTC) is one of the largest character development and citizenship programs for youth in the world. The curriculum is rigorous and relevant to 21st century education. JROTC curriculum provides equitable and challenging academic content and authentic learning experiences for all Cadets. Cadets participate in a myriad of co-curricular activities to demonstrate their attainment of lesson outcomes. Some of these activities include precision and exhibition military drill competitions, air rifle competitions (optional), Raider Challenge competitions, JROTC Leadership and Academic Bowl (JLAB), Science, Technology, Engineering, and Mathematics (STEM) Camp, and a physical fitness competition known as JROTC Cadet Leadership Challenge (JCLC). Cadets who complete 4 years of JROTC co-curricular activities and its challenging curriculum will be more college and/or career ready.”



Business and Finance Academy

Students enrolled in the Hillside High School Business and Finance Academy, a DPS Career-Technical Education program, focus on a concentrated study of the financial services industry. Our Academy supports the career clusters outlined by the state of North Carolina for Business Management, Business Technology and Finance. We offer training relevant to the career cluster by offering specialized courses in finance and numerous enrichment activities. The activities give the students the opportunity for an in-depth study of the financial services. This paves the way for a smooth transition from high school to advanced training programs, and eventually to careers in banking and finance or related fields.



Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is a global nonprofit organization that operates with one guiding principle: Hold students accountable to the highest standards, provide academic and social support, and they will rise to the challenge. AVID’s kindergarten through higher education system brings research-based curriculum and strategies to students each day that develop critical thinking, literacy, and math skills across all content areas.

HHS Administrator Organizational Duties and Responsibilities 2025-2026

Hillside High School Duties & Responsibilities Chart 2025-2026

 Dr. Joshua Mallory, Principal joshua_mallory@dpsnc.net Administration PLT, Leadership Team PLT, Clerical, Instructional Support Team, Support Staff PLT, EVASS Roster Verification, School Community Relations, School Budget, School Improvement Team, PTSA, DPS Policies, Administrative Placement, Systems Monitoring, Long Term Suspension Hearings, Public Affairs, Employee Recognition, Admin Internships, School Publications, E-Learning, Athletics, AVID		
 Dr. Jameka Floyd Assistant Principal of Student Support Services jameka_floyd@dpsnc.net Departments Math, Science, World Languages/ESL, Student Services, & Hornet Academy • Infinite Campus Onboarding & Support • Master Schedule • Student Attendance • PBIS • Discipline Matrix • Detention • RPC & Black SEL • SEL Curriculum • Character Education • Transcript Analysis/At-Risk Reports • Dropout Prevention • Mastery Connect & School Net • Discipline (A-G)	 Margaletta Reid Assistant Principal of Instruction margaletta_reid@dpsnc.net Departments Social Studies, English, CTE, IB, BFA • NCEES • Faculty Handbook • Student Teacher Placement • Volunteer Coordinator • Beginning Teacher Support • Professional Development Plan • Textbooks • Faculty Newsletter • Employee Attendance, AESOP & Substitutes • Testing (ACT, EOC, AP) • EVAAS-student verification • MTSS • Universal Screeners (e.g. iReady, Reading Plus) • Surveys (e.g. Panaroma, Climate, TWC) • Discipline (H-O)	 Ticia Scott Assistant Principal of Auxiliary Services ticia_scott@dpsnc.net Departments Exceptional Children, Health & PE, JROTC, Visual & Fine Arts, & Media & Technology • Facilities/ Maintenance • Facilitron • School Safety Plan & Drills • CERT Plan • Custodial Staff • Café Oversight • School Resource Officers • Transportation Coordinator • Field Trips/Activity Buses • Clubs and Organizations • Student Handbook • Technology Plan • Canvas • Off-Campus Lunch/Parking Passes(Staff & students) • Discipline (P-Z)
Professional School Counselors		9th Grade A-Z: Kevin Ellis 10th-12th Grade A-G: Dr. Chemeka Williams H-O: Camille Davis (Lead Counselor) P-Z: Cherelle Lee

SECTION II: CALENDARS AND SCHEDULES

Bell and Lunch Schedules

Daily Block Schedule	First 5 Days Bell Schedule					
		Monday	Tuesday	Wednesday	Thursday	Friday
	9:15-9:50 am	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
	Period 1	9:55 – 11:15 am (80 minutes)				
	Period 2	11:20 – 1:25 PM (125 mins)				
		A Lunch Time (100 & 200 DST)			Instructional Time	
		11:20 – 11:55 (35 mins)			12:00-1:25 (85 mins)	
		Instructional Time		B Lunch Time (200-222 HHS)	Instructional Time	
		11:20 – 12:00 (40 mins)		12:05 – 12:40 (35 mins)	12:45 – 1:25 (40 mins)	
		Instructional Time			C Lunch Time (100 HHS & GYM)	
		11:20 – 12:50 (85 mins)			12:50 – 1:25 (40 mins)	
	Period 3	1:30 - 2:50 (80 minutes)				
Period 4	2:55 - 4:15 (80 minutes)					
Early Release PLC Bell Schedule	Early Release Bell Schedule					
	09:15 – 10:23	Period 1				
	10:28 – 11:36	Period 2				
	11:41 – 12:49	Period 3				
	12:54 – 02:02	Period 4				
	02:02 – 02:15	Grab and Go Lunch				

One Hour Delay Schedule	One-Hour Delay Bell Schedule 10:15 – 11:30 Period 1 11:35 – 12:50 Period 2 12:55 – 02:55 Period 3 12:55 – 01:30 Lunch (1 st floor classes) 01:35 – 02:55 Class Time (1 st floor classes) 01:40 – 02:15 New Tech Lunch (35 min) 12:55 – 02:15 Class Time (2 nd floor classes) 02:20 – 02:55 Lunch (2 nd floor classes) 03:00 – 04:15 Period 4	
Two Hour Delay Schedule	11:15 – 12:15 Period 1 12:20 – 01:20 Period 2 01:25 – 03:10 Period 3 01:25 – 01:55 Lunch (1 st floor classes) 02:00 – 03:10 Class Time (1 st floor classes) 02:00 – 02:30 New Tech Lunch 01:25 – 02:35 Class Time (2 nd floor classes) 02:40 – 03:10 Lunch (2 nd floor classes) 03:15 – 04:15 Period 4	
Three Hour Delay Schedule	1st Period 12:00 – 12:45 2nd Period 12:50 – 2:15 (includes lunch) 1st Lunch schedule: lunch 12:50 – 1:15 →class 1:20– 2:20 LINE CLOSING AT 1:05 2nd Lunch schedule: class: 12:50 – 1:50→lunch 1:55 – 2:20 LINE CLOSING AT 2:05 3rd Period 2:25 – 3:05 4th Period 3:10 – 4:00	

Inclement Weather Procedures

When inclement weather threatens to close or delay the opening of school, listen to one of the TV or radio stations listed below.

Television Stations		Radio Stations	
WTVD - Channel 11		WRAL 101.5 FM	WDCG 105.1 FM
WRAL - Channel 5		WKIX 96.1 FM	WUNC 91.5 FM
WLFL - Fox 22		WFXC - 107.1 FM	WPTF 680 AM
WNCN - TV 17		WQOK - 97.5 FM	WDNC 620 AM

Early Dismissal Procedures for Inclement Weather

DPS may choose to dismiss school early due to inclement weather. If DPS is able to make this decision at least one period in advance, follow these procedures:

- When the final bell rings, all faculty should move into the hall to monitor student movement and to remind students that they should take Chromebooks and other learning materials.
- **If lunch is being served, students are encouraged to “grab and go” lunch.**
- Students should go directly to their buses or other transportation
- Once faculty have cleared their halls, they should exit the building.

In the event that an early dismissal must be called without warning, follow the directions that will be announced over the intercom. If the intercom is down, check email or the Remind app.

SECTION III: ADMINISTRATIVE RESPONSIBILITIES FOR TEACHERS

Arrival/Departure Procedures

Faculty and must arrive to school by 8:45 a.m. and must sign in each morning in the Main Office or the upstairs workroom. No one is permitted to sign-in using any other method unless approved by the principal or School Treasurer. Faculty and staff are required to leave school no sooner than 4:45 pm or when they have completed their professional responsibilities. Please check your mailboxes, email, and voicemail when you arrive to work, during your lunch break or planning period, and before leaving at the end of the day. This will ensure you are abreast of the latest information and have responded to all inquiries sent to you.

If an emergency arises and an employee must leave for a short time, the employee must:

- Find coverage.
- Inform one of the administrators about the situation.
- Sign out in the School Secretary's Office.

Any employee running late for work must call the Administrative Assistant or School Receptionist at 919-560-3925 Ext. 25222 and their Department Administrator by 8:00 a.m. Provide a phone number where you can be reached in case there are questions.

Classroom/Office/Workspace Care and Safety

Please leave your classroom, workspace, and office clean and orderly every day. This will assist our custodial staff in doing their work and assure that your classroom is well maintained.

At the close of each day:

- Check windows to make sure they are closed and locked.
- Secure materials and equipment.
- Cut off lights if they're not automated and lock classroom/office doors.
- **Never leave money in your classroom/office/workspace overnight.** Turn in all school funds to the School Treasurer along with a deposit slip within the time frame communicated by the School Treasurer. School Treasurer hours are posted on the treasurer's office door.

Classroom Supplies

At the beginning of the year, general teaching supplies such as tape dispensers, staplers and scissors will be distributed as requested using the appropriate form. Every PLT has a budget for specific supplies. These should be requested from your Subject Area PLT Leader or the administrator who supervises your Professional Learning Team (PLT).

Computer Carts and Teacher Laptops

All students will be issued a Chromebook to support their learning. While it is the student's responsibility to manage and care for the device, we ask that employees monitor the proper use of these devices. The computer cart should be used to charge or store computers. You should report the missing computers to the Media Coordinator and School Resource Officer

immediately. If your assigned computer or any in the cart are not working properly, send a ticket to the Help Desk by emailing a description of the problem to help_desk@dpsnc.net.

Copiers are available for your use in the following locations: Main Office and Student Services, Teacher Workroom Room 110-A, Media Center, Performing Arts Suite Room 123-G, Faculty Workroom on the 2nd floor, Health & P.E. Office. A code is needed to access all the copiers. Each PLT has a code designated for it. For all copying, please conserve paper as much as possible. ***It is highly recommended that documents be scanned and uploaded to Canvas for student access.***

Duties (Hall and Lunch)

- Morning Duty:
- Hall Duty: During class changes, employees must stand at the classroom or office door to effectively supervise students as they transition in the halls. Require all students to get to class on time.
- Lunch Duty: Employees will be assigned various duty stations throughout the building to ensure safety protocols are being followed. Dates and locations will be assigned at the beginning of school.
- Afternoon Duty:

Email Account

Hillside employees rely on email to communicate daily announcements, updates, and other important information. Email is also a key tool for parent communication. **Please check your email in the morning, during lunch, and again before you leave for the day.** Note that DPS provides a district email account. You can access your DPS email account using Microsoft Outlook. For more information, see the email instruction in the Appendix section.

EVERYONE IS REQUIRED TO RESPOND TO ALL BUSINESS EMAILS WITHIN 24 HOURS!

Mass Emails

ONLY administration should be sending mass emails.

Do not send out mass emails unless you are given permission by the administration. If you are granted permission to send school-wide email, the email should only be sent using BCC.

One Drive & Google Drive

One Drive and Google Drive are used to collaborate with colleagues and store files on the cloud. Additional resources are also located in the Faculty Hive in Canvas.

Keys

New teachers will need to sign a key contract form and submit it to the Principal's Secretary. Returning teachers will be reissued their keys at the beginning of the school year. Please do not loan or duplicate keys. **NEVER give students keys to the Faculty Workroom to retrieve or deliver information on your behalf.** If you lose your key, you will be charged the replacement

cost of the key(s) plus the cost of replacing locks if this is necessary. The cost could range from \$3 to \$340.

Lockers

If we use lockers, teachers will assign them to the students. A list of locker numbers will be provided after the first day of classes. Each student should complete a student locker assignment and user agreement form. Teachers will have access to a file of these forms via a google document.

Lockers are the property of the Board of Education and Hillside High School. Unannounced locker checks will occur throughout the year. Students should keep their lockers clean and secured with a lock. The school is not responsible for items lost or stolen from a locked or unlocked locker.

Parking

Please be sure that you always noticeably display your parking decal so that you are not ticketed or towed. Parking will be first come first serve in the space designated for faculty and staff except for reserved spots. Please do not park in the spaces assigned for students as they have paid for them.

Passes

Always prioritize instructional time. However, if you decide to allow a student to leave class, you must write a pass including the student's full name, the date, time, and destination, and your signature *in ink* preferably. It is **HIGHLY** recommended that you give each student a specific number of times that they can be excused from your class for restroom purposes each quarter. *Students must never be given a pass to leave the building or the campus.*

Recycling

Please use the recycling bin to store only recyclable materials. Anything that does not fit the description of recyclability must be disposed of using the wastebasket in your room.

Scheduling Events

Teachers who would like to schedule an event at Hillside must complete the *Activities Proposal for Clubs/Organizations* form and give it to your PLT administrator for approval. Please plan as much in advance as possible. **Thirty (30) days lead time is required. Additionally, as you calculate the costs for hosting an event, please factor in the cost of security and custodial services. These are not negotiable.**

Substitutes/Emergency Lesson Plans

Substitute Teachers and Emergency Lesson Plans (due August 22, 2025 for 1st semester classes and January 23, 2026 for 2nd semester). Please give your emergency lesson plans to Ms. Reddish Your emergency lesson plans should include 3 days of plans and include the following:

- Class roll with pictures updated seating chart (You can print these from Infinite Campus).
- Instructions for taking attendance.

- Daily schedule, including bell, extra duty responsibilities (lunch duty).
- Detailed lesson plans, including answers.
- Sufficient number of copies.
- Class rules and student expectations.
- List of colleagues to go to for answers to questions (sub buddy, dept. chair).
- Fire, Lock Down/Out, and tornado drill procedures.
- Name(s) of dependable student(s) in each class.
- Any assigned duties that you have with a detailed description of the duty to be performed.

You are responsible for entering your own absence using our district-wide system referred to as AESOP. You should also notify your department administrator of your absence.

In the case that AESOP will not let you put in the absence, contact your department administrator and Ms. Reddish to notify them of your absence immediately.

We will provide training for all staff on how to use the AESOP system. This system must be used by all employees in securing a substitute for professional development workshops, medical leave, and/or personal leave.

Lesson Plan Items

Anytime you are absent, you will need to leave detailed lesson plans with your Subject Area PLT Leader that contain the following items in a folder:

- Printed Class roll with updated seating chart (You can print these from PowerSchool). It is your responsibility to provide rosters. The front office will not print any roster.
- Instructions for taking attendance.
- Daily schedule, including bell, extra duty responsibilities (lunch duty).
- Detailed lesson plans, including answers.
- Sufficient number of copies.
- Class rules and student expectations.
- List of colleagues to go to for answers to questions (sub buddy, dept. chair).
- Fire, Lock Down/Out, and tornado drill procedures.
- Name(s) of dependable student(s) in each class.
- Any assigned duties that you have with a detailed description of the duty to be performed.

Telephones/Voicemail

Phones are in each classroom and other areas for faculty members' use. Messages for teachers will be placed on voicemail unless it is an emergency, in which case the teacher will be notified immediately. Instructions for setting up your voicemail are in the Appendices section.

Textbooks

Teachers are responsible for assigning each student a textbook **INDIVIDUALLY AND FOR USE IN THE CLASSROOM**. Every time you issue textbooks, **it is vital that you record the book number and student's legal name**. If a student loses a book, it is required that you report this information to the textbook coordinator. **Failure to document textbooks properly makes**

YOU responsible if they are lost or damaged. Use the following procedures, for assigning textbooks:

Assigning the Textbook

1. Distribute the designated textbook and provide each student with the linked [textbook contract](#) to fill out. The contract will include:
 - Student's name
 - Textbook title and edition
 - Textbook identification number (e.g., barcode or serial number)
 - Date of issue
 - Student's acknowledgment of responsibility for the textbook
 - Student's signature
2. Fill Out the Information on the [Textbook Spreadsheet](#) and Record the following information in the textbook spreadsheet. Make sure you indicate whether the textbook is in good/fair/poor condition at the time of issuing.
3. At the end of the term or academic year, collect the textbook from each student and ensure that the correct edition and copy of the textbook is returned. Make sure you identify the condition of the book. If the book or material is not returned, specify not returned on textbook spreadsheet and fine amount cost.
4. Textbook administrator will send fines letter to all students and parents in the beginning of December and May.

SECTION IV: PROFESSIONAL RESPONSIBILITIES FOR TEACHERS

Attendance at Meetings, Workshops, & Professional Development

Attendance at school meetings, workshops, and professional development is required for all employees. All meeting dates will be posted on the HHS Schoolwide Calendar and published in our HHS Professional Development Plan. If you are not able to attend a meeting, please contact your PLT administrator.

DPS Employee Handbook

The **2025-2026 Employee Handbook** is posted on the [HR Forms page](#) and DPS main website. All employees (classified, certified, supervisors, direct reports, etc.) are expected to read and acknowledge their understanding of their rights and responsibilities on the 2025-2026 Employee Handbook and Policy Acknowledgment Link. The 2025-2026 Spanish translation will be posted soon.

For accountability purposes, 100% of DPS employees should make a yearly acknowledgment, even if they are hired after the start of the school year. **All current employees at each school/department must have acknowledged reading these documents by September 9, 2024.**

Extracurricular Activities (clubs and coaching)

- ✓ Complete and submit the [2025-2026 Clubs & Organizations Renewal](#) by the close of business on September 20, 2024. Please ensure you meet the deadline to facilitate the timely processing of your application.
- ✓ If you would like to launch a new club for the upcoming school year, please complete the [2024-2025 New Clubs & Organizations Application](#) by the same deadline (September 20, 2024).
- ✓ Review and become acclimated with the [HHS Clubs, Sports, & Organizations Requirements](#).
- ✓ Club requests for facilities must be submitted at least 15 days prior to the requested event date. Completing the form does not guarantee that your event will be approved. Administrator approval or denial will be communicated via email within 48-72 hours of your request (not including holidays, weekends, or summer hours).
- ✓ Most clubs and organizations will not be active at the conclusion of the school year. Those that should have prearranged and preapproved guidance from administration prior to any activity. Contact AP Ticia Scott, if you have any questions.
- ✓ ***Please note and adhere to your established meeting times and dates.*** Club meetings will be held on weekdays on the HHS campus between 4:30 p.m. and 6:30 p.m. Student Supervision is extremely important and is always required. An approved adult advisor must be present with students during each club meeting/activity.

- ✓ Clubs and organizations should not hold meetings off campus without the written permission of the Principal/Designee. The DPS Student Code of Conduct will be always adhered to by all students when meeting as an organization. It is the responsibility of the advisor to ensure all members of the organization have left campus after any meeting or gathering.
- ✓ ***Academic Requirements for Participation in athletics and extracurricular activities.***
All coaches and club/organization advisors are expected to review, adhere to, and implement the expectations for extracurricular activities. Any student participating in extracurricular activities must have a 70 or higher in each course. This information will be provided by the administrator who supervises student activities.
- ✓ Advisors will expect students to complete all homework, class work, and projects, study for tests and quizzes, and maintain excellent attendance. If students are conscientious about meeting these expectations, they will be successful students in academics as well as in extracurricular activities.
- ✓ To avoid any and all conflicting schedules for those students who need to participate in tutorials during the final weeks leading up to ***EOC and NC Final Exams***, all meetings and activities for clubs and organizations will be cancelled two weeks prior to test administration.

Guests/Speakers

Guests must be approved prior to being invited to Hillside. Complete the *Hillside Guest Speaker Form* and submit it to your Subject Area PLT Leader ten days prior to the event. Please note that completion of the form does not guarantee approval. Therefore, make sure you have approval before notifying the speaker.

