



Central High School

Home of the Rebels

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<http://www.centralr3.org>



Fellow Educators:

I am hoping that the following information will help to inform and assist you as an educator at Central High School. I am aware that it is impossible to cover all situations in writing. When a situation arises that is unique and is not covered in these or any other instructions, please use your own judgment as to the procedure to follow until you are able to consult with an administrator. Always inform an administrator about any decisions you may make that are not covered in this handbook.

TEACHERS ARE EXPECTED TO BECOME FAMILIAR WITH THE RULES AND REGULATIONS AS OUTLINED IN THIS HANDBOOK, THE STUDENT HANDBOOK AND BOARD POLICIES SO THEY MAY BE ABLE TO CARRY THEM INTO EFFECTIVE OPERATION. THE ADMINISTRATION WILL FAIRLY AND CONSISTENTLY APPLY THESE RULES AND REGULATIONS TO ALL FACULTY AND STAFF. Some of these may seem trivial to you and you may feel they should not be mentioned. We are not all perfect. There are a few rules, regulations and forms that have changed from last year. It is the purpose of this handbook to inform and assist you as an educator at CHS. Please make copies and use the forms that have been provided. It will take the cooperation of each of us to have a successful year.

If you have any questions or suggestions, please let me know. Have a great year, Rebel Educators!

Sincerely,

Brad Coleman
Principal

· Brad Coleman ·
Principal
573-431-2616 Ext. 4101
bcoleman@centralr3.org

· Chad Bradley ·
Asst. Principal & A.D.
573-431-2616 Ext. 4102
cbradley@centralr3.org

· Debbie Bradley ·
Counselor
573-431-2616 Ext. 4112
dbradley@centralr3.org

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Counselor
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FIRST DAY BELL SCHEDULE
AUGUST 19, 2010

7:15 – 7:35	(25 MIN)	ALL STUDENTS WITHOUT SCHEDULES TO WHITE GYM - 1ST PERIOD PLANNING TEACHERS, AIDES AND SECRETARIES WILL HAND OUT SCHEDULES/ENROLLMENT INFORMATION
7:40 – 8:35	(55 MIN)	FRESHMEN/SOPHOMORES REPORT TO 1ST PERIOD CLASS JUNIORS/SENIORS REPORT TO AUDITORIUM FOR STUDENT ORIENTATION
8:40 – 9:50	(70 MIN)	JUNIORS/SENIORS REPORT TO 1ST PERIOD CLASS FRESHMEN/SOPHOMORES REPORT TO AUDITORIUM FOR STUDENT ORIENTATION
9:54 – 10:23	(29 MIN)	ALL STUDENTS REPORT TO 2ND PERIOD CLASS
10:27 – 10:56	(29 MIN)	ALL STUDENTS REPORT TO 3RD PERIOD CLASS
11:00 – 11:29	(29 MIN)	ALL STUDENTS REPORT TO 4TH PERIOD CLASS
11:29		IMPLEMENT REGULAR SCHEDULE FOR REMAINDER OF THE DAY (FIRST LUNCH SHIFT BEGINS)

UNITEC STUDENTS WILL ATTEND UNITEC ON THE FIRST DAY OF SCHOOL. P.M. UNITEC STUDENTS NEED TO BE RELEASED FOR LUNCH FROM 4TH PERIOD CLASS AT 11:15 A.M. THE BUS WILL LEAVE FOR UNITEC AT 11:40 P.M.

TEACHERS: All teachers need to arrive at school by 7:15 a.m. and be in the hallways around your rooms to direct any students who do not have a schedule to the White Gym. Tables will be set up at different locations for freshmen, sophomores, juniors and seniors. I need Mr. Jones to assist with students in the cafeteria, Mr. Ragland to assist with students in the front of the school for buses, Mr. Z. Mills to assist with students entering the White Gym and Mr. Schweiss to assist with students at the student parking lot.

Mr. Henson, Mrs. Fletcher, Mrs. Upchurch, Mrs. Martin and Mrs. Hayman will help to hand out schedules in the White Gym. There will be two stacks of schedules at each table. One stack is for students who have already pre-registered but may have lost their schedule. The other stack will be for students who have not pre-registered and need a schedule as well as an enrollment package. Please hand these schedules out in an orderly fashion. The students who will need an enrollment packet will be required to return their enrollment packet to the counseling office by Monday, August 23. Once a student has received his/her schedule, the student is to proceed to 1st period class. All 1st period teachers should be in their rooms by 7:35 a.m. Your cooperation and assistance in supervising our students will be greatly appreciated.

From 7:40-8:35 a.m., Mr. Bradley and I will begin handing out student planners, discussing the student handbook and giving school calendars to juniors and seniors to be

followed by freshmen and sophomores. Mr. Bradley and I will conduct the student orientation at the specified times listed above. All students must turn in the handbook agreement form, school sponsored trip form, the extra-curricular form, drug form and any other needed forms by Monday, August 23 to their 1st period teachers. All of these forms can be found on page 41-42 of the student planners. Teachers need to turn these forms into the attendance office along with a list of 1st period students who have not returned the forms on Monday, August 23. **DO NOT TURN THE FORMS IN EARLY!** Students who did not pre-register will be required to return these forms along with pre-registration forms to their first period teachers by Monday, August 23. Please turn these forms into the attendance office **ON MONDAY, AUGUST 23. DO NOT TURN THE FORMS IN EARLY!** Students will begin to earn after school detention for failure to return the forms on Wednesday, August 25.

Students will not be allowed to change schedules on Thursday or Friday of the first week of school. The counselors will only work with new students or students who do not have a schedule. **DO NOT SEND A STUDENT OUT OF YOUR CLASS FOR A SCHEDULE CHANGE!** Students will be informed that they can sign up for any schedule changes outside the counselor's office between classes, at lunch or after school. The counselor's will call students to their office when they have completed new student enrollment. All schedule changes will be complete by August 26. No student will be allowed to change a schedule after that date without my approval.

The Pledge of Allegiance will be read at the beginning of 1st period classes on Friday, August 20. All students will be required to stand for the Pledge. Please remember that we will begin announcements on Friday, August 20 immediately at 11:12 a.m. without a bell ringing. Student planner instructions should be utilized in all 4th period classes during SSR time until completed. Student Planner tests should be given in 4th period classes before Friday, August 27. A grade should be given for the test. Silent, sustained reading will be utilized after announcements.

Hopefully, this memo will give you a little idea of how the first day of school will commence. Please ask any questions or make any comments about this first day schedule at the faculty meeting. Enjoy your year!

Sincerely,

Brad Coleman
Principal

CENTRAL SCHOOL DISTRICT

CALENDAR

2010	
AUG.	12-13New Teacher Orientation
	16.....General Staff Orientation
	17.....General Staff Orientation/Open House 6-8pm
	19.....First Day of Attendance
SEPT.	6.....Labor Day – No School
	17.....Teacher Inservice—No School
OCT.	1.....½ day-Homecoming
	19.....End of First Quarter
	28.....½ day Parent/Teacher Conference 5-7pm
	29.....Staff Development—No School
NOV.	24.....½ Day – Early Dismissal
	25-26Thanksgiving Break – No School
DEC.	22.....End of Second Quarter,
	22.....½ day: Christmas Break Begins at 11:30 a.m.
2011	
JAN.	6.....School Resumes
	17.....M.L. King Day – Staff Development - No School
FEB.	11.....½ Day - Teacher In-service
	21.....President’s Day – No School – 6 th Make-up Day
MAR.	10.....End of Third Quarter
	11.....Spring Break—No School
APR	21.....½ Day—Early Dismissal
	22.....Easter Break (Good Friday)
	25.....Easter Break
MAY	17Last Day of School
	18.....1 st Make-up Day
	19.....2 nd Make-up Day
	20.....3 rd Make-up Day
	23.....4 th Make-up Day
	24.....5 th Make-up Day
	25.....7 th Make-up Day
	26.....8 th Make-up Day

TEACHERS/ROOM#

Aholt	A211/4166
B. Asher	M236/4131
C. Asher	M237/4141
Boren	A103/4170
M. Bradley	A101/4132
Chapman	M156/4133
Christopher	M159/4134
Fletcher	A212/4137
Glore	F.H./4129
Hayman	M231/4138
Henson	M229/4139
Huff	A105/4140
Jenkerson	F.H./4128
Johnson	A102/4142
A. Jones	FACS/4149
P.J. Jones	A211/4143
C. Martin	M131/4146
D. Mills	M214/4171
Z. Mills	Gym/4125
Noble	M234/4154
Pasternak	M130/4156
Patterson	M225/4158
B. Petty	M232/4159
J. Petty	A117/4161
Ragland	A106/4164
Redecker	M224/4144
Ross	A115/4152
Schweiss	A116/4148
Sechrest	M161/4165
Sitton	M203/4150
Toney	M223/4155
Upchurch	A104/4157
Wallen	A114/4160
J. Weiss	M235/4162
S. Weiss	Lib/4111
Williams	A118/4145
Bates	ISS/4130

BELL SCHEDULE 2010-2011

Central High School has a normal bell schedule, a RAP Wednesday/Assemblies bell schedule and an early release bell schedule for ½ days of school. Scheduled assemblies and other activities could be planned on different days which would change our regular schedule to a RAP/Assembly schedule.

