

Orchard Farm Middle School



Teacher/Staff Handbook



ORCHARD FARM SCHOOL DISTRICT MISSION/VISION

Orchard Farm School District Mission

The mission of the Orchard Farm School District is to empower each learner to excel in diverse communities.

Orchard Farm School District Vision

The vision of the Orchard Farm School District is to:

- *Cultivate a safe, well-rounded, inclusive learning environment that encourages students and staff to explore their talents and achieve their potential.*
- *Develop the leadership and character of each individual through expectations of personal responsibility to foster empathy, integrity, self-confidence, and the acceptance of differences.*
- *Promote critical thinking and problem-solving skills through a diversity of opportunities where risk-taking and persistence are encouraged.*
- *Be future-ready with innovative technology promoting digital citizenship.*
- *Create reciprocal partnerships between school, home, and community where we work to support each other and appreciate the values and culture of each individual.*

ORCHARD FARM R-5 SCHOOL DISTRICT

2023-24 SCHOOL CALENDAR

AUGUST 2023	M	T	W	TH	F
		1	2	3	4
	7	8	9	10	11
	14	15	16	17	18
	21 A	22 B	23 A	24 B	25 A

August 9-14 New Teacher Orientation
 August 15-18 Teacher Work Days/PD
 August 21 School Begins

September 1 No School - Professional Development
 September 4 No School - Labor Day

October 18 End of 1st Qtr (HS)
 October 18 Parent Teacher Conferences
 October 19 No School - Professional Development
 October 19 Parent Teacher Conferences
 October 20 No School - Fall Break

November 7 No School - Professional Development
November 15 End of 1st Trimester (EL/MS)
 November 22-24 No School - Thanksgiving Break

December 21 3 Hr Early Release (K-12)
 December 22-29 No School - Winter Break

SEPTEMBER	M	T	W	TH	F
					1 PD
	4	5 B	6 A	7 B	8 A
	11 B	12 A	13 B	14 A	15 B
	18 A	19 B	20 A	21 B	22 A

OCTOBER	M	T	W	TH	F
	2	3	4	5	6
	A	B	A	B	A
	9 B	10 A	11 B	12 A	13 B
	16 A	17 B	18 A	19 PD/PT	20 B

January 1-2 No School - Winter Break cont.
 January 3 Classes Resume
January 9 End of 2nd Qtr/1st Sem (HS)
 January 12 No School - Professional Development
 January 15 No School - MLK, Jr. Day

February 16 No School - Professional Development
 February 19 No School - Presidents' Day
February 26 End of 2nd Trimester (EL/MS)

NOVEMBER	M	T	W	TH	F
			1 A	2 B	3 A
	6 B	7 PD	8 A	9 B	10 A
	13 B	14 A	15 B	16 A	17 B
	20 A	21 B	22 A	23 B	24 Thanksgiving Break

March 8 No School - Professional Development
March 22 End of 3rd Qtr
 March 25-29 No School - Spring Break

April 1 No School - Spring Break cont.
 April 26 No School - Professional Development

May 19 HS Graduation
 May 24 3 Hr Early Release (K-12)
May 24 End of 3rd Trimester (EL/MS)
May 24 End of 4th Qtr/2nd Sem (HS)
 May 27 Memorial Day

DECEMBER	M	T	W	TH	F
					1 A
	4 B	5 A	6 B	7 A	8 B
	11 A	12 B	13 A	14 B	15 A
	18 B	19 A	20 B	21 A	22 B

Scheduled Makeup Days:

- (1) January 15 - MLK, Jr. Day
- (2) February 19 - Presidents' Day
- (3) March 25-27 - Spring Break
- (4) Extended Academic Year (if needed)

JANUARY 2024	M	T	W	TH	F
	1 Winter Break	2 Break	3 B	4 A	5 B
	8 A	9 B	10 A	11 B	12 PD
	15 A	16 B	17 A	18 B	19 A
	22 A	23 B	24 A	25 B	26 A

FEBRUARY	M	T	W	TH	F
				1 A	2 B
	5 A	6 B	7 A	8 B	9 A
	12 B	13 A	14 B	15 A	16 PD
	19 A	20 B	21 A	22 B	23 A

MARCH	M	T	W	TH	F
					1 B
	4 A	5 B	6 A	7 B	8 PD
	11 A	12 B	13 A	14 B	15 A
	18 B	19 A	20 B	21 A	22 B

APRIL	M	T	W	TH	F
	1 A	2 B	3 A	4 B	5 A
	8 A	9 B	10 A	11 B	12 A
	15 B	16 A	17 B	18 A	19 B
	22 A	23 B	24 A	25 B	26 PD

MAY	M	T	W	TH	F
			1 A	2 B	3 A
	6 B	7 A	8 B	9 A	10 B
	13 A	14 B	15 A	16 B	17 A
	20 B	21 A	22 B	23 A	24 B

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District Contact Information

ORCHARD FARM MIDDLE SCHOOL

2195 Highway V
St. Charles, MO 63301
(636)757-8750
(636) 250-5306 fax
www.ofsd.k12.mo.us

Dr. Michelle Geringer
Principal
757-8760

Dr. David Pitts
Asst. Principal
757-8759

Mrs. Casey Hulbert
Principals' Secretary
757-8751

Mrs. Brandy Dunn
Attendance Secretary
757-8752

Mrs. Danielle Moradi
HS/MS Counselor (8th Grade)
757-8755

Mrs. La'Sheka Smith
MS Counselor (6th/7th Grade)
757-8756

Mrs. Kathy Boschert
Office Secretary
757-8754

Mrs. Tara Olendorff
District Social Worker
695-8658

Mrs. LaTasha Reinhardt
School Nurse
757-8762

Mr. Jefferey Gates
Transportation
695-8603

Mrs. Julie Parrish
Food Service
695-8401

Officer Jason Autery
School Resource Officer
757-8757

Board of Education – Orchard Farm School

Mr. Darren Grunwaldt, President
Mr. Steve Goeke, Vice President
Mrs. Erin Stopke, Secretary
Mr. Brad Westerfeld, Treasurer

Mr. Kenneth Biermann, Member
Mr. Eric Williams, Member
Mr. Steven Stopke, Member

Orchard Farm School District – Central Office Administrators

Dr. Wade Steinhoff
Superintendent
925-5450

Dr. Keith Klostermann
Asst. Superintendent
925-5452

Dr. Melissa Daniel
Director of Student Services
Title IX Coordinator
925-5460

Orchard Farm High School (636) 695-8650

Dr. Greg Jones
Principal
695-8660

Dr. Stephen Menteer
Asst. Principal
695-8659

Mr. Duane Stueremann
Maintenance/Operations Director
695-8621

Mr. Blake Arnette
Activities Director (HS/MS)
695-8662

Orchard Farm Elem. School (636) 757-8700

Dr. Jerry Oetting
Principal
757-8710

Dr. Brandi Genebacher
Asst. Principal
757-8709

ELC
Dr. Kari Schriber
Principal
925-5410

Discovery Elementary School (636) 757-6800

Dr. Luke Dix
Principal
757-6810

Mrs. Jacquelynn Rutherford
Asst. Principal
757-6805

Discovery Zone
Hannah Wetter
757-6809

Additional Central Office Staff

Jaclyn Haake
Executive Administrative Assistant - 925-5451

Trina Becktol
Director of Business Operations - 925-5462

Deanna Klaus
Director of Human Resources/Benefits - 925-5456

Erin Nelson
Payroll Coordinator - 925-5455

Suzanne Hajek
AP/ & Purchasing - 925-5454

Cassie Southards
SIS Coordinator - 925-5471

Allison Nelson
Administrative Assistant to Student Services - 925-5461

Brooke Prickett
Director of Curriculum, Instruction and Assessment - 757-8766

MIDDLE SCHOOL LISTING

<u>Name</u>	<u>Position/Grade/Subject</u>	<u>E-mail Address</u>
Michelle Geringer	Principal	mgeringer@ofr5.com
David Pitts	Asst. Principal	dpitts@ofr5.com
Danielle Moradi	HS/MS Counselor	dmoradi@ofr5.com
La'Sheka Smith	MS Counselor	lsmith@ofr5.com
Casey Hulbert	Secretary	chulbert@ofr5.com
Brandy Dunn	Attendance Secretary	bdunn@ofr5.com
Kathy Boschert	Office Secretary	kboscher@ofr5.com
LaTasha Reinhardt	Nurse	lreinhardt@ofr5.com
Jason Autery	School Resource Officer	jautery@ofr5.com
Jodi Boschert	6 th – ELA	jboschert@ofr5.com
Jessica Radzwilowicz	6 th – ELA	jradzwilowicz@ofr5.com
Linda Grunwaldt	6 th – Math	lgrunwaldt@ofr5.com
Heather Painter	6 th – Math	hpainter@ofr5.com
Kyle Jones	6 th – Science	kjones@ofr5.com
Bill Kamp	6 th – Soc. Studies	bkamp@ofr5.com
Kallie Bildner	6 th – P.E./Health	kbildner@ofr5.com
Lisa Mann	6 th – Special Education	lmann@ofr5.com
Nathan Bowman	7 th – ELA	nbowman@ ofr5.com
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Jacob Nickel	7 th – Math	jnickel@ofr5.com
Helen Wolf	7 th – Math	hwolf@ofr5.com
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Leah Kuehnel	7 th – Soc. Studies	lkuehnel@ofr5.com
Chris Miller	7 th – P.E./Health	cmiller@ofr5.com
Kaitlyn Mirth	7 th – Special Education	kmirth@ofr5.com
Torie Brinkmann	8 th – ELA	tbrinkmann@ofr5.com
Alyse Johnson	8 th – ELA	ajohnson@ofr5.com
Branden Sugar	8 th – Algebra/8th Math	bsugar@ofr5.com
Katie Sunshine	8 th – 8th Math	ksunshine@ofr5.com
Shannon Willis	8 th – Science	swillis@ofr5.com
Dan Friedel	8 th – Soc. Studies	dfriedel@ofr5.com
Brad Yount	8 th – P.E./Health	byount@ofr5.com
Jackie Diaz	8 th – Special Education	jdiaz@ofr5.com
Kathy Bhat	Music	kbhat@ofr5.com
Camille Frost	FACS	cfrost@ofr5.com
Theresa Rose	Art	trose@ofr5.com
Eleanna Liscombe	Innovation	eliscombe@ofr5.com
Kris Liesmann	GTT	kliesmann@ofr5.com
Bryce Wolf	Spanish	bwolf@ofr5.com
Bobby Mobley	Instrumental Band	rmobley@ofr5.com
Rebecca Pratt	ELL	rpratt@ofr5.com
Heather Hinze	Gifted	hhinze@ofr5.com
Heather Sanchez	Librarian	hsanchez@ofr5.com
Jessica Rawson	6, 7, 8 – Special Education	jrawson@ofr5.com
Beth Soph	6, 7, 8 – Essential Skills	bsoph@ofr5.com
Devin Jackson	Para	devinjackson@ofr5.com
Andrea Miller	Para	amiller@ofr5.com
Andrea Stanley-Biss	Para	astanley-biss@ofr5.com
PARA	Para	
Kim Short-Stahlschmidt	ISS	kshort-stahlschmidt@ofr5.com
XXXX	Building Substitute	XXXX@ofr5.com



THE FOUNDATION OF ORCHARD FARM MIDDLE SCHOOL

MISSION STATEMENT:

We will invest in the whole child to ensure high levels of learning for each student every day.