Guidance Referrals

Some students have difficulty achieving success in the classroom due to:

- irregular or poor attendance
- low self-esteem or motivation
- substance abuse
- personal or family problems
- many other issues

If these students do not respond to normal classroom interventions, they may need additional support. You may refer these students to their school counselor.

Media and Technology

- *Media Center Hours*
 - Tuesdays through Thursdays from 8:30 a.m. - 5:00 p.m.
 - Mondays and Fridays from 8:30 a.m. – 4:30 p.m.
- *Teachers may check out any materials in circulation in the Media Center.*
- *Signing up for the Media Center:* Teachers may schedule their classes to come to the media center by signing up in advance using [Library Trac](#). Teachers must accompany their classes. Teachers may send up to five students to the library if the students have a specific assignment and a pass from the teacher.

- *Reserving Material:* Teachers wishing to place materials on reserve for their students should notify the media center in advance.
- *Laptop carts:* Each classroom will be assigned a laptop cart based on the highest class assigned to the classroom. Teachers are responsible to assign laptops to students each period and ensure that laptop carts are organized.
- *Teacher Computers:* Teacher computers and printers are assigned via the Hillside network. Any requests or problems concerning computers or printers should be submitted to the DPS Help Desk (www.helpdesk.dpsnc.net)
- *Internet Use Policy:* DPS policy requires that students complete an Internet use permission form including a parent/guardian signature in order to access the Internet at school. Permission forms are in the DPS Student Handbook.
- *Audio-Visual (AV) Use:* Teachers may check out AV materials from the Media Center, following the guidelines in DPS's Video Use Policy. The policy states that if a teacher wishes to show a video not in Hillside's collection or from the State Department of Public Instruction's collection, he/she must first complete a *Request for Prior Approval of Video Broadcast* form and return it to the Media Center 5 days prior to showing the video. The form can be located on the DPS website in the forms section.
- *Policies for teachers:* See the Appendices and Forms section to read the Internet Use Policy for Teachers and the Video Use Policy.

Parent Communication

A strong parent/teacher partnership is one of the most powerful tools for supporting student success. Please alert parents and students when any problems--academic and/or behavior--begin to develop. Research has indicated that teachers who communicate with parents early have greater success in helping students to refocus. All employees must respond to student and parent inquiries within 24 hours of receiving the notification. ***It is not recommended that you give parents your personal phone number or email address.*** We do encourage you to use an app like "Rooms by Aptegy," your voicemail extension, or Google Voice to communicate expectations, assignments, etc. to parents and students.

Parent Phone/e-mail Log

Phone calls and emails are both good ways to keep communication lines open. It is a valuable practice to keep a log of parent phone calls you have made. Parents benefit from objective information about their child's progress, including calls about positive achievement as well as areas for improvement. For e-mails, simply keep the email thread. If you use Rooms by Aptegy, it keeps a parent log for you. If you make a phone call, you will need to keep a log.

Supervision of Students

Employees are responsible for the supervision of all students during the school day. Do not leave a class or an individual student unsupervised. If there is an emergency that requires you to leave a class, ask a neighboring teacher to keep an eye on your students or notify the school receptionist in the main office. If there is an emergency with a student, use the emergency call button in your classroom or call the front office using the classroom phone. ***See the Behavior Management section for suggestions and guidelines regarding student behavior.***

Employees are also responsible for the supervision and discipline of students if they are sponsoring activities that take place outside of normal school hours. In addition to supervising the activity, you are responsible for ensuring that all students have left campus before you leave. *Special note: Students not involved in a supervised after school activity should not be on campus.*

SECTION V: STUDENT ATTENDANCE POLICIES

Daily and Class Attendance

- *Daily attendance* refers to the number of days a student is present and is used to determine compliance with compulsory school attendance laws, court probation, and is also the basis for teaching positions.
- *Class attendance* is the student's attendance for each course and is taken each class period. Class attendance is used for determining exam exemptions. Teachers must keep records of class attendance using the PowerSchool system and have attendance coded within the first ten minutes of each class.

School Attendance Law

Students younger than 16 years old are subject to compulsory school attendance laws. Young people who are hopeful about their future experience success and develop plans for completing their education rarely drop out of school. The school social worker, using data from PowerSchool, is responsible for notifying the court system if students younger than 16 are in violation of school attendance laws. We also have a Student Assistance Program Coordinator as well as several other resources.

Absences

- *Excused absences*: These are the only reasons why an absence may be excused: illness or injury, death in the immediate family, medical/dental appointments, subpoenaed court appearances, religious observations, quarantine, and approved educational opportunity.
- *School Related absences*: Any absence related to school activities such as field trips, assemblies, counselor appointments, visits to the Wellness Center, OSS, ISS, etc.
- *Unexcused Absences*: Any absence not defined as excused or school related. This includes students who are late to class more than 45 minutes in a 90 minute class.
- *Tardiness*: Any student who arrives after the bell and before half the period has gone by is tardy.

Directions for Taking Attendance

Teachers are required to take attendance every period using the PowerSchool. Here are the guidelines for using PowerSchool:

- Log into PowerSchool with your username and password.
- Select the appropriate class
- Click in the absences column or the tardy column as appropriate. If a student is present, you don't need to do anything—PowerSchool *assumes students are present unless you indicate otherwise*.
- Click "attendance entry completed" when you are finished. Then, click the disk icon to save your attendance. (If all students are present, just click "attendance entry completed" and the diskette icon.)
- PowerSchool records class attendance and is the basis for determining credit and exam exemptions

Attendance Incentive for Exam Exemptions

Special Note: The exam exception **NEVER** applies to state assessments. State tests are required of all students regardless of grades or attendance.

For Teacher-Made exams, these rules apply:

High school students may be exempt from their non-EOC/CTE if they meet one of the following conditions:

For 90 day courses:

- Have an “A” average and no more than three absences. (Excused or unexcused)
- Have a “B” average and no more than two absences. (Excused or unexcused)

For 180 day courses:

- Have an “A” average and no more than six absences. (Excused or unexcused)
- Have a “B” average and no more than four absences. (Excused or unexcused)

Any absences (lawful or unlawful) count toward the limit for exam exemption except school sponsored field trips, school approved activities and religious holidays.

Students who are exempt from an exam may elect to take the exam. The grade will only count if it improves the student’s overall grade.

This policy does not apply to courses offered through community colleges, universities or online services.

Adopted Effective: September 27, 2007

Revised Effective: June 17, 2010

Revised Effective: June 23, 2011

Revised Effective: Mar 20, 2024

Student Responsibilities for Attendance:

- *Notes for Absences:* Students must bring in notes explaining their absences within **three days** of their return to school. Students should bring their notes to the attendance clerk in the main office.
- *Make up work:* **Students have 5 days to make up work missed due to an excused or unexcused absences.**
- *Early Dismissal/Appointments:* Parents must come into the school’s main office to sign out a student. It is strongly recommended that a note be provided upon the students’ return so that he/she has access to the work missed as a result of leaving school early or for an appointment.
- *Withdrawal from School:* Families who plan to withdraw a student must submit the necessary paperwork to the appropriate counselor. Students must pay all fines and return

school issued resources to the appropriate teachers and the media center before transcripts and other records will be released to any other school.

Tardy Policies and Procedures

Students are expected to be in their first period class each morning at 9:15 a.m. There are five minutes between the ending of one class and the beginning of the next class. A student is tardy if he or she is not in class when the bell sounds to start the class and must be recorded in PowerSchool.

We have implemented the following tardy policy:

- 3 tardies in a class = Parent Phone Call made by Teacher
- 5 tardies in a class = After School Detention/Work detail
- 10 tardies in a class = Saturday Detention/Work Detail

SECTION VI: GRADING POLICIES

Grades

- Grades should be based on a variety of assignments including warm-ups, quizzes, tests, homework, class work, alternative assessments, class participation, projects, group work, etc.
- Teachers should provide students with:
 - A course syllabus.
 - A written description of grading policies including weighting for assignments.
 - Rubrics outlining expectations for specific assignments.

DPS Grading Scale

NUMERIC VALUE	LETTER GRADE	EXPLANATION
90 – 100	A = 4.0	Outstanding achievement shows superior degree of comprehension, initiative, participation, preparation, and ability to work independently; accurate and thorough in schoolwork.
80 – 89	B = 3.0	Commendable achievement in subject matter; shows effort to maintain and apply skills.
70 – 79	C = 2.0	Acceptable progress in subject matter; shows effort to maintain and apply skills.
60 -69	D = 1.0	Meets minimum requirements for passing; demonstrates weaknesses in certain skills.
0 – 59	F = 0.0	Unsatisfactory progress. Failure to demonstrate competencies in subject area skills.

Progress Reports

In order to keep students and parents informed of their grades and missing assignments, Hillside will issue progress reports every three weeks. However, students and parents can receive daily updates by accessing Power School. If a student is struggling, instructors are expected to follow the pyramid of interventions to support students. The Parent Assist Module for POWER SCHOOL allows parents to log in to view their student's grades.

- *Gradebook:* Create your grade book early in Powerschool. Be sure you have programmed your grading rules and tasks to reflect the weighting of each assignment. Hillside will offer PowerSchool workshops at the beginning of the school year to help you set up your PowerSchool gradebook correctly. You may use a traditional grade book, but will need to maintain PowerSchool as well. A list of comment codes will be provided during each of our grade book posting sessions.

- *Comment Codes:* Teachers are required to include comments codes on report cards for all students.
- *Incompletes:* Instead of using incompletes, give the student the grade he/she has earned to date. When the student makes up the missing work, submit a grade change request in writing, which can be obtained from the POWER SCHOOL Data Manager in the main office.
- *Minimum Grades:* For the 1st and 3rd nine weeks, the minimum grade will be 50 per district policy. The 2nd nine weeks is also included in this requirement for yearlong classes.

Grade Calculations

- *EOCS and CTE Post Assessment:* These tests are required by the state and will count as 20% of the final grade.
- *Teacher Made Exams:* For non-EOC/CTE courses, teachers are required to give a 2-hour final exam. Exams will usually be traditional paper and pencil tests, but can also be culminating projects, performances, or alternative assessments if appropriate to the content area. Teacher made exams will count as 20% of the final grade.
- *PowerSchool:* PowerSchool is programmed to correctly calculate final grades as follows:

Semester Long Course with EOC or CTE Post Assessment

40% = 1 st quarter grade	40% = 3rd quarter grade
40% = 2 nd quarter grade	40% = 4th quarter grade
20% = EOC/CTE	20% = EOC/CTE
=1 st Semester Grade	=2 nd Semester Grade

Semester Long Course without EOC or CTE Post Assessment

40% = 1 st quarter grade	40% = 1 st quarter grade
40% = 2 nd quarter grade	40% = 2 nd quarter grade
20% = Teacher Exam	20% = Teacher Exam
=1 st Semester Grade	=2 nd Semester Grade

Year-Long Course

To calculate First Semester Grade	To calculate Second Semester Grade
1 st quarter = 50 %	3 rd quarter = 50%
2 nd quarter = 50 %	4 th quarter = 50%
Midterms grade should be part of 2 nd quarter grade	= Second Semester Average
= First Semester Average	
	To calculate Final Grade:
	1 st Semester Average = 40%
	2 nd Semester Average = 40%
	CE/Teacher Exam = 20%
	= Final Grade

Make Up Work

According to DPS Board policy, there will be times during the year when teachers are required to provide assignments for students who are absent with an excuse. Teachers must comply promptly with requests for assignments for students who are absent due to ISS, OSS, excused absences, or who have been approved for homebound services. *Students must turn in make-up work within 5 days of their return to school when an excused absence has occurred.*

Course Credit

In grades 6-12, percentage grades will be used on report cards, cumulative folders and transcripts. **60% is the minimum** passing grade. Students earn 1 credit for each course they pass. With the 4X4 block schedule, students can earn 4 credits during the first semester and 4 credits during second semester for a total of 8 credits per school year.

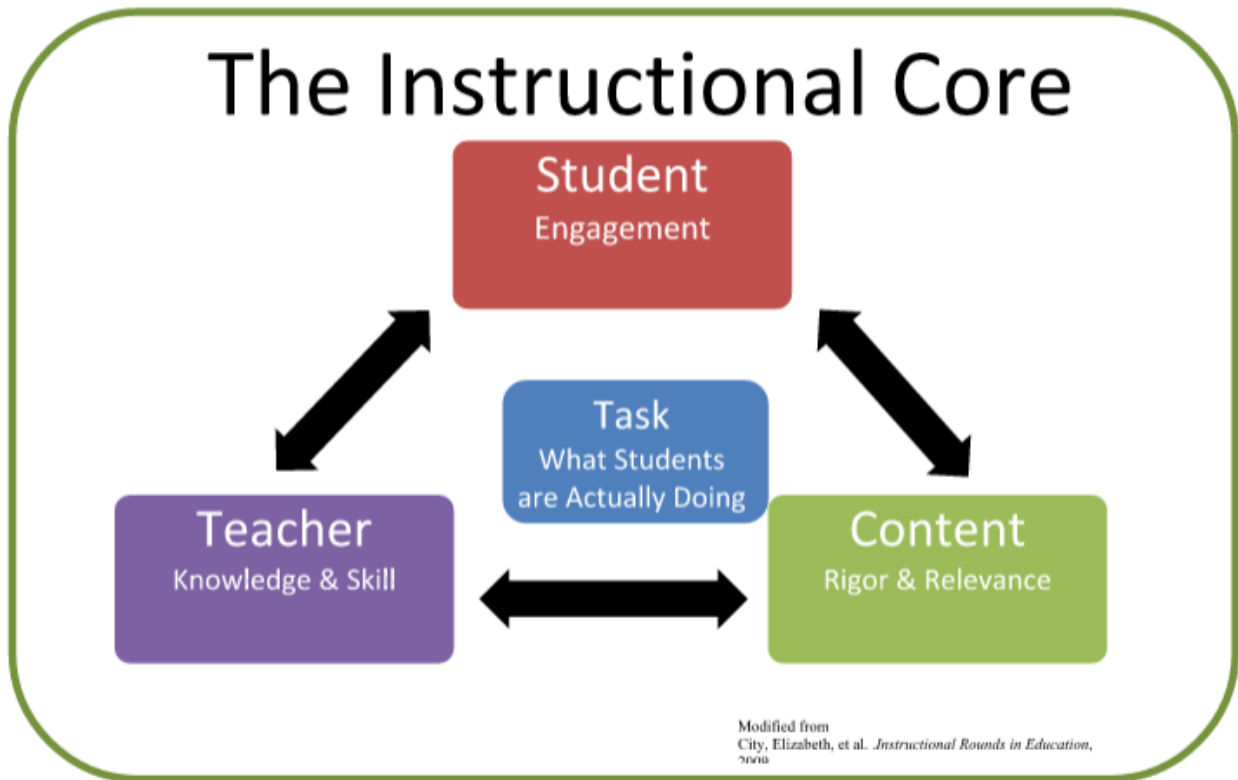
Parent/Guardian Privilege

Parents/ Guardians have the right to request and review any grade given to a child (see “Family Educational Rights and Privacy” VI-5). The first appeal should be made to the child’s teacher. Final authority for a grade rests with the student’s principal.

SECTION VI: HHS CORE INSTRUCTIONAL MODEL

Core Instruction

make up



Seven Principles of Core Instruction (<https://tinyurl.com/Core-Instruction>)

1. Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
2. If you change any single element of the instructional core, you have to change the other two to affect student learning.
3. If you can't see it in the core, its not there.
4. Task predicts performance.
5. The real accountability system is in the task that students are asked to do.
6. We learn to do the work by doing the work, not by telling other people to do the work, not by having done the work at some time in the past, and not by hiring experts who can act as proxies for our knowledge about how to do the work.
7. Description before analysis, analysis before prediction, prediction before evaluation.

MTSS Intervention Plan

Tier 1: Core Instructional Program 80%

The classroom teacher provides high quality instructional and behavioral support for every student in every classroom every day. The classroom environment is student-centered, positive, well-managed, and a safe space for all. The teacher facilitates rigorous instruction with the appropriate scaffolds and is prepared to differentiate instruction to meet the individual needs of each student. Formative assessments are frequent and used to monitor student learning. When students do not demonstrate mastery, instructional adjustments are made.

Tier 2: Targeted Group Interventions 15%

Hillside's MTSS Team develops a research-based plan for Tier 2 small group, high quality interventions that include the targeted skill, type of intervention, frequency of intervention, and documentation of student response to the intervention. This can be done in the class or as a pull-out intervention. These interventions are still done in conjunction with the Core Instructional Program.

Tier 3: Intensive Interventions 5%

Current interventions can be done in an one-to-one individualized setting. Hillside's MTSS Team develops a plan to address considered skill gap that includes targeted skill, type of intervention, frequency of intervention, and documentation of student response to intervention.



MULTI-TIERED SYSTEM OF SUPPORT FLOWCHART

UNIVERSAL SCREENINGS: iReady (Reading K – 5 and Math K – 8) / Reading Plus (6 – 9) / Panorama (SEK: PK – 12)

School Leadership / Improvement Team -meet once a month

(Administration, School Psychologist, Social Worker/ Counselor, MTSS Facilitator, Behavior Specialist, General Education Teachers)

Use screener data to analyze the effectiveness of Core Instruction (Tier 1) to make global recommendations to increase student achievement.

PLC (at least bi-weekly)

(Administration, MTSS Facilitator, Instructional Coach, General Education Teachers)

Universal screening assessments, information from relevant records, hearing/vision screening and progress monitoring data will be reviewed in order to assign Supplemental support/interventions (Tier 2).

Problem Solving Team

(School Leadership Team + Parents)

Universal screening assessments, information from relevant records, SEL inventory and progress monitoring data will be reviewed

Tier I - (Core)

Differentiated Instruction (at or near benchmark)

Students who are at or near benchmark according to diagnostic assessments will receive differentiated instruction. Performance will be reviewed at the next

Tier II - (Supplemental) Classroom Based Intervention

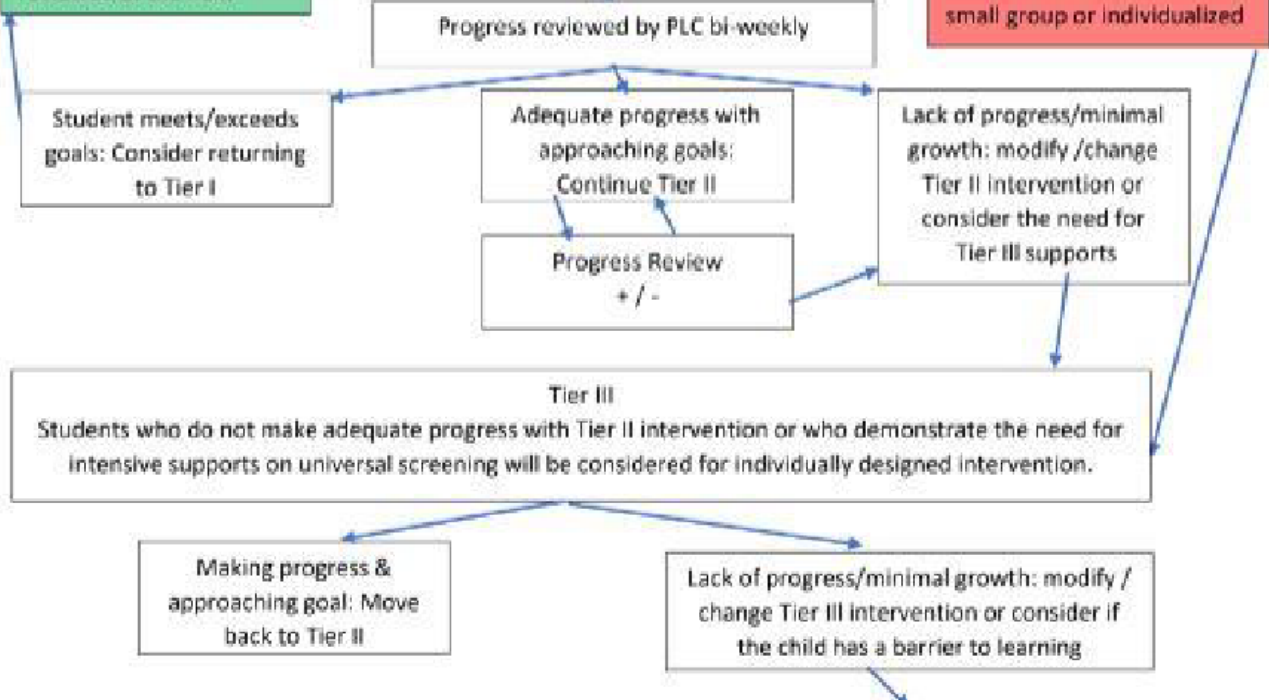
(approaching grade level)

Students who are at risk according to diagnostic assessments (lowest 20%) will be considered for Tier II intervention. Supports will typically occur during intervention time.