Bell Schedule

7:40-8:30 a.m. 1st period
8:34-9:24 a.m. 2nd period
9:28-10:18 a.m. 3rd period
10:22-11:28 a.m. 4th period and
16 min. SSR /Announcements

Lunch Shifts:

11:28-11:59 a.m. 1st Lunch
12:03-12:53 p.m. 5th period (1st)
11:32-12:22 p.m. 5th period (2nd)
12:22-12:53 p.m. 2nd Lunch
12:57-1:47 p.m. 6th period
1:51-2:41 p.m. 7th period

RAP Schedule Wednesday/Assemblies

7:40-8:25 a.m. 1st period
8:29-9:16 a.m. 2nd period
9:21-10:05 a.m. 3rd period
10:09-10:54 a.m. 4th period
10:58-11:43 a.m. RAP period

Lunch Shifts:

11:43-12:14 p.m. 1st Lunch
12:18-1:03 p.m. 5th period (1st)
11:47-12:32 p.m. 5th period (2nd)
12:32-1:03 p.m. 2nd Lunch
1:07-1:52 p.m. 6th period
1:56-2:41 p.m. 7th period

Final Exam Bell Schedule Day 1

7:40-8:15 a.m. 1st period
8:19-9:19 a.m. 2nd period final
9:23-9:53 a.m. 3rd period
9:57-11:02 a.m. 4th period final
11:02-11:59 a.m. Lunch
12:03-1:03 p.m. 5th period final
1:07-1:37 p.m. 6th period
1:41-2:41 p.m. 7th period final

Final Exam Bell Schedule Day 2

7:40-8:40 a.m. 1st period final
8:44-9:14 a.m. 2nd period
9:18-10:18 a.m. 3rd period final
10:22-11:02 a.m. 4th period
11:02-11:59 a.m. Lunch
12:03-12:29 p.m. RAP
12:33-1:03 p.m. 5th period
1:07-2:07 p.m. 6th period final
2:11-2:41 p.m. 7th period

Early Release Bell Schedule Tentative dates: Oct. 28, Nov. 24, Dec. 22, Feb. 11, April 21, May 17.

7:40-8:05 a.m. 1st period
8:09-8:34 a.m. 2nd period
8:38-9:03 a.m. 3rd period
9:07-9:32 a.m. 4th period

9:36-10:01 5th period
10:05-10:30 6th period
10:34-11:00 7th per/Announcements
11:00-11:30 Lunch

Silent Sustained Reading will not take place. Buses will arrive at 11:25 a.m. A.M. Unitec students will attend Unitec when in session and arrive back on campus by 11:15 a.m. P.M. Unitec students will not attend Unitec and will be dismissed from school after 4th period. Cadet teachers should report to Mr. Halter. MAC Pilot students will attend MAC classes when in session and should check with the regular classroom teacher if conflicts in schedule arise.

CENTRAL R-III SCHOOL DISTRICT MISSION STATEMENT

The Central R-III School District strives to involve students, parents, staff and the community as partners in the educational process to develop life-long learners and responsible citizens in an ever-changing society. The district will provide varied opportunities to increase skills, broaden knowledge, enhance application skills and develop work habits necessary to successfully:

- 1) attend an academic college or university**
- 2) further education through a trade or technical school**
- 3) and/or seek and maintain employment**

CENTRAL HIGH SCHOOL VISION STATEMENT

The administration and staff of Central High School is committed to promoting excellence in academics, attendance, and citizenship. We believe that the improvement and survival of our democratic society, the strength of our community, our nation, and our international stability are all dependent upon our informed citizenry. We are committed to creating a safe environment where all students will be provided with the skills, abilities, and knowledge to become life-long learners and responsible citizens. It is our vision to help motivate, challenge and energize our community and students to make Central High School an exceptional high school that will become a proud trademark of the community and a model for other schools to emulate.

2010-2011 GOALS

1. **TO IMPROVE STUDENT PERFORMANCE:** To meet state expectation levels on the end of course exams.
2. **TO IMPROVE ACT PERFORMANCE:** Students will meet or exceed both the national and state averages on the ACT test through continued offerings for ACT preparation and planning.
3. **TO PROVIDE EXTRA HELP:** To continue to develop strategies and ideas to provide extra help to students before and after school to meet high expectations and the failure is not an option initiative.
4. **IMPROVE ATTENDANCE PERCENTAGE:** Increase the attendance rate to 95% or better by maintaining a strict attendance policy.
5. **INCREASE THE GRADUATION RATE:** Increase the persistence to graduation rate to 95% or better and continue to insure that all students continue on a four-year path to graduate from high school.
6. **REDUCE THE DROPOUT RATE:** Continue to reduce the drop out rate to less than 2% by offering programs and support systems.
7. **REDUCE THE TARDY RATE:** Reduce the number of tardies during the school day with the focus on 1st period by increasing the severity of the consequences.
8. **BUILDING LEVEL IMPROVEMENTS/SAFE DRUG FREE SCHOOLS:** To continue to develop strategies that address and improve building safety, security and environment as well as promoting a drug-free environment.
9. **IMPROVE PARENT/COMMUNITY INVOLVEMENT:** Increase parent/community involvement 5% yearly over the next 5 years and continue the Advisor/Advisee program.
10. **TECHNOLOGY IMPLEMENTATION:** To continue to provide access to computers for all students and to make instructional technology an integral part of the teaching/learning environment.
11. **IMPROVING CHARACTER:** To continue to develop strategies to address and improve students' attitudes, respect for authority and each other, and to develop personal responsibility and good character.
12. **IMPROVE READING, LITERACY AND NUMERACY:** To continue to develop strategies and ideas to address literacy and numeracy issues, improving the reading level of students, and increase the number of required books that students must read in the core level classes.
13. **PATHWAYS:** Provide for all students a clear pathway to student success beyond high school through a career/technical field, college preparation plan, both, or vocational rehabilitation.

Central High School has joined the High Schools That Work initiative. We have adopted and been working to address the following goals and key practices.

High Schools That Work Goals

- Raise the mathematics, science, communication, problem-solving and technical achievement of more students to the national average and above.
- Blend the essential content of traditional college-preparatory studies – mathematics, science and language arts – with quality career/technical studies by creating conditions that support school leaders, teachers and counselors in carrying out key practices.
- Advance state and local policies and leadership initiatives necessary to sustain a continuous school-improvement effort for both academic and career/technical studies.

High Schools That Work Key Practices

- **High expectations** – setting higher expectations and getting more students to meet them
- **Career/technical studies** – increasing access to intellectually challenging career/technical studies, with a major emphasis on using high-level mathematics, science, language arts and problem-solving skills in the modern workplace and in preparation for continued learning
- **Academic studies** – increasing access to academic studies that teach the essential concepts from the college-preparatory curriculum by encouraging students to use academic content and skills to address real-world projects and problems
- **Program of study** – having students complete a challenging program of study with an upgraded academic core and a major
- **Work-based learning** – giving students and their parents the choice of a system that integrates school-based and work-based learning that spans high school and postsecondary studies and that is planned by educators, employers and employees
- **Teachers working together** – having an organization, structure and schedule giving academic and career/technical teachers the time to plan and deliver integrated instruction aimed at teaching high-level academic and technical content
- **Students actively engaged** – getting every student involved in rigorous and challenging learning
- **Guidance** – involving each student and his or her parents in a guidance and advisement system that ensures the completion of an accelerated program of study with an in-depth academic or career/technical major
- **Extra help** – providing a structured system of extra help to enable students who may lack adequate preparation to complete an accelerated program of study that includes high-level academic and technical content
- **Keeping score** – using student assessment and program evaluation data to improve continuously the school climate, organization, management, curricula and instruction to advance student learning and to recognize students who meet both curriculum and performance goals.

SUGGESTIONS FOR TEACHERS ON OPENING DAY

1. CHECK THE STUDENTS' SCHEDULE CARD TO SEE IF THEY ARE IN THE RIGHT CLASS, PARTICULARLY THE SOPHOMORES AND FRESHMEN. CHECK TO SEE THAT THE STUDENT HAS AN ADVISOR LISTED ON THE SCHEDULE.
2. ISSUE TEXTBOOKS, MAKE ASSIGNMENTS AND ASSIGN SEATS. **YOU NEED TO WRITE THE STUDENT'S NAME AND YEAR IN THE TEXTBOOK.** MAKE SURE YOU KEEP A COPY OF THE TEXTBOOK FORM. **AFTER TEXTBOOKS HAVE BEEN ASSIGNED, PLEASE LOCK UP OR SECURE ADDITIONAL TEXTBOOKS IN YOUR ROOM OR A STORAGE AREA.**
3. **HAVE AN INTERESTING AND WORTHWHILE LEARNING ACTIVITY PLANNED. REQUIRE THE USE OF THE STUDENT PLANNERS! INTRODUCE STUDENTS TO SCHOOL NOTES AND USE SCHOOL NOTES AS A BELL RINGER ACTIVITY.**
4. THE MATERIALS THE STUDENTS WILL NEED MAY BE WRITTEN ON THE BOARD FOR THEM TO COPY OR PLACED IN YOUR COURSE SYLLABUS.
5. WHEN THE STUDENTS LEAVE YOUR ROOM, BE SURE THEY KNOW WHERE THEY ARE TO GO NEXT.
6. **INSIST ON STUDENTS STAYING IN THE ROOM UNTIL THE BELL RINGS AND YOU DISMISS THEM.**
7. PLEASE STEP TO THE HALLWAY TO HELP SUPERVISE THE HALLWAY TRAFFIC.
8. ALL STUDENTS ARE EXPECTED TO REPORT TO CLASS PROMPTLY. INSIST THAT THIS BE DONE.
9. THE ROOM SHOULD BE FREE FROM ACTIVITIES THAT DISTRACT OR HINDER THE WORK TO BE DONE. NO PUPIL OR CLASS CAN DO QUALITY WORK UNDER CHAOTIC CONDITIONS. IF NECESSARY, DEMAND THAT ALL STUDENTS GIVE ATTENTION TO THE NECESSARY INSTRUCTION, AND THEN HELP THE STUDENT OR CLASS MAKE THE PROPER ADJUSTMENT IN ORDER TO ATTAIN SELF-CONTROL.
10. **ISSUE A COURSE SYLLABUS TO EVERY STUDENT.**

EXTRA DUTIES

These are kept to a minimum. There will be times that teachers will be asked to cover extra duties which could include lunch and bus duty.