VISION STATEMENT:

In order to achieve the mission of our school, we envision a school in which staff:

- Create strong, healthy relationships with students by modeling trust, respect, and responsibility to build strong character.
- Assist students in creating a sense of belonging to our school community by encouraging involvement, tolerance, and service.
- Monitor each student's progress to drive research-based strategies to impact learning, as well as social and emotional growth.
- Connect learning to students' daily lives and the world around them.
- Build positive relationships among staff members to promote unity and foster collaboration.
- Foster strong partnerships with families and the community to support the learning and nurturing of our students.

OFMS Staff Collective Commitments:

In order to achieve the shared vision of our school, Orchard Farm Middle School staff have made the following collective commitments.

- I will provide a welcoming and safe environment for students by honoring their unique strengths, talents, and personalities.
- I will encourage students to actively engage in everyday classroom activities, extracurricular opportunities, and school-wide events.
- I will use observations and assessments as the bases to drive lesson planning and instructional strategies.
- I will collaboratively plan and implement cross-curricular lessons and activities that include problem-solving and relevant application experiences.
- I will be a positive, contributing member of my collaborative teams.
- I will openly communicate with parents and students in person and electronically to encourage positive involvement in each student's education.

District Policies & Procedures

All schools in the Orchard Farm R-V School District operate according to policies established by their board of education. These policies are available to the public and may be accessed through the district website at www.ofsd.k12.mo.us.

OFSD STATEMENT OF PHILOSOPHY AND OBJECTIVES

The Orchard Farm School District's mission is to achieve educational excellence for all students. The mission is multifaceted in that it deals with criteria to be achieved as well as evaluating success based on each child's individual ability. The District embraces the philosophy of responsibility for the total child including honesty, integrity, character, family values, and academic achievement. Further, the school must instill students with an awareness of responsibility to their community, their country, and the world environment as well as an awareness of the importance of working with others while maintaining their own ideas, views, and standards. Importantly, the District accepts the concept of potential in a dynamic fashion, meaning that students can always improve. In addition, as technical and educational demands change, the District pledges to provide a program that will prepare our students for those changes. It is the mission of the Orchard Farm School District to provide a safe environment, a clean lifestyle, and to maintain a pathway of excellence for all students.

NOTICE OF NON-DISCRIMINATION

In accordance with law, the Orchard Farm R-V School District strictly prohibits discrimination and harassment against employees, students or others on the basis of race, color, religion, sex, national origin, ancestry, disability, age, genetic information or any other characteristic protected by law in its programs, activities or in employment. The Board also prohibits retaliatory actions against those who report or participate in the investigation of prohibited discrimination or harassment. The Orchard Farm R-V School District is an equal opportunity employer.

The Orchard Farm R-V School District also provides equal access to the Boy Scouts of America, the Girl Scouts of the United States of America and other designated youth groups in accordance with federal law.

The following person has been designated to handle inquiries regarding the Orchard Farm R-V School District's non-discrimination policies:

Dr. Melissa Daniel, Director of Special Services
3489 Boschertown Road
St. Charles, MO 63301
636-925-5400

Additional information pertaining to Discrimination, Harassment, and Retaliation can be found in BOE Policy AC. All District policies can be accessed through the district website at <http://share.ofsd.k12.mo.us/board>



Orchard Farm R-5 School District

3489 Boschertown Rd.
St. Charles, Missouri 63301
Telephone: (636) 925-5400 • Fax: (636) 916-3803

Dr. Wade Steinhoff
Superintendent

Dr. Keith Klostermann
Assistant Superintendent

Dr. Melissa Daniel
Director of Student Services
/Title IX Coordinator

I agree to hold any information, whether in verbal or written form, concerning any child or his or her family as confidential and privileged by law. I agree not to divulge information without the proper authorization, in accordance with state statute §610.010 et seq., R.S. MO, the Family Education Rights and Privacy Act, 20 U.S.C. §1232g, the Individuals with Disabilities Education Act, 20 U.S.C. §1400 verbal and written form to any unauthorized person is forbidden and may be grounds for legal and/or disciplinary action.

During the performance of my assigned duties, I will have access to confidential information and records required for effective child and family service coordination and delivery. I agree that all discussions, deliberations, information, and records generated or maintained in connection with these activities will be handled and stored appropriately and will not be disclosed to any unauthorized person.

Date: _____

Signature: _____

Name (print): _____

Missouri Department of Elementary and Secondary Education: Accredited with Distinction

School Schedule & Operations

2023-2024 OFMS Master Schedule

updated 6/19/23

6 hr, 47 min	1	2	3	4 (Lunch)	5	6	7	8	9 (Lunch)	10
6TH GRADE	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm
Math 1 GRUNWALDT 1404	Interventions RM 1404	Math 6a	Math 6b	Math 6c	P	Interventions RM 1404	Math 6a	Math 6b*	Math 6c	P
Math 2 PAINTER 1406	Math 6d	Math 6e	Math 6f	Math 6g	P	Math 6e	Math 6d	Math 6f*	Math 6g	P
ELA 1 RADZWILOWICZ 1417	Interventions RM 1417	ELA 6a*	ELA 6b	ELA 6c	P	Interventions RM 1417	ELA 6a	ELA 6b	ELA 6c	P
ELA 2 BOSCHERT 1412	ELA 6d	ELA 6e	ELA 6f	ELA 6g	P	ELA 6e	ELA 6d	ELA 6f	ELA 6g	P
Science JONES 1409	PLUS 6	Science 6	Science 6	Science 6	P	Science 6	Science 6	Science 6	Science 6	P
Soc Studies KAMP 1410	PLUS 6	SS 6	SS 6	SS 6	P	SS 6	SS 6	SS 6	SS 6	P
Health/PE BILDNER	H/PE RM 1216	H/PE 6 RM 1216	H/PE 6 RM 1304	H/PE 6 RM 1402	P	PLUS 6 RM 1216	H/PE 6 RM 1216	H/PE 6 RM 1107	H/PE 6 RM 1405	P
SPED MANN 1408	Small Groups	Push-ELA*	Writing Group	Reading Horizons	P	Small Groups	Social Skills	Push-Math*	Reading Horizons	P
7TH GRADE	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm
Math 1 NICKEL 1405	Interventions RM 1405	Math 7a	Math 7b	P	Math 7c	Interventions RM 1405	Math 7a	Math 7b	P	Math 7c
Math 2 WOLF 1402	Math 7d	Math 7e	Challenge Math	P	Math 7f	Math 7e	Math 7d	Challenge Math	P	Math 7f
ELA 1 TOWEY 1306	Interventions RM 1306	ELA 7a	ELA 7b	P	ELA 7c	Interventions RM 1306	ELA 7a	ELA 7b	P	ELA 7c
ELA 2 BOWMAN 1307	ELA 7d	ELA 7e	ELA 7f	P	ELA 7g	ELA 7e	ELA 7d	ELA 7f	P	ELA 7g
Science STANFIELD 1308	PLUS 7	Science 7	Science 7	P	Science 7	Science 7	Science 7	Science 7	P	Science 7
Soc Studies KUEHNEL 1311	PLUS 7	SS 7	SS 7	P	SS 7	SS 7	SS 7	SS 7	P	SS 7
Health/PE MILLER	H/PE 7 RM Library	H/PE 7 RM 1400	H/PE 7 RM 1101	P	H/PE 7 RM 1410	PLUS 7 RM Library	H/PE 7 RM 1400	H/PE 7 RM 1103	P	H/PE 7 RM 1417
SPED MIRTH 1309	Small Groups	Push-Math	Reading Horizon	P	Reading Horizon	Small Group	Push ELA	Small Groups	Writing Group	P

	1	2	3	4 (Lunch)	5	6	7	8	9 (Lunch)	10
8TH GRADE	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm
Math 1 SUNSHINE 1107	Interventions RM 1107	Math 8a	P	Math 8b	Math 8c	Interventions RM 1107	Math 8a	P	Math 8b*	Math 8c
Math 2 SUGAR 1109	Math 8d	Math 8e	P	Math 8f	Algebra	Math 8e	Math 8d	P	Math 8f	Algebra
ELA 1 JOHNSON 1105	ELA 8a	ELA 8b	P	ELA 8c	ELA 8d*	ELA 8b	ELA 8a	P	ELA 8c	ELA 8d
ELA 2 BRINKMANN 1103	Interventions RM 1103	ELA 8e	P	ELA 8f	ELA 8g	Interventions RM 1103	ELA 8e	P	ELA 8f	ELA 8g
Science WILLIS 1304	PLUS 8	Science 8	P	Science 8	Science 8	Science 8	Science 8	P	Science 8	Science 8
Soc Studies FRIEDEL1101	PLUS 8	SS 8	P	SS 8	SS 8	SS 8	SS 8	P	SS 8	SS 8
Health/PE YOUNT	H/PE 8 RM 1211	H/PE 8 RM 1104	P	H/PE 8 RM 1311	H/PE 8 RM 1409	PLUS 8 RM 1211	H/PE 8 RM 1104	P	H/PE 8 RM 1308	H/PE 8 RM 1406
SPED DIAZ 1301	Small Group	Resource Math	P	Reading Horizon	Push ELA* (Johnson)	Small Groups	Resource Math	Acad Asst	Push-Math*	P
	1	2	3	4 (Lunch)	5	6	7	8	9 (Lunch)	10
EXPLOS	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm	7:35-8:47am	8:52-10:04am	10:09-11:21a m	11:26-1:05pm	1:10-2:22pm
LMC SANCHEZ 1205	7th Health					7th/8th PLUS				
FACS FROST 1302	PLUS 7 RM 1302	P (7th Health using classroom)	FACS 8	FACS 7	FACS 6	PLUS 7 RM 1302	P	FACS 8	FACS 7	FACS 6
Art ROSE 1212	PLUS 8 RM 1212	P	Art 8	Art 7	Art 6	PLUS 8 RM 1212	P (7th Health using classroom)	Art 8	Art 7	Art 6
GTT LIESMANN 1104	PLUS 8 RM 1104	P (8th Health using classroom)	GTT 8	GTT 7	GTT 6	PLUS 8 RM 1104	P	GTT 8	GTT 7	GTT 6
INNOVATION LISCOMBE 1400	PLUS 6 RM 1400	P	T1 INNO 8	T1 INNO 7	INNO 6	PLUS 6 RM 1400	P	T1 INNO 8	T1 INNO 7	INNO 6
			T2 INNO 8	T2 COMP SCI 7				T2 COMP SCI- 8A	T2 INNO 7	
			T3 INNO 8	T3 INNO 7				T3 COMP SCI- 8B	T3 COMP SCI 7	
SPAN/CM/IPS WOLF 1415	PLUS 6 RM 1415	P	T1 Span 1-B1	T1 Span 1-A1	Spanish Culture 6	PLUS 6 RM 1415	P (6th Health using classroom)	T1 Span 1-B2	T1 Span 1-A2	Spanish Culture 6
			T2 Span 1-B3	T2 Span 1-A3				T2 Span 1-B2	T2 Span 1-A2	
			T3 Span 1-B1	T3 Span 1-A1				T3 Span 1-B3	T3 Span 1-A3	
BAND MOBLEY 1214	HS	P (Travel)	Band 8	Band 7	Band 6	HS	P (Travel)	MUSIC 8	MUSIC 7	Band 6
MUSIC BHAT 1216	HS (6th Health using classroom)	HS (6th Health using classroom)	MUSIC 8	MUSIC 7	MUSIC 6	HS (6th Health using classroom)	HS (8th Health using classroom)	MUSIC 8	MUSIC 7	MUSIC 6
ELL PRATT 1111	HS	HS	HS	HS	HS	PLUS 7 RM 1209	P	ELL 8	ELL 7	ELL 6
Gifted HINZE 1209/1211	7/8 CATS	Elem	Elem	Elem	HS Geometry (1:34-2:22)/ Elem	6 CATS	Elem	Elem	Elem	HS Geometry (1:34-2:22)/ Elem