Tier III - (Intensive) Individually Designed Intervention

(significantly below grade level)

Consider students performing in the bottom 5% for Tier III supports. These students will receive Title 1 small group or individualized



Exceptional Children

All regular education teachers are responsible for teaching exceptional children in their classes. If you have exceptional children on your roster, you will need this information:

Process for identifying students with disabilities

- Students are identified by parents or teachers because they are experiencing unexplained difficulty with schoolwork.
- The MTSS (Multi-Tiered System of Support) Team evaluates these reports and recommends interventions to the student's teachers.
- The interventions are implemented for 6 weeks. If there is adequate improvement, the process stops there and teachers continue with the interventions. If there is inadequate improvement, then the MTSS team recommends formal testing.
- On the basis of testing results and reports from teachers and parents, the MTSS team determines eligibility for identification with a specific disability.
- A team (case manager, teachers, parents, and students) then meets to write the individual education plan (IEP) for that student.

Students may be identified with one of these disabilities:

- *Specific Learning Disabled* (SLD) – an unexplained discrepancy between intelligence and achievement.
- *Intellectual Disability* (ID) – significantly subaverage general intellectual functioning with deficits in personal independence and social responsibility.
- *Serious Emotional Disability* (SED) – Inability to build or maintain interpersonal relationships with peers and adults. A pervasive mood of unhappiness or depression. A tendency to develop physical symptoms associated with personal or school problems.
- *Visually or Hearing impaired* (VI or HI) – loss of sight that is not easily corrected with glasses or contact lenses and/or loss of hearing that prevents a child from totally receiving sound through the ear
- *Traumatic Brain Injury* (TBI) – an acquired injury to the brain which adversely affects educational performance.
- *Other Health impaired* (OHI) – this category includes a variety of conditions including attention deficit disorders, diabetes, etc. which are diagnosed by a physician.
- *Autism* (AU) – diagnosed by a physician/psychiatrist; please see the case manager for more detailed information when working with this type of student.
- Deaf-blindness-hearing and visual Impairments that occur together where the child is impaired in processing linguistic information through hearing.

Possible remedies for students with disabilities

- Remedies focus on the “least restrictive environment” possible to achieve learning goals.
- Remedies are defined by the student's IEP or 504 plan. These are legal contracts between the school system and the family.
- Remedies may include: modifications within the regular education classroom; modifications to school and state testing; having an inclusion teacher in the student's class; assignment to a support class in reading, math, or social skills; assignment to a self-contained classroom or to the Occupational Course of Study (OCS).

Possible modifications in the regular education classroom (not a complete list)

- Modified or alternative tests and/or homework assignments
- Testing: extended time, read aloud, separate setting, mark in book (alternative to scantrons)
- Preferential seating
- Hard copies of class notes (from the teacher or another student) and/or study guides

Working with an inclusion teacher

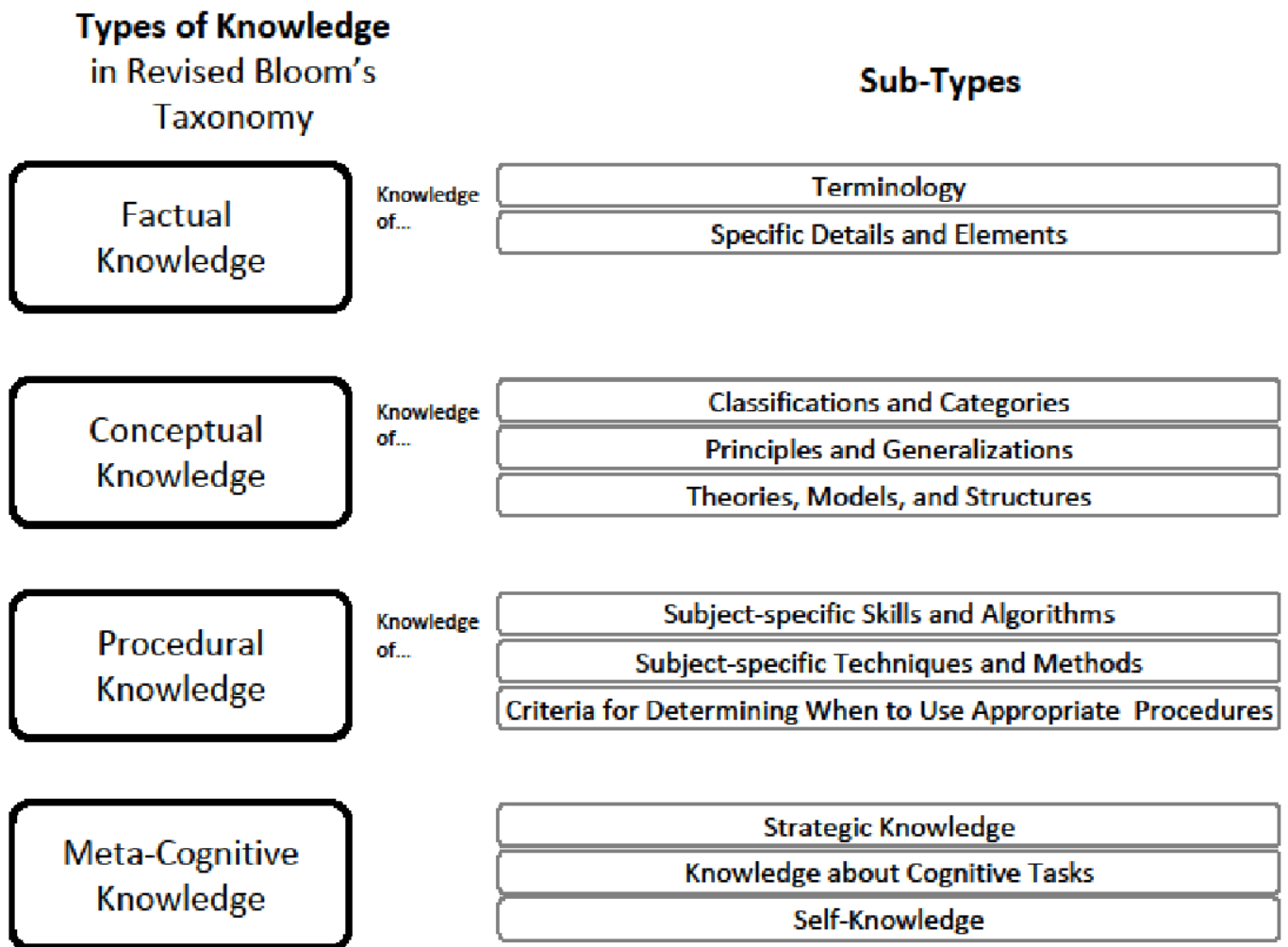
- Teamwork is the key. The regular education teacher and the inclusion teachers are partners who together, plan and implement the curriculum. Both teachers should be active during the entire class period, sometimes taking the lead and sometimes circulating to help individual students.
- The classroom teacher, in cooperation with the inclusion teacher, has primary responsibility for lesson plans/curriculum, providing advance notice of tests/assignments/lesson plans.
- The inclusion teacher, in cooperation with the regular education teacher, has primary responsibility for overseeing modifications, developing modified tests/assignments, and giving tests in a separate setting when required.

Responsibilities of regular education teachers

- Know which students in your classes are identified. You will receive a folder containing an IEP for each identified student you teach at the beginning of the semester. The IEP will tell you the case manager, the goals, and the modifications. Keep this confidential information in a safe place.
- This information will be updated as needed in ECATS.
- Follow the IEP exactly. That means implementing all modifications as written.
- Attend and actively participate in IEP meetings. You will be notified in advance of IEP meetings for your students. If you cannot attend, you must send a written statement to the case manager describing the student's performance, attendance, and behavior. Please note that it is a legal requirement for at least one regular education teacher to attend every IEP meeting, but it is preferred that all the child's current teachers attend when possible. Be sure you do your part!

Special Note: Many modifications can be incorporated into regular classroom practice and may benefit unidentified students. For example, you may want to read a test aloud to the whole class.

Revised Bloom's Taxonomy



From Anderson, Lorin and David Krathwohl, A Taxonomy For Learning, Teaching and Assessing. New York: Longman, 2001.

Student Engagement: What It Looks Like

However carefully, conscientiously, and creatively teachers plan their lessons, the true test of an effective lesson is student engagement. This is the very best predictor that learning is taking place.

If we are teaching the curriculum and the students are engaged, success will follow.

Authentic Engagement: The “Ideal” Student

- Students believe that class activities are meaningful. He/she cares about learning.
- Students are interested enough to persist with an assignment even if it is difficult.
- Student strives to do his/her best, to “get it right.”
- Students feel challenged and believe he/she will accomplish something worthwhile.

Ritual Engagement: The “Good” Student

- Students are motivated by grades, class rank, college acceptance, parental approval, etc. more than by the work itself.
- Student’s motivation is extrinsic rather than intrinsic.
- Students focus on doing what it takes to get the desired outcome.

- Student persists only if a task will help him/her meet an external goal.

Passive Compliance: The “Get It Over With” Student

- Students don't find school work meaningful.
- Students don't have “substitute goals” such as good grades.
- Students want to avoid confrontation or disapproval.
- Students are satisfied with the minimum--basic graduation requirements or C's and D's, for example.

Retreats': The “Checked Out” Student

- Students are thinking about other things. He/she is emotionally withdrawn from what is going on in school.
- Students reject official school goals and the official means of achieving those goals.
- Students feel unable to complete tasks or are uncertain about what the tasks are.
- Student sees academic work as irrelevant to what he/she considers to be “real life.”

Rebellion: The “Defiant” Student

- Students are disengaged from classroom activities and goals.
- Student is actively engaged in his/her own agenda.
- Student creates his/her own goals and the means to attain them.
- Student is rebellious. He/she may act out, be inattentive, daydream, or otherwise behave inappropriately.

Note: These ideas are paraphrased from Phillip Schlechty's work.

Multiple Intelligence Theory Overviews

Using Howard Gardner's Multiple Intelligences Theory model is a useful way to assure that lesson plans and activities provide students with varied ways to learn.

Intelligence	Core Components	Teaching Activities	Instructional Strategies
Linguistic	Sensitivity to the sounds, structures, meanings, and functions of words and language	Lectures, discussions, word games, storytelling, journal writing, choral reading, etc.	Read about it, write about it, talk about it, listen to it
Logical-Mathematical	Sensitivity to and capacity to discern logical or numerical patterns, ability to handle long chains of reasoning	Brain teasers, problem solving, science experiments, mental calculation, number games, critical thinking, etc.	Quantify it, think critically about it, conceptualize it
Spatial	Capacity to perceive the visual-spatial world accurately and to perform transformations of one's initial perceptions	Visual presentations, art activities, imagination games, metaphor, mapping, graphing, chart making, visualization, etc.	See it, draw it, visualize it, color it, map it
Kinesthetic	Ability to control one's body movements and to handle objects skillfully	Hands-on learning, drama, dance, sports, tactile activities, etc.	Build it, act it out, touch it, do it
Musical	Ability to produce and appreciate rhythm, pitch, and timbre; appreciation of the forms of musical expression	Songs, jingles, rapping, etc.	Sing it, rap it, listen to it
Interpersonal	Capacity to discern and respond appropriately to the moods, temperaments, motivations and desires of other people	Cooperative learning, peer tutoring, community involvement, social gathering, simulations, etc.	Teach it, collaborate on it, interact with respect to it
Intrapersonal	Access to one's own feeling life and the ability to discriminate among one's emotions; knowledge of one's strengths and weaknesses	Individualized instruction, independent study, options in course of study, self-esteem building, self-assessment, etc.	Connect it to your personal life, make choices with regard to it

SECTION VII: BEHAVIOR MANAGEMENT

Codes of conduct fulfill the following for school districts: -U.S. Department of Education, 2014

- Create positive climates and focus on prevention.
- Develop clear, appropriate, and consistent expectations and consequences to address disruptive student behavior.
- Ensure fairness, equity, and continuous improvement.

Grades 6-12 Level I			
	<u>Level 1</u> A: Zero suspension B: 1-5 day(s) range of OSS	<u>Menu of Program and/or In-School Options</u> The goal is to foster social emotional growth and pro-social behavior to prevent future misbehavior. However, these interventions may be coupled with a Disciplinary Response	<u>Disciplinary Response Guidelines</u> <u>(Minimum to Maximum)</u>
I.A-1	Plagiarism: copying	Teacher: Student Conference ● Discussion ● Intervention Plan ● Behavior Contract Teacher: Parent/Student Conference Counseling -- Professional School Counselor Referral Peer Mediation Mentoring Program School Behavior Framework, such as Responsive Classroom or PBIS Referral to school Multi-Tiered System of Support School Team (MTSS): ● Negotiation/Problem Solving approaches ● Social-emotional skills, strategies to cool down and return to class ● Referral to community resource ● Child, Family, School Team meeting ● Mini-Courses, modules for additional support ● Skill-Building groups ● Behavior monitoring, self-charting, feedback (frequency tbd) ● Co-Located mental health provider ● Conduct Functional Behavior Assessments/Develop Behavior intervention Plans ● Teacher Contracts	● Administrative Conference: Parent/Student and other team members as deemed appropriate by administration ● Lunch or After School detention ● Confiscation of unauthorized items ● Saturday detention ● Restitution, community service participation ● Behavior Contract ● Referral to community resource ● Change in schedule or classes ● Alternative Learning Environment: ○ ISS ● Alternative Learning Environment: ○ Rebound (HS only) ○ New Directions Center (MS only) Short Term Suspension w/aggravating factors (1B Rule Violations: 1-5 days) ● Bus suspension for Bus Violation(s) ● Out-of-School suspension
I.A-2	Electronic Devices: Includes cell phones, iPads, two-way radios etc.		
I.A-3	Student Dress Code		
I.A-4	Minor Disruptive Behavior: Interferes with learning and/or operations of the school but does not create a safety risk.		
I.A-5	Attendance		
I.B-6	Cheating		
I.B-7	Falsification: Not being truthful.		
I.B-8	Gambling		
I.B-9	Inappropriate Language: Cursing, vulgar, obscene language		
I.B-10	Non-Compliance with Directions; not following stated directives.		
I.B-11	Disrespect of Others		
I.B-12	Disruptive or indecent Images, Literature, or Illustrations.		
I.B-13	Use of Tobacco		
I.B-14	Misconduct on a School Vehicle		

Grades 6-12 Level II			
	Level II +Violation that may lead to a community provider referral in conjunction with/or in lieu of an out-of-school suspension	Menu of Program and/or In-School Options The goal is to foster social emotional growth and pro-social behavior to prevent future misbehavior. However, these interventions may be coupled with a Disciplinary Response	Disciplinary Response Guidelines (Minimum to Maximum)
II-1	Threat/False Threat: No speech, writing, act, or conduct that conveys a serious expression of intent to cause harm or violence.	Teacher: Student Conference • Discussion • Intervention Plan • Behavior Contract	• Administrative Conference: Parent/Student and other team members as deemed appropriate by administration • Lunch or After School detention • Confiscation of unauthorized items • Saturday detention • Restitution, community service participation • Behavior Contract • Referral to community resource • Change in schedule or classes • Alternative Learning Environment: ◦ ISS • Alternative Learning Environment: ◦ Rebound (HS only) ◦ New Directions Center (MS only)
II-2	+Bullying and Harassment: Creating or causing a hostile environment by making someone feel harmed, threatened, or unsafe Refer to Policy 4411.	Teacher: Parent/Student Conference Counseling -- Professional School Counselor Referral	Short Term Suspension (1 day to ≤5 days) w/mitigating factors • Bus suspension for Bus Violation(s) • Out-of-school suspension Short Term Suspension (6 -10 days); or Long Term Suspension w/aggravating factors (11-30 days) • Bus Suspension for Bus Violation(s) • Out-of-school suspension • Alternative Learning Environment: ◦ Lakeview • + Referral to approved DPS community provider in conjunction with/ or in lieu of out-of-school suspension
II-3	+Sexual Assault or Harassment: Unwanted touching, gestures or word Refer to Policy 4410.	Peer Mediation	
II-4	+Fighting/Physical Aggression: Includes hitting, shoving, punching, scratching, biting, blocking the passage of, or throwing objects at students or others; intention to cause others to fight.	Mentoring Program	
II-5	+Hazing: Includes forcing someone to perform embarrassing, abusive, and/or dangerous tasks.	School Behavior Framework, such as Responsive Classroom or PBIS	
II-6	+Theft or Damage to Property.	Referral to school Multi-Tiered System of Support School Team (MTSS):	
II-7	False Fire Alarms	• Negotiation/Problem Solving approaches • Social-emotional skills, strategies to cool down and return to class	
II-8	Trespassing: Being in a DPS area without permission.	• Referral to community resource • Child, Family, School Team meeting • Mini-Courses, modules for additional support	
II-9	Misuse of Technology Includes: Cyber bullying, bad language, insults, harassment, hacking, misuse of passwords, and/or damage to computers or computer systems, networks, and/or software.	• Skill-Building groups • Behavior monitoring, self-charting, feedback (frequency tbd)	
II-10	Failure to report a weapon, dangerous instrument, firearm or destructive device.	• Co-Located mental health provider	
II-11	+Sexting: Transmission of sexually explicit messages, pictures, and videos of self or others.	• Conduct Functional Behavior Assessments/Develop Behavior intervention Plans	
II-12	+Indecent Exposure/Sexual behavior: Offensive touching, consensual or non consensual sexual activity which is lewd, overly affectionate or of a sexual nature.	• Teacher Contracts	
II-13	Serious Disruptive Behavior: Interferes with learning and/or school operations and/or creates a safety risk.		

Grades 6-12 Level III			
	Level III +Violation that may lead to a community provider referral in conjunction with/or in lieu of an out-of-school suspension	Menu of Program and/or In-School Options The goal is to foster social emotional growth and pro-social behavior to prevent future misbehavior. However, these interventions may be coupled with a Tiered Disciplinary response	Disciplinary Response Guidelines (Minimum to Maximum)
III-1	Assault: may cause or attempt to cause injury, serious physical injury to any other student, school employee or other person.	Teacher: Student Conference • Discussion • Intervention Plan • Behavior Contract Teacher: Parent/Student Conference Counseling -- Professional School Counselor Referral Peer Mediation Mentoring Program School Behavior Framework, such as Responsive Classroom or PBIS Referral to school Multi-Tiered System of Support School Team (MTSS): • Negotiation/Problem Solving approaches • Social-emotional skills, strategies to cool down and return to class • Referral to community resource • Child, Family, School Team meeting • Mini-Courses, modules for additional support • Skill-Building groups • Behavior monitoring, self-charting, feedback (frequency tbd) • Co-Located mental health provider • Conduct Functional Behavior Assessments/Develop Behavior intervention Plans • Teacher Contracts	• Administrative Conference: Parent/Student and other team members as deemed appropriate by administration Short Term Suspension (6 -10 days) w/mitigating factors; or Long Term Suspension (11-30 days) • Bus Suspension for Bus Violation(s) • Out-of-school suspension • Alternative Learning Environment: ◦ Lakeview • Referral to approved DPS community provider in conjunction with/ or in lieu of Out-of-School suspension Long Term Suspension w/aggravating factors (31-180 days) • Alternative Learning Environment: ◦ Lakeview
III-2	+Coercion or Extortion: Using force or violence or threat of force or violence to obtain money, property or personal services from another student, school employee or other person.		
III-3	Weapons and Dangerous Instruments other than Firearms and Destructive Devices: Students should not have, handle, or pass along any weapon or dangerous instrument that includes: knives of any size, fireworks, BB gun, air gun, pepper spray, electric shock devices, box cutters, or any sharp pointed or edged instrument. Facsimiles are also prohibited. Refer to Board Policy 4301 III-3.		
III-4	Bomb Threat: Refer to Board Policy III-4.		
III-5	+Controlled Substances and Drug Paraphernalia- The possession, use, or transmit of prohibited substances: Including pipes blunts, narcotics, marijuana, prescription drugs, alcoholic beverages; inhales "smoke, sniff, or swallow" any substance that results in becoming "high" or intoxicated. Refer to Board Policy 4301 III-5.		
III-6	Threats, Hoaxes, and other Acts of Terror Making threats or false statements or an act that potentially or actually threatens the safety of the school environment. Refer to Board Policy 4301 III-6.		
III-7	+Gangs and Gang Activities: Refer to Board Policy 4301 III-7.		
III-8	Arson: setting or attempting to set fires.		