Most of you have been contacted in regard to the sponsoring of a club, class or other organization. Some of these jobs are more laborious and time consuming than others. Sponsoring a club or an organization can at times be a most gratifying experience.

We are most appreciative of the work that teachers do in sponsoring our clubs and organizations. Please be willing to put in the time and effort it takes to run a club or organization. All of our organizations need to become more involved with the students and community.

Sponsors of all classes and other student organizations are held directly responsible by the school administration for proper accounting procedures and for all rules and regulations pertaining to a particular club. I need to have copies of all rules, regulations, bylaws etc. from every club at CHS. **Every club must have a constitution that should be emailed to my attention.** Each club sponsor will be responsible for all fundraising and money collected. Please see the fundraising policies and applications located on the website. **All money must be turned in to the secretary and placed in an activity account. Petty cash funds are not allowed without the approval of the principal.**

FACULTY CLUB AND ACTIVITIES ASSIGNMENTS

- | | | |
|-----|------------------------|---|
| 1. | Audio/Visual Equipment | Mrs. S. Weiss will be in charge of the audiovisual equipment. |
| 2. | Student Council | Mr. Redecker/Mrs. Petty |
| 3. | Drama Club | Mr. Weiss |
| 4. | Honor Society | Mrs. Huff and Mrs. Sitton |
| 5. | Quiz Bowl/Academic | Mr. Toney |
| 6. | F.B.L.A. | Mrs. Fletcher |
| 7. | F.T.A. | Ms. Patterson |
| 8. | Science Club | Mrs. Chapman/Mr. Christopher |
| 9. | Varsity "C" Club | Mrs. Boren, and all other coaches |
| 10. | Cheerleaders | Mrs. Boren, Ms. Hassell |
| 11. | Homecoming Dance | Mr. Redecker, Mrs. Petty, Mrs. Huff |
| 12. | Yearbook Staff/Prom | Mrs. Fletcher |
| 13. | Art Club | Mr. Henson |
| 14. | The Centralian | Mrs. Fletcher |
| 15. | R.S.A. | Mrs. Huff |
| 16. | D.E.C.A. | Mrs. Boren |
| 17. | F.C.A. | Mr. Wallen, Mr. Noble |
| 18. | Crescendo | Mrs. Jenkerson, Mr. Glore |
| 20. | F.C.C.L.A. | Mrs. A. Jones |
| 21. | Foreign Language Club | Mrs. Hayman |

Note: Some teachers may be re-assigned to a club at the principal's request.

FACULTY/DEPARTMENT MEETINGS

When we have a faculty and/or a department meeting you will be expected to make every arrangement to attend the meeting. During faculty meetings, we will discuss topics that will require all teachers' attendance. These meeting dates and times will be announced as far in advance as possible. All faculty members must attend faculty meetings. A general faculty meeting will be held on the first Wednesday of each month or on an as needed basis. Faculty meetings will last until 3:30 p.m. The first general faculty meeting will be scheduled for Monday, August 23 at 2:50 p.m. in the library. The purpose of this meeting is to discuss any problems or concerns about the first three days of school. This will be a short meeting of approximately 20-30 minutes.

CSIP/HSTW FOCUS TEAMS

All School Improvement Committee assignments have been assigned by the administration. Each **Focus Team (Literacy, Vocational/Work Based Learning, Teachers Working Together/Guidance/Advisement and Extra Help)** will meet on a monthly basis in a designated location as indicated below. Focus team chairpersons are indicated in **bold**. The **High Expectations Focus Team** will meet when needed and called by Mr. Coleman. All other committees will meet when needed but not on a monthly basis. Focus Team chairpersons will work to call a meeting for a time that is convenient for team members. Each team will elect a co-chairperson and recorder. Minutes should be typed and emailed to my office within one week of the meeting. These minutes will be posted in my office, sent to Mr. Bollinger for inclusion in the MSIP report and emailed to all teachers. Attendance and participation at focus team meetings will be included in your PBTE. The following team assignments are:

VOCATIONAL STUDIES/ WORK BASED LEARNING FOCUS

Brad Coleman	Ken Halter
Chad Bradley	Ashley Jones
Melissa Boren	Jill Fletcher
Scott Ragland	Denny Mills

*Meets in I-TV room.

LITERACY FOCUS

Jamie Weiss	Greg Noble
Brad Coleman	Jennifer Huff
Shara Weiss	Cindy Martin
Cindy Asher	Gena Sitton
Jon Petty	Alex Redecker

*Meets in library. Bethany Petty

TEACHERS WORKING TOGETHER/GUIDANCE/ ADVISEMENT FOCUS

Jason Toney	Andy Henson
Matt Bradley	Debbie Bradley
Tracy Upchurch	Cody Christopher
Vera Hayman	Zack Mills
Josh Johnson	Kate Sechrest

*Meets in Andy Henson's room.

STUDENTS ACTIVELY ENGAGED/EXTRA HELP FOCUS

Ashley Williams	Lisa Bates
Vicki Patterson	Bryan Wallen
Denise Pasternak	Briana Ross
Kory Schweiss	Brian Asher
Christa Chapman	

*Meets in Vicki Patterson's room

**HIGH EXPECTATIONS/
ACADEMIC STUDIES/
KEEPING SCORE FOCUS**

Brad Coleman	Debbie Bradley
Chad Bradley	Jason Toney
Vicki Patterson	Melanie Dillard
Bryan Wallen	Gena Sitton
Jamie Weiss	Ken Halter

***Meets in Mr. Coleman's office when needed. Oversees all other committees.**

CRISIS INTERVENTION

Chad Bradley	Debbie Bradley
Brad Coleman	Cody Christopher
Zack Mills	Bryan Wallen
Ken Halter	Tracy Upchurch
Denise Pasternak	

***Meeting called by Mr. Bradley**

N.H.S. FACULTY COUNCIL

Denise Pasternak	Cody Christopher
Christa Chapman	Gena Sitton

***Meeting called by Mrs. Huff.**

FACULTY ADVISORY

Brad Coleman	Jason Toney
Jamie Weiss	Scott Ragland
Ken Halter	Gena Sitton
Jennifer Huff	Vicki Patterson

***Meeting scheduled when called by any member
Or Mr. Coleman**

SCHOOL CLIMATE/FACILITIES

Brad Coleman	Briana Ross
Chad Bradley	Brian Asher
Zack Mills	Andy Henson
Kory Schweiss	Jason Toney
Alex Redecker	

***called by Mr. Bradley.**

TECHNOLOGY/LIBRARY

Shara Weiss	Jill Fletcher
Brad Coleman	Melissa Boren
Chad Bradley	Scott Ragland
Melanie Dillard	Bethany Petty
Ashley Williams	Cindy Asher

***Meets in library when called by
Melanie Dillard or Shara Weiss.**

FEDERAL PROGRAMS

Cindy Martin	Jon Petty
Ken Halter	Kate Sechrest

***Meeting called by Mrs. Wadlow.**

ATTENDANCE FOCUS TEAM

Chad Bradley	Vera Hayman
Kory Schweiss	Josh Johnson
Cindy Martin	Cody Christopher
Matt Bradley	Greg Noble
Kate Sechrest	Jon Petty
Christa Chapman	

***Meeting scheduled by Mr. Bradley.**

DEPARTMENTAL MEETINGS

Departmental chairpersons have been selected by the administration. A departmental chairperson is responsible for leading the department in the development and implementation of curriculum, submitting a departmental improvement plan, developing common final exams **and end of course exams** for all courses, current issues that deal with pedagogy within the department, scheduling and class offerings, departmental budgets and textbook selections. Examining and discussing quality student work as well as implementing the Literacy initiatives should be a priority at each meeting. Each departmental chairperson should lead the department in these discussions on a weekly basis. Each department will meet on the specified days and times as listed below. Each meeting should last at least 30 minutes with minutes taken, typed and emailed to me. Department chairpersons are noted in **bold**.

BUSINESS

Scott Ragland

Jill Fletcher

Melissa Boren

Denny Mills

7:10 a.m. Tuesdays

FOREIGN LANGUAGE

Vera Hayman

SCIENCE

Cody Christopher

Kate Sechrest

Christa Chapman

Gena Sitton

2nd period Tuesdays.

COMM. ARTS

Jamie Weiss

Greg Noble

Brian Asher

Matt Bradley

Josh Johnson

6th period Tuesdays.

INDUSTRIAL TECH.

P.J. Jones

SOCIAL STUD.

Bethany Petty

Jason Toney

Scott Aholt

Alex Redecker

4th period Tuesdays

FAMILY/CONS. SCI

Ashley Jones

MATH

Briana Ross

Bryan Wallen

Kory Schweiss

Jon Petty

Ashley Williams

7th period Tuesdays.

SPECIAL NEEDS

Vicki Patterson

Jennifer Huff

Cindy Asher

Denise Pasternak

Tracy Upchurch

Meet with

departments/called by

Mr. Coleman

FINE ARTS

Lindsay Jenkerson

Brad Glor

Andy Henson

Jamie Weiss

P.E./HEALTH

Cindy Martin

Zack Mills

7:10 a.m. Tuesdays

******Fine Arts, Industrial Tech, Family/Consumer and Foreign Language will meet with me on an as needed basis.**

CLASS SPONSORS

2010-2011

Class sponsors are class advisors and will follow these classes for the next three years. Seniors will be sponsored by Mr. Weiss, Mr. Z. Mills, Mrs. Patterson, Mrs. Bradley and Mr. Halter. Mr. Weiss and Mrs. Patterson can and will be used to cover teachers who are absent on RAP days. Remember, it is your responsibility to work and pull your fair share as a class sponsor. Failure to pull your responsibility will be reflected in your PBTE.

Freshman and Sophomore class sponsors are responsible for Homecoming Week activities and fundraising projects. Sponsors will need to devise a schedule to make sure that each activity and project is covered with teacher supervision. This is an assigned

duty. Students look up to you for support and guidance. Please show them that you care and are responsible.