	1	2	3	4 (Lunch)	5	6	7	8	9 (Lunch)	10
Student Services	7:35-8:47am	8:52-10:04am	10:09-11:21am	11:26-1:05pm	1:10-2:22pm	7:35-8:47am	8:52-10:04am	10:09-11:21am	11:26-1:05pm	1:10-2:22pm
ES SPED SOPH 4305	Job Skills/AAC	Math	ELA	ELA	P	AAC	Math	ELA	ELA	P
SPED RAWSON 1303	Social Skills	Resource Math	P	Resource ELA	Social Skills	Social Skills	Resource Math	Social Skills	Resource ELA (RH)	P
Math/RDG Specialists LIBRARY 4205	6th Grade (8:05-8:47)					6th Grade (8:05-8:47)				

Room Assignments

2023-2024	
1412	Jodi Boschert
1410	Bill Kamp
1417	Jessica Radzwilowicz
1415	Bryce Wolf
1408	Lisa Mann
1406	Heather Painter
1409	Kyle Jones
1404	Linda Grunwaldt
1402	Helen Wolf
1405	Jacob Nickel
1400	Eleanna Liscombe
1311	Leah Kuehnel
1308	Christopher Stanfield
1309	Kaitlyn Mirth
1307	Nathan Bowman
1306	Kathryn Towey
1304	Shannon Willis
2305/1305	Kim Short-Stahlschmidt (SIP)
4305	Beth Soph
3305	OT/PT
1303	Jessica Rawson
1301	Jackie Diaz
1302	Camille Frost
6111	Rebecca Pratt
6112	Molly Sifford
6113	Mental Health Providers
1109	Branden Sugar
1107	Katie Sunshine
1105	Alyse Johnson
1104	Kris Liesmann
1103	Torie Brinkmann
1101	Dan Friedel
1205	Library-Heather Sanchez
1211	Heather Hinze
1209	Heather Hinze
1212	Theresa Rose
1214	Robert Mobley
1216	Kathy Bhat

Daily Schedule (7:35-2:22 p.m.)

Teachers are contracted to start their day at 7:10 am and end at 2:37 pm.

CLASS SCHEDULE

REGULAR	6 th	7 th	8 th
Block 1	7:35-8:47 am	7:35-8:47 am	7:35-8:47 am
Block 2	8:52-10:04 am	8:52-10:04 am	8:52-10:04 am
Block 3	10:09-11:21 am	10:09-11:21 am	10:09-11:21 am (EXPLO)
Block 4 (lunch)	11:26-1:05 pm	11:26-1:05 pm (EXPLO)	11:26-1:05 pm
Block 5	1:10-2:22 pm (EXPLO)	1:10-2:22 pm	1:10-2:22 pm

LUNCH SCHEDULE

	Lunch Time	Grade Levels	Lunch Supervision A Day	Lunch Supervision B day
Shift 1	11:26-11:53 am	7th Grade (Except PE)	Geringer, Pitts, Moradi, Smith	Geringer, Pitts, Moradi, Smith
Shift 2	11:59-12:26 pm	6th Grade (Except PE)	Geringer, Pitts, Moradi, Smith	Geringer, Pitts, Moradi, Smith
Shift 3	12:32-12:59 pm	8th Grade + All PE	Geringer, Pitts, Moradi, Smith	Geringer, Pitts, Moradi, Smith

SUPERVISION DUTIES

7:00 am	Cafeteria (Release to classrooms at 7:15 am)	SIP/Paras/Admin
7:15-7:35 am	Front Entrance by Flags	Counselors/Nurse
7:15 am; During all transition periods	Classroom/Hall Supervision- Students will report to the first class of the day; All teachers are expected to supervise hallways during transition periods	All teachers
7:15-7:30 am	Breakfast in Cafe	SPED Teachers

	MON	TUESDAY	WED	THURS	FRI
After School Duties— 2:22-2:32 Please report to buses and <u>spread out along the tree line.</u> (end of 6th grade hall) *Supervising parent pick up outside of cafeteria	Friedel Kuehnel Kamp Sunshine Yount* B.Wolf*	Brinkmann Bowman Radzwilowicz Miller Frost* Mobley*	Nickel H. Wolf Painter Grunwaldt Rose* Bhat*	Willis Stanfield Jones Sugar Liesmann* Pratt*	Johnson Towey Boschert Bildner Liscombe* Sanchez*

****Duties may be added, adjusted, or changed throughout the school year.****

Standing Middle School Committees

Each staff member will be a part of one of one building committee that will support the vision of OFMS:

- Create strong, healthy relationships with students by modeling trust, respect, and responsibility to build strong character.
- Assist students in creating a sense of belonging to our school community by encouraging involvement, tolerance, and service.
- Monitor each student's progress to drive research-based strategies to impact learning, as well as social and emotional growth.
- Connect learning to students' daily lives and the world around them.
- Build positive relationships among staff members to promote unity (team spirit) and foster collaboration.
- Foster strong partnerships with families and the community to support the learning and nurturing of our students.

These committees are designed with a shared leadership aspect, which involves rotating leadership responsibilities. There are many benefits to a design structured in this manner.

- Builds shared leadership on each committee and within the building.
- Fosters an infusion of new ideas.
- Promotes individual growth, increased involvement, participation, ownership.
- Helps our staff and school community live out our mission/vision.

Teams-Committees-Organizations

OFMS Team Leaders (team leaders are rotated throughout the team and are 2-year terms)

- Exploratory: Eleanna Liscombe (2)
- Sixth Grade: Linda Grunwaldt (2)
- Seventh Grade: Kaitlyn Mirth (1)
- Eighth Grade: Branden Sugar (1)

OFMS PDC Representatives (representatives are elected by the staff and are 2-year terms)

- Beth Soph (1)
- Kathryn Towey (1)

OFMS Parent Teacher Organization Officers 2023-2024

- President: Lisa Rosenberg
- Vice President: Christine Kamp
- Secretary: Brandy Dunn
- Treasurer: Sarah Kirchoff

OFSD Certified Teacher Association Representatives

- CTA President Tammy Machens HS
- ELC - Shelly Doell (Information Officer)
- Elementary - Autumn Olendorff (Information Officer), Laura Stegmann (Representative)
- **MS - Brad Yount (2) and Jodi Boschert (1)**
- HS -Mindy Botkin and Kelly Struckhoff

Faculty Meetings

Please mark the following dates for faculty meetings. All dates have been added to the shared google calendar, *OFMS Teacher Calendar*. Every attempt will be made to provide an email reminder prior to the meeting. **Meetings will last up to one hour. Please make arrangements for an hour-long meeting. Meetings may occur in-person or virtually.** Note: Other meetings may be called as necessary.

ALL MEETINGS WILL BE HELD THE FIRST <u>THURSDAY</u> OF EACH MONTH AT 2:45 PM in LIBRARY				
September 7	November 2	January 4	March 7	May 2
October 5	December 7	February 1	April 4 (MAP TRAINING)	

Teacher Workday

The official workday is 7:10 a.m. until 2:37 p.m. on each day of student attendance. The principal or superintendent may set special hours on teacher workdays when students are not in attendance. If you are a slow starter, you should plan on arriving around 7:00 a.m. Last-minute tasks that you save for the morning should be completed before 7:10 a.m. so you can assist with morning supervision.

Each teacher has a plan period during the day. Plan time is to be used at the teacher's discretion. This may be a time to plan lessons, grade papers, contact parents, engage in other professional activities, and/or personal self-care. Plan time activities will not be monitored unless deemed necessary by administration. If substitutes cannot be obtained for an absent teacher you may be requested to substitute during your plan period at which you will be paid.

AFTER SCHOOL ACTIVITIES

Any activity that is held after school must receive prior permission from the building principal. No students will be allowed to stay after school without a sponsor. If you stay after school with students, you must supervise those students until they get on the 3:45 bus or are picked up by a parent. In order to ride the activity bus, the student must sign up using the Activity Bus Form located on the Orchard Farm Middle School Website (OFSD --Schools--Middle School--OFMS Sports, Clubs & Activities). If a student rides a bus without signing up students will be asked to conference with administration and may receive a referral or lose privileges if it continues. If a parent is picking up the student, the student must be supervised until the parent arrives. Teachers are required to continue supervision until all students are picked up, this includes loading the activity or elementary bus.

ABSENCES OF EMPLOYEES

SICK LEAVE: All full time certificated employees of Orchard Farm School district shall be allowed nine (9) days sick leave. Requiring medical confirmation of an employee's sickness is the option of the superintendent or his designate.

PERSONAL LEAVE: Absence with pay for personal reasons is granted at a rate for three (3) days per year. When it is determined a day of personal leave is needed, employees should submit their request in RedRover to be approved by the building principal. The ultimate authorization will rest with the Superintendent of Schools.

BEREAVEMENT LEAVE: Two (2) days of bereavement leave is granted to the employees of the district. For further details consult your District Board Policy Book.

PROFESSIONAL LEAVE: Teachers may request release time for teaching duties to attend workshops, meetings, and other professional improvement endeavors at the rate of two days per year. Approved professional days will result in no loss of pay for the teacher, and will not be considered an absence. Teachers requested to attend professional meetings by district administrators will not be charged any leave and will continue to receive daily pay when attending said meetings.

Requests for professional leave should be made through TalentEd (Forms) and must be received by the superintendent's office at least five (5) days prior to the effective date.

Other information on leaves and procedures can be obtained from the District Policy Book.

OBTAINING A SUBSTITUTE

In the event that you need to be absent, you should log into the Red Rover system and enter your leave request prior to 6:15 a.m. You do not need to call the substitute call center (636-757-8734), but an email should be sent to the attendance secretary and both building administrators to let them know you will be absent. The substitute call center should only be called in emergency situations that take place after 6:15 a.m. on the day that you are going to be absent. These should be rare occurrences. If you know in advance that you are going to be gone, please submit the leave requests in RedRover so that the system can begin the process of securing a substitute. Please do not call the Call Center Secretary directly to request a substitute or to find out who your substitute will be. If you need to make contact, please use email or talk to the building administrator.

LESSON PLANS FOR SUBSTITUTE TEACHERS: Teachers who are absent should provide the information necessary for a substitute to be able to conduct meaningful learning activities during the teacher's absence. Teachers are expected to provide substitutes with updated class rosters, lesson plans, seating charts, appropriate textbooks, teaching guide, and manuals. **A substitute folder should be maintained at all times and kept in an obvious location. This binder should include an emergency lesson plan that can be utilized in the event the teacher is out unexpectedly with limited notice.** Each teacher should discuss with students the importance of **outstanding behavior** when a substitute is present.

Each teacher should have a "teaching buddy;" one who could welcome the substitute to the building in the morning and help with any problems that might arise. It is helpful to have a teaching buddy to help with minor discipline problems that might occur during the day, and they should know where your substitute folder is at all times.