Grades 6-12 Level IV		
	Level IV Suspension required by law	Disciplinary Response
IV-1	Firearms/ Destructive Devices: Refer to Board Policy 4301 IV-1.	Long Term Suspension (365 days)

Grades 6-12 Level V		
	Level V	Range of Responses – Level V
V-1	Clear Threat to Safety. Refer to Board Policy 4301 V.	Expulsion

Expectations for Student Conduct

Compliance with Rules: Each student will receive a copy of the *Durham Public Schools Parent/Student Policy Handbook* and will be expected to comply with all its policies and rules.

Tardiness and Skipping: Students are responsible for being in class every day and for being on time. Students may receive a “0” if they do not complete the work. However, students are entitled to the work and must receive an opportunity to submit the work to demonstrate their mastery (See Hillside Tardy Policy)

Electronic Devices: Students may not use speakers or any other electronic devices. These items may not be used during the school day during instructional time (unless otherwise specified) from the time they enter onto campus until 4:15 pm.

Cellphones: Students are allowed to bring cellphones to school. They are not allowed to be used for non-academic reasons while in class. Students are to put their phones away during class time, unless stated otherwise by their teacher.

Consequences

Students caught with cell phones during class time:

- First Offense: Teacher will redirect student. Parents will be notified.
- Second Offense: Will be referred to an administrator. Parents will be notified.
- Additional Offenses: Students will be subject to additional consequences for non-compliance of school rules, per DPS policy.

Cafeteria Rules: Students are responsible for getting their own food, cleaning up after themselves, and being courteous to cafeteria workers, faculty, and staff. Students may not take food out of the cafeteria or eat lunch in other locations, including the Media Center, your classroom, the band room, etc.

Honor Code Violations: Students are expected to practice academic integrity in all classes. Honor Code Violations (cheating) may include, but are not limited to:

- Copying all or part of someone else's quiz, test, exam, homework, class work.
- Downloading research papers from the internet.
- Asking other students questions about a quiz, test or exam.
- Working in a group and not doing your share.
- Using another student's project/paper as yours.
- Taking a test online for someone else.
- Using computer translations to complete foreign language assignments.

Consequences for Honor Code Violations may include a "0" grade for the work, a parent conference, and ISS or OSS for repeated offenses.

Dress Code

The student dress code supports the Board's goal of inspiring students to learn. The responsibility for the dress and grooming of a student rests primarily with the student and the student's parents or guardians. Generally, dress and grooming standards as determined by the student and the student's parent or guardian will be deemed acceptable.

A. Allowable Dress & Grooming includes:

1. Students must wear clothing including dresses/jumpsuits, or both a shirt or top with bottoms, including shorts, pants or a skirt, or the equivalent and shoes.
2. Clothing must have fabric in the front, back, and on the sides.
3. Clothing must cover undergarments; underwear waistbands and bra straps are not required to be covered and are excluded.
4. Fabric covering all private parts of the body must be opaque and cannot be see-through or mesh or transparent. Private parts include the breasts, genitals and buttocks.
5. Fitted pants, including leggings, yoga pants, and "skinny jeans"
6. Sweatpants, pajama/lounge pants midriff-baring shirts (must be able to cover private areas when arms are raised), ripped jeans as long as any portion of undergarments covering private parts are not visible.
7. Tank tops, including spaghetti straps, halter tops, and strapless tops.
8. Religious headwear is expressly allowed to cover the head and face.
9. Clothing must be suitable for all scheduled classroom activities including physical education, science labs, wood shop, and other activities where unique hazards may exist.
 - a. Courses requiring attire as part of the curriculum (for example, professionalism, public speaking, CTE courses, and job readiness may include assignment-specific dress, but should not focus on covering bodies in a particular manner or promoting culturally specific attire.
10. Specialized courses may require specialized attire.
 - a. School-sanctioned uniforms and costumes approved by the principal for athletic, choral, band or dramatic performances are allowed.
11. Students may dress and style their hair for school in a manner that expresses their individuality and culture, including, for example, locs, braids, geles,
 - a. Certain programs may have more restrictive requirements for hairstyles, including NCHSAA and ROTC programs, which require signatures of students and parents consenting to these restrictions on grooming and dress.

Dress Code Prohibitions

Students are prohibited from wearing clothing, jewelry, book bags, or other articles of personal appearance which:

1. depict profanity, vulgarity, obscenity, or violence;
2. promote use or abuse of tobacco, drugs, or alcohol;
3. endangers or creates a threat to the health or safety of the student or others;
4. are prohibited under the Gangs and Gang Activities in Policy 4301(III-7) and Gang-Related Activity, Policy 4328;
5. are reasonably likely to create a substantial and material disruption to the educational process or to the operation of the school, including but not limited to items that are reasonably expected to intimidate other students on the basis of race (for example the Confederate battle flag, swastika, and Ku Klux Klan or KKK), color, national origin, sex, gender identity, sexual orientation, disability, age, or religious affiliation.

The principal may make reasonable accommodations for religious, cultural, educational, or medical reasons so long as the clothing in question is not prohibited under Section B1-5) of this policy.

Disruptive Behavior: Students must show respect towards all staff members by complying with instructions and responding politely to verbal requests. Examples of inappropriate behavior include:

- Arguing with or defying the directive of a faculty or staff.
- Using a disrespectful tone of voice or using profanity.
- Refusing to correctly identify yourself.
- Disrupting the learning environment.

Selling or Distribution of Material: Only approved school groups may sell items or engage in fundraising activities. The administration must grant permission before any posters may be placed anywhere on campus or before any printed materials (newspapers, advertisements, etc.) may be distributed to faculty or students. No one is permitted to post anything on the columns painted blue or on the wall tiled “HILLSIDE” in the main lobby.

Damage to School Property: Students who deface, damage, steal, or lose school property will be held (along with their parents) financially responsible for any repair or replacement costs. Students will also be subject to appropriate disciplinary actions. Tampering with computer hardware or software owned and licensed to Durham Public Schools will be considered vandalism. All students must complete an Internet Usage Agreement form prior to accessing the Internet on any Hillside High School computer.

Public Display of Affection: Public affection is considered inappropriate at school and at all school-sponsored activities. Displaying acts of petting, fondling, kissing, etc. may result in disciplinary action.

Sexual Harassment: Sexual harassment includes, but is not limited to:

- Physical harassment including touching, fondling, or grabbing without consent.
- Joking and/or making lewd remarks of a sexual nature.
- Continued or repeated offensive sexual flirtations, advances or propositions.
- Sexually degrading words used toward an individual or to describe an individual.
- On-campus display of sexually suggestive materials.

***Smoking:** Smoking and the use, possession or display of tobacco products is prohibited on campus or during school-related activities.

***Use of Controlled Substances:** Students may not possess, use, or sell drugs, alcohol, other controlled substances, or associated paraphernalia on school grounds, school buses, or at any school function, on or off campus.

***Fighting, Assault, Threats:** Fighting, assault, and physical or verbal threats are all serious offenses that will result in out-of-school suspension and may also include notification of law enforcement or recommendation for long term suspension.

***Weapons:** Students may not possess, use, or encourage the use of weapons or explosives of any kind. Weapons that are prohibited include, but are not limited to:

- Guns, pistols, and rifles, or their facsimiles.
- Box cutters, pen knives, or knives of any kind.
- Pepper spray, firecrackers, or sparklers.

***Gangs or Gang-Related Activities:** Any suggestion of gang activities (i.e., bandanas, behavior, or other clothing) will result in disciplinary action.

*Please report these violations to the administration by calling for help if there is an immediate safety threat and by writing a discipline referral. Violations of these policies may result in out-of-school suspension, recommendation for long term suspension, and reports to law enforcement.

Classroom Management and Discipline Referrals

Respect for the school environment, for oneself, and for others are a precondition for learning and the basis for all school rules and discipline policies. As staff members, we have collective responsibility for assuring a safe and orderly environment and providing guidance to all of our students. Each of us has the authority to redirect inappropriate behavior regardless of where it happens – in the classroom, hallways, cafeteria, guidance office, gyms, parking lot, restrooms, or at school-sponsored events.

Keeping the Focus of Control within your Classroom

The more you can resolve conflicts and manage behavior within your classroom, the more you will earn the respect of your students and promote greater willingness to comply with your instructions.

- Begin class promptly with a structured activity such as a warm-up.
- Provide your students with a clear, reasonable set of rules centered on these three ideas: be respectful, be prepared, and be on time.
- Provide students with clear consequences for infractions of your rules.
- Provide students with a chance to calm down and make a positive choice. Students need dignified ways to get out of difficult situations. Here are some options:
 - *Give the student time to self-correct.*
 - *Give warnings.*
 - *Give options (choices such as changing seats or staying focused).*
 - *Speak to the student privately in class.*
 - *Have a student conference outside of class.*
 - *Contact a parent.*
 - *Assign lunch detention.*
 - *Assign after school detention.*
 - *Call the office for help if the situation is out of control.*

- *Write a discipline referral if all else fails.*
- Provide students with a predictable routine, especially for beginning class.
- Provide students with structure; it helps students to know what the day's agenda will be—what they will be expected to accomplish by the end of the period.
- Provide an overview of long term goals: expectations for the week, for long term projects, for the marking period, and for the semester. Provide a syllabus for your course(s).

When to Write a Discipline Referral

There are times when it will be necessary to write a discipline referral. Major infractions such as fighting, weapons, or drugs must be written up. Dress code violations, cell phones, disruptive behavior, and other less serious infractions would ideally be handled within the classroom. On occasion, these less serious infractions may rise to the level of a discipline referral. For example, the student may keep repeating the behavior even after many attempted interventions on your part. There are also times when students are simply having a hard day and cannot calm down, and there is a possibility of hurt or harm. If this is the case, send the student to a counselor or administrator before they “blow up.” You may be able to help that student get needed support instead of punishment. If the student is calm, inform the student that a discipline referral will be written for his/her infraction and submit it to the office within 24 hours.

How to Write a Discipline Referral

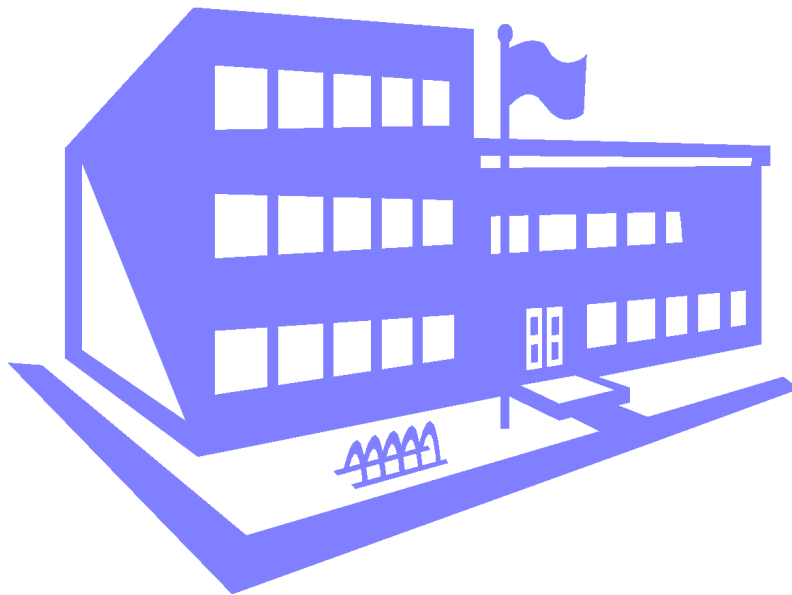
All faculty and staff are expected to refer a student whenever there is a clear or perceived violation of the school and district's policies. Please follow the steps described in training for the Educator Handbook. You should follow up with the assigned administrator if you have not received a response within 24 hours.

The Process after an Administrator Receives Your Referral

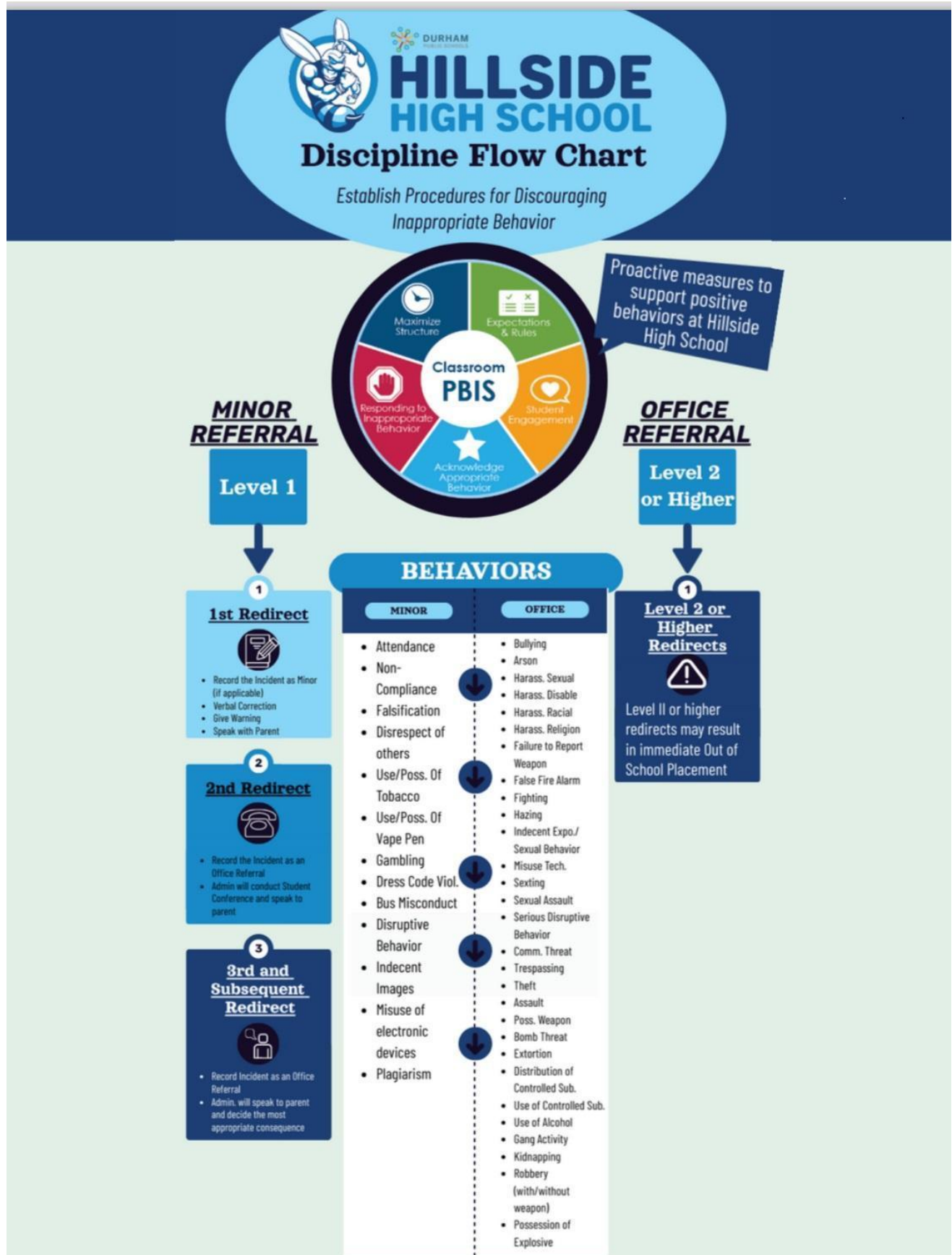
- Decisions about consequences are based on DPS policies, Hillside's expectations, the seriousness of the infraction, and the number of times the same infraction has been repeated.
- Students have a right to due process, which means that administrators must give students an opportunity to discuss their side of the story. Administrators are also obliged to investigate the incident before making a determination as to the appropriate disciplinary action.
- Disciplinary measures could range from, but are not limited to, Saturday Detention, after school detention, in-school suspension, or out-of-school suspension. Serious or repeated violations of the Student Code of Conduct could result in a recommendation for long-term suspension.

SECTION VIII: SCHOOL WIDE DISCIPLINE PLAN

Hillside High School



SCHOOL-WIDE DISCIPLINE PLAN



Hillside High School Disciplinary Procedures

Refer to the HHS Discipline Flow chart to determine if the infraction is considered major or minor.

- a. **Minor infractions** are handled by the classroom teacher. However, if minor infractions recur on a repeated basis and teacher interventions are not effective, then the teacher should involve an administrator.
- b. **Major infractions** are subject to immediate referral to administration.

1. **First Redirect:** Incident recorded in Educator Handbook as minor incident. Teacher issues classroom consequences and calls the parents.
2. **2nd Redirect:** Incident recorded in Educator Handbook as an office referral. Student has conference with administrator and administrator contacts parent.
3. **3rd Redirect:** Incident recorded in Educator Handbook as an office referral. Student issued period detention.
4. **4th Redirect:** Incident recorded in Educator Handbook as an office referral. Student issued one full day of In-School Suspension.
5. **5th Redirect:** Incident recorded in Educator Handbook as an office referral. Student issued second full day of In-School Suspension.
6. **6th Redirect:** Incident recorded in Educator Handbook as an office referral. Student issued Out of School Suspension.

Each student in the Durham Public Schools is responsible for exhibiting the highest standards of behavior. The code of student conduct sets out system wide expectations for student behavior designed to provide the best possible school climate. This code does not restrict the authority of teachers, site-based teams or principals to make individual school or class rules, not inconsistent with this code.

Applicability of Code: All students shall comply with the Code of Student Conduct while on educational property, which includes any school building or bus, school campus, grounds, recreational area, athletic field, or other property under the control of the board of education. Students may also be disciplined for conduct that occurs off educational property that violates this Code of Conduct if the conduct has or is reasonably expected to have a direct and immediate impact on the orderly and efficient operation of the schools or the safety of individuals in the school environment.

Definitions

Alternative Education Services – part or full-time programs, wherever situated, providing direct or computer-based instruction that allows a student to progress in one or more core courses.

Board – the Durham Public Schools Board of Education.

Day or Days – school days excluding teacher workdays, holidays, vacations days and weekends.

Destructive Device - Destructive device. – An explosive, incendiary, or poison gas:

- a. Bomb.
- b. Grenade.
- c. Rocket having a propellant charge of more than four ounces.
- d. Missile having an explosive or incendiary charge of more than one-quarter ounce.

- e. Mine.
- f. Device similar to any of the devices listed.

Expulsion – permanent exclusion of a student from registering, enrolling or attending any Durham Public school. This exclusion also includes riding in a school-owned or operated vehicle and prohibits the student from participating in school activities or entering any school property.

Firearm – Any of the following:

- a. A weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive.
- b. The frame or receiver of any such weapon.
- c. Any firearm muffler or firearm silencer.

The term “firearm” does not include an inoperable antique firearm, BB gun, stun gun, air rifle, or air pistol.