The Junior and Senior class sponsors are responsible for Homecoming Week activities and fundraising projects. In addition, the Senior class sponsors are required to help set up for graduation and other senior activities. Junior class sponsors will help with prom supervision and decoration, as needed.

SCHOOL CALENDAR

I will provide a monthly calendar with activities, events and holidays outlined for your convenience. This calendar will be sent to you by email within a week of a new month.

I REQUEST THAT ALL TEACHERS TURN IN MONTHLY ACTIVITIES TO ME BY EMAIL WITHIN A WEEK OF THE NEW MONTH. I REMIND TEACHERS FREQUENTLY BUT FAIL TO GET A RESPONSE. MY CALENDAR IS DISSEMINATED TO PARENTS, BOARD MEMBERS AND DISTRICT STAFF. PLEASE MAKE SURE THAT YOU EMAIL ME ALL ACTIVITIES, EVENTS, AND USES OF OUR FACILITIES.

A master calendar of events and activities will be kept in the office. All activities, including those that will use our school facilities, are to be cleared through the principal's office. Local school activities will give way to county, district, and state activities. In case of a conflict, the principal will decide which has preference. **NO ONE WILL SCHEDULE AN EVENT OR ACTIVITY WITHOUT THE APPROVAL OF THE PRINCIPAL. ALL EVENTS AND ACTIVITIES WILL BE POSTED ON A MASTER CALENDAR IN THE MAIN OFFICE AND KEPT ON A CALENDAR OF ACTIVITIES IN THE PRINCIPAL'S OFFICE. THE PRINCIPAL WILL POST ALL EVENTS.** Please do not assume the date is open and that it is okay to set up an event.

No practice will be scheduled at any time that will prevent any student from participating in an already duly scheduled practice or activity. Neither will any practice be scheduled that will cause any embarrassment or harassment to any student who is scheduled to practice or participate in an already duly scheduled practice or activity. Athletic practice on teacher in-service days is to be held after the teacher workday is complete. Coaches should encourage students to use the extra time after school for tutoring sessions with teachers. Coaches may conduct their own tutoring sessions for their athletics. Be a positive role model. Encourage and demand academic excellence among your athletes.

A detailed description of athletic policies is outlined in our athletic manual located in the student planners. Coaches need to study and follow the policies listed in the athletic manual. Your Performance Based Teacher Evaluation could be affected by failure to follow the policies listed in the athletic manual.

PLEASE NOTE THE RULE ON ISS, AS STATED IN THE STUDENT HANDBOOK: ANY STUDENT WHO IS IN ISS OR IS SUSPENDED FROM SCHOOL WILL NOT HAVE THE PRIVILEGE TO ATTEND OR PARTICIPATE IN A SCHOOL SPONSORED ACTIVITY ON THAT DATE.

TEACHERS ARE TO ASSIGN WORK FOR ISS THAT WILL BE DONE IN THE CLASSROOM. ANY AND ALL WORK THAT YOU ASSIGN TO A STUDENT IN ISS MUST BE GRADED AND RECORDED. DO NOT HAVE THE STUDENT DO BUSY WORK THAT YOU WILL NOT GRADE AND RECORD. DO NOT THROW THE STUDENT'S WORK IN THE TRASH.

LESSON PLANS / CLASS PREPARATION

Teachers should not only make thorough daily preparation but also should read as much professional literature as possible. **Teachers are required to keep updated school notes pages with daily lessons and assignments. It is suggested that teachers keep a lesson plan notebook with updated daily and/or weekly lesson plans (see lesson plan form or curriculum form), copies of all assessments (study guides, quizzes and tests), assignment sheets, goals and standards, C.L.E.'s if appropriate, copy of the curriculum guide, Show-Me Standards, and the course syllabus.etc.** A course syllabus must be turned in before Open House on August 17. Teachers must provide substitutes with thorough daily lessons, not "give the students a study period." It is your responsibility to see that the substitute teacher has lesson assignments, lesson plans, grade book and all essential information needed to teach the class. **YOU MUST KEEP A SUBSTITUTE FOLDER PROVIDED AT ORIENTATION WITH ALL NECESSARY INFORMATION FOR SUBSTITUTE TEACHERS.** An extensive lesson plan must be made when you know beforehand that you are to be absent. **Teachers are required to HAVE an emergency lesson plan IN THEIR SUBSTITUTE FOLDERS. This lesson plan should include activities that could be used in case of an emergency absence.**

SUBSTITUTE PREPARATION

When a teacher is going to be absent from school, the earlier it can be reported the better will be the opportunity to secure the best possible substitute. Teachers should notify Mr. Coleman or Angie Hagerty several days before a teacher is to be absent. **You may obtain a "Substitute Request Form" from Angie Hagerty.** Please complete and submit to Mr. Coleman for approval **FOR ANY ABSENCE, INCLUDING PROFESSIONAL DEVELOPMENT.** In cases of an illness or emergency, please notify Mr. Coleman (747-9253 or 431-7151) by 6:15am at his home to secure a substitute. If you cannot reach Mr. Coleman, please call the school or Chad Bradley (431-5065 or 701-4559) before 7:15 a.m. The principal will make a professional leave report to the superintendent's office on the first of each month.

IF YOU MUST BE ABSENT, PLEASE PROVIDE IN YOUR SUBSTITUTE FOLDER ALL THE DETAILED ITEMS LISTED INCLUDING A COPY OF THE TEACHERS AND ROOM EXTENTIONS, DISCIPLINE REFERRALS AND SUBSTITUTE TEACHER REPORT.

STAFF ATTENDANCE -SHORT TERM LEAVES AND ABSENCES

Please read the Board policy included with the staff information booklet now on the Web.

CONFERENCE/PREPARATION PERIODS

Conference/preparation periods are considered "on task" time for which you are under contract. Teachers are expected to use the preparation time for school and class work-not personal business. Preparation periods are not intended to serve as a "late starting day," an "extended lunch break," or a "shortened day." **TEACHERS NEED TO ARRIVE AT SCHOOL BY 7:30 A.M. AND MAY LEAVE BY 2:46 p.m., except on PASS days of Monday, Tuesday and Thursday. Teachers may leave at 3:30 p.m. on PASS days.** Planning periods are made available to teachers so that they may prepare for their classes. Teachers are to use it for that purpose. Teachers are not to leave the building. This policy will be strictly enforced by the administration at all buildings. **If one must leave the building because of an emergency or strictly school business during your planning time, you must notify the principal and/or assistant principal and sign out with the principal or assistant principal, not a secretary. If you are moving your class to another area of the building or outside, please let Diana and Angie know about your location for emergency purposes.** Teachers who refuse to follow this policy will be subject to job targets and other disciplinary action that will be reflected on the Performance Based Teacher Evaluation.

ASSIGNMENT SHEETS/SCHOOL NOTES/PARENT LINK

All teachers are required to complete the School Notes page for all daily assignments. This will eliminate the need to complete daily and/or weekly assignment sheets (unless you need to turn in a worksheet). By placing all assignments on School Notes, parents and students with home computers will have access to assignments. The ISS teacher will also have access, which allows the administration to immediately place students in ISS when warranted. The School Notes page must be current and updated either daily or weekly, depending upon your preference. School Notes page information should become a part of your bell ringer activities. Information on using the School Notes system is located in this handbook. Assignment sheets need only be used if a worksheet is part of the assignment. The assignment sheets are to be placed in the assignment sheet folders located in the high school attendance office, if needed. Some teachers may choose to turn in a weekly assignment sheet. Please make sure that you keep a copy of everything you turn into the office. Blank assignment sheets can be found in the attendance office. **ISS NEEDS CURRENT AND UPDATED SCHOOL NOTES PAGES. YOUR FAILURE TO KEEP YOUR SCHOOL NOTES PAGES UPDATED WILL BE REFLECTED IN YOUR PBTE.** Parent Link allows students and parents access to gradebook information, attendance, schedules and lunch account information. **PLEASE MAKE SURE THAT YOU KEEP YOUR SIS GRADEBOOK CURRENT AND UPDATED.**

PURCHASES

When materials are needed, it is the duty of the teacher to make proper requisitions to the principal. **No order will be honored unless signed by proper school officials. This applies to all teachers, coaches, clubs, and activities. A purchase order is to be written for EVERY purchase BEFORE the purchase is made.** We will be as considerate as possible in signing purchase orders for teachers. **Clubs and/or organizations will not be allowed to operate with a deficit.**

THE TEACHER OR COACH MUST HAVE A COMPLETED REQUISITION FORM BEFORE A PURCHASE ORDER IS ISSUED. A COMPLETED REQUISITION FORM (please see the requisition form in the forms section) MUST INCLUDE THE FOLLOWING:

- 1. THE COMPANY NAME, ADDRESS, AND PHONE OR FAX NUMBER (IF AVAILABLE).**
- 2. DATE REQUESTED.**
- 3. DATE NEEDED.**
- 4. QUANTITY AND CATALOG NUMBER.**
- 5. ITEM AND DESCRIPTION.**
- 6. COST PER UNIT AND SHIPPING COSTS.**
- 7. TOTAL AMOUNT OF PURCHASE.**
- 8. TEACHER NAME AND YOUR EXPENDITURE CODE (IF KNOWN)**
- 9. COURSE, ACTIVITY, OR CLUB FOR WHICH THE MATERIAL IS REQUESTED.**
- 10. SHIPPING INSTRUCTIONS.**

FAILURE TO SUBMIT A COMPLETED REQUISITION WILL RESULT IN IT RETURNED TO YOU.

TEACHERS WILL NOT WRITE OUT PURCHASE ORDERS. All purchase orders are to be issued by the building principal, signed by the principal, assigned a P.O. number and expenditure code before being returned to the teacher. Upon approval of the principal, the purchase order (white copy) will be given to the teacher or coach to make a purchase.