Please let the office know if you have any problems with a substitute and his/her job performance in your classroom by emailing administration as well as completing feedback through Red Rover.

General Policies & Procedures

STUDENTS IN THE BUILDING

Students are not to be in the building unless they are under the direct supervision of a teacher. Students will not be allowed in the building before 7:00 a. m. The only exception will be teacher-directed activities. Students are not to bring visitors to the building and any outsiders should have a visitor badge. All visitors should report directly to the office and should not be allowed in the building without signing in.

LEAVING YOUR ROOM

A teacher should never leave the classroom when students are present. Call the office if you have an emergency. Court cases involving teacher liability have consistently ruled against teachers leaving students unattended.

NO STUDENT SHOULD BE PLACED IN THE HALLWAY UNSUPERVISED. Do not place students in the hallway when they misbehave. Teachers might want to have a buddy teacher that they send disruptive students to or write a discipline referral and send the student to the office with a pass.

Passing Period Supervision - teachers are expected to supervise hallways during passing period while also keeping an eye on their classroom as students enter. Teachers are expected to have routines and procedures in place to ensure a smooth transition and start to the next class period.

ATTENDANCE PROCEDURES

1. **At the beginning of each block teachers need to submit attendance electronically through SIS.** Staff members are legally responsible for maintaining accurate and current attendance records. A master attendance list will be posted on SIS. It is imperative that attendance is accurate. Parents are required to call in their child's absence no later than 10:00 a.m. After 10:00 a.m. the school will attempt to contact the parent.
2. Students who are absent should get their assignments as soon as possible and complete that work in a reasonable time. Consideration of the student's class load and capabilities should be given.
3. Students excused from class to attend school activities must make up missed work.

TARDIES

Any student arriving late to their class must have an admit slip or be recorded as tardy. Every unexcused tardy after the first three (3) each semester, will result in a discipline referral. Teachers are asked to monitor student tardiness and submit the discipline referral.

HALL PASSES

All students **MUST** have a pass to leave any class in session. Teachers must use their own discretion in issuing the passes. Use the passes provided by the office. Anyone without a pass should be sent to the office or marked tardy. The issuing of passes should be kept at an **absolute minimum**. Feel free to withdraw the privilege from students who abuse it. However, it is asked that teachers notify parents prior to it getting to this point. Note: Access to restrooms and the nurse should not be denied. If you feel a student is abusing the privilege, please notify parents to discuss the matter and work together to develop a plan to handle the situation.

VISITORS IN SCHOOL

Students are not allowed to bring visitors to school. Guest speakers and other visitors must have the approval of the principal and the superintendent. No teacher should allow a visitor in the classroom without prior approval. Teachers should send all visitors to the office when you see them in the hall.

All parents and visitors must sign in at the main office upon entering the building. Visitor passes must be worn at all times while in the building. Parents are always welcome to visit Orchard Farm. However, if a parent wishes to visit their child's teacher, they are expected to make an appointment in advance. We want to limit interruptions to the teaching and learning process.

CELLPHONES

Teachers should not make or take personal phone calls/texts during class time except in the event of an emergency. If a student needs to use the telephone, please send them to the office to make or take a call. A message will be taken and delivered to students when received by the office. Long-distance personal calls should not be placed on school telephones.

KEYS

Keys are a teacher's responsibility. They should not be given to any student who is not under the direct supervision of the teacher while the keys are being used. Classrooms should be locked at all times with the appropriate use of the Lock Block.

CARE OF CLASSROOM AND SCHOOL EQUIPMENT

Teachers are responsible for supervision over their assigned rooms and other school property. Any act of vandalism should be reported immediately. Do not allow students to write in textbooks, on furniture, or on the walls.

*Please do not allow students to use your room keys and **keep the door locked when the room is not in use.** You are responsible for your room and everything in it. Also, please turn off all lights when the room is not in use.

MAINTENANCE REQUESTS

Requests for maintenance services and repairs are to be initiated via email to workorder@ofr5.com and the principal so that they can be addressed by the maintenance staff. These requests should be brief but specific enough to be understood. Work orders should be submitted via email.

AUDIO– VIDEO

In order to show a video that is not part of the district purchased curriculum materials, a **request must be submitted to the building principals five days prior to use**. Information should be emailed to the building principal for review (Name of Video, Educational Purpose and related standards, Rating, Teacher Preview, Parent Letter explaining the purpose, dates video being shown and any other relevant information). All copyright rules and regulations must be observed. The title must be recorded in the teacher lesson plan and be directly related to curriculum objectives.

LUNCHROOM SUPERVISION

LUNCH AND RECESS SUPERVISION – Adequate supervision in the building or on the playground is essential. Assigned staff members will supervise the cafeteria. The supervision assignments may be found in the School Schedule and Operations section of this Handbook.

LUNCHROOM REGULATIONS

- Students will be escorted by their classroom teacher to, and from, the cafeteria.
- Students will be dismissed by tables and should remain seated until dismissed.
- Students will sit in their designated grade level sections.
- Only unopened food or drinks may be taken from the cafeteria.

****It is very important that teachers are present in the hallways when students return from lunch and between classes.****

HEALTH SERVICES

The nurse's office is located near the main office at OFMS. The nurse is responsible for administering first aid, medication, and keeping all health records up to date. If a student brings medication to the classroom, please have the student take it to the nurse. All teachers must fill out a nurse pass.

END OF YEAR REPORTS / CHECK OUT

Reports to the office are to be filled out completely, accurately, and promptly. Staff members must complete this check-out prior to leaving.

Instruction

CLASSROOM OBSERVATIONS AND TEACHER EVALUATIONS

The principal and assistant principal will observe teachers in the classroom as frequently as possible. The purpose of the observation is the improvement of instruction and growth as an educator.

Class observations will be used for the benefit of both the teacher and the school district. Any summary of the observations made by the principal/assistant principal will be made available to the teacher at their request. Observations are not only for the purpose of teacher evaluation but also for the purposes of observing students and learning more about the curriculum.

The principal's/assistant principal's notes regarding a class observation may be recorded in TalentEd, which will be discussed with the teacher.

In order to call attention to inadequate job performance, the principal/assistant principal may use the Teacher Performance Report in areas other than classroom teaching responsibilities, if necessary.

Each teacher will receive formal evaluations according to school district policy. Non-tenure teachers will be evaluated by December 1, and again by March 15. Tenured teachers on cycle will be evaluated by March 1. A teacher may submit written comments to be added to the evaluation or a Teacher Performance Report.

PLC MEETINGS

These meetings will be held at the discretion of the building principal, Director of Curriculum, Instruction and Assessment, and/or the IAC (Instruction, Assessment, Curriculum) Leader. The purpose of these meetings is to provide a structure to support our district/school goals related to curriculum, instruction, assessment, and intervention strategies. During these meetings, we will typically review/discuss curriculum, instruction, assessments, student achievement data, intervention strategies, accountability reports, classroom observations/walkthroughs, and more. These meetings may be held individually or as a grade-level or content team.

CLASSROOM CONVERSATIONS

It is the principal's responsibility to provide ongoing feedback and encourage dialogue related to instruction, assessment, and best teaching practices. This currently occurs through conversations, TalentEd, and/or via email. Teachers are expected to check TalentEd periodically, especially following a classroom visit/walkthrough, and engage in a follow-up conversation.

LESSON PLANS

Lesson plans do not need to be turned into the office. However, lesson plans should be thorough and well prepared and available upon request at any time. Each lesson plan should be designed to correspond with the district curriculum.

PROFESSIONAL DEVELOPMENT

IN-SERVICE EDUCATION - In-service education opportunities are provided throughout the school year. The Assistant Superintendent, Director of Professional and Program Development, Principal, Asst. Principal, IAC, and PDC will work collaboratively to set up the in-service workshops. Please take advantage of these opportunities to continue your professional growth.

PROFESSIONAL GROWTH PLAN - It is a good practice to develop and maintain a current professional growth plan for the purpose of improving one's skills. All teachers will be expected to submit a professional growth plan for the current school year.

CURRICULUM - It is the responsibility of each member of the faculty to maintain a consistent awareness and concern in developing and improving the middle school's curriculum. This should include active participation in activities such as:

- Development of curriculum guides
- Assessment and selection of teaching materials and textbooks
- Conferring with fellow teachers on critical issues and best practices
- Conferring with supervisors and administration
- Planning and innovation for future studies
- Serving on and attending meetings of assigned curriculum committees

CURRICULUM REVISION - In order to ensure relevance in the district's program of studies, the Assistant Superintendent will establish a procedure for the regular review of instructional programs. The procedure will ensure input from teachers, students, patrons, and administrators while maintaining coordination and articulation of curriculum development procedures.

Virtual Learning

ALTERNATIVE METHODS OF INSTRUCTION (AMI)

Beginning with the 2019-20 school year, the State of Missouri has approved for Alternative Methods of Instruction (AMI) to be utilized in circumstances of emergency or extended closure for the purpose of review and reinforcement of previously taught skills and/or the introduction of new concepts.

On days where AMI is assigned, families will be notified through the regular communication channels (phone call, text, social media) utilized by the District and their child's school. Electronic and/or web-based assignments and materials will be utilized for AMI and students will have access to District-provided devices and hotspots when available. When possible, hard copy assignments will be provided as requested.

Student attendance will be recorded on days when AMI is assigned and will be documented by the completion of assignments and/or online participation in activities and assignments. Educators will be available electronically during AMI days for guidance with instruction.

Academic Policies and Procedures

GRADING POLICY

Grades A, B, C, and D are passing. A grade of F indicates failure. Every student will receive a weekly grade alert via email, as well as trimesterly grade report emails. Weekly grade alerts will be issued to all students and sent via email to parents. This is an attempt to keep the parents informed of their child's progress. Sending a report of unsatisfactory progress at this time enables parents to help remedy the situation. Communication between teachers and parents should be maintained throughout the trimester and school year. The final trimester grade recorded in the permanent record is a cumulative average of the entire trimester. The first-trimester grade is taken from August to mid-November, the second-trimester grade is recorded from mid-November to mid-February and the third-trimester grade from mid-February to May. This schedule is followed by both core and exploratory classes at all grade levels. Student grades are continuous from the first day of the trimester to the last day of the trimester.

Grade point averages are calculated as follows:

A = 4 points	B = 3 points	C = 2 points	D = 1 point	F = 0 points
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Grades are based on the following percentages:

93 to 100% = A	87 to 89% = B+	77 to 79% = C+	67 to 69% = D+	59 to 0% = F
90 to 92% = A-	83 to 86% = B	73 to 76% = C	63 to 66% = D	
	80 to 82% = B-	70 to 72% = C-	60 to 62% = D-	

HOMEWORK AND CLASS PREPARATION

Homework is a vital part of the student's education process. Therefore, it is mandatory that students report to class with completed homework, Chromebook, and all necessary study materials.

Time guidelines for homework have been established to ensure the articulation of a gradual increase in student responsibility and to meet extended learning needs of the curriculum, kindergarten through twelfth grade. Some classes, due to the nature of the course competencies, may require more homework than others.

The established guidelines are guidelines, not requirements, and are to be adjusted according to specific individual education plan requirements and subject-specific exceptions. Homework will not count more than 20% toward the total grade for any course.