Long-Term Suspension – exclusion from the school to which the student was assigned at the time of the disciplinary action and from participation in school activities or events for a period in excess of ten days but not to exceed the remainder of the school year, except that if the offense leading to the long-term suspension occurs in the final quarter of the school year, the exclusion may extend to the end of the first semester of the following school year.

Parent – includes the natural parent, legal guardian, legal custodian or other caregiver adult who is acting in the place of a parent and is entitled under state law to enroll the student in school.

Principal – includes the principal and the principal’s designee.

School Personnel – includes the following:

- a. Any Board employee;
- b. Any person working on school grounds or at a school function under a contract or written agreement with the school system to provide educational or related services to students;
- c. Any person working on school grounds or at a school function for another agency providing educational or related services to students.

Short-term suspension – exclusion from school and participation in school activities or events for up to ten days.

Superintendent – includes the Superintendent or the Superintendent’s designee.

Reports to Law Enforcement:

When a principal has personal knowledge or actual notice from school personnel that an act has occurred on school property involving assault resulting in serious personal injury, sexual assault, sexual offense, rape, kidnappings, indecent liberties with a minor, assault involving the use of a weapon, possession of a firearm in violation of the law, possession of a weapon in violation of the law, possession of a controlled substance in violation of the law, assault on a school employee, robbery, armed robbery, homicide, manslaughter, or death by vehicle, the principal shall report the act to the appropriate local law enforcement agency, notify parents/guardians of any alleged student victim of a violent crime and notify the Superintendent or designee. Notification must occur in writing or by electronic mail by the end of the workday in which the incident occurred, when reasonably possible, but not later than the end of the following workday. The superintendent must also provide the information to the school board.

The principal may notify law enforcement of any other potential criminal conduct or incident which may jeopardize the safety, security or well-being of the school environment.

Consequences and Behavioral Interventions

Violation of Board policies, the Code of Student Conduct, regulations issued by the individual school or an individual teacher, or North Carolina law may result in disciplinary action. Principals shall inform students at the beginning of each school year of the contents of this policy and any school rules that may result in discipline. Most disciplinary consequences can occur with the student remaining in an educational environment. In-school disciplinary consequences available to principals include, for example: behavior contracts, peer mediation, in-school suspension, conflict resolution, detention, restitution, loss of privileges, and school or community service. When, in the judgment of the school principal, a student's behavior warrants an out-of-school suspension, the principal may impose a short-term suspension or, for more serious violations of the Code of Conduct, may recommend a long-term suspension, a 365-day suspension, or expulsion. Suspensions of greater than ten days are reserved for serious misconduct which either threatens the safety of others within the school or threatens to substantially disrupt the educational environment.

In determining the appropriate consequence for a violation of this Code, principals shall consider all aggravating or mitigating circumstances they deem relevant. Examples of aggravating or mitigating circumstances that may be considered include but are not limited to:

- The student's age;
- The student's intent;
- The student's disciplinary history, including number of infractions and prior discipline for the same violation;
- The student's academic history;
- Whether the conduct caused a threat to safety;
- Whether school property or personal property was damaged;
- Whether the conduct caused a substantial disruption of the educational environment;
- Whether a weapon was involved and whether any injury resulted.

SECTION IX: LICENSURE, OBSERVATIONS, AND EVALUATIONS

Renewal Credits and Professional Development

News about staff development opportunities will be posted in the lounge and workrooms and in the online professional development tracking system, NCEES. Most district offerings are free. Teachers interested in staff development workshops or activities, which are not free, should submit a formal request for funds from the principal. All requests for CEUs must be entered in NCEES. To access the system, perform the following actions:

1. Open an internet browser and go to <https://my.ncedcloud.com>.
2. Complete the login information on the main screen and click “Go”. Your username and password are the same login used for PowerSchool.
3. Click on the icon for “NCEES”.
4. On the top banner, select the “**Professional Development**” tab. Use this site to search and register for Professional Development opportunities within DPS.
5. To Check your Renewal Credits, go to <https://sites.google.com/a/dpsnc.net/pd-renewal-credits/news-info> . To see your own credit history, click on the “Lookup my CEUs” tab.

Individuals submitting semester hours do not need to enter their coursework in NCEES. Simply send a copy of your transcript to the Staff Development Center. For further details on using NCEES, you can access tutorials, “how-to” , and other resources in the Help Section.

Beginning Teacher Professional Development Plan

Each beginning teacher is required to develop a Professional Development Plan in collaboration with his/her principal (or the principal's designee) and mentor teacher. The plan is to be based on the North Carolina Professional Teaching Standards, and must include goals, strategies, and assessment of the beginning teacher's progress in improving professional skills. In developing the plan, the beginning teacher, principal (or designee), and mentor teacher should begin with an assessment of the beginning teacher's knowledge, dispositions, and performances. Throughout the year, formative assessment conferences should be held to reflect on the progress of the beginning teacher in meeting the goals established for professional growth. The plan should be updated on an annual basis, each year of the Beginning Teacher Support Program. Professional Development Plans will be audited as part of the Title II monitoring process.

In compliance with the Excellent Schools Act and subsequently GS 115C-333, each beginning teacher shall be observed at least three times annually by a qualified school administrator or designee and at least once annually by a teacher, and shall be evaluated at least once annually by a qualified school administrator. Each observation must last for at least one continuous period of instructional time and must be followed by a post-conference. All persons who observe teachers must be appropriately trained. The required observations must be appropriately spaced throughout the school year. The Beginning Teacher Support Program Plan must specify the role of the beginning teacher's assigned mentor in the observations.

Observation and Evaluation Process

Depending on your status (beginning probationary, experienced probationary, career, career summative cycle, or lateral entry), you may receive 1 peer observation, 2-3 administrative observations or snapshots, and a summative observation at the end of the school year. The purpose of an observation is to provide teachers with support and constructive feedback. Please be ready to make your lesson plan available to the administrator who is observing your class.

North Carolina Educator Evaluation System (NCEES)

The evaluation instruments are based on the Framework for 21st Century Learning and the North Carolina Professional Teaching Standards. The instruments are designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. All of the instruments and processes are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs. The intended purpose of the North Carolina Teacher Evaluation Process is to assess the teacher's performance in relation to the North Carolina Professional Teaching Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the teacher will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s). A local board shall use the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Teaching Standards and North Carolina Teacher Evaluation Process.

The Purposes of the Evaluation

The teacher performance evaluation process will:

- Serve as a measurement of performance for individual teachers;
- Serve as a guide for teachers as they reflect upon and improve their effectiveness;
- Serve as the basis for instructional improvement;
- Focus on the goals and objectives of schools and districts as they support, monitor, and evaluate their teachers;
- Guide professional development programs for teachers;
- Serve as a tool in developing coaching and mentoring programs for teachers;
- Enhance the implementation of the approved curriculum; and
- Inform higher education institutions as they develop the content and requirements for teacher training programs.

Definitions

For purposes of this evaluation process, the following terms are defined below:

Action Plan—A plan developed by a principal/supervisor with input from the teacher for the purpose of articulating specific actions and outcomes needed in order to improve the teacher's performance. Action plans are developed and administered under guidelines provided by each LEA.

Artifact—A product resulting from a teacher's work. Artifacts are natural by-products of a teacher's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and teacher disagree on the final rating. Teachers may use them as examples of their work. Examples of artifacts include these:

- a. **Lesson Plans**—Teacher's daily plans that demonstrate integration of 21st century skills and coverage of North Carolina's Standard Course of Study.
- b. **North Carolina Teacher Working Conditions Survey**—A statewide survey of teacher working conditions in five areas—time, empowerment, facilities and resources, leadership and professional development—conducted on a biennial basis (see www.ncteachingconditions.org). Teachers should demonstrate their active participation in the development and implementation of plans to improve the school's working conditions.

- c. **Professional Development**—Staff development, based on research, data, practice and reflection that focuses on deepening knowledge and pedagogical skills in a collegial and collaborative environment.
- d. **Student Achievement Data**—Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).
- e. **Student Dropout Data**—Data about grade 9–12 students who dropout of high school (see www.ncpublicschools.org/research/dropouts/reports/).
- f. **School Improvement Plan**—A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. Teachers should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.
- g. **School Improvement Team**—A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school. The team’s purpose is to develop a school improvement plan to strengthen student performance.

Beginning Teachers—Teachers who are in the first three years of teaching and who hold a Standard Professional 1 License.

Career Status Teachers—Teachers who have been granted Career Status in their current North Carolina school district.

Code of Ethics for North Carolina Educators—The standards of professional conduct required of educators. (see www.ncptsc.org). See Appendix A.

Code of Professional Practice and Conduct for North Carolina Educators—The uniform standards of professional conduct for licensed professional educators (see www.ncptsc.org). See Appendix A..

Data—Factual information used as the basis for reasoning, discussion, or planning.

Evaluator—The person responsible for overseeing and completing the teacher evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Evidence—Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process—The process of evaluating a teacher using the following essential components:

- a. **Training** – Before participating in the evaluation process, all teachers, principals and peer evaluators must complete training on the evaluation process.
- b. **Orientation**—Within two weeks of a teacher’s first day of work in any school year, the principal will provide the teacher with a copy of or directions for obtaining access to a copy of the following:
 - a) Rubric for Evaluating North Carolina Teachers,
 - b) state board policy governing teacher evaluations, and
- c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff is added throughout the year.

c. Teacher Self-Assessment—Using the Rubric for Evaluating North Carolina Teachers, the teacher shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

d. Pre-Observation Conference—Before the first formal observation, the principal shall meet with the teacher to discuss the teacher’s self-assessment based on the Rubric for Evaluating North Carolina Teachers, the teacher’s most recent professional growth plan, and the lesson(s) to be observed. The teacher will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

e. Observations:

Formal Observation—A formal observation shall last 45 minutes or an entire class period.

Informal Observation—An informal observation may take place as an evaluator visits classrooms, helps a student, or “drops in” on the teacher’s classroom for a minimum of 20 minutes in one sitting.

f. Post-Observation Conference—During the post-observation conference, the principal and teacher shall discuss and document on the Rubric the strengths and weaknesses of the teacher’s performance during the observed lesson.

g. Summary Evaluation Conference and Summary Rating Form—The conference between the principal and teacher to discuss the teacher’s self-assessment, the teacher’s most recent Professional Development Plan, the components of the North Carolina Teacher Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the teacher’s performance on the Rubric. At the conclusion of the process, the principal shall complete the Teacher Summary Rating Form.

h. Professional Development Plans—Every teacher will use a Professional Development Plan to identify goals and strategies to improve performance. The Professional Development Plan may be a(n):

Individual Growth Plan – developed by a teacher and should be discussed with the principal

Monitored Growth Plan—placed on the plan by the principal, developed and monitored by the teacher and principal

Directed Growth Plan—placed on the plan by the principal, developed and monitored by the principal

11. Peer—A teacher who has been trained on the North Carolina Teacher Evaluation Process.

12. Performance Rating Scale—The following rating scale will be used for determining the final evaluation rating for North Carolina school teachers:

Developing: Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard (s) of performance.

Proficient: Teacher demonstrated basic competence on standard(s) of performance.

Accomplished: Teacher exceeded basic competence on standard(s) of performance most of the time.

Distinguished: Teacher consistently and significantly exceeded basic competence on standard(s) of performance.

Not Demonstrated: Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the “Not Demonstrated” rating is used, the Principal/Evaluator must comment about why it was used.)

13. Probationary Teachers—Teachers who have not yet been granted Career Status in their current North Carolina school district.

14. Rubric for Evaluating North Carolina Teachers—A composite matrix of the following standards, elements, and descriptors of the North Carolina Professional Teaching Standards:

Performance Standard—The distinct aspect of teaching or realm of activities which form the basis for the evaluation of a teacher.

Performance Elements—The sub-categories of performance embedded within the performance standard.

Performance Descriptors—The specific performance responsibilities embedded within the components of each performance standard.

15. School Executives—Principals and assistant principals licensed to work in North Carolina.
16. Self-assessment—Personal reflection about one’s professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.
17. Teacher—A person who holds a valid North Carolina teaching certificate and is employed to instruct, direct or supervise the instructional program.
18. Training—State-approved and sponsored training on the teacher rubric and evaluation process required of all teachers and individuals responsible for their evaluation.

Evaluation Process

On October 2, 2008, the NC State Board of Education approved the policy adopting the Rubric for Evaluating North Carolina Teachers and the Teacher Evaluation Process. This policy outlines the Teacher Evaluation Process described below.

- Teacher Responsibilities:
- Know and understand the North Carolina Professional Teaching Standards.
- Understand the North Carolina Teacher Evaluation Process.
- Prepare for and fully participate in each component of the evaluation process.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Teaching Standards.
- Participate in training to understand and implement the Teacher Evaluation Process.
- Supervise the Teacher Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the teacher’s strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Teacher Summary Evaluation Report contain accurate information and accurately reflect the teacher’s performance.
- Develop and supervise implementation of action plans as appropriate.

North Carolina Professional Teaching Standards

The North Carolina State Board of Education charged the North Carolina Professional Teaching Standards Commission to align the Core Standards for the Teaching Profession (1997) with the newly adopted mission. To this end, Commission members, 16 practicing educators from across the state, considered what teachers need to know and be able to do in 21st century schools. **This document contains the aligned standards adopted by the North Carolina State Board of Education in June 2007.** Why are these Standards important to you? The North Carolina Professional Teaching Standards are the basis for teacher preparation, teacher evaluation, and professional development. Colleges and universities are changing their programs; a new teacher evaluation instrument is being created; and professional development is taking on a new look based on these Standards. Each of these will include the skills and knowledge needed for the 21st century teaching and learning. The document is provided in this format so that it may be kept in a plan book to guide instruction as we move forward in the 21st century.

A New Vision of Teaching

The different demands on 21st century education dictate new roles for teachers in their classrooms and schools.

The following defines what teachers need to know and do to teach students in the 21st century:

- Leadership among the staff and with the administration is shared in order to bring consensus and common, shared ownership of the vision and purpose of work of the school. Teachers are valued for the contributions they make to their classroom and the school.
- Teachers make the content they teach engaging, relevant, and meaningful to students' lives.
- Teachers can no longer cover material; they, along with their students, uncover solutions. They teach existing core content that is revised to include skills like critical thinking, problem solving, and information and communications technology (ICT) literacy.
- In their classrooms, teachers facilitate instruction, encouraging all students to use 21st century skills so they discover how to learn, innovate, collaborate, and communicate their ideas.
- The 21st century content (global awareness, civic literacy, financial literacy, and health awareness) is included in the core content areas.
- Subjects and related projects are integrated among disciplines and involve relationships with the home and community.
- Teachers are reflective about their practice and include assessments that are authentic and structured and demonstrate student understanding.
- Teachers demonstrate the value of lifelong learning and encourage their students to learn and grow.

SECTION X: CONTRACTUAL RESPONSIBILITIES OF TEACHERS

Compensatory Time

To use compensatory time earned for substitute teaching or other approved duties beyond those defined as part of your job, teachers should follow the procedures below:

- You must have prior approval from an administrator to earn compensatory time (Hornet Coupons).
- Hornet Coupons cannot be used when students are in the building.
- Be sure you receive a compensatory time coupon from Mrs. Reid after completing your hours.
- Attach compensatory time coupons* to the standard leave form.
- Submit leave form via email and Hornet Coupon should be left with Ms. Atkins.

*It is important to point out that compensatory time cannot be earned for unauthorized class coverage for a colleague. Nor can compensatory time be approved without coupons that have been signed by the designated assistant principal. If you arrange for a colleague to cover a class for you, notify the administrator and/or secretary in charge of substitutes so that compensatory time form may be completed for the teacher providing coverage.

Leave

Requesting Leave: Employees must document their absences using the *Request for Leave Form*, available in the main office. The form must be completed in advance of or immediately after the absence. If Employees do not properly document their absences, they will be charged personal leave or a day without pay. Below are the types of absences and a description:

- **Sick Leave (01):** Teachers who are absent due to illness or a medical appointment must notify an administrator, the school's administrative assistant in advance submitting the proper documentation. If the illness is an emergency, the employee is expected to call the administrative assistant or have someone call on his/her behalf to notify the school accordingly. Upon return, teachers must document their absence using the *Request for Leave* form.
- **Extended Leave (03):** This leave must be cleared in advance with Durham Public Schools' Human Resources Department.
- **Professional Development (04):** Staff participating in professional development must have prior approval. It must be determined who is covering the cost of the substitute if one is needed.
- **Personal Leave (06):** Classroom teachers can use these if they have time in their leave bank. It can only be used on regular Teacher Workdays. Not allowed on Required Teacher Workdays. Unapproved time taken before or after a holiday will be considered leave without pay.
- **Day without Pay (07):** Charged to any employee who fails to complete the necessary leave paperwork, excessive tardiness, or absences.
- **Parental Leave (10):** All employees are granted this leave but it must be your child.
- **Annual Leave (20):** Cannot be used for classroom teachers on regular class days when children are in session. EC Instructional Assistants cannot use Annual Leave when children are in session. Can only be used on regular Teacher Workdays. Cannot be used on required Teacher Workdays.
- **Personal Leave (26):** No charge to teacher because there is no sub.
- *Other codes can be explained by the school treasurer as requested.*

Workdays

- **Required Workdays:** Faculty must attend all required workdays. Hours for required workdays are 9:00 a.m. – 4:00 p.m. or once professional responsibilities have been completed. Faculty should sign-in on workdays. The cafeteria will not open on workdays, but teachers may leave campus for lunch.

- *Optional Workdays*: Teachers having accrued sufficient leave may opt not to work on optional workdays, in which case they must fill out a “Request for Leave Form” available from the front office. Professional development could be offered on these days.

SECTION XI: FINANCIAL & BOOKKEEPING POLICIES & PROCEDURES

Hillside Financial Procedures

Click here for the official DPS Finance Manual: <https://bit.ly/FinancePacket>

Attendance

- **ALWAYS sign in and out DAILY**. Extra time recorded can be used to cover time missed due to inclement weather days (“*banked time*”). 6 hours of ‘banked’ time will be used as 1 day of makeup time. **‘Banked’ Time is an in house courtesy.**
- Sign out using the Jiffy Pass computer if you leave the building during work hours and do NOT plan to return. If you plan to return, please sign out using the QR code posted in the *Main Office* as well as both *Staff Lounges*. There is a link on our school’s website as well.
- If you need to be out more than **4 consecutive days**, please see School Treasurer.
- **Turn all leave requests into Ms. Reddish.**
- **AESOP is MANDATORY for all 10 month employees even if you don’t require a sub!!!**
- **DO NOT LOG PLANNED ABSENCES IN AESOP UNTIL YOU’VE RECEIVED AN APPROVED COPY OF YOUR LEAVE REQUEST BACK.**
- **IA’s used to cover classes will need to see the School Treasurer to ensure time is entered correctly.**
- All leave request forms should be sent via email to Ms. Atkins. An approved digital copy of leave request form is emailed back once approved and processed. Unplanned absences are recorded as a **reason 7 (leave without pay)** until leave request is submitted via email to Ms. Atkins and approved. Refer to DPS pay schedule when filling out request for leave for multiple days needed. We need to keep request for leave forms consistent with corresponding pay periods.
- **Professional Development leave requests should have name of PD/workshop/conference beside ‘other’ on DPS leave request form and submitted prior to day of PD/workshop/conference. We will also need to know who is paying for your sub if you require one as well. If your sub is paid for by an outside agency, the School Treasurer will need paperwork and your leave will be charged until reimbursement check is received. At that time, School Treasurer will reverse action taken in SPEED.**

Reimbursements

- **Credit card receipts submitted for reimbursement should have items purchased listed.**
- **Online purchases** require a credit/debit card statement showing charge was made if it is not stated on receipt/e-mail. **Please ‘black’ out all other charges.**
- **Do not spend personal funds** in hopes of reimbursement unless you get approval from the principal. Unauthorized purchases in anticipation of reimbursements will result in a donation to the school. Administration reserves the right to refuse reimbursement if protocol is not followed.
- **No REIMBURSEMENTS WILL BE APPROVED. Please see Treasurer BEFORE purchase is made for approval.**

Budget

- **Extra Duty contracts** should be **APPROVED** by Principal and Area Superintendent **PRIOR** to work being performed. Any work done prior to approval process will not be paid.
- When attempting to make a purchase please request a quote from the vendor that you would like to order from and place the items on a DPS requisition form (Outside of the Treasurer's office. You can also request a digital copy) *Note: We will not be honoring reimbursements to individuals if vendor you used is a district vendor.*
- **Please ask about the best way to get what you need.** We do not want staff to spend their personal funds if you do not have to. Please make sure you contact the vendor for correct pricing, shipping, & freight information. If the vendor that you would like to do business with is not registered with DPS, I will need a 2018 version of their Federal W-9 form to have them added to AS-400 and/or SFO.
- **PO's are only released on Tuesday's and Thursday's. New vendors will be added on Tuesday's and Thursday's as well. Please govern yourselves accordingly.**
- **No staff member is allowed to 'hire' non DPS staff to perform work to be paid. Please see School Treasurer for protocol.**

Fundraisers

- A **Request for Fundraiser form** should be submitted and approved **BEFORE** the start of all fundraisers. School Treasurer will not accept any deposits or request for disbursements until approved. Deposits will not be accepted until fundraiser has been approved by Principal.
- Choose profitable fundraisers. **Selling Merchandise and food is not profitable!!**
- Walmart/Sam's club purchases related to concession/fundraiser sales is **not to be taxed**. If you need to purchase items to resell from a vendor, an E595 form is required to present to vendor so that sales tax will not have to be paid at time of purchase. Please see Treasurer for form. Will need name of vendor and address to add to form.
- Valentine/Candy grams, coupon books/cards, athletic season passes will have to be printed from an outside vendor with numbers printed in consecutive order in order to have these fundraisers. They will also need to be kept in Treasurer's office to be signed out daily. **We are not allowed to print our own tickets.** Requests should **ALWAYS** state what funds are being raised for.
- Start to finish should not take more than 30 days to complete.