When an item is purchased, you must have a purchase order number. Reimbursement requests should be made prior to obligation of funds. Only authorized purchases will be reimbursed. Do not spend your money for supplies and expect reimbursement.

All requests for payment and/or reimbursement must be in the Principal's office before the last day of the month. This includes payment for mileage and other fees associated with your teaching or coaching duties. Requests for reimbursement of fees and mileage that is turned in after the last day of the month will not be paid until the next month. Reimbursement of funds must be made on the recapitulation form (located in the handbook) and turned into the principal for approval.

Purchase Order Forms will be used as the documentation for all purchases, including local. Only administrators may purchase by telephone - with a completed purchase order for documentation.

VERIFICATION OF RECEIVED PURCHASES

When the principal has approved a request for a purchase, the teacher's copy of the purchase order will be given to the teacher to make purchase. Angie Hagerty will keep one copy of the purchase order. If you have any questions concerning a purchase order, see Angie Hagerty.

Once the order arrives, the teacher should check it with the secretary against the purchase order to verify quality and quantity. The teacher should then sign and date the packing slip and return it to Angie Hagerty. If something has been placed in your room that you didn't order, please let the secretary or administration know about it.

In the event the teacher is unavailable to help verify the order, the secretary and/or administrator will do so. In the event local purchases are made, after requisitions have been abided by, the person making the purchase and the department to which the charge is to be made shall sign the purchase bill.

Textbook changes for the succeeding school year are to be discussed with the principal in early March.

SCHOOL MONEY

All school money must go through the school account. Any money collected is to be deposited directly with Angie Hagerty. The account log must be signed. Angie Hagerty will deposit the money in the proper account. Do not leave a large amount of money in your possession overnight. Any money turned in should be marked with the teachers name, amount, and purpose of deposit. Excessive coins should be rolled in coin wrappers. Any checks collected must have in the memo section what account the check was collected for. ALL CHECKS SHOULD BE MADE OUT TO CENTRAL HIGH SCHOOL.

NEWS ARTICLES

All news articles pertaining to the school are to be cleared through the principal's office before being sent to the publishers. We solicit your help in enabling our school to get news articles and/or pictures in the school newspaper as well as the local newspaper. Mrs. Fletcher will be working with the local paper to submit articles for publication.

FUNDRAISING ACTIVITIES

There are benefits to fundraising events besides the obvious monetary support they provide to student organizations. Fundraisers can be excellent opportunities for students to develop a real sense of personal accomplishment while learning organizational, interpersonal and money management skills. Participation by students should be voluntary, and no student should be pressured to sell. The Central School District will not be responsible for any losses of products to be sold or the money from the products while it is assigned to the student. All moneys turned in to the school will be receipted.

Student clubs, activities, organizations, and athletic teams must have approval by the principal for any fundraising activity. All fundraising activities involving risk of injury (alumni games, basketball tournaments, etc.) should be presented to the building principal and superintendent for board approval. A form will be provided in which you are to list the club, activity, or organization requesting a fundraising, how the fundraising will be operated, who will be in charge of the fundraiser, and who will participate in the fundraising project. A master list of fundraising activities will be kept by the principal to ensure there are no conflicts. Only the principal and/or his designee will place fundraising activities on the calendar. ONLY ONE FUNDRAISER WILL BE ALLOWED AT ANY ATHLETIC CONTEST OR EVENT. WE WILL NO LONGER

ALLOW TWO OR THREE FUNDRAISERS TO BE GOING ON AT THE SAME TIME AT AN ATHLETIC EVENT OR ACTIVITY. **NO FOOD OR CANDY WILL BE SOLD OUT OF CLASSROOMS WHILE SCHOOL IS IN SESSION.**

TELEPHONES

Use your free period to make phone calls and to receive expected phone calls. Informing others of your prep time and lunch schedule will help considerably regarding phone calls. When the need arises to call a parent concerning a student, please use a phone with privacy. **Long distance phone calls must have a prior authorization and cannot be placed from phones within the building. Codes have been put into place to prevent unnecessary long distance calling from district buildings.**

Telephones will be in classrooms. Your telephones should only be used for school purposes and retrieving voicemail before school, during your planning time, at lunch or after school. The use of cell phones by teachers in the classroom with students present is prohibited unless it is an emergency situation. Texting during class is not allowed. Please do not place calls on your cellphone from your room except during your planning time, at lunch, before school or after school. Teachers will have phone calls forwarded to their voicemail during class time. Teachers can access voicemail by cellphone or their classroom phone. It is your responsibility to keep your voice mail box from becoming overloaded. You should also keep your school mailbox clean. Check your box frequently! Reporters or other coaches calling you will not be considered an emergency.

Students will not be allowed out of class to use the telephone except in cases of an emergency. Students are not to use the phones in your classrooms. Students will only be allowed to use the phone in the offices during lunch, before school and after school.

PUBLIC RELATIONS

In order to maintain a good relationship, it is the school's policy to develop and maintain close cooperation between the school and other worthwhile social agencies, to prevent interference from persons and agencies representing private or partisan motives, and to interpret the school program effectively to the community. In order to maintain good relationships community wide, students and teachers will not be a solicitor during school hours.

FIELD TRIPS

Teachers who want to take field trips, hold a meeting or do anything that will take any students out of class must get permission **at least four weeks prior to the scheduled event. Due to budgetary constraints, clubs MAY not be allowed to take field trips during the school day that do not have educational value. Clubs that wish to take evening and/or weekend trips may be required to pay all costs associated with transportation.** School trips will be made by bus unless permission is granted to do otherwise. The teacher must make a bus request (see Angie for the form) after receiving approval. Field trips are to be planned well in advance. They must be cleared through the principal's office. Request forms for field trips (see forms section on web) are

available and must be completed and turned into the principal. **These trips will be held to a minimum.** Often, resource people can replace a field trip.

MEMORANDUMS

A weekly memo will be distributed every Monday from the principal's office with information about school activities, policies etc. to all faculty and staff members by email. A hardcopy will be available from my office. I would like to encourage the use of your computers for more correspondence.

DRESS

School employees should at all times appear well groomed and appropriately dressed so as to give dignity to the profession. A trend toward too much informality in dress should be avoided in the classroom. Teachers should avoid extreme styles and obvious identification as an adolescent. Teachers do not wear shorts to school during teaching hours.

DISTRACTION

Teachers should avoid classroom distractions or anything that disrupts the learning process such as cell phones, talking to another teacher during class time, talking to students about non-school or extracurricular activities, using the telephone for personal business etc. **WHEN THE BELL RINGS, TEACHERS SHOULD IMMEDIATELY MOVE INTO THE CLASSROOM. Movies and video should only be used as educational tools.** SHOWING A VIDEO THAT HAS NO EDUCATIONAL VALUE SHOWS A REAL LACK OF PREPARATION ON YOUR PART. WE ARE HERE TO TEACH AND LEARN. NO R RATED OR PG13 RATED MOVIES WILL BE SHOWN WITHOUT THE APPROVAL OF THE PRINCIPAL. NO MOVIES ARE TO BE SHOWN WITH EXCESSIVE VIOLENCE OR PROFANITY. NO MOVIES ARE TO BE SHOWN WITH ANY NUDITY. PLEASE CHECK WITH ME IF YOU HAVE ANY QUESTIONS ABOUT THE CONTENT OF A MOVIE. FAILURE TO FOLLOW THIS POLICY CAN RESULT IN YOUR IMMEDIATE TERMINATION.

ACCOUNTABILITY FOR STUDENTS

Every teacher is expected to follow the schedule at all times and to remain in the room with the students they are assigned to teach or supervise. If it is necessary for a teacher to be absent from class at any time, the principal must be notified at once. **DO NOT LEAVE YOUR CLASS UNATTENDED FOR ANY REASON, INCLUDING AT THE BEGINNING OF CLASS.** If any kind of incident or accident were to occur, you could and will be held responsible. **IF YOU PLAN ON TAKING YOUR STUDENTS TO ANOTHER CLASSROOM, THE LIBRARY, ETC. PLEASE NOTIFY BOTH THE MAIN OFFICE AND THE ATTENDANCE OFFICE OF YOUR NEW LOCATION.**

BELL RINGERS

Every teacher in every class must use the School Notes pages and have every student write down the daily objective(s) and assignments for that class. Students should be required upon entering class or at a time designated by the teacher to copy the objective(s) and assignments. Student planners can be used for these purposes. Once again, students without planners or students who fail to follow these directions should be

sent to the office. This bell ringer exercise will insure that our students have their assignments written in their planners. Assignments/activities have been requested by parents, special needs teachers and can be used for the PASS program.

CLASS DISMISSAL

All teachers will hold classes until the bell rings. After the bell rings, **teachers should dismiss their students from class** and then be in the hall to check noise and confusion. No class, whether it is band, choir, physical education, or any other will be dismissed before the end of the period. Dismissing classes early disturbs the school and is not fair to other teachers and students.

HALL PASSES

Great care should be exercised in allowing students to leave the room while classes are in session. This must be held to a minimum. Do not allow students to leave your classroom for the restroom during class unless it is an emergency situation. Be cautious with emergency situations. Encourage your students to check with you before the bell rings if the student needs to use the restroom. Do not count the student tardy if you allow him/her to use the restroom before class begins. SEE NEW TARDY POLICY! All students will receive a Student Planner with a hall pass log located at the back of a planner. NO STUDENT IS ALLOWED OUT OF CLASS WITHOUT THEIR STUDENT PLANNER. Students will fill out the information in the logbook and you should initial it. Use the log to see how many times a student has requested to leave class. This should alert you to abuse, if it is happening. Students who fail to have their student planner with them in the hall will receive a detention. If a student is gone too long from your class, please report the incident to the principal or assistant principal's office. DO NOT SEND STUDENTS TO OTHER CLASSES WITHOUT THE APPROVAL OF THAT TEACHER.