Sixth Grade	15 to 20 minutes daily per subject
Seventh Grade	15 to 30 minutes daily per subject
Eighth Grade	20 to 30 minutes daily per subject

PARENT CANVAS/PARENT PORTAL

Parents have the option of checking to see if homework has been assigned. This can be done through the Canvas Platform. Teachers are asked to email out the activation code to parents through their A Day, first core block classes. In addition, parents can choose to sign up for alerts through their child's Canvas. By signing up, parents will receive customizable notifications. All grades are recorded in TylerSIS Parent Portal.

MAKE-UP WORK (ABSENT)

If a student is absent from school, the student is given one day to make up work for each day absent (i.e. A student misses class on an “A” day and returns on a “B” day. He or she **MUST** see each individual teacher on the “B” day and have all work completed by the next “A” day). It is the responsibility of the student to contact his/her teachers for all missed work and to find out when the work is due to each individual teacher. Failure to do so may result in receiving a “0” for the assignment. Note: (1) If a student is absent from school due to a field trip, the student is expected to follow the same procedures as outlined above. (2) Assessments must be made up at the teacher/and or Principal’s discretion.

MAKE-UP WORK (SUSPENSION)

Students serving an Out-of-School Suspension (OSS) are given the opportunity to complete their schoolwork while at home. Students are expected to have all of their work completed and ready to turn in upon their return to school. Students assigned In-School Suspension (ISS) may complete assignments in the suspension room under the supervision of the SIP coordinator. Student work will not be docked due to a suspension.

LATE/MISSING WORK (FAILURE TO TURN IN ON TIME)

No penalty will be given on late work/assignments that are submitted by the end of unit assessment. Assessment may include a test, final project, presentation, essay, etc. Students will receive a maximum of 20% off for late work after the unit. Teachers will accept late work assigned until a minimum of 10 school days before the end of the trimester. Extensions of those policies are determined at the discretion of each individual teacher and/or the Principal. Ultimately, students will receive a “0” for an assignment not turned in. **Teachers are expected to contact home (email, phone, etc.) once a student has 3 or more missing assignments in a course.**

Final days to submit late work: Trimester 1: October 31 Trimester 2: February 9 Trimester 3: May 10

EXTRA CREDIT

Student grades will be determined by the classwork, assignments, projects, and assessments assigned by the teacher. Extra credit will not be provided.

FINAL EXAMS

The final grade generally includes classwork, test scores, class projects, homework (not more than 20% of entire grade), daily participation, and the final examination/performance assessment (maximum of 15% of entire semester grade). The structure of the final exam is left up to the teacher and may include, but is not limited to, summative semester exams, capstone projects, etc. Students with special needs will be graded according to the criteria in the student’s Individual Education Plan (IEP).

An incomplete grade may only be assigned in unusual circumstances and must be approved by the building principal. In these cases, the work must be completed within ten days of the incomplete being assigned. If the work is not completed in the timeframe the grade earned will be an “F.”

It is a teacher’s discretion to utilize Final exams but if they will be administered they will take place in the last week of the trimester. Exact dates and times will be forthcoming from grade-level teams.

STANDARDIZED TESTING

The following standardized tests will be administered during the school year:

- The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the standards adopted by the Missouri State Board of Education. In order to achieve the purposes of the student assessment program, the district requires all enrolled students to participate in all applicable aspects of the assessment program. For more information, please see the Orchard Farm School District Board Policy (Policy IL) on assessments as well as the District Assessment Plan (<http://www.ofsd.k12.mo.us/cms/One.aspx?portalId=20282425&pageId=21323487>). Missouri Assessment Program (MAP) Testing is administered in April/May.
 - o 6th Grade: Communication Arts, Math
 - o 7th Grade: Communication Arts, Math
 - o 8th Grade: Communication Arts, Math, Science
- End of Course Exam (EOC) Testing
 - o Students demonstrating a thorough understanding of the Algebra I course may be selected to take this exam in April/May.
- FASTBridge
 - o These assessments are administered three times per year (September, January, and April) to assess student progress with math skills and English language arts skills. These tests will be delivered within the Math and ELA classes.

MIDDLE SCHOOL PROMOTION POLICY

If a student fails to pass three (3) classes, his/her promotion status will be determined by the individual teachers and principal based on the student’s performance. Parent contact will be initiated at the earliest indication of a possible retention. Proper consideration will be given to the concern and wishes of the legal guardian; however, the final decision will be determined by school personnel.

GRADE REPORTING DATES

Trimester 1:

Wednesday, November 15 by 3:00 pm

Trimester 2:

Monday, February 26 by 3:00 pm

Trimester 3:

Thursday, May 24 by 3:00 pm

AUTOMATED GRADE ALERTS

We believe that student success is deeply rooted in a strong connection between home and school, thus we are always striving to strengthen that connection. Every Tuesday morning, *Grade Alerts* will automatically be sent to all “primary” and “alternate” parent email addresses that have been registered with the school. **All teachers must have grades ready at 5:00 pm on Monday to ensure the data sent home to parents is accurate. This includes any late or missing work submitted within that week.**

Why Tuesdays? Feedback from schools that have implemented this practice found Tuesdays to be the preferred date by teachers. Teachers found that it allowed for the previous week’s work to be assessed and input over the weekend and into Monday, prior to the email being sent Tuesday morning.

Why every week? Again, feedback supported weekly reports over reports that were sent every two weeks. Reports sent every two weeks caused confusion with parents, as well as teachers expressing that “I always had to remember which week it was.”

Any quick tips? Well yes, here’s a quick one. I would encourage you to use SIS to send “group” emails to your parents at various times to communicate any ‘news’ about your grade book. For example,

Good Morning,

This email is to notify you that we are starting our Independent Writing Project this week. Your student will be receiving a scoring rubric that details the expectations for the project. Due to the length of the project, you will likely not see an update in your child’s grade for my class over the next week or two. The projects are due on October 3rd...I can’t wait to read their work!

THANKS!

NOTE: If you need help sending “group” emails in SIS, talk with a colleague or your principal...we’d all be happy to help!

Communications

MONTHLY STAFF MEETINGS – These meetings are held at the discretion of the building principals. Staff meetings usually take place on the first Thursday of the month at 2:45 PM. Staff meetings will last up to an hour and all teachers should make arrangements as needed to attend the full meeting. If a meeting is going to last longer than one hour, the staff will be given notice from the administration. A schedule of meeting dates can be found in the School Schedule and Operations section of this Handbook, as well as the OFMS Teacher Calendar within Google Calendar.

PLC MEETINGS – These meetings will be held at the discretion of the building principal and/or the director of curriculum, instruction and assessment. The purpose of these meetings is to provide a structure to support our district/school goals related to curriculum, instruction, assessment, and intervention strategies. During these meetings, we will typically review/discuss curriculum, instruction, assessments, student achievement data, intervention strategies, accountability reports, classroom observations/walkthroughs, and more.

CLASSROOM CONVERSATIONS – It is the principal’s responsibility to provide ongoing feedback and encourage dialogue related to instruction, assessment, and best teaching practices. This currently occurs through the online educational tool, TalentEd, and/or via email. Teachers are expected to check TalentEd periodically, especially following a classroom visit/walkthrough, and engage in a follow-up conversation.

TEAM MEETINGS – It’s imperative that teachers meet both formally and informally as grade-level teams and PLC teams to discuss and plan to best meet the needs of our students. Grade level teams have 30 minutes of team plan time built into their schedule for every Wednesday. Bi-Weekly administration will meet with teams to review data and participate in team level professional development.

EMAIL – A tremendous amount of communication will be disseminated through email. It is imperative that each teacher check his/her email periodically each day.

MAILBOXES – Every teacher has a mailbox in the teacher’s work area/lounge. Mailboxes should be emptied daily. PLEASE DO NOT SEND STUDENTS TO GET YOUR MAIL. Also, please do not let mail accumulate or use your mailbox for storage.

CALENDAR INFORMATION – A district calendar is maintained through the district homepage. The building calendar is maintained through Google Calendars, titled OFMS Teacher Calendar. Events that involve student groups, including field trips and group activities, that need to be listed on the district activities calendar to avoid conflicts and to be a resource for parents/students. Teachers are responsible for contacting the office to have events posted. All events are preferred to be turned in 6 weeks in advance.

DAILY ANNOUNCEMENTS – Pertinent teacher and student announcements will be read over the intercom at the beginning of the first-morning block each day. Any teacher or student wishing to have an announcement read should present it in writing/email the preceding day to office secretaries by 2:45 p.m. (Announcements will also be typed and included on the daily absentee sheet posted on SIS). Every attempt will be made to keep classroom interruptions to a minimum. The intercom will be used only when absolutely necessary.

NEWS RELEASES – The Orchard Farm R-V School District has maintained a continuous program of public information in order to provide patrons with information about their schools. Patrons are informed on school news through quarterly newsletters and news releases to the local newspapers, as well as many social media sites including Facebook, Instagram, and Twitter. All news stories regarding school activities (other than athletic events) should originate with the Communications Director or the building principal, and all publicity will be released to the newspapers by Central Office.

SCHOOL MESSENGER – The district will utilize a school messenger communications system throughout the year to provide important updates regarding school closings and district events.

MEAL CHARGES - Employees may charge meals to their lunch account when going through the cafeteria line. Employees are expected to pay these charges in a timely manner. Any unpaid charge must be resolved before leaving for summer break each year. Employees exceeding a negative balance of more than \$15 may be denied cafeteria access.

SNACKS - The district is committed to ensuring that all foods and beverages sold, provided, or made available to students on school campuses during the school day support healthy eating and create an environment that reinforces the development of healthy eating habits. The food sold to students as part of the district's meal programs will meet the requirements of the U.S. Department of Agriculture (USDA), Smart Snacks in Schools nutrition standards. **All foods and beverages the district provides or makes available to students during the school day will meet or exceed the Smart Snacks nutrition standards.** This includes, but is not limited to, food and beverages provided or made available to students for celebrations/rewards, classroom parties, and birthdays, regardless of the source of the food. For a list of snacks, please visit Food Service on the district Website. These meal standards do not apply to food sold at other times, such as evening or weekend events. For additional information, please refer to the District Wellness Program in Board Policy.

TEACHER/PARENT COMMUNICATION – Each teacher is expected to maintain a Canvas shell for each of their courses. Canvas shells include information such as Lessons, assignments, quizzes, tests, projects, calendars, and other pertinent information. Gradebooks are to be **updated weekly on Monday by 5:00 pm**, so grades are accurate and up to date for the weekly grade report sent on Tuesdays. Also, teachers are to call parents throughout the semester and communicate with parents how their child is performing. Positive emails as well as updating parents when a student is performing poorly in the classroom should take place. **No student should receive a D or an F without parents being contacted prior to report cards being sent. Teachers are expected to contact home anytime a disciplinary referral is entered into SIS.**

Parent Portal is an electronic tool available to parents at no charge. *Parent Portal* is designed to help parents stay informed about grades, attendance, discipline, lunch account balance, and other important student information. It is imperative that teachers input grades in a consistent manner to provide timely and effective feedback to students and parents. This will allow the Parent Portal to function as it's intended. In addition, parents have access to their child's Canvas shells. In Canvas parents can view teacher feedback, student grades, and upcoming assignments.

Parent-Teacher Conferences—We look forward to having each student represented at Parent-Teacher Conferences in the Fall, which are scheduled for October 18th and 19th, from 5:00 PM-8:30 PM each night. Additionally, parents may make appointments for conferences with teachers, counselors, or the principal through an online sign-up.