Field Trips

Before you go:

- Completed field trip request forms need to be scanned to Ms. Scott (**CC your PLT administrator**) 30 days or more (in-state/day trips) prior to your scheduled date, 60 days or more (over-night and/or out of state) prior to allow for the necessary approval time.
- Submit your leave form with trip date.
- *Please include educational objectives and course numbers that support your request to go on field trip.*
- **Overnight** trips will have to be approved by the Principal and District Designee.
- **ALWAYS** mention **OSP payment** option in the parent letter.
- **New for 25-26 school year;** field trips requiring an activity bus will need special approval.
- You will receive email notification of field trip approval/denial (**missing information could result in your trip being delayed or denied**)

If approved:

- **Please note:** You must receive approval prior to sending any field trip information home to parents.
- Give Main Office a copy of parent letter and a few copies of permission/medical form in English and Spanish.

- If a sub is needed, enter approved absence in **AESOP**.
- Enter your trip in TravelTracker (bus tracking app)
- Trips from 09:30 am to 1 pm, will select yellow bus; **field trips scheduled outside of 09:30 am and 1pm will need special approval and confirm activity bus availability.**
- All money must be collected by/ turned in to the Hornet Bank. Teachers ***should not*** be collecting any money.
- **MILEAGE MUST BE PAID ONE WEEK IN-ADVANCE OF THE TRIP FOR ACTIVITY BUSES,** (The price is **\$2.50 per mile**).
- **Out of State** field trips will be handled through a travel agency approved by the district.
- **PLEASE** make sure that signatures are on both the permission and medical side of the form. If not, please send them back for signatures. No child is allowed to go on a field trip without signatures on both sides. **NO Exceptions!**
- **Day of trip:**
- **Submit original DPS permission/medical forms** and please make a copy of medical side of permission/medical form to take with you on trip. If any child requires emergency medical assistance during field trip, the medical copy goes with them to the hospital.
- **All non-dps employees need to be approved DPS volunteers;** please have them complete this [form](#) (form needs to be completed annually)
- Send an email with a roster of all actual attendees to HHS-365GRP
- **Give Main Office a copy of parent letter and a few copies of permission/medical form in English and Spanish. They will need to know what to tell callers about each specific field trip/event and have forms available in case parents need to come to the main office to fill out forms without interrupting classes.**

Receipting Money

- **All funds should be taken to Hornet Bank. No exceptions. Teachers are not allowed to receive or collect any money.**
- Hornet Bank will be receipting for most events, But always encourage parents to pay for school events, field trips, etc.. via OSP website.
- If you need an event, trip, etc placed on OSP, please see the Treasurer for the approval form.

Copiers

- **NO PERSON UNDER THE AGE OF 18 is allowed to operate copiers. NO EXCEPTIONS!!!**
- PLEASE contact our IT specialist/ Main office for any copier repairs. **DO NOT TRY** to clear any misfeeds or jams yourself.
- **Please load colored/card stock paper in copier by-pass tray.**

Supplies

- Orders from DPS Warehouse are delivered to each site once a week.
- Each department chair is responsible for obtaining an initial supply list for their department.
- **After the initial supply list is disbursed, individual teachers may request supplies by completing the supply request link:**<https://forms.gle/jKLTxK9b8VUvS2748>
- **Mrs. Barbee will send a e-mail to the teacher, when supply orders are ready to be picked up. Allow 48 hours to fill order.**
- Email the School Treasurer for general supplies.

Charge Cards (Walmart/Sam's, Wex)

- DPS Charge Authorization form should be filled out and submitted to School Treasurer at least two days prior to needing to make a purchase via school's charge accounts. **NO cards will be signed out over the weekend. NO EXCEPTIONS!!!!!!**
- Return card(s) and receipt(s) IMMEDIATELY after use to School Treasurer. **You will be responsible for any unauthorized charges that occur if charge card(s) are misplaced or stolen.**

Travel

- Travel/Conference registration should be submitted for approval 40-45 days prior to. Mileage, meals, parking, etc... should be submitted no later than 60 days after. Participants will be responsible for securing hotel reservations and conference registrations. If traveling via air, a copy of your Driver License is needed to submit to **Travel Xperts** to book flights. If traveling out of state by car (except for VA), Treasurer will get a quote from Travel Xperts for mileage and DPS will honor the lesser of the two.
- Make sure cost of Registration is reflected in confirmation e-mail to submit with travel packet.
- ***Make sure you project meals and mileage and record on travel pre-approval.***
- ***Hotel will need to provide an invoice for payment.***
- Please check with School Treasurer to check to see if W-9 is needed for all travel vendors.
- **Flyer miles information should be included in e-mail for flight quotes to Travel Xperts.**

*******PLEASE SEE TREASURER BEFORE DOING ANYTHING SO THAT INSTRUCTIONS/ADVICE, AS TO HOW TO PROCEED, CAN BE GIVEN.**

Payroll

Payday is typically the last day of the month with some exceptions. The School Treasurer will notify staff of any payroll requirements and/or changes. Each employee should govern themselves accordingly. It is the responsibility of each employee to ensure all leave requests are turned in prior to processing payroll. **Failure to complete a leave request in a timely manner may result in employees being charged days with NO PAY.**

Timesheets should be completed by all classified staff and must include daily, weekly and monthly totals. Make sure you clock in and out everyday. Failure to follow attendance processes and procedures can result in write-up being placed in your file.

Employees may only view their paycheck stubs using a DPS networked computer. To view paycheck stubs please visit:

<https://vision.dpsnc.net/res/MyChecks/Pages/default.aspx>

For more specific payroll information please see "Traditional Payroll Calendar" on Faculty Share in the School Treasurer folder.

Check Request

Checks are written on Tuesday and Thursday only. All check requests must be submitted no later than 4:00 p.m. on Monday and Wednesday. Please note that all documentation must be received two weeks prior to your request of funds. Each check request must have the signature of the person requesting the check, official documentation of charges and account information. **Checks WILL NOT be written if funds are not available in your account.** Monthly Accounts Reports will be available by request. It is the responsibility of the teacher, advisor and/or coach to adhere to the above-mentioned deadline. Failure to comply with deadlines may result in delayed payment to vendors.

SECTION XII: EMERGENCY PROCEDURES

Within the first three days of school each teacher should review evacuation routes for your classrooms and emergency procedures for tornadoes and shut down. In case of an emergency, or during a drill **DO NOT USE the Elevator.**

Fire

1. Remind students to remain calm and to meet at your pre-designated spot outside.
2. Have students proceed in an orderly fashion (a straight line, not a group to *prevent bottlenecking*) to their appropriate exit.
3. Once you have determined that your area is clear:
 - a. Get a copy of your class roster.
 - b. Lock your door.
 - c. Proceed to your rally point.
 - d. Turn classroom lights off.
 - e. Perform visual scans to ensure that all of your students are present and accounted for.
4. Upon receiving notification (all clear) to re-enter instruct the students to re-enter the same way that they exited the building.
5. Once inside, maintain a position in your doorway to help monitor student movement.
6. An announcement will be made to indicate that all students should be back in class. At that time review your attendance.

Tornado

1. Remind students to remain calm and to meet at your pre-designated area.
2. Have students proceed in an orderly fashion to the appropriate area.
3. Once you have determined that your room is clear
 - a. Get a copy of your class roster.
 - b. Lock your door.
 - c. Proceed to your area.
 - d. Turn classroom lights off.
 - e. Perform visual scans to ensure that all of your students are present and accounted for.
 - f. Ask all students to assume safety positions.
4. When the threat has passed an announcement will be made to return to class.
5. Once inside, maintain a position in your doorway to help monitor student movement.
6. An announcement will be made to indicate that all students should be back in class. At that time review your attendance.

Lockdown

1. Lock all doors. Close all windows, blinds and curtains, and turn off the lights. Cover any door windows.
2. Instruct students to move to a location in the classroom away from windows and hallway doors. This area should be out of the direct visual line of any persons looking in.
3. Instruct students to sit down on the floor and remain calm.
4. Re-check the class roster..
5. If there are life threatening injuries in the room, report them to the central location (departmental AP, department lead, etc.).
6. Please refrain from using the phone in your room. The intercom will be used as the primary communication line from the main office.
7. The only time you should move from your secured position is when you are instructed to do so by a law enforcement officer or general announcement. Wait for the “All Clear” announcement.

Critical Response Team

1. Each school's CERT team must develop a School Crisis Plan to respond quickly, efficiently, and safely to emergencies.
2. The CERT team will educate faculty and staff about the School Crisis Plan and your specific role within that plan.

Wellness Center

Hillside's Wellness Center provides on-campus medical and mental health care through the Lincoln Community Health Center.

Wellness Center goals

- Promote healthy behaviors
- Increase knowledge of risky behaviors and teach preventive health care
- Provide medical and mental health services to students
- Support improved attendance

Services provided by the Wellness Center

- Medical examinations and laboratory tests
- Treatment of illnesses and injuries, including necessary prescriptions
- Dispense over-the-counter drugs and prescription medications
- Manage chronic illnesses with primary care provider
- Psychosocial assessment and supportive counseling
- Drug and alcohol counseling
- Immunizations
- Hearing, vision, and dental screening
- Physical exams for athletics, jobs, colleges, etc.
- Nutritional counseling

How students can access services

- All students are eligible to receive services
- Families must complete confidential questionnaires and parental/guardian permission forms before a student can receive services
- Please encourage your students to register for this valuable service.

SECTION XIII: APPENDICES

Email and LAN Accounts

New Users

IT Site Security Officer runs a daily report for new hires and termination using HRMS. New hires receive an email account and LAN account, which is emailed to the Media coordinator and the principal. Media coordinator will distribute the user ID and password information to the new employee.

Departing Users

One day after the effective date, the email and LAN account will be disabled by the IT Site Security Officer.

Non-Permanent Employees

1. Law Enforcement

Director of Security, Tina Ingram, will notify the IT Site Security Officer of officers assigned to the schools and when they are no longer assigned to the schools.

2. Student Teachers

The Senior Director for Professional Growth and Development will notify the IT Site Security Officer of approved student teachers as they are processed and placed in the schools.

3. Long-term Substitutes

The principal must make a request to the help desk using the template “User ID Request – Long-term Sub” for long-term substitutes to have access to email and LAN accounts. This ticket is routed to the HR Department who will approve and discuss the request with the principal. Once approved, the Site Security Officer will create the account and provide the user ID and password information to the principal and to the media coordinator.

Voicemail

Voicemail Enrollment Process

The first time you enter your voice mailbox the default password will be 12345 and then #.

Using Your New Telephone

To check voicemail if you have your own phone with your voice mail attached to it:

1. Press the **messages** or “**msgs**” button
2. Key in your **password** followed by the # sign
3. Listen to the directions given to you by the operator

To check voicemail from another phone:

1. Press the **messages** or “**msgs**” button
2. As soon as you hear the voice of the operator, press the * key
3. Key in your **five-digit extension** followed by the # sign

4. Key in your **password** followed by the # sign
5. Listen to the directions given to you by the operator

To check voicemail remotely:

1. Dial the school's number
2. As soon as you hear the voice of the operator, press the * key
3. Key in your **five-digit extension** followed by the # sign
4. Key in your **password** followed by the # sign
5. Listen to the directions given to you by the operator

To transfer a call to a voicemail without a phone:

1. Press **Transfer**
2. Press #
3. Listen for the operator to ask for the **five-digit extension** (If the operator asks for the password, just hit # again and listen for her to ask for the five-digit extension.)
4. Key in the **five-digit extension**
5. Press **Transfer**

To access a parked call:

1. Pick up the receiver, make sure you have a dial tone, and dial the five-digit number given to you.

Textbooks

Fines

At the end of the year, teachers are responsible for collecting the textbooks and/or damage/replacement fees. When the student returns a book and/or pays the appropriate fine, the records can be discarded. Student fine lists should be submitted to the administrator in charge of textbooks (Mrs. Reid) at the end of the school year. Fees for damages are at the discretion of the teacher, but the following is suggested:

Missing pages	\$1.00 (multiple missing, charge for replacement)
Torn pages	\$0.50 per page
Ink/Pencil on page	\$0.25 ink/0.10 pencil
Cover Damage	\$3.00
Corner Cover Damage	\$1.00
Minor Water Damage	50% Replacement Cost
Lost/Stolen Book or damaged beyond repair	Replacement Cost

Textbook Prices:

Courses	Book Title	ISBN Number	Price	Publisher	Adopted
ENGLISH					
English I	Elements of Literature - Course 3	30357179	\$60.80	Holt	2006
English II	Elements of Literature - World Literature	30388066	\$61.73	Holt	2006
English III	Elements of Literature - American (Fifth Course)	30387744	\$61.73	Holt	2006
English III AP	50 Essays: A Portable Anthology	312454023	\$19.00	Bedford/St Martin	2006
English III AP	McGraw Hill Reader: Issues Across the Disciplines	73533130	\$69.00	Glencoe	2006
English IV	Elements of Literature - British	30387760	\$61.73	Holt	2006

English IV AP	Perrine's Literature: Sound & Sense	041303657 X	\$57.10	Thomson	2006
English IV AP	Patterns for College Writing: A Rhetorical Reader & Guide	312408560	\$40.50	Bedford/St Martin	2006
Public Speaking	Public Speaking by Osborn & Osborn	618531955	\$73.96	Houghton-Mifflin	2006
MATHEMATICS					
Common Core Math 1	Core Plus Mathematics Course 1 (Class Sets)	9780078615 214	\$61.30	Glencoe	2012
Common Core Math 2	Core Plus Mathematics Course 2 (Class Sets)	9780078772 580	\$61.78	Glencoe	2013
Common Core Math 3	Core Plus Mathematics Course 3 (Class Sets)	9780078772 610	\$62.23	Glencoe	2014
Pre-Calculus	Precalculus: Graphical, Numerical, Algebraic	032113186X	\$69.97	Prentice Hall	2004
Pre-Calculus	Precalculus Student Edition	9780076641 833	\$108.96	Glencoe/McGraw-Hill	2015
Calculus	Calculus of a Single Variable: Early Transcendental Functions	9781305335 066	\$129.00	Centage	2015
A.P. Calculus	Calculus: Graphical, Numerical, Algebraic	130631310	\$108.97	Prentice Hall	2004
Intro to H.S. Math	Prentice Hall Mathematics Pre-Algebra	131220616	\$70.47	Prentice Hall	2004
Statistics	Basic Practice of Statistics 3/e	716758814	\$75.00	Bedford, Freeman & Worth	2004
Statistics	The Practice of Statistics	1464108730	\$120.00	Bedford, Freeman & Worth	2004
Consumer Math	Mathematics With Business Applications	78298067	\$68.49	Glencoe	2004
Advanced Functions Modeling	Mathematics in Our World	9780073519 678	\$166.75	Glencoe/McGraw-Hill	2015
Discrete Math	Excursions in Modern Math	9780133132 168	\$107.97	Pearson/Prentice Hall	2015
Discrete Math	Discrete Mathematics Through Applications 2/e	716735627	\$45.00	Bedford, Freeman & Worth	2004
Advanced Functions Modeling	Mathematical Models w/Applications	716744589	\$50.50	VHPS	2005
AP Computer Science	Java Methods	965485374	\$43.75	Prentice Hall	2004
SOCIAL STUDIES					
African American History	Holt African American History Student Worktext	9780030969 546	\$23.35	Holt, Rinehart & Winston	2008
AP American Government	American Government Pupil's Edition	9780618562 442	\$75.97	McDougal Littell	2008
AP Human Geography	An Introduction to Human Geography	9780131346 819	\$81.97	Prentice Hall	2008
AP Psychology	Psychology 8th Edition	9780716728 306	\$79.57	Bedford, Freeman, & Worth	2008
AP US History	The Enduring Vision Pupil's Edition	9780618801 633	\$81.97	McDougal Littell	2008
AP World History	World Civilizations The Global Experience Student Edition	9780132206 990	\$81.41	Prentice Hall	2008
Civics & Economics	Citizenship Civics and Economics	9780076601 202	\$85.93	Glencoe/McGraw-Hill	2017
Contemporary Law and Justice	Street Law™	9780078600 197	\$56.14	Glencoe	2008

Economics (ESL)	Contemporary Economics	9780077045227	\$38.89	Wright Group	2008
Economics and C&E	Economics (2nd book of bundle)	9780131334830	\$60.00	Prentice Hall	2008
World History	Holt World History (The Human Journey)	9780030646836		Holt	
Minority Studies	A Different Mirror	9780316831116	\$16.99	Hachette Book Group	2008
Minority Studies	Savage Inequalities (old version)	9780770435684	\$14.00	Harper Collins	2008
Minority Studies	Savage Inequalities (newer version)	9780060974992	\$9.50	Harper Collins	2008
US History (ESL)	Contemporary's American History 1 Student Edition Hardcover with CD-ROM	9780077045142	\$38.89	Wright Group	2008
US History (ESL)	Contemporary's American History 2 Student Edition Hardcover with CD-ROM	9780077045173	\$38.89	Wright Group	2008
US History, American History I	United States History & Geo Vol.1	9780021402649	\$86.17	Glencoe/McGraw-Hill	2017
US History, American History II	United States History & Geo Vol.2	9780021402946	\$86.17	Glencoe/McGraw-Hill	2017
US History, IB, American History II	The American Journey	9780131755611	\$60.82	Pearson/Prentice Hall	2008
World History	World History & Geography	9780076648889	\$93.29	Glencoe/McGraw-Hill	2017
World History (ESL)	Contemporary's World History Student Edition HC w/ CD-ROM	9780077045203	\$53.50	Wright Group	2008
WORLD LANGUAGES	WORLD LANGUAGES				
Advanced French	Tresors du Temps	78606551	\$54.33	Glencoe/McGraw-Hill	2006
Advanced French	En Bonne Forme	061816295X	\$78.27	Houghton Mifflin Co.	2005
Chinese 1	Discovering Chinese Vol 1	9789629782429	\$21.48	Better Chinese, LLC	2008
Chinese 2	Discovering Chinese Vol 2	9789629782450	\$21.48	Better Chinese, LLC	2014
Chinese 3	Discovering Chinese Vol 3	9781606030066	\$32.95	Better Chinese, LLC	2015
French 3	Discovering French, Nouveau - 3	395874866	\$54.51	McDougal Littell	2005
French 1	Discovering French, Nouveau - 1	395874823	\$53.72	McDougal Littell	2006
French 2	Discovering French, Nouveau - 2	395874890	\$53.69	McDougal Littell	2005
Latin 1	Ecce Romani I	673575853	\$44.43	Person Longman	2005
Latin 2	Ecce Romani II	673575861	\$44.43	Person Longman	2005
Latin 3	Ecce Romani III	067357587X	\$44.43	Person Longman	2005
Spanish	Nuevas Vistas, Curso de introduccion	30399491	\$53.83	Holt, Rinehart, & Winston	2005
Spanish 1	!Expresate! 1	30676789	\$52.76	Holt, Rinehart, & Winston	2005
Spanish 2	!Expresate! 2	30712718	\$53.93	Holt, Rinehart, & Winston	2005