CORRIDOR SUPERVISION

Faculty members are responsible for the discipline in that portion of the corridor near their classroom. All teachers are expected to step to their doorways at the change of classes. Insist that your class leave the room in an orderly way and observe rules of good conduct. Teachers with classrooms in close proximity to a restroom should make it a practice to check the restroom regularly. Teachers whose rooms are near the stairways will take such a position in the hallways that it will help them to supervise the traffic on the stairways. Others will help supervise the traffic in the offset halls. Move students along in the hallways. Do not allow them to congregate and stop the flow of other students to classes.

It is imperative that each teacher forms the habit of:

1. Dismissing pupils rather than permit the bell to become a signal for dismissal.
2. Precede pupils to the door of classroom.

Should you desire a conference with a pupil concerning corridor conduct, please arrange the meeting with the principal or assistant principal.

ANNOUNCEMENTS

The President and Vice-President of the Student Council will deliver daily announcements over the intercom. Announcements will be read before the beginning of SSR at the end of 4th period class (on Wednesday's, announcements will be read before the beginning of the RAP period) and at the beginning of 7th period. The Pledge of Allegiance will be read daily at the beginning of 1st period class. All students will be required to stand for the pledge. Announcements will be available for teacher viewing on the SIS school bulletin and posted outside the main office areas. Any announcements you have must be submitted by form or email to me and Angie Hagerty by 9:00a.m. to be announced on the intercom for that MORNING AND BY 1:00p.m. to be announced on the intercom for that afternoon. **DO NOT TURN IN LAST MINUTE ANNOUNCEMENTS AND EXPECT THEM TO BE READ WITHOUT MY APPROVAL.** We will try to shorten the amount of time wasted on announcements. Please make your announcements brief, to the point, and only about information pertaining to CHS and our students. Do not ask for announcements to be read over a long period of time. **DO NOT ALLOW YOUR STUDENTS TO TALK DURING THE ANNOUNCEMENTS! ALL TEACHERS MUST REQUIRE THAT STUDENTS LISTEN AND PAY ATTENTION TO ANNOUNCEMENTS AND FOLLOW THE GUIDELINES OF SSR.** Please make sure that any information you distribute in teacher's mailboxes has been approved by the administration.

CHECK OUT SHEET

Other responsibilities for each teacher will be listed on a check out sheet and will be given to each teacher a month to six weeks before the end of the school year. All items on the check out sheet are to be finished and turned in to the principal before the teacher will receive the last paycheck.

TEACHING METHOD

The administration expects that teachers will accept every problem, scholarship, discipline, teaching method, building control, course of study, etc. and deal with it to the best of their ability. If a teacher needs help in the handling of any problem, he/she should seek help from the principal and/or the assistant principal.

The 50 minute class period requires that teachers be innovative and employ a variety of teaching methods. Each teacher needs to provide instruction through different instructional methods. Your preparation for class, presentation of the material, and expectations of the students will to a great degree determine not only the level of student achievement but also student behavior and job satisfaction.

Supervised study is used as a part of most classes, but this should not be a class strategy. We believe the following have much to do with the success or failure of a teacher.

1. Students are individuals and should be respected as such. Let him/her know that your attitude is one of helpfulness rather than belittling his efforts. Avoid shouting at students or telling students to "shut up".

2. The supervised study is an excellent place to help develop good study habits. This part of the class period is as important as the recitation time. It is imperative that the teacher gives 100% of his/her time in directing this study.
3. Classroom activities must be well planned. When this is true the student always has something to do and thus the teacher's problems regarding discipline, sleeping in class, etc. are greatly reduced.
4. Have control of the class at all times. Teachers who are firm, fair, and consistent have fewer problems.
5. Be friends with students, but not buddies. There is a certain dignity that goes with teaching. Those who can keep this dignity and still show a feeling for others will be respected and loved.
6. The librarian is an excellent resource person. Take advantage of the library as a source of material, both printed and audiovisual. Schedule your class into the library at times so as to give all students a chance to see what materials are available.
7. Everyone likes to feel he/she has a hand in decision-making. Give the students a chance to help plan the course of study.
8. Be clear and concise in making all assignments. Assignments written on the board or given to the student on a sheet of paper will leave less room for error or misunderstanding than verbal assignments.
9. Every community has people who are considered experts in their field. Invite these resource visitors to your class. Arrange field trips, where applicable. Make use of any other community resources.
10. Many times, we fail to realize the effect we have upon students by simply setting a good example. Our tone of voice and choice of words, our posture, the type clothing worn and our neatness, our attitude toward our job, and our principles of conduct are all observed closely. It may seem that these things have no effect, but they do, both now and probably to a greater extent, at a later stage in the life of the student.

FAIRNESS. RESPECT, COMPLAINTS

Please make sure that you are fairly and consistently enforcing the rules and regulations of our school. Students easily pick up on teachers who have favorites or fail to correct particular students. For example, all teachers should enforce the cell phone policy in classes.

Treat your students with respect. Recognize that they are young adults. Help them when they need help. Don't be condescending toward your students. Respect, admiration and trust are a two way street. If you show your students respect, they will respect you in return.

Complaints about policy and regulations are natural. Please make sure that you follow the chain of command when complaining about rules, regulations, policies etc. That chain begins with your principal. If you feel you are not being treated fairly or consistently, **please sit down and discuss it with the principal first.** I promise that I will do the same with you. If after repeated efforts you fail with the principal, then follow the chain to the superintendent and school board. If you feel like you are being taken advantage of or someone else is taking advantage of a situation, please let your principal know. My job is to help manage and guide this school so we can get down to

the real business of educating our future leaders. I will not reprimand you, laugh at you, or treat you differently because of a complaint. We may not always agree on how to get from point A to point B. But, I guarantee you that we will get there together, one way or another.

DISCIPLINE AND CLASSROOM CONTROL

No problem in education is more critical than discipline and classroom control. No other single factor so vitally affects a teacher's success or failure. If a teacher is poor in what is generally termed "discipline" and classroom control, he or she is almost certain to fail. If he or she is skillful with students in these two areas, he or she is almost certain to be effective in other aspects of teaching. **TREAT YOUR STUDENTS AS YOUNG ADULTS AND REFER TO THEM IN THAT WAY. CALL THEM STUDENTS OR YOUNG ADULTS, NOT KIDS OR CHILDREN.**

Poor discipline occurs because we as educators allow it to happen. Many discipline situations can be easily prevented by each teacher accepting his or her responsibility both inside and outside the classroom.

Good discipline and good teaching compliment each other. You must have control of the class before constructive teaching can be accomplished. How do you accomplish this task? Be firm, fair and consistent. Maintain a teacher/pupil relationship at all times. Teachers are held responsible for the discipline of students in their classes and the hallways. A weakness in one area will affect the entire system. The idea of positive control, which prompts students to react properly to a situation because it is their desire, works very well with high school students.

The following **MUST** be observed:

1. The office must never be a "dumping ground" for students to get them out of the classroom.
2. All discipline problems must be faced "head-on." A careful observation of the individual may enable a teacher to anticipate difficulties and to take steps to correct them before they occur.
3. If help is needed with a discipline situation, it is much wiser to make a request before the information gets to the principal through parents, students or the public.
4. Avoid sending a student out of class to sit in the hall. It is ordinarily unwise and unsightly to have students sitting or standing in corridors.
5. Always bring or send a discipline statement to the office with the student. Be sure to check with the office to see if the student arrived and that the situation is properly explained and understood. Teachers should push the intercom button and notify the office when sending a student to the office.
6. Before requesting the principal's assistance, each teacher shall have attempted correction in various ways. A private conference with the student should not be avoided nor should a meeting with the parents be avoided.
7. Teachers should keep a note card on each student. You should have the student's name, address and telephone number on the card. It is an excellent idea to write a note about any type of discipline problem you have had with the student on the note card. This note card can be a future reference to use for later problems.

MAKE A CONCERTED EFFORT TO CALL ALL OF YOUR STUDENT'S PARENTS, REPORTING GOOD AND BAD BEHAVIOR.

8. All of our staff members have had experience and/or professional training and are acquainted with various ideas concerning the avoiding of discipline problems. Perhaps some thoughts to be included in our philosophy of discipline should be as follows:
 - A busy student has no time for mischief.
 - Time used in praising those who do their work well is more important than arguing with those who are negligent.
 - All demands and requests that are made should be reasonable.
 - Much more respect is commanded if you let people know that you are on the side of "law and order." Be prompt to correct outright infringements upon established rules of conduct.
 - Be right when you take a stand, but if you find you are wrong, be big enough to admit it.
9. Teachers do not have the authority to "kick" a student out of class. Situations of this sort are to be discussed with the administration and then a course of action will be set up. Doing this without consulting the principal puts you in an abnormal position.
10. Teachers should handle as many of their own discipline problems as possible. This will better enable you to keep control of your classes. Should you find it necessary, feel free to ask for help from the administration.
11. Teachers are to use their preparation period for contacting parents of students with whom they are having problems. Phone numbers and addresses are available in the main office or from the counselor.
12. Do not allow students to sleep in class. This also applies where one or more students are allowed, "to do their own thing".
13. Do not allow students to sit with their feet on their desk or on another seat or desk.
14. Do not make threats to students or use profanity. Do not put your hands on a student in any way. Profanity is not allowed in the classroom by students or teachers.
15. Post your classroom rules. A copy of all classroom rules needs to be turned into my office before the first day of school.
16. **PLEASE WATCH AND LISTEN FOR STUDENT HARASSMENT OF OTHER STUDENTS AND REPORT IT IMMEDIATELY TO AN ADMINISTRATOR. WE WILL NOT TOLERATE HARASSMENT OF STUDENTS AT THIS HIGH SCHOOL.**

In many instances discipline cases may be avoided by careful planning. Students who understand the reasons prompting school and class regulations generally are proud to accept them.