Resolving Issues – A positive home/school relationship is an important part of student success. However, there may be times when as a teacher you may have an academic or behavior concern. When such a concern arises, please refer to the following:

1. Contact the parent directly to inform them about the situation and work together to create a plan for improvement. Usually, a phone conversation or an email is all that is necessary.
2. If you prefer to meet with the parent, send an email or call to set up an appointment.
3. When meeting or talking with the parent, clearly explain your concerns and work with the parent to find a solution that meets the needs of home and school.
4. If you and the parent are not able to find a solution, either one may contact the principal for assistance. The principal will work to understand the situation and help find a workable solution.

PBIS & Student Discipline

Classroom procedures/rules should be established and consistent across the team and support schoolwide PBIS structures and procedures. Parent contact and assistance should be sought **prior** to an office referral on procedural violations. Unless the behavior is disruptive to the learning process do not send the student to the office. Once the referral is received in the office, the administrator will pull the student as soon as possible. At no point should a teacher issue detention or place a student in ISS. Consequences should be listed as an office referral, not detention or ISS.

Some students with special needs will have behavioral modifications listed in the IEP. All teachers must implement the plan listed by the IEP. Other students with special needs will follow behavior strategy plans as designated by their caseworker or administrator. Teachers having difficulty with these students with special needs should contact the caseworker to develop an intervention plan.

There are behaviors that should result in immediate office referrals. These include any behaviors that may jeopardize the safety of anyone, disrespect toward a staff member, or drug/alcohol offenses (PBIS Flow Chart will show office managed vs. teacher managed infractions).

The Orchard Farm School Board has approved a district discipline policy. This is included in the student handbook. Infractions should result in office referrals.

At no point should students be left unattended or locked in a space (SB291).

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

PBIS is a tiered, teaching process for student behavior. It is meant to educate students on appropriate versus inappropriate behavior in all areas of the school, home, and community. Here at OFMS, our expectations are taught through four core beliefs/values, also known as the Eagle Way: Be Respectful, Be Responsible, Be Safe, Be Kind. Throughout the year, students participate in various lessons to learn and then review their expectations. PBIS has many benefits, including allowing for more efficient instruction time, increasing repetition of appropriate behaviors, establishing better communication for all, and most importantly creating a predictable learning environment that extends from the classroom to all other areas of the school and community. In addition, PBIS offers support for our at-risk students.

PBIS Team Members & Tier Responsibilities

OFMS BUILDING LEVEL SUPPORT TEAMS		
Tier 1 Team	Tier 2 & 3 Team	
All OFMS Faculty/Staff	Lisa Mann	
	La'Sheka Smith	
	Danielle Moradi	
	Kaitlyn Mirth	
	Beth Soph	
TIER RESPONSIBILITIES		
Tier 1	Tier 2	Tier 3
Addresses and prevents problem behavior for 80%-90% of the students.	Designs early intervention programs for the remaining 10%-15% of students who are at-risk for academic or behavioral problems.	Designs intensive, individualized interventions for the 1-5% of students for whom Tier 1 and Tier 2 supports have not connected
Determines areas of need within the building	Conducts proactive, regular student screening, and coordinates and shares information with the Tier 1 Team.	
Uses schoolwide data to set priorities within the school.	Uses data to proactively determine which students need additional academic and/or social-behavioral support.	
Identifies needed strategies, current and on-going staff training, and resources.	Identifies staff skilled in conducting brief functional assessments.	
Designs positive behavioral interventions and supports for the classroom and the entire school.	Designs positive behavioral interventions and supports for small groups of students and/or specific classroom settings needing additional assistance.	

Provides ongoing support for staff members implementing positive behavior support programs.	Consults with and provides ongoing support for school staff who have a student(s) with academic and/or behavioral problems.	
Shares schoolwide outcomes and makes the program modifications as necessary.	Shares intervention outcomes and provides ongoing support for students, teachers, and families.	
Coordinates school and community schoolwide services.	Coordinates school and community services for groups of at-risk students.	

OFMS EAGLE WAY

Throughout the year, staff will be asked to teach lessons related to the OFMS Eagle Way. The Eagle Way clarifies student expectations in all settings of our building. The PLUS Committee will provide staff with lessons throughout the year to continue the teaching and re-teaching of student expectations. At OFMS, we are Respectful, Responsible, Safe, and Kind. The Eagle Way is reviewed each year by students and adjusted based on their feedback.

PBIS - MINORS/MAJORS

Minors are warnings that students receive when they are not meeting the expectations. These behaviors are followed up with re-teaching of appropriate behavior and parent contact. Four minors (warnings) for the same behavior with the same teacher results in an office referral. Teachers should have their own system to track minors, as well as have parent contact with each minor after Intervention 1. Office referrals will be reviewed at grade-level and EXPLO team meetings. Below is a list of behaviors categorized as minor or major. Teachers should follow the flow chart below before writing a student an office referral. Major behaviors should be written up immediately and not documented as a minor. All minors reset each trimester.

ORCHARD FARM MIDDLE SCHOOL Behavior Flow Chart

Teacher/Staff managed behaviors

Office managed behaviors

Re-direct student.

Intervention 1:
Re-Teach appropriate behavior to meet Eagle Way expectations.

Intervention 2:
Re-teach & Individual Conference.
Discuss behavior one to one, review Eagle Way expectations.

Intervention 3:
Individual Conference with student and a break in the office & Contact Home (phone/email)

Intervention 4:
Send to office/ send student and **enter referral in SIS**. Parent contact must be made/documented by teacher if student is referred.

You are encouraged to contact home sooner with recurring behaviors. Utilize restorative practices to build relationships that will affect behavior.

Menu of Possible Strategies:

- change of seat
- break
- offer choices
- re-teach behavior
- notify parents
- conference in hall
- conference one-on-one outside of class
- set up for success
- chunking directions/assignments
- brainstorm with team

Observe Problem Behavior

**Teacher/Staff
Managed or
Repeated Teacher
Managed**

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Inappropriate Language -Name Calling -Mild profanity - not directed at teacher	Repeated Teacher Managed -Following intervention path for single behavior *Admin/Teacher/Student Conference will occur
Physical contact (reaction) -Scuffling/ horseplay w/another student -Pushing shoving/kicking	Fighting/Physical aggression (Intent) -Kicking, hitting, pushing, shoving, biting, etc. w/intent to do harm
Disrespect -Talking back	Leaving school grounds without permission
Defiance -Not completing class work -Not following directions/non compliance	Threat or Intimidation/Bullying -Verbal threats of aggression against another person
Observable behavior -Running in the hallway -Throwing food -PDA -Cell Phone Use -Tardies	Abusive language -Blatant Disrespect to an adult -Racial taunting
Disruptive -Distracting other students -Calling out in class	Illegal/Dangerous -Weapons, lighters, matches, etc. -Threats -Vape, Drugs, etc.
Property Misuse -Touching other people's stuff (Chromebooks, supplies, etc.) -Off task technology use	Vandalism of personal/school property
Cheating/Plagiarism	Harassment - Repeated malicious behaviors -- bullying
Stealing - Petty Theft = w/little or no value	Theft - Major Theft = items of higher value

Call to notify office of major infraction, student to be picked up or sent to office with notification.
-Write Referral in SIS

Intervention 1:
Student conference with administration.
Reflection/re-teach/ rehearse behavior.
Parent contact.
Possible Consequence.

Intervention 2:
Student conference with admin and teacher.
Reflection/re-teach/ rehearse behavior.
Parent Contact.
Possible consequence.

Intervention 3:
Student conference with admin and teacher.
Invite Parent.
Reflection/re-teach/ rehearse behavior.
Parent Contact.
Possible consequence.

If behavior continues and interventions are not modifying behaviors refer to Tier 2 team.

Non-Problem Behaviors:
(Brief in duration; Does not interfere with learning)
For example:
-Brief inattention or daydreaming
-Quiet talk during transitions
-short pause during work time

If ever unsure, you are encouraged to consult with admin.

PBIS - FEATHERS/MOLTING

Students can earn Eagle Feathers for meeting classroom expectations. These feathers are distributed at random to students by the adults in the building when they are caught following expectations. Eagle Feathers may then be turned in to use at the trimesterly “Molting”. During the Molting, students can select from a student-created prize menu. Eagle Feathers are valid to turn in at the trimesterly molting(s) throughout the school year. Eagle Feathers can be printed from the staff website or picked up in the office. It is important to note that Feathers are distributed for displaying The Eagle Way, not rewards for class events or activities. Feather multipliers beyond 5 will be returned to the teacher and not accepted.

PBIS - Tier 2

Tier 2 interventions are one component of a continuum of behavioral supports, and their features and systems reflect the structure of PBIS. They are **evidence-based**, utilize **teams** to make **data-based decisions**, require **systems-level support**, and emphasize **prevention**. These targeted systems and practices focus on both schoolwide and individual student **outcomes**.

Tier 2 focuses on providing intervention to approximately 15% of the school population who have been identified as demonstrating at-risk behavior in the classroom but are not currently engaging in severe problem behavior. Five identified interventions include (1)Check-In, Check-Out, (2)Social Skills Intervention Groups, (3)Self-Monitoring, (4)Check and Connect, and (5) Academic Supports. Tier 2 interventions are continuously available and quickly and easily accessible. In addition, Tier 2 interventions should require minimal time for classroom teachers, consistent implementation, and need to match the function of the student’s behavior.

PBIS - Tier 2 Process

There are 3 ways that students can be nominated to the Tier 2 team: (1)existing student data review, (2) teacher/team nomination form, and (3) building-level, social-emotional screener. Existing student data will be reviewed by the Tier 2 Team at a minimum monthly. Screening data such as SABERS will be reviewed but will require additional concern to be nominated

1. **Nomination Process:** Teachers and/or teams can nominate students to the Tier 2 team for review by completing the Nomination Form. All teachers for a nominated student will fill out the nomination form.. Once nominated, the Tier 2 Team will review the data and determine the next steps. A nomination does not automatically result in acceptance to Tier 2 Intervention, also known as The NEST Program.
2. **NEST Program:** The NEST Program is utilized for those students who are accepted to Tier 2 Intervention due to “Needing Extra Support Time.” NEST works closely with the team of teachers, families, and the student to ensure a positive response to the intervention.
3. **Continued Data Collection/Plan Development:** Once accepted to the NEST Program, additional data will be collected to develop an intervention plan for the student. This process can take between 1 and 2 weeks to complete.
4. **Plan Implementation:** Student data will be reviewed every two weeks. Depending on student progress, or lack of, the plan will be adjusted and reviewed to ensure progress. Generalization and fading of the intervention will hopefully lead to graduation from the program.

PBIS - Tier 3

PBIS’ framework doesn’t just work with school-wide and targeted supports. It’s also an effective way to address sometimes dangerous, often highly disruptive behaviors creating barriers to learning and excluding students from social settings.

At most schools, there are 1-5% of students for whom Tier 1 and Tier 2 supports have not connected. At Tier 3, these students receive more intensive, individualized support to improve their behavioral and academic outcomes. Tier 3 strategies work for students with developmental disabilities, autism, emotional and behavioral disorders, and students with no diagnostic label at all.

PBIS - Tier 3 Process

Students with chronic and/or intense problem behaviors require specially designed and individualized interventions that match the function of the behavior. A simple functional behavioral assessment (FBA) is conducted to create a summary statement that forms the basis for a student’s behavior intervention plan (BIP).