Spanish 3	!Expresate! 3	30712726	\$54.49	Holt, Rinehart, & Winston	2005
HEALTH/PE					
Health	Prentice Hall Health Student Bundle 1	9780133681444	\$62.69	Prentice Hall	2009
Health	Prentice Hall Health Student Bundle 2 (for EC)	9780133681475	\$62.69	Prentice Hall	2009
ESL					
ESL	Edge Fundamentals Student Book (Red)	9780736261630	\$73.36	Hampton-Brown	2010
ESL	Edge Level A Student Book (Orange)	9780736234528	\$73.36	Hampton-Brown	2010
ESL	Edge Level B Student Book (Blue)	9780736234535	\$73.36	Hampton-Brown	2010
ESL	Edge Level C Student Book (Green)	9780736234542	\$73.36	Hampton-Brown	2010
CTE					
Accounting 1 (BA10)	Glencoe Accounting: Real World Applications and Connections, 1st year	9780078688294	\$56.14	Glencoe	2008
Accounting 2 (BA20)	Glencoe Accounting: Real World Applications and Connections, Advanced	9780078740381	\$56.14	Glencoe	2008
Career Management	School to Career	9781619603042	\$67.50	Goodheart-Wilcox	2018
Business	Business & Personal Finance	9780078687129	\$70.41	Glencoe	2008
Computer (BM10/BM20)	Learning Microsoft Office 2007 Deluxe	133639452	\$45.47	Prentice Hall	2008
Computer Engineering Technology	A+ Guide to Managing & Maintaining your PC6 Edition	9780619217587	\$73.72	Cengage	2009
Digital Communications	Digital Communication Tools 2006	78656923	\$51.45	Glencoe	2008
Digital Media (BW10)	Digital Multimedia	9780538445276	\$39.32	Cengage	2008
Early Childhood Education I	Working With Young Children	9781590701287	\$43.53	Goodheart-Wilcox	2007
Early Childhood Education II	Child & Adult Care Professionals	9780078290138	\$43.98	Glencoe	2007
Entrepreneurship I	Entrepreneurship and Small Business Management	9780078613036	\$58.02	Glencoe	2008
Fashion Merchandising	Fashion Merchandising Pathway	9781603333368	\$2,309.73	CEV Multimedia	2008
Life Skills	Goals for Living	9781590704127	\$42.12	Goodheart-Wilcox	2007
Life Skills	From School to Work Basic Student pkg	9781605250298	\$53.33	Goodheart-Wilcox	2007
Marketing	Marketing Essentials	9780026441919	\$56.61	Glencoe McGraw Hill	2007
Multimedia & Webpage Design	New Perspectives on HTML and XHTML, Introductory 1e	9780619267469	\$43.25	Thomson	2008
Parenting & Child Development	Parenting: Rewards & Responsibility	9780078690570	\$37.43	Glencoe	2007

Principles of Business & Finance	Intro to Business	9780538440639	\$54.53	Cengage	2008
ART					
Art	THE VISUAL EXPERIENCE, Student Edition	9780871926272	\$56.12	Davis Publications	2007
Art	DISCOVERING ART HISTORY, Student Edition	9780871927194	\$56.12	Davis Publications	2007
Art	DISCOVERING DRAWING, Student Edition	9780871927200	\$42.08	Davis Publications	2007
Art	EXPERIENCE CLAY, Student Edition	9780871925985	\$42.08	Davis Publications	2007
Art	EXPLORING PAINTING, Student Edition	9780871926005	\$42.08	Davis Publications	2007
Art	BEGINNING SCULPTURE, Student Edition	9780871926296	\$42.08	Davis Publications	2007
DANCE					
Dance	A Sense of Dance	9780736051897	\$22.47	Human Kinetics, Inc	2007
Dance	Experiencing Dance	9780736051873	\$22.47	Human Kinetics, Inc	2007
THEATRE ARTS					
Theatre Arts	Theatrical Design & Production	9780073514192	\$76.25	Glencoe	2008
Theatre Arts	Basic Drama Projects, 8th Edition	9780756916404	\$43.95	Perfection Learning Corporation	2007
BAND					
Band	Essential Musicianship for Band, Ensemble Concepts: Flute	9780634088377	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Oboe	9780634088384	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Bassoon	9780634088391	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Bb Clarinet	9780634088407	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Eb Alto Clarinet	9780634088414	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Bb Bass Clarinet	9780634088421	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Eb Alto Saxophone	9780634088438	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Bb Tenor Saxophone	9780634088445	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Eb Baritone Saxophone	9780634088452	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Bb Trumpet	9780634088469	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: F Horn	9780634088476	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Trombone	9780634088483	\$6.51	Hal Leonard Corporation	2007

Band	Essential Musicianship for Band, Ensemble Concepts: Baritone Bass Clef	9780634088490	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Baritone Treble Clef	9780634088506	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Tuba	9780634088513	\$6.51	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Percussion	9780634088537	\$9.31	Hal Leonard Corporation	2007
Band	Essential Musicianship for Band, Ensemble Concepts: Mallet Percussion	9780634088544	\$9.31	Hal Leonard Corporation	2007
MUSIC					
Music	Experiencing Choral Music Intermediate Mixed Voices, Student Edition	9780078611087	\$20.58	Glencoe	2007
Music	Experiencing Choral Music Proficient Mixed Voices, Student Edition	9780078611193	\$20.58	Glencoe	2007
Music	Experiencing Choral Music Advanced Mixed Voices, Student Edition	9780078611292	\$20.58	Glencoe	2007
SCIENCE					
Anatomy & Physiology	Essentials of Human Anatomy & Physiology 7th ed	805300120	\$67.47	Prentice Hall	2005
Anatomy & Physiology	Human Anatomy & Physiology, 6th ed.	805716939	\$94.97	Prentice Hall	2005
AP Physics B	Physics	131194941	\$85.62	Prentice Hall	2005
Biology I	Biology	9780133235746	\$93.29	Prentice Hall	2016
Biology II AP	Campbell: Biology in Focus AP Edition	9780133102178	\$127.47	Prentice Hall	2013
Chemistry I	Glencoe Chemistry: Matter and Change	78664187	\$58.94	Glencoe/McGraw-Hill	2005
Chemistry II AP	Chemistry: The Central Science Student Edition	9780132175081	\$149.47	Prentice Hall	2013
Earth/Environmental AP	Environ:Sci Behind Stories SE	9780132603782	\$127.47	Pearson/Prentice Hall	2016
Forensic Science	Criminalistics: Intro to Forensic Science	131137069	\$72.47	Prentice Hall	2005
Physical Science	Glencoe Physical Science - NC	78619033	\$55.21	Glencoe/McGraw-Hill	2005
Physics I	Holt Physics	30565448	\$55.89	Holt, Rinehart, & Watson	2005
Chemistry	Chemistry: The Central Science Student Edition	9780133172539	\$86.47	Pearson/Prentice Hall	2016
Biology	Biology (Miller Levine)	9780328881321	\$86.97	Miller Levine	2016
Physical Science	Physical Science	9780133163940	\$82.47	Pearson/Prentice Hall	2016
Earth & Environmental Science	Earth Science	9780554005393	\$107.00	Holt, McDougald	2016
Earth & Environmental Science	Environmental Science	9780547904016	\$107.00	HMH	2016
Physics	Physics	9780547586694	\$88.35	HMH	2016
OCS Biology	Biology Foundations Student Edition	9780133236385	\$83.47	Pearson/Prentice Hall	2016

Hillside High School

Textbook Contract Form

Student Information

Student Name: _____
Class/Grade: _____

Student ID Number: _____
School Year: _____

Textbook Information

Textbook Title: _____
Textbook Number/Barcode: _____

Edition: _____
Date Issued: _____

Terms and Conditions

Responsibility:

The student acknowledges receipt of the textbook in good condition and agrees to maintain its condition while it is in their possession. The student is responsible for returning the textbook in a similar condition, except for normal wear and tear.

1. **Use and Care:**

- Do not write, draw, or otherwise deface the textbook.
- Protect the textbook from water, excessive heat, and other damaging elements.
- Report any damage to the textbook to the teacher immediately.

2. **Return Policy:**

The textbook must be returned by the last day of the term or academic year or upon withdrawal from the school. The textbook should be returned in the condition it was issued, barring normal wear and tear.

3. **Loss or Damage:**

If the textbook is lost or damaged beyond normal wear and tear, the student and their parent/guardian are responsible for the cost of replacing or repairing the textbook/calculator. The replacement cost is estimated to be \$ _____.

4. **Penalties for Non-return:**

If the textbook/calculator is not returned by the due date, the school reserves the right to withhold report cards, transcripts, diplomas, or other student records until the textbook is returned or replacement fees are paid.

Acknowledgment

I, the undersigned, have read and understood the terms and conditions of this contract and agree to comply with them.

Student Signature: _____

Date: _____

Textbook # _____

DPS Employee Expectations

Prohibition Against Discrimination, Harassment, and Bullying: The board acknowledges the dignity and worth of all students and employees and strives to create a safe, orderly, caring, and inviting school environment to facilitate student learning and achievement. The board prohibits discrimination on the basis of race, color, national origin, sex, disability, or age and will provide equal access to the Boy Scouts and other designated youth groups as required by law. The board will not tolerate any form of unlawful discrimination, harassment, or bullying in any of its educational or employment activities or programs. Any violation of this policy will be considered serious and school officials shall promptly take appropriate action to address the violation.

A. Prohibited Behavior

Students, school system employees, volunteers, and visitors are expected to behave in a civil and respectful manner. The board expressly prohibits unlawful discrimination, harassment, and bullying by students, employees, board members, volunteers, or visitors. “Visitors” includes parents and other family members and individuals from the community, as well as vendors, contractors, and other persons doing business with or performing services for the school system.

Students are expected to comply with the behavior standards established by board policy, the Code of Student Conduct, and school and classroom rules. Employees are expected to comply with board policy, school system regulations, and school rules. Volunteers and visitors on school property also are expected to comply with board policy, school system regulations, and school rules and procedures.

This policy applies to behavior that takes place: (1) in any school building or on any school premises before, during or after school hours; (2) on any bus or other vehicle as part of any school activity; (3) at any bus stop; (4) during any school-sponsored activity or extracurricular activity; (5) at any time or place when the individual is subject to the authority of school personnel; or (6) at any time or place when the behavior has a direct and immediate effect on maintaining order and discipline in the schools.

B. Definitions

For purposes of this policy, the following definitions apply:

1. Discrimination

Discrimination means any act or failure to act, whether intentional or unintentional, that unreasonably and unfavorably differentiates treatment of others based solely on their membership in a socially distinct group or category, such as race, ethnicity, sex, pregnancy, religion, age, disability, sexual orientation, or gender identity.

2. Harassment and Bullying

a. Harassment or bullying behavior is deliberate conduct intended to harm another person or group of persons. Such conduct violates this policy when any pattern of gestures or written, electronic, or verbal communications, or any physical act or any threatening communication:

- 1) places a student or school employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or
- 2) creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits or by adversely altering the conditions of an employee’s employment.

“Hostile environment” means that the victim subjectively views the conduct as harassment or bullying and that the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is harassment or bullying. A hostile environment may be created through pervasive or persistent misbehavior or a single incident, if sufficiently severe.

Harassment and bullying include, but are not limited to, behavior described above that is reasonably perceived as being motivated by any actual or perceived differentiating characteristic or motivated by an individual’s

association with a person who has or is perceived to have a differentiating characteristic, such as race, color, religion, ancestry, national origin, gender, socioeconomic status, academic status, gender identity, physical appearance, sexual orientation, or mental, physical, developmental, or sensory disability. Examples of behavior that may constitute bullying or harassment include, but are not limited to, acts of disrespect, intimidation, or threats, such as verbal taunts, name-calling and put-downs, epithets, derogatory comments or slurs, lewd propositions, exclusion from peer groups, extortion of money or possessions, implied or stated threats, assault, impeding or blocking movement, offensive touching, or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons. Harassment and bullying may occur through electronic means (“cyberbullying”), such as through the Internet, emailing, or text messaging, or by use of personal websites to support deliberate and repeated behavior intended to cause harm to persons or groups. Legitimate age-appropriate pedagogical techniques are not considered harassment or bullying.

Harassment, including sexual or gender-based harassment, as described below, is not limited to specific situations or relationships. It may occur between fellow students or co-workers, between supervisors and subordinates, between employees and students, or between non-employees, including visitors, and employees or students. Harassment may occur between members of the opposite sex or the same sex.

b. Sexual harassment prohibited under Title IX and by this policy is conduct on the basis of sex occurring in a school system education program or activity that satisfies one or more of the following:

- 1) an employee of the school system conditioning the provision of an aid, benefit, or service of the school system on an individual’s participation in unwelcome sexual conduct;
- 2) unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the school system’s education program or activities. This determination requires consideration of all the facts and circumstances, including, but not limited to, the ages and disability statuses of the harasser and the victim and the number of individuals involved and their authority;
- 3) sexual assault including rape , statutory rape , fondling , and incest;
- 4) dating violence;
- 5) domestic violence; or
- 6) stalking.

Sexual assault, dating violence, domestic violence, and stalking will be defined in accordance with applicable law and the definitions will be incorporated into an administrative regulation developed by the superintendent. Conduct that satisfies this standard but that occurred outside the United States is not sexual harassment for purposes of this policy.

Sexual harassment in the employment context is prohibited. In addition to the definition above, prohibited employment sexual harassment includes unwelcome conduct which is either of a sexual nature, or is directed at a person because of the person’s sex, when:

- 1) submission to the conduct is made either explicitly or implicitly a term or condition of a person’s employment;
- 2) submission to or rejection of such conduct is made the basis for decisions affecting a person’s employment; or
- 3) the conduct has the purpose or effect of unreasonably interfering with an employee’s work performance or creating an intimidating, hostile, or offensive work environment.

Should there be any delay or change in the implementation of the Title IX regulations, the superintendent is authorized to amend the definition of sexual harassment contained in this policy as appropriate.

c. As provided in policy 4040/7310, Staff-Student Relations, employees are strictly prohibited from engaging in a romantic or sexual relationship with any student enrolled in the school system, whether or

not the relationship is consensual. Such conduct is prohibited whether or not it constitutes sexual harassment.

d. Gender-based harassment is also a type of harassment that violates this policy. Gender-based harassment may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, sexual orientation, or gender identity but not involving conduct of a sexual nature.

C. Reporting and Investigating Complaints of Discrimination, Harassment, or Bullying

Any person who believes that he or she has been discriminated against, harassed, or bullied in violation of this policy by any student, employee, or other person under the supervision and control of the school system, or any third person who knows or suspects conduct that may constitute discrimination, harassment, or bullying, should inform a school official designated to receive such complaints, as described in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

Any employee who has witnessed, or who has reliable information that another person may have been subjected to discrimination, harassment, or bullying in violation of this policy has a duty to report such conduct in accordance with policy 1720/4015/7225. Employees who observe an incident of harassment or bullying are expected to intervene to stop the conduct in situations in which they have supervisory control over the perpetrator and it is safe to do so. If an employee knows of an incident involving discrimination, harassment, or bullying and the employee fails to report the conduct or take proper action or knowingly provides false information in regard to the incident, the employee will be subject to disciplinary action up to, and including, dismissal.

Reports, except mandatory employee reports, may be made anonymously, and all reports will be investigated in accordance with policy 1720/4015/7225.

D. Responding to Occurrences of Discrimination, Harassment, or Bullying

1. Consequences for the Perpetrator

a. Disciplinary Consequences for Students

Students will be disciplined in accordance with the school's student behavior management plan (see policy 4302, School Plan for Management of Student Behavior). Based on the nature and severity of the offense and the circumstances surrounding the incident, the student will be subject to appropriate consequences and remedial actions ranging from positive behavioral interventions up to, and including, expulsion. In addition, the violation may also be reported to law enforcement, as appropriate. Incidents of misbehavior that do not rise to the level of discriminatory harassment or bullying may violate acceptable standards of student behavior, including, but not limited to, the expectation that students will demonstrate civility and integrity in their actions and interactions with others. See policy 4310, Integrity and Civility. The consequences for such behavior will be consistent with applicable board policy and the Code of Student Conduct.

This policy will not be construed to allow school officials to punish student expression or speech based on undifferentiated fear or apprehension of a disturbance or out of a desire to avoid the discomfort and unpleasantness that may accompany an unpopular viewpoint.

b. Disciplinary Consequences for Employees

Employees who violate this policy will be subject to disciplinary action up to, and including, dismissal. In addition, the violation may also be reported to law enforcement, as appropriate. Nothing in this policy will preclude the school system from taking disciplinary action against an employee when the evidence does not establish unlawful discrimination, harassment, or bullying, but the conduct otherwise violates board policy or expected standards of employee behavior.

c. Consequences for Other Perpetrators

Volunteers and visitors who violate this policy will be directed to leave school property and/or reported to law enforcement, as appropriate, in accordance with policy 5020, Visitors to the Schools. A third party

under the supervision and control of the school system will be subject to termination of contracts/agreements, restricted from school property, and/or subject to other consequences, as appropriate.

2. Consideration of Need for More Extensive Response

School administrators shall consider whether the misconduct warrants more than just a response at the individual level. Given the nature and severity of the misconduct, the administrators may determine that a classroom, school-wide, or school system-wide response is necessary. Such classroom, school-wide, or school system-wide responses may include additional staff training, harassment and bullying prevention programs, and other measures deemed appropriate by the superintendent to address the behavior. The actions taken must be reasonably calculated to end the behavior, eliminate a hostile environment and its effects if one has been created, and prevent recurrence of the behavior.

3. Retaliation Prohibited

The board prohibits reprisal or retaliation against any person for (a) reporting or intending to report violations of this policy, (b) supporting someone for reporting or intending to report a violation of this policy, or (c) participating in the investigation of reported violations of this policy.

After consideration of the nature and circumstances of the reprisal or retaliation and in accordance with applicable federal, state, or local laws, policies, and regulations, the superintendent or designee shall determine the consequences and remedial action for a person found to have engaged in reprisal or retaliation.

E. Training and Programs

The board directs the superintendent to establish training and other programs that are designed to prevent discrimination, harassment, and bullying and to foster an environment of understanding and respect for all members of the school community. Information about this policy and the related complaint procedure must be included in the training plan.

As funds are available, the board will provide additional training for students, employees, and volunteers who have significant contact with students regarding the board's efforts to address discrimination, harassment, and bullying and will create programs to address these issues. The training or programs should (1) provide examples of behavior that constitutes discrimination, harassment, or bullying; (2) teach employees to identify groups that may be the target of discrimination, harassment, or bullying; and (3) train school employees to be alert to locations where such behavior may occur, including locations within school buildings, at school bus stops, on cell phones, and on the Internet.