Each teacher is expected to cooperate in maintaining satisfactory discipline and attendance beginning the first day of school and continuing until the last day of school.

Problem students will be punished when sent to the office. Unruly students will be suspended from school after all other disciplinary measures have failed and will be

readmitted only if accompanied to school by a parent. Problems that persist after a conference may result in placement in the Alternative Program or dismissal from school for the year.

Mr. Bradley will handle discipline of all Sophomore, Junior and Senior students. Mr. Coleman will handle discipline for all Freshmen. All cellphone violations need to be sent to the main office and will be handled by Mr. Coleman. You need to bring the cell phone to the main office to be placed in the vault. In an instance when two or more students are involved in a discipline matter from different classes, please send the students to Mr. Bradley. It is our philosophy that all students will be treated fairly and given due process. This means that a student will give his/her side of the incident. We may question you about the incident only to clarify the facts. Our policy is one of being firm, fair and consistent toward all students, athlete and non-athlete. If you send a student out of class, the student will not return to your class that day and there will be a consequence for his/her actions.

SCHOLARSHIP

1. Teachers should strive to improve the interest and efforts of students doing below standard work. If necessary, contact the home and set up a tutoring schedule. Superior students should be required to work up to their capacity, rather than allowed to develop the habit of loafing.
2. Students should be made to realize that their grades depend on the effort made and the quality and quantity of work done. Grades should be based largely on the effort and growth of the student.
3. All students should be urged to devote more time to study and preparation both at home and at school.
4. Students doing unsatisfactory work will not be permitted to hold any office or receive any special privileges until all work is made up and a satisfactory record is established.
5. An incomplete grade should only be given in cases of extreme circumstances. If work is not made up within **ten (10) days**, the “incomplete” will become an “F”. Time may be adjusted for special circumstances at the discretion of the principal.
6. Teachers will give semester tests at the end of the semester and should give such tests on days specified on the school calendar in order to be fair to the students in regard to studying time and to respect other teachers' test time. A semester exam schedule will be issued at a later date.

GRADES

ALL TEACHERS MUST FOLLOW THE FOLLOWING GRADING SCALE:

A = 95-100	C = 73-76
A- = 90-94	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 63-66
B- = 80-82	D- = 60-62
C+ = 77-79	F = 0-59

Each teacher shall evaluate a student's performance and assign a grade with a reference to a variety of goals and expectations that should be clearly outlined for the students in a course syllabus distributed at the beginning of the course. **Frequent tests** should be given and the grades recorded for future reference. You may use a hardbound grade book. **ALL TEACHERS ARE REQUIRED TO ENTER ATTENDANCE AND GRADES USING THE SIS GRADEBOOK PROGRAM.** Please make sure that you have a back up for the grading programs. **GRADES MUST BE KEPT CURRENT IN THE SIS GRADEBOOK PROGRAM.**

IF A STUDENT IS DOING POORLY IN YOUR CLASS, CONTACT THE PARENT BY TELEPHONE EARLY DURING THE QUARTER. Follow with another call if the poor work or poor attitude continues. A **PROGRESS REPORT MUST** be sent, assuming the poor work continues, four weeks prior to the end of the quarter. Ask for help from counselors and **CALL PARENTS.** Progress report dates are as follows:

	<u>Due</u>	<u>Given to Students</u>
1 st quarter	Sept. 15	Sept. 17
2 nd quarter	Nov. 17	Nov. 19
3 rd quarter	Feb. 9	Feb. 11
4 th quarter	April 6	April 8

You should be able to explain a grade to a student, parents and the administration. Your SIS grade book will be reviewed by an administrator quarterly. There have been occasions during the summer that a question about a grade has come up and the teacher has been unavailable. At this point an administrator or counselor must look in the grade books to try to answer questions pertaining to how a grade was determined. Please be sure that the grade recorded on the grade card can be justified by the information recorded in the grade book. If you have an unusual or unique way that you record or figure grades, be sure to include an explanation in the grade books so that grades may be interpreted if you cannot be reached.

When we ask for a report on a student, please respond to the request as promptly as possible.

DO NOT ALLOW STUDENTS TO GRADE HOMEWORK, TESTS, AND QUIZZES ETC.

ALL TEACHERS WILL USE THE SIS GRADING PROGRAM TO RECORD ALL GRADES AND ATTENDANCE IN A CLASS. PARENTS HAVE ACCESS TO THIS INFORMATION. PROGRESS REPORTS WILL BE PRINTED FROM THE SIS GRADEBOOK PROGRAM.

FAILURE IS NOT AN OPTION

All teachers will follow the "Failure is Not an Option" initiative. Workshops have been conducted and strategies have been disseminated to all staff. Please see the new guidelines for homework and Failure is Not an Option as outlined in the student planners. **HOMEWORK**--Homework is an integral part of the learning/educational program for two specific reasons: Students need to practice the skills they learn at school often and continually. Students need to learn the discipline of accomplishing assigned work and be responsible for its completion.

There are basically five (5) types of Homework

Reinforcement/revision/review of work done in class.

Extension/enrichment of work done in class.

Encouragement of independent learning.

Creative (students developing their own ideas related to a class topic)

Preparation for future classes.

Homework is defined as assignments that require time outside the classroom to reinforce and/or enhance classroom instruction. Homework may be, but is not limited to, individual or group projects, research papers or projects, or other daily assignments requiring time outside of class to complete.

FAILURE IS NOT AN OPTION

Central High School's mission is to prepare all students for success in rigorous courses in high school that meet state and local standards, and teaching in such a way as to engage more students in interesting work. This work will take effort on the part of teachers and our students. Learning is the result of effort, and even more effort is required if students are behind. This high school will provide varied opportunities to our students to increase skills, broaden knowledge, enhance application skills and develop work habits necessary to successfully (1) attend an academic college or university, (2) further education through a trade or technical school, (3) seek or maintain employment. In order to make this vision possible, we need to find ways to assist all of our students in meeting the high standards of work necessary to meet this challenge.

Central High School will no longer accept work that is below standards. We are referring to this initiative as **"Failure is Not an Option."** **"Failure is Not an Option"** includes empowering teachers to get more students to complete rigorous assignments and discontinuing the current practice of **giving zeroes** and **allowing failure**. We must find ways to hold all students to high expectations and stop "letting them off the hook" for learning, completing assignments, revising their work and retaking most tests until they have shown that they meet the standards. We must stop allowing students the "option" of not completing work and not passing courses.

How do we fix the problem? Students will have to **revise or redo work** that does not meet the standards or is not complete. **Zeroes will not be allowed.** We will provide extra help (the PASS program) and time for those students who need it so that they can be successful. We know that in the past many students have not completed work on time or not completed it at all, and they have received zeros. This practice was used in hopes of helping students understand the consequences of not doing acceptable work. This practice has not been successful in getting all students to complete acceptable work, and many students leave having completed few if any challenging assignments and are completely unprepared for the new level.

Strategies for Success

ALL assignments should be completed by all students.

If student work is not completed at the BASIC achievement level, students will be required to revise work.

Revision of all BELOW BASIC work will have a new due date as listed on the Assignment Log. The result must be above the BASIC level.

If a student makes below BASIC on any test/quiz, they will be required to complete a new assessment in PASS.

The following are actions that will be taken if students do not complete the strategies listed above:

Level One: Teacher/Student Conversation: New due date established for missing assignments on classroom Assignment Log

Level Two: Teacher/Parent Conversation: New due date established, documented on ICU list and contact with parents/guardian

Level Three: Teacher/Counselor Conference: Email to Mr. Coleman about student and missing assignment

Level Four: Administrative/Teacher/Student Conference: Follow up phone call to parent/guardian. Student will be assigned to Saturday PASS

Level Five: Parent/Teacher/Student Conference

Administrator will be present to discuss student achievement to develop an action plan for success

Level Six: Crisis Intervention: All involved (Student, Teachers, Administrators, Counselors, Parents/Guardians) will decide upon further actions to ensure student success. It is important for everyone to understand that the bar has been raised here at CHS, but that we are going to assist students in reaching those high expectations.

What to Do About Grades?

MSNG is a special mark for the grade book program. If you use a special mark of **MSNG**, it applies 0% to the grade. If the **MSNG** mark is automatically given to students due to giving grades to some students and not others, it applies 0% to the grade column of that assignment. The grade column is strictly that—it only shows the score for that assignment. If you want to see the **MSNG** special mark in the grade book, we can tell the settings to show the special marks. Just click select view and check the option to see the special marks. They will be located in their own column, next to that assignment's score. Programming won't change the score column to show anything but the score for that assignment. This is the column that gets used for grading formulas towards the progress, term, and semester, so changing it to show **MSNG** would cause the program to not calculate correctly. Rather than put a 0, you will use **MSNG**.

Anytime a student retakes a test, quiz or turns in late work, you can determine the maximum grade you want to give the student up to 100%. You can also choose to only allow a maximum grade of 70% for late assignments and retakes. You will no longer be allowed to take more percentage points off the maximum allowed grade (anywhere from 70% to 100%) on assignments that are more than 1 day late. Let me explain: If a student turns in a late assignment or retakes a test and everything is correct, you can give the student 70% to 100%. On test retakes, you could choose to give full credit on the retake, average the original test grade with the retake to determine a final grade or you could only allow a maximum of 70% to 100%. **YOU NEED TO EXPLAIN YOUR GRADING POLICIES IN YOUR COURSE SYLLABUS.**

Make-up Work: Students absent from school are given the same number of days to make up the work missed as the number of days absent. When possible, students should ask for assignments in advance if they know that they are going to be absent for more than 1 or 2 days. **Long-term assignments will be due on the designated due date.** Parents may call the office (431-2616 ext. 4104) to request homework for students who

are absent for two or more days. Parents may also access our website at www.centralr3.org to link up with teachers on the School Notes.com page for all homework assignments. Students absent for only one day will receive the homework assignments upon their return to school.