The team begins the FBA process by working with the teacher(s) to identify the interactions between the student’s behavior and the environment(s) where it is most likely to occur. The team then defines the behavior in operational terms and determines the settings where the behaviors is most likely and least likely to occur. Other information will also be gathered (interviewing others who have and/or currently work with the student, review school records, interview family members and student) in order to develop a summary statement. After the summary statement has been confirmed through observation, the FBA information will then be used by the team to design a BIP.

The BIP is designed to change contributing variables associated with the student’s behavior, the teacher’s behavior and the environment. The BIP is based on an instructional approach, similar to that used by teachers for academic instruction. Follow-up observations by team members, on-going monitoring of specified data and other means may be employed to revise, refine, end or continue the plan. The BIP is reviewed by the team on a regular basis until such time as the team and the teacher(s) make a decision to do otherwise.

Fundraising – Purchasing – Field Trips

FUNDRAISING AND COLLECTION OF MONEY

1. No fundraising of any nature may take place on school grounds without permission by the Superintendent of Schools.
2. No school organization may participate in a fund raising activity either on or off school grounds without permission from the building principal and the Superintendent of Schools.
3. The participation of fundraising companies is strongly discouraged and will be approved on rare occasions only. Any organization desiring this type of activity must submit a request to the building principal prior to September 20th for that school year. The request must include the purpose of the money being raised, the amount needed, the product to be sold, the cost of the product, the percentage received by the school, and the name of the fundraising company.
4. Fundraising should be in the form of selling a service or a product provided by the school organization.
5. All school organizations should plan yearly activities in September so plans can be made early in the year for all fund raising. Requests made at the last minute may be denied.

PURCHASING PROCEDURES

REQUISITIONS

Requisitions should be submitted to the principal for approval. The requisition forms can be found online on the district website under **STAFF** following this path: **STAFF>EMPLOYEE INFO CENTER>BUSINESS OFFICE/PURCHASING**. Use only on requisition per vendor. If purchases will come from two different vendors, use two different forms. Requisition needs to be filled out in detail — vendor, model number, catalog page, quantity, description, and item price. We do not pay sales tax. We ask that all requisitions be submitted using the google form on the staff Eagle Update.

PURCHASE ORDERS

Once the requisition has been approved, it will go to the front office secretary to be entered and processed. Never order anything without a purchase order. This includes making reservations for field trips where there is a cost, ordering fundraiser materials, purchasing groceries for a class event, etc. Never use your own personal credit card for purchases unless you are ok with not being reimbursed. The district has an Amazon Prime business account but it takes longer than two days for processing as it requires approval from Central Office. Please allow one week for processing from the time the requisition is received in the front office.

RESPONSIBILITY FOR MONEY

All teachers are responsible for all money collected from students for any reason. Money should never be left in the classroom overnight. If money needs to remain in the building overnight, please bring it to the school office.

FIELD TRIPS

All field trips must be well planned and discussed with the Principal in advance of the actual request. A field trip request must be turned in to the building principal at least ten (10) days (preferred 30 days) prior to the trip itself through email. Before moving forward, the principal must send an approval email back to the requesting teacher. Once approved it is the teacher's responsibility to add to the district calendar and make any transportation requests.

When transportation is furnished to students representing our school those students who go on the bus will return on the bus. The only exception is if the parent personally asks the sponsor to allow **their child** to return with them. If there is any reason to doubt that the individual is not the parent, ask for identification or refuse permission.

When any field trip is approved the teacher should send home a permission slip with each student to be signed and returned to the office when money is involved. No student should be allowed to participate in any field trip without prior parent permission. The procedure for field trips is as follows:

1. Review the plans and purposes of the trips with the principal
2. Email the principals to determine approval at least ten (10) days prior to the date. To ensure transportation can accommodate and subs can be obtained please submit at least 30 days in advance.
3. Make arrangements for students to return signed parent permission slips prior to the day of the field trip. Permission forms are available in the office and are to be turned into the office when money is involved. The front office will create a student spreadsheet for the field trip and share with the teachers involved once approval has been given. The spreadsheet will be used by the office to track money received and when permission slips are turned in. Permission slips and money will go directly to the office (NOT to the teacher) in order for all money to be collected and locked up in the office safe. No money is to be locked up in a classroom.
4. Require students to dress appropriately for all field trips.
5. A list of names of all students going on the trip must be emailed, including cafeteria and nurse, ten (10) days in advance of the trip.
6. Chaperones must accompany the group when necessary. It is the teacher's responsibility to arrange for the chaperones.
7. No field trip will be taken after May 1st, unless approved by administration.
8. Communication regarding field trips (dates, times, costs, procedures, expectations, and students attending/not attending, etc.) is the responsibility of the teacher/team. It is expected that parents are notified in advance if their child is in danger of not being eligible to attend due to grades, missing assignments, etc.
9. School rules apply at all times.
10. Students are expected to behave in an appropriate manner and properly represent the Orchard Farm School District.
11. The teacher is responsible for bus supervision - NOT the BUS DRIVER!!!
12. Field trips must be planned with a 'cost recovery' approach to cover all expenses incurred.

SAMPLE* STUDENT FUNDRAISING *SAMPLE

(Fundraising Approval Form)

Name of Employee Supervising Fundraising Activity: _____

Group or Activity: _____ Grade Levels Involved: _____

Dates of Fundraising Activities: _____ Anticipated Profit from Fundraiser: \$ _____

Explain how funds will be used: _____

Describe the fundraising activity, including a description of items to be sold and the amount for which they will be sold (Attach brochures or other information to this form if necessary).

List the vendors involved, including address and contact information of representatives: _____

Describe the up-front money or other necessary commitments of district resources. _____

Is there a risk that the district could lose money? If so, explain. _____

Who is the target customer? _____

Will students, staff, or others be solicited on school property? If so, explain how and when. _____

For Office Use Only

- Approved
- Denied
- Approved with the following conditions or changes: _____

 —

 —

Signature of School Principal or Superintendent

Date

Note: The reader is encouraged to review policies and/or procedures for related information in this administrative area.***Implemented: 07/15/2003******Revised: 08/21/2007******Orchard Farm R-V School District, St. Charles, Missouri***

Injuries - Students & Staff

DURING REGULAR BUSINESS HOURS:

1. Report the injury to your supervisor and school nurse to evaluate the injury.
2. Complete an Employee Injury Report. Send copies of the report to the employee's supervisor, school nurse, and Trina Bechtol at Central Office.
3. Contact Trina Bechtol for all injuries requiring additional treatment by an authorized physician with the district's workers' compensation insurance. Orchard Farm School District is not responsible for payment of any unauthorized medical treatment.

AFTER REGULAR BUSINESS HOURS:

1. Report the injury to your supervisor.
2. Complete an Employee Injury Report. Copies of the report should be sent to the employee's supervisor, school nurse and Trina Bechtol.
3. If the injury requires emergency medical treatment, the employee should be treated at the following hospital:

ST. JOSEPH HEALTH CENTER

300 FIRST CAPITOL DRIVE

ST. CHARLES, MO 63301

636-947-5111

Questions relating to treatment for work-related injuries and Worker's Compensation claims should be directed to:

Deanna Klaus

If you choose not to follow the above instructions, you put your worker's compensation benefits at risk. WORKER'S COMPENSATION WILL NOT PAY FOR UNAUTHORIZED DOCTOR FEES.

Injury Report for an Employee: Complete for all injuries that occur on the Orchard Farm School District property, on the school bus, and for all scheduled, supervised extracurricular activities that occur off-campus. Orchard Farm Staff will complete this form at the time of the incident and submit it to the Nurse's Office. Copies will be forwarded to the building principal, human resources, and the superintendent.

Go to the district Website--Staff--Employee Information Center--Accident & Injury Reporting (left column.) Or Click this [link](#).

INJURY REPORT FOR STUDENTS

Directions for completion: Complete for all injuries that occur on the Orchard Farm School property, on the school bus, and for all scheduled, supervised extracurricular activities that occur off-campus. Orchard Farm Staff will complete this form at the time of the incident and submit it to the Nurse's Office. Copies will be forwarded to the parent/guardian (if applicable), human resources, building principal, and the superintendent.

Name (First/Last)	Grade: DOB:	(circle one) Male Female	Building/Site Injury Occurred
Date of Injury:	Time of Occurrence:	Date Reported:	Time Reported:

Description how Injury Occurred:

Specific Area of Injury:

Treatment at Site:

Treatment Administered at Injury Site by: _____

Nurse Comment:

Nurse's Signature:

Date & Time Parents Notified: _____

Date & Time Principal Notified: _____

Advised to See Physician? _____

Report Filed By

Date

Bullying/Hazing Policy

General

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

Definitions

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

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

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

Designated Officials

Each building principal shall designate at least two teachers or administrators in the building who are authorized to receive and investigate reports of bullying in the principal's absence or at the principal's discretion. **OFMS designated officials include Principal, Assistant Principal, and Guidance Counselor(s).**

The anti-bullying coordinator (Executive Director of Student Services) will receive all completed investigative reports from all buildings and analyze the reports to identify any information that would inform the district's anti-discrimination and anti-bullying education and training programs. In addition, the anti-bullying coordinator will assist in making any relevant reports as required by state and federal law.

Investigation

- Within two school days of receiving a report of bullying, the principal or designee will initiate an investigation of the incident.
- The investigation shall be completed within ten school days of the date the report of bullying was received unless good cause exists to extend the investigation.

Consequences

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

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

The full policy can be found at: <https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JFCF&Sch=416&S=416&C=J&RevNo=1.21&T=A&Z=P>

Hazing

In order to promote a safe learning environment for all students, the Orchard Farm R-V School District prohibits all forms of hazing.

For purposes of this policy, hazing is defined as any activity, on or off school grounds, that a reasonable person believes would negatively impact the mental or physical health or safety of a student or put the student in a ridiculous, humiliating, stressful or disconcerting position for the purposes of initiation, affiliation, admission, membership or maintenance of membership in any group, class, organization, club or athletic team including, but not limited to, a grade level, student organization, or district-sponsored activity.

Hazing may include those actions that subject a student to extreme mental stress including, but not limited to, sleep deprivation, physical confinement, forced conduct that could result in extreme embarrassment or criminal activity, or other stress-inducing activities. Hazing may also include, but is not limited to: acts of physical brutality; whipping; beating; branding; exposing to the elements; forcing inhalation or consumption of any food, liquor, drug, tobacco product, or other substance; or any other forced physical activity that could adversely affect the physical health or safety of an individual.

The full policy can be found at:

<https://simbli.eboardsolutions.com/ePolicy/policy.aspx?PC=JFCG&Sch=416&S=416&C=J&RevNo=1.01&T=A&Z=P>

Emergency Procedures

Disaster Drill Schedule

Drill	Date	Time
Earthquake/Tornado	August 26	7:40 am
Fire	August 27	10:00 am
Lockdown	August 28	2:00 pm

Unannounced drills may be conducted as well – Please be sure each class knows the proper procedures in the event of a disaster.