F. Notice

The superintendent is responsible for providing effective notice to students, parents, and employees of this policy and of the procedures for reporting and investigating complaints of discrimination, harassment, and bullying established in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure. The superintendent must ensure that each principal provides a copy of this policy and policy 1720/4015/7225 to students, employees, and parents or other responsible care givers at the beginning of each school year. In addition, both policies must be posted on the school system website, and copies of the policies must be readily available at each school and worksite. Notice of the policies must appear in all student and employee handbooks and in any school or school system publication that sets forth the comprehensive rules, procedures, and standards of conduct for students and employees.

G. Coordinators

The superintendent has appointed the following individuals to coordinate the school system's efforts to comply with and carry out its responsibilities under federal non-discrimination laws. These responsibilities include investigating any complaints communicated to school officials alleging noncompliance with Title VI or Title IX of the Civil Rights Act, Section 504 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), the Age Discrimination Act, and/or the Boy Scouts Act, or alleging actions which would be prohibited by those laws.

1. Title IX
Karin Beckett
511 Cleveland St., Durham, NC 27702
919-560-2000
Karin_Beckett@dpsnc.net
2. Section 504 - Students
Dr. Melissa Watson
808 Bacon St., Durham, NC 27703
919-560-2000
Melissa_Watson@dpsnc.net
3. Section 504 - Employees
Jeff Koweeek
511 Cleveland St., Durham, NC 27702
919-560-2000
jeffrey_koweeek@dpsnc.net
4. ADA
Jeff Koweeek
511 Cleveland St., Durham, NC 27702
919-560-2000
jeffrey_koweeek@dpsnc.net
5. Age Discrimination
Jeff Koweeek
511 Cleveland St., Durham, NC 27702
919-560-2000
jeffrey_koweeek@dpsnc.net
6. Other Non-discrimination Laws - Employees
Jeff Koweeek
511 Cleveland St., Durham, NC 27702
919-560-2000
jeffrey_koweeek@dpsnc.net
7. Other Non-discrimination Laws – Students
Karin Beckett
511 Cleveland St., Durham, NC 27702
919-560-2000
Karin_Beckett@dpsnc.net

H. Records and Reporting

The superintendent or designee shall maintain confidential records of complaints or reports of discrimination, harassment, or bullying. The records must identify the names of all individuals accused of such offenses and

the resolution of such complaints or reports. The superintendent also shall maintain records of training conducted and corrective action(s) or other steps taken by the school system to provide an environment free of discrimination, harassment, and bullying.

The superintendent shall report to the State Board of Education all verified cases of discrimination, harassment, or bullying. The report must be made through the Discipline Data Collection Report or through other means required by the State Board.

I. Evaluation

The superintendent shall evaluate the effectiveness of efforts to correct or prevent discrimination, harassment, and bullying and shall share these evaluations periodically with the board.

7300 – Staff Responsibilities

For students to succeed, all school employees must approach their responsibilities conscientiously, always remembering that the ultimate responsibility of the school system is to provide students with the opportunity to receive a sound basic education.

Employees are responsible for the education of students, and they also serve as examples and role models to students. Employees cannot perform their duties effectively unless they have the trust and respect of students, parents, vendors, suppliers, the public, and other employees. An unswerving commitment to honorable behavior by each and every employee is expected.

All school employees shall adhere to the following standards.

1. Employees shall be familiar with, support, comply with, and, when appropriate, enforce board policies, administrative procedures, school rules, and applicable laws. The board further requires all licensed employees to know and abide by the Code of Professional Practice and Conduct for North Carolina Educators. The absence of a law, policy, regulation, or rule covering a particular situation does not relieve an employee from the responsibility to exercise the highest ethical standards at all times.
2. Employees shall attend to the safety and welfare of students, including the need to provide appropriate supervision of students.
3. Employees shall demonstrate honesty, integrity, fairness, respect for others, respect for diversity, inclusion, cultural awareness and competence, professionalism, and commitment to the truth through attitudes, behavior, and communications with others.
4. Employees shall address or appropriately direct any complaints concerning school employees, the school program, or school operations.
5. Employees shall demonstrate respectful and positive workplace interactions with all members of the educational community, including but not limited to students, parents, co-workers, supervisors, and direct reports. Employee conduct should be such as to protect both the employee's integrity and reputation and that of the school system.
6. Employees shall not use their positions or assignments to unfairly or unduly influence students by causing students to feel it necessary or advisable to participate in activities or events which require more than nominal costs for activities such as camps, programs, lunches, dinners, admissions, transportation, and entertainment.
7. Employees shall notify the assistant superintendent for human resources or designee if they are arrested for, charged with, or convicted of a criminal offense (including entering a plea of guilty or *nolo contendere*) other than a minor traffic violation (i.e., speeding, parking, or a lesser violation). Notice must be in writing, must include all pertinent facts, and must be delivered to the assistant superintendent for human resources or designee no later than the next scheduled business day following the arrest, charge, or conviction, unless the employee is hospitalized or incarcerated, in which case the employee

must report the alleged violation within 24 hours after his or her release. Upon judicial action in the matter, the employee must report the disposition and pertinent facts in writing to the assistant superintendent for human resources no later than the next business day following adjudication.

8. Employees shall not make secret recordings, in any format, at school, on school system property, or at a school-related event or meeting. Camera phones and other recording devices shall not be used to take a photo or video of a member of the educational community at school, on school system property, or at a school-related event or meeting from a vantage point that a reasonable person would view as an invasion of personal privacy.

Employees must have permission from their principal or supervisor before making a recording, in any format, of any person (including students, employees, parents, or visitors) at school, on school system property, or at a school-related event or meeting.

Employees may audio record a grievance meeting as defined in Board Policy 1750/7220 or a termination or nonrenewal hearing or meeting. The employee must provide 24 hours' notice (one working day) of the intent to record to the individual in charge of the hearing or meeting. The recording must take place openly, where all parties are made aware of the recording.

Nothing in this section is intended to restrict the school system in the use of recording devices or other technology for conducting official business in investigations, surveillance, or archival purposes. Nothing in this section is intended to restrict employees from the appropriate use of recording devices or other technology as part of an approved curriculum, program, or course of study.

7310/4040 – STAFF-STUDENT RELATIONS

The board expects all employees to maintain the highest professional, moral, and ethical standards in their interactions with students. Employees are required to provide an atmosphere conducive to learning through consistently and fairly applied discipline and established and maintained professional boundaries. Employees are expected to motivate each student to perform to his or her capacity while modeling the behavior expected of students in staff-student relationships.

The interactions and relationships between staff and students must be based upon cooperation, mutual respect, and an understanding of the appropriate boundaries between adults and students inside and outside of the educational setting. Employees are expected to demonstrate good judgment and to avoid the appearance of impropriety in their interactions with students. Employees must consult their supervisor any time they suspect or are unsure whether conduct is inappropriate or otherwise constitutes a violation of this or other board policy.

For the purposes of this policy, the terms “staff” and “employees” include independent contractors, school safety officers, and volunteers, but do not include student employees or student volunteers.

A. ROMANTIC RELATIONSHIPS AND SEXUAL CONTACT PROHIBITED

All employees are prohibited from dating, courting, engaging in inappropriate sexual dialogue, entering into a romantic relationship or having sexual contact with any student enrolled in the school system regardless of the student's age. Employees engaging in such inappropriate conduct will be subject to disciplinary action, up to and including dismissal, and may be subject to criminal action as provided in G.S. 14-202.4 and 14-27.32. Further, school system personnel shall provide no assistance to an employee in finding another job, beyond the routine transmittal of personnel or administrative files, if the employee engaged in sexual misconduct with a minor or a student in violation of the law or board policy.

B. RESTRICTIONS ON ELECTRONIC COMMUNICATIONS

In accordance with policy 7335, Employee Use of social media, employees are prohibited from communicating with current students through non-school-controlled social media without parental permission except to the extent that the employee and student have an appropriate relationship which originated outside of the school setting. Any communication through social media authorized under policy 7335 must be appropriate at all times, meet the professional standards established in this policy and must otherwise be consistent with law and all other board policy.

Instant and/or temporary messages will be treated as a form of communication through social media subject to the terms of policy 7335 and subsection B.1 above, regardless of whether the messaging service is actually provided through a social media service or otherwise. Employees are also prohibited from communicating electronically with students on platforms using content that disappears.

2. Employees are prohibited from engaging in other forms of one-to-one electronic communications (e.g., voice, voice mail, email, texting, and picture/photo or video transmission) with students without written prior approval of the employee's supervisor and the student's parent. This rule shall not apply, however, if one or more of the following circumstances exist:

- a. the communication (1) is for an educational purpose, (2) is conducted through a school system-provided platform which archives all such communications for a period of at least three years, (this requirement does not apply to telephone or voice mail communications), and (3) occurs after the employee has given prior notice to his or her supervisor or designee that such communications will occur;
- b. the communication serves an educational purpose and is simultaneously copied or transmitted to the employee's supervisor or designee and, upon request, to the parent or guardian;
- c. the communication is necessary in a bona fide emergency, provided the communication is disclosed to the supervisor and parent or guardian as soon as reasonably possible; or
- d. the communication derives from a relationship or association outside of the school setting and occurs with the consent of the parent or guardian, provided such communication does not otherwise violate this or other board policy
- e. the communication is only for the purpose of sharing logistical information and limited to the provision of logistical information associated with an approved school related activity.

Any one-to-one electronic communication permitted by this subsection must meet the professional standards established in this policy and must otherwise be consistent with law and all other board policies.

3. It is the duty of every employee to notify his or her supervisor of any unsolicited one-to-one communication, in any form, electronic or otherwise, received from a student when the communication lacks a clear educational purpose. School counselors are excluded from this requirement only to the extent that it conflicts with their professional duties.
4. Violations of this section will be considered unprofessional behavior subject to discipline, up to and including dismissal. Factors that may be relevant to the determination of an appropriate disciplinary response to unauthorized communications with students include, but are not limited to:

- a. the content, frequency, educational relevance, subject, and timing of the communication(s);
- b. whether the communication(s) was appropriate to the student's age and maturity level;
- c. whether the communication(s) could reasonably be viewed as a solicitation of sexual contact or the courting of a romantic relationship, including sexual grooming;
- d. whether there was an attempt to conceal the communication(s) from the employee's supervisor and/or the student's parent or guardian;
- e. whether the communication(s) created a disruption of the educational environment; and
- f. whether the communication(s) harmed the student in any manner or reasonably could have led to harm to the student.

C. REPORTING INAPPROPRIATE CONDUCT

1. Reporting by Employees

Any employee who has reason to believe any of the following shall immediately report that information to the superintendent or designee:

- a. that another employee is involved in a romantic or other inappropriate relationship or has had sexual contact with a student;
- b. that another employee has engaged in other behavior prohibited by this policy; or
- c. that the employee has witnessed behavior by another employee that has the appearance of impropriety, whether or not the behavior may have a valid purpose.

An employee who fails to inform the superintendent or designee as provided in this section may be subject to disciplinary action, up to and including dismissal.

2. Reporting by Students

Any student who believes that he or she or another student has been subject to misconduct that violates this policy should immediately report the situation to the principal, school counselor, or the Title IX coordinator designated in policy 1720/4015/7225, Discrimination, Harassment, and Bullying Complaint Procedure.

3. Report of Criminal Misconduct

Any principal who has reason to believe that a student has been the victim of criminal conduct shall immediately report the incident in accordance with policy 4335, Criminal Behavior.

4. Report to State Superintendent of Public Instruction

Any administrator, including the superintendent, a deputy/associate/assistant superintendent, a personnel administrator, or a principal, who knows or has reason to believe that a licensed employee has engaged in conduct which involves physical or sexual abuse of a child shall report that information to the State Superintendent of Public Instruction within five working days of any disciplinary action, dismissal, or resignation based on the conduct. For purposes of this subsection, physical abuse is the infliction of physical injury other than by accidental means or in self-defense, and sexual abuse is the commission of any sexual act upon a child or causing a child to commit a sexual act, regardless of consent and the age of the child. Failure to report such conduct may result in the suspension or revocation of an administrator's license by the State Board of Education.

This reporting requirement applies in addition to any duty to report suspected child abuse in accordance with state law and policy 4240/7312, Child Abuse – Reports and Investigations, as applicable.

Internet and Video Use Policy

INTERNET USE POLICY 5150

Hillside teachers MAY NOT access networks to do the following:

- Send or display material inappropriate in a school setting
- Use obscene language
- Share confidential information about students or employees
- Promote political parties or candidates
- Access for commercial gain or profit
- Upload or download copyrighted materials
- Intentional harm or destroy data, equipment, or waste resources
- Gain access to private data or equipment
- Intentionally harass, attack, or insult others
- Promote a specific religion or religious teachings

Inappropriate use of networks may be reported to administration. Violations may result in loss of access and/or disciplinary action depending on the nature of the offense. When applicable, law enforcement agencies may be involved.

VIDEO USE POLICY-DPS BOARD POLICY 3045

- Teachers may not show ‘r’-rated videos at school.
- Before using a video not owned in the classroom, teachers must fill out a “Video Prior Approval Form” (available in the media center) at least 5 days prior to showing the video.
- Teachers will not be allowed to check out videos that do not pertain to their subject area and/or that were purchased for use in specific classes without approval from a media coordinator and the appropriate department chair, or the principal.
- Teachers wishing to bring videos from outside the school must receive prior approval from the principal by submitting the lesson plan 5 days prior to the intended viewing. The lesson plan for the viewing must apply to the NC Standard Course of Study.
- When teachers use a videotape or laser videodisc that is rated PG-13, they must have a signed “Video Parental Approval Form” (available in the media center) for any student in the class who does not meet the age requirement. The permission slips must then be kept on file. Teachers cannot assume that all students are the correct age. If a student does not have permission to watch a PG-13 rated movie, the must give that student a non-penalized alternative or no alternative with no penalty. Teachers are not allowed to show movies that are rated R or NC-17. In the Hillside media collection there are a few PG-13 rated videotapes and laserdiscs. These items have been clearly marked so that teachers will be aware of the rating.

Employee Dress and Appearance

The board believes that the appearance and the conduct of its faculty are important in establishing a positive image for education in the community and for presenting a good example for students. Therefore, the board affirms its expectation that all personnel will be professionally, neatly, and appropriately attired for the work to be done. An employee's dress must not disrupt or distract from the educational process and must be in accordance with health and safety standards. The superintendent or designee is authorized to develop and communicate to employees guidelines for appropriate dress and appearance.

An employee's supervisor will make an initial determination of whether an employee's dress or appearance is inappropriate. In making this determination, the supervisor will consider the following factors:

1. the nature of the work;
2. whether the dress is consistent with a professional environment;
3. health and safety factors;
4. the nature of the employee's public contact and the normal expectations of outside parties with whom the employee will work;
5. the employee's interaction with students;
6. the prevailing practices of other workers in similar jobs; and
7. any properly established guidelines for dress or appearance.

If the supervisor determines that the employee's dress or appearance is disruptive or distracting to the educational process, violates the established guidelines, or is hazardous to the health or safety of the employee or others, the supervisor shall counsel the employee regarding attire that is consistent with this policy and shall determine whether the employee is allowed to remain at work or must leave work to change his or her dress. Any failure to follow the supervisor's directive and/or blatant or repeated violations of this policy will subject the employee to disciplinary action up to, and including, dismissal.

SECTION XIV: FORMS



You can access these and other forms:

- **In this section.**
- **In the front office**
- **In the mail room and teachers' lounge**
- **In the faculty share folder**
- **On the DPS website**

Please.....

Help everyone stay organized and efficient by following procedures and using the right form for the right task.

Thanks.

Hillside High School Counselor Referral Form

Student Information

Student Name _____ Grade _____

Advisor _____ Counselor _____

Please check services or information needed for the student

- _____ Requesting scholarship/financial aid information
- _____ Academic help/tutorial services needed
- _____ Emotional/mental health concern
- _____ Attendance concerns
- _____ SAT registration

_____ Other

Specify service or information needed:

(Ex. Student has exhibited a significant behavior change)

The following section should be filled out by the counselor.

- _____ Parent conference scheduled
- _____ Conference with student
- _____ Referred to other resources

Notes and Comments

REQUEST FOR FUND RAISING PROJECT

Club/Fund _____ Date _____

Sponsor _____ Treasurer or Other Person _____

Responsible for Turning Receipts in to Office _____

Project _____

Vendor _____

Dates of Activity: From _____ To _____

Selling Price per Item _____ Purchase Cost per Item _____

Estimated Profits (Total) _____

Profits to be used for: _____

1. Unsold items may/may not be returned to the vendor for credit. _____

2. It is understood that:

- a. Receipts will be turned in to the office daily.
- b. The club must turn in collections sufficient to cover the complete costs of the activity before the vendor is paid.
- c. The principal must approve any extension of the completion date noted above in advance.
- d. The reverse side of this form (Summary of Fund Raising Activity) must be completed within one week of completion of the project.

Request by

President of Club

Sponsor of Club

Reviewed by Financial Advisory Committee

(Signed) _____

Approved _____

Date _____

Account Number _____

APPLICATION FOR FUND RAISING SALES ACTIVITY

We, _____, request permission from the Administration to sell the following item or items:

The items listed above are to be sold at the following places and during the following time specified:

The purpose of this is to:

Teacher – Sponsor

President of Organization

Approved by:

Principal

Superintendent

Date

Date

SUMMARY OF FUND-RAISING ACTIVITY

Starting Date _____

Ending Date _____

SCHOOL AND CLUB _____

TYPE OF FUND RAISING _____

TYPES OF ITEMS PURCHASED _____
(Attach copy of vendor invoice)

Description of Item (A)	Quantity Purchased (B)	Sale Price (C)	Proceeds if all Sold (B x C) (D)
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
Total Receipts If All Items Sold (Total of Lines 1-5)			6. _____
Receipts turned in (per school books)		7. _____	
*Merchandise still on hand #X Sale Price		8. _____	
*Monies uncollected from students		9. _____	
*Miscellaneous, used for promotion, damaged merchandise, etc.		10. _____	
Totals (Lines 7 thru 10)			11. _____
Difference (Line 6 minus Line 11)			12. _____
*Must be documented to the satisfaction of the principal.			

This report is certified correct to the best of our knowledge.

President _____ **Date:** _____

Sponsor: _____ **Date:** _____

Principal: _____ **Date:** _____

HHS Speaker Request Form**Name of Speaker:** _____**Date:** _____**Affiliation:** _____**Time In:** _____**Time Out:** _____**Name of Teacher:** _____**Signature of Teacher:** _____**Signature of Administrator** _____**Please explain how this supports classroom instruction and overall student achievement.**



Durham Public Schools Prior Approval for Classroom Use of Videos/Digital Media

In accordance with DPS Board Policy 3045, prior to the presentation of an entire feature length video (defined by the Academy of Motion Picture Arts and Sciences, the American Film Institute and the British Institute as 40 minutes or longer), regardless of physical format or source, teachers must complete and submit the *Prior Approval for Videos and Digital Media* form to the principal for his/her approval. The principal may grant blanket approval to any video/digital resource that has been selected and approved for purchase by authorized school or district personnel, or provided through the district software portfolio. Please refer also to R&P 3045: Use of Videos and Digital Media.

Teacher: _____ Date of Request: _____ Date(s) to be shown: _____
 Subject: _____

Source of item: _____

Video Rental Store Taped Off-Air (Date taped _____) Privately owned by the
 Teacher/Presenter Internet Provider (specify _____)

Other _____

Learning Objective: (including the specific correlation and reference to the Common Core/NC Essential Standards): _____

I have previewed this visual media selection in its entirety and find it appropriate to my classroom instructional goals and appropriate for students who will view it. This item is included in a lesson plan and will be shown as a part of face-to-face instruction. _____

Teacher's Signature School/Grade(s) _____ Prior approval granted _____ Prior approval denied _____

Principal or Designee's Signature _____

Date _____

Title of the item: _____ Rating: _____ Parental permission needed (Any selection rated above "G" in elementary school, and any selection above "PG" in middle school, and any selection above "PG 13" in high school)? ☐ No ☐ Yes (Attached copy of correspondence sent to parents.) **Note: Any selection rated "NC-17" is prohibited.**

Refer to Board Policy 3045