ORCHARD FARM MIDDLE SCHOOL EMERGENCY PROCEDURES

INJURED PERSON(S)

- A. Determine the severity of the injury. Assign someone to contact the nurse.
 1. If unconscious, check airway, breathing, and circulation.
 2. If unconscious, do not move the injured person.
 3. If conscious, determine the location and extent of the injury.
 4. Move all students away from the injured person.
 5. Treat for shock and reassure the victim.
 6. Internal medication should not be given.
 7. Apply emergency first aid as necessary.
- B. An adult should stay with the injured student and send another adult or a reliable student to make telephone calls. Persons to be notified are the Principal – Ext. 8760, 8759, 8750, and the Nurse- Ext. 8762
- C. If an ambulance is necessary, the principal's office will take care of it during school hours. If an ambulance is needed after school hours call: **911**
- D. If medical assistance is necessary the principal's office will notify parents. If after school hours the parents must be notified. Only in extreme emergencies should medical attention be sought without notifying parents.
- E. Turn in the injury report form to the principal on all injuries.

SEVERE THUNDERSTORM WARNING

- Teachers and staff will be alerted via email that a Severe Thunderstorm Warning has been issued for the area.
- Classroom and activities will take place as normal.
- If the warning sirens are activated, Tornado Procedures will be implemented.

TORNADO SAFETY PLAN

In a TORNADO emergency:

- If we have a tornado emergency, we will get on the intercom and state, **"This is a tornado alert. We need all staff to execute tornado procedures at this time."**
- Everyone will need to leave the classrooms. All students must kneel in a safety position in the hallway. (Hands over neck and head – head on lap). Avoid areas near exits, windows, or breezeways. It is important that it remains absolutely calm and quiet.
- If a tornado hits the building, please follow procedures for exiting the building after an earthquake.

Other notes:

- Periodic fire drills will be held throughout the school year; these drills will be unannounced and are usually executed at the request of the fire department.
- Students need to be told if they are away from their normal classroom to report to the nearest teacher.
- If caught outdoors and time allows, seek shelter indoors. If there is not enough time to seek shelter, lay flat on the ground.
- Instructions will follow over the intercom system.

SAFE MODE / LOCKDOWN PLAN

At all times staff members should use the following precautions:

- ☐ Proper Lock Blok usage
 - ☐ Keep Lock Blok engaged, door locked at all times
 - ☐ In event of safe mode/ lockdown disengage Lock Blok
- ☐ If we hear a Fire drill check hall for a possible intruder before exiting the classroom.
- ☐ Safe Defend Alarm trumps Fire Alarm (if you hear both-follow Lockdown Procedures)
- ☐ Safe Mode vs. Lockdown

Safe Mode	Lockdown
No imminent danger	Imminent danger
Possible medical emergency or advised by law enforcement	SafeDefend system is activated
Instruction continues, no hallway access	Doors closed and locked; access restricted to only emergency responders
Initiated by announcement	Initiated by alarm/ BLUE strobe (fire drill has a WHITE strobe)

WHEN IN LOCKDOWN

- ☐ Alarm sounds for 2 minutes (when the alarm stops sounding that does not mean it is all clear - only law enforcement will release and determine all clear)
- ☐ Determine safest location in your room (safe corner) - check that all the students fit in the safe corner and are not visible in the window.
- ☐ Run, Fight, Hide
 - ☐ If decision is to run
 - ☐ Determine nearest building exit
 - ☐ Determine reunification point (Determined in the event, not predetermined)
 - ☐ If decision is to fight
 - ☐ Intruder is attempting to enter
 - ☐ Window Exit is only an option when intruder is entering room (Last Resort)
 - ☐ Determine reunification point (Determined in the event, not predetermined)
 - ☐ Clarify direction for students to run once out the window
 - ☐ If decision is to hide
 - ☐ Locate the safest corner of your classroom
 - ☐ Discuss options available to barricade classroom doors (furniture, cabinets, etc.)
 - ☐ Police will release students and staff from the classroom.
- ☐ Students left in hallway
 - ☐ When alarm sounds, quick look for students
 - ☐ Once the door is locked, you cannot unlock
 - ☐ Students who remain in the hallway
 - ☐ Run out nearest exit (Safest option)
 - ☐ Exit not near - hide as a last option
 - ☐ Discuss possible options

EARTHQUAKE SAFETY PLAN

In an EARTHQUAKE emergency:

- If we have an earthquake emergency, we will get on the intercom and state, **"This is an earthquake alert. We need all staff to execute earthquake procedures at this time."**

IF INSIDE:

- Immediately get under furniture in a classroom or under a door jamb. Stay away from outside walls and windows.
- Leave all doors open after an earthquake to avoid the jamming of doors.
- Do NOT attempt to leave the building until given permission.
- When given permission to exit the building, the relocation area will be the field in front of the middle school. Buses will be on standby for total evacuation.
- It is important that it remains absolutely calm and quiet.

IF OUTSIDE:

- Move away from any building or overhead power lines or poles.
- Lie flat and face down until the situation is over and an all-clear is announced.
- Take roll of students and report to the field in front of middle school.
- Do NOT re-enter the building unless authorized to do so by an administrator or other emergency personnel.
- Do NOT light fires or touch fallen wires.
- Wait for an administrator or other emergency personnel to report to the practice field to provide further directions.

POST EARTHQUAKE RESPONSES

Immediately after the earthquake the principals, teachers and other staff members should:

1. Determine if the building needs to be evacuated.
2. Attend to the first-aid needs of injured students and school personnel. (There is no guarantee that emergency medical or fire personnel will be able to respond to your school immediately after an earthquake).
3. Account for all students.
4. Check damage to utility systems and appliances; if necessary, shut off the main power, gas, and water.
5. Calm and reassure frightened students.
6. Keep records of students released to parents or other authorized persons.

The administrative staff will meet as soon as possible to determine the next course of action. If school is to be dismissed an assessment of the damage in the area must be made prior to a dismissal. This assessment should determine: If the highways are passable in a safe manner, if homes can be safely inhabited, if highways in the immediate area are passable where parents can return home. ***All school personnel will remain on duty until released by the administrator or supervisor.***

FIRE EXIT PLAN

In a FIRE emergency:

- The signal for the fire will be the ***Fire Alarm ringing.***
- Upon hearing the Fire Alarm, all students and staff will exit the building. Teachers will close their door upon exiting and pick up their emergency clipboard & Emergency Management Plan.
- Students and Staff will relocate on the field in the back of the middle school (students will meet with their CURRENT teacher unless designated otherwise by an administrator). Teachers need to follow **Evacuation Procedures/Map (visual aid is located in the handbook at the end of this section). Teachers are to take attendance on cards and have a student-run them to a secretary at the 'Command Post' who will check to see that the building is completely evacuated.** Teachers will record any student not in attendance on their attendance card.
- While taking attendance, teachers should hold up a RED sign (with their designated number). When attendance has been turned in, teachers should hold up the GREEN sign (with their designated number).
- Students and staff may re-enter the building only when the building administrator has received word that the building is safe to enter.

Other notes:

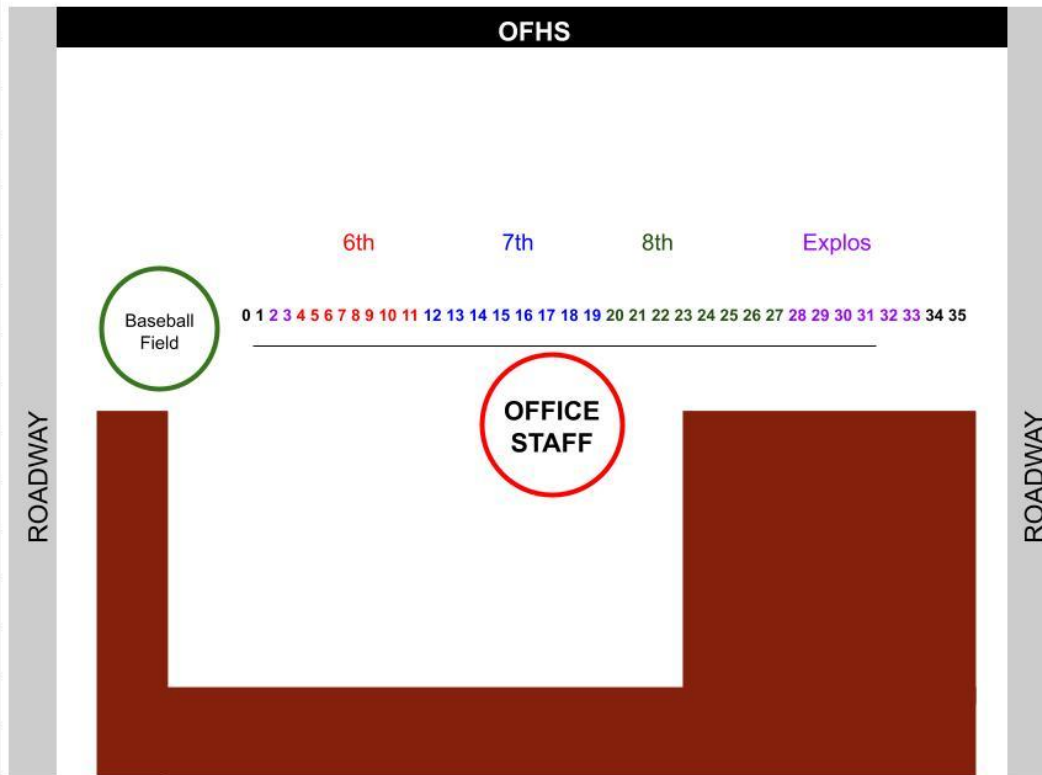
- In each room, in a prominent place, is posted a fire evacuation plan. This plan shows the route to be followed by students during evacuations.
- Each teacher should see that any handicapped students receive aid in the evacuation, either personally, or by assigning a dependable student to help.
- During an emergency, teachers are asked to aid in keeping the noise down to a minimum. In the event of a disaster, it may be necessary to issue emergency orders orally, and of course, if there is too much noise, these orders could not be heard.
- Teachers are asked to be watchful for loose objects, such as stools and waste cans, in the halls and doorways. If discovered, on the spot corrective action should be taken. Such objects in the time of emergency could become dangerous.
- Any suggested changes will be welcomed and appreciated after each fire drill.

*****SEE EVACUATION MAP ON NEXT PAGE*****

OFMS Evacuation Map

All emergency procedures that require teachers and students to evacuate the building will follow the map below. All teachers and students will evacuate the building. Upon exiting the building, students will remain with their teacher. Teachers will line up according to the assigned number. Once class is in line outside, give the RED sign to the first student in line to hold up. Begin taking attendance. Teachers without students will report to the Office Staff area and check in. After completing attendance, teachers will send attendance with a student to the Office Staff, then hold up GREEN number sign. Green indicates attendance is completed and sent to office staff. Red indicates attendance is in progress. Teachers without students may assist with student supervision, as well as communicating with Office Staff any other concerns (a missing number in the line up) with the administration.

0	Soph
1	Rawson
2	B. Wolf
3	Liscombe
4	Mann
5	Radzwilowicz
6	Boschert
7	Kamp
8	Bildner
9	Painter
10	Grunwaldt
11	Jones
12	H. Wolf
13	Nickel
14	Kuehnel
15	Stanfield
16	Bowman
17	Towey
18	Miller
19	Mirth



20	Friedel
21	Brinkmann
22	Johnson
23	Sunshine
24	Sugar
25	Willis
26	Yount
27	Diaz
28	Frost
29	Rose
30	Mobley
31	Bhat
32	Liesmann
33	Pratt
34	Hinze
35	SIP

**ALL STAFF MEMBERS MUST FAMILIARIZE THEMSELVES WITH, AND UTILIZE THE
EMERGENCY MANAGEMENT PLAN**