It is understood that some work cannot be made up but an alternative should be given to the student. Students who miss a test while absent will have an amount of time to make-up the test equal to the number of days absent. Make up tests should be of the same type of questions as the original test. It is the student's responsibility to schedule a time to take the test within the allotted time period. No incompletes will be given by teachers. Teachers will use MSNG. If the incomplete is entered for a violation of the attendance policy, the student has until the end of summer school to complete attendance violation. Mr. Bradley is the only person authorized to enter a grade of Incomplete. At the end of summer school, all incompletes that have not been made up will be changed to an "F".

Suspended Students—If a student is on suspension, the student is allowed to make up all missed work and tests. The work must be completed as described in the above policy on make-up work.

Cheating--Cheating in class on a test, on homework or any type of assignment.

Academic Fraud—Being dishonest and irresponsible in presentation of student work in an educational environment. **Plagiarism**: Presenting words and/or ideas of someone else's as your own, without giving credit, regardless of type of source, i.e. electronic, internet (cutting and pasting), print, other student's work etc. Cheating also includes copying and/or printing information from another source including tests, homework or any other type of assignment, as your own.

Consequences: Principal/student conference, student required to redo work in PASS, parent notified, Saturday PASS, in-school suspension and possible failure for the semester.

More about homework:

- ❑ Homework is an integral part of the learning/educational program for two specific reasons
 - Students need to practice the skills they learn at school often and continually.
 - Students need to learn the discipline of accomplishing assigned work and be responsible for its completion.
- ❑ There are basically five (5) types of Homework
 1. Reinforcement/revision/review of work done in class.
 2. Extension/enrichment of work done in class.
 3. Encouragement of independent learning.
 4. Creative (students developing their own ideas related to a class topic)
 5. Preparation for future classes.
- ❑ Homework is defined as assignments that require time outside the classroom to reinforce and/or enhance classroom instruction. Homework may be, but is not limited to, individual or group projects, research papers or projects, or other daily assignments requiring time outside of class to complete.
- ❑ Homework should...

- Be well planned and aligned to the curriculum requirements.
 - Be clearly related to ongoing class work.
 - Have immediate feedback and evaluated for quality and accuracy.
 - Be meaningful and challenging.
 - Be completed as assigned and have clear procedures and expectations for accomplishment and due dates.
 - Serve to provide good independent study habits.
 - Serve to draw home and school closer together.
 - Be manageable. Overburdening students with homework often proves to be counter-productive.
- Homework should not...
 - Introduce initial learning of complex skills or concepts.
 - Require extensive teacher or parent direction for help.
 - Be given as busy work.
 - Be given as punishment.
 - Homework should be completed successfully, and punctually by all students. Teachers may assign students to the P.A.S.S. Program for extra-help on any late assignment(s).

Students absent from school are given the same number of days to make up the work missed as the number of days absent. When possible, students should ask for assignments in advance if they know that they are going to be absent for more than 1 or 2 days.

QUARTER FINAL EXAMS/END OF COURSE EXAMS

Quarter final exams will be given at the end of the first 3 quarters based on the benchmark objectives. All quarter final exams will be common final exams and should be developed jointly by departmental members (this will be discussed further at your departmental meetings). Quarter final exams should be benchmark exams that test material covered in the quarter according to the curriculum guide. Students must take quarter final exams and teachers must give quarter final exams according to the quarter final exam schedule found in the student planners. Requests to take the finals earlier or later will be permitted only with a doctor's note or other extenuating circumstances involving a family emergency, which is verifiable in writing. Quarter final exams will count for 20% of the student's quarter grade. **End of course exams will be given in all classes and should be comprised of information from all four quarters and/or the two quarters of a semester class. End of course exams should be multiple choice and should utilize the classroom manager program. There will be no exemptions for end of course exams. End of course exams will count 20% of a student's final grade.**

COURSE SYLLABUS

Teachers will complete a course syllabus for each class on a semester basis. The course syllabus will be given to each student at the beginning of the semester. The course syllabus will be in alignment with the CENTRAL R-III CURRICULUM GUIDES and the Missouri Show-Me Standards. All course syllabi are to be sent to me by email as a word document attachment with the title of the course and year. The course syllabus will include:

1. **A Course Description:** The course description should include the aim of the course, the general topics of study, the place of the program in the course of that study and any prerequisites required for that course of study. Again, teachers should develop a clear, 5 or more sentence description that describes the aim of the course, its place within the program of study, topics covered, the length of the course and any prerequisites.
2. **Instructional Philosophy:** The instruction philosophy is a characterization of the instructional approach you will use in the classroom. It describes what a typical day of instruction might be like in your class. It is the strategies and learning experiences students are likely to experience. The following questions would apply: How will you organize the classroom for student learning? What do you expect of students in terms of participation? Will they work independently or with others? What instructional strategies will you use?
3. **Major Course Goals:** The major course goals should be anywhere from 6 to ? major outcomes of the course. What are the essential knowledge and skills students will learn. Literacy and numeracy goals developed should be listed. The goals of the literacy program should be listed as a major course goal for all classes. Check the GLE's and Show Me Standards for major course goals. Major course goals are those essential standards that, once mastered, will give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives. What endures? What has leverage? What prepares students for the next level of learning—in school, in life and the workplace?
4. **Major Course Objectives/Benchmarks by Quarter:** The major course objectives, as listed in your course curriculum guide, should be included in this section. Each objective/benchmark is to be divided out by quarter and covered on the quarter exam required in all classes. Mastery of the objective is required with a minimum of 70%.
5. **Required/Recommended Readings: Required/recommended readings should include all reading materials you will require and/or recommend that students read for this course. The number of books required should be listed. Please refer to the literacy plan and Mr. Weiss for more details.**
6. **Major Course Projects and Instructional Activities:** The major course projects and instructional activities should include the “body of work” that students must complete as evidence that they have met course standards. You should also

- define the level of challenge of this work. Do these assignments and projects give students ample opportunity to demonstrate what they should know and be able to do (the standards) for the course? Do the assignments and projects ask students to read and demonstrate an understanding of what was read, written and given in oral presentations? Do the assignments and projects ask students to apply what they are learning to real world problems and situations?
7. **Course Assessment Plan:** The course assessment plan describes the major projects and assignments that will be assessed for the class. It includes how this work will be translated into a grade for the course. It should include more than just percentages. It is a list of the goals or standards for your course and a description of how you will use the assessments to determine whether a student is competent on that standard. Are there multiple ways students can “ show what they know?” Are these methods appropriate for the standards of the course? Do you include open-ended constructive response and performance tasks/events on tests? Is there a final exam and is it comprehensive and given school-wide? (yes, yes and yes!) Do the assessments you’ve listed give you a complete picture of whether or not students have mastered the content of the course? Would students be required to redo work until it meets a standard of quality on any of these assessments?
 8. **Classroom Expectations:** The classroom expectations are the rules and regulations you set forth for your class. Your policy on tardies, classroom bell ringers, use of pens, pencils etc. Your classroom expectations should in no way contradict the policies and regulations as outlined in the student handbook, including homework policies.
 9. **Supplies and Materials Needed:** A listing of the supplies and materials needed for this course should be included in this section.
 10. **Homework Policy and Grading Scale:** The homework policy and grading scale will be the same policies adopted by the school board and included in the student handbook. A reference will be made in the template to see the handbook. Any other regulations you may have should be listed in this section.
 11. **Extra Help:** All teachers should provide students with the times, ways and directions they will provide students with extra help, whether required or not required. A schedule of your times should be made available. Required extra help will be listed in the template.
 12. **Time and Place to be Reached by Parent:** Please include in your course syllabus how a student or parent may contact you and/or access your school notes website. Please list your email address and school number along with your planning time and how best to contact you if questions arise.

I will be using a criteria sheet for assessing your course syllabus that is located in this handbook under the teacher certification section. Please read the criteria carefully

and understand that some of the criteria may not apply to your particular course of study. I believe that with higher expectations, our courses can and must have more rigorous coursework that is spelled out to our students and parents from the beginning.

CURRICULUM GUIDE

Each teacher is responsible for developing and updating a curriculum guide for each course they teach. The curriculum guide is a part of your lesson plan notebook and should be updated and expanded. **NEVER REMOVE ANY OBJECTIVES OR ACTIVITIES FROM YOUR CURRICULUM GUIDE. YOU MAY ADD NEW OBJECTIVES AND ACTIVITIES AT ANY TIME.** Each teacher will use the Web based Electronic Alignment Tool for any curriculum updates and revisions. Curriculum will be posted on the web. I strongly suggest that you keep any changes you are making and use those revisions for your timeline schedule. Teachers are expected to follow the established curriculum guide for each class. A new course offering will not be allowed without a written curriculum guide approved by the Board of Education. If you do not have a copy of the written curriculum guide for your class, please see the principal.

CLASSROOM CARE

All teachers should have a feeling of responsibility for the care of the building and equipment. This attitude should be impressed upon students. This should be stressed throughout all classes. Lights should not be left burning except when in use. The windows should be secure in the classrooms when the room is vacated at the end of the day. If there is a problem with the temperature in your classroom, please let the office know about the situation. It is important for you to notify the office if areas in your room are not getting dusted or cleaned. You will be provided with a maintenance report for your room (see forms section). If your room is not being kept clean, please fill out this form and turn it in to the principal. **We want a clean building. Please turn in the maintenance/custodial reports as needed so action can be taken to insure that we have a clean building. If you feel that your room is being adequately cleaned, praise the custodial staff and turn in a maintenance/custodial report that reflects your opinion. If you have repairs that need to be made in your room, fill out a maintenance repair request. The maintenance repair request can be obtained in the high school office. If you have an area that needs to be painted or repaired during the summer, please put the request in writing and bring it to the office.**

When you are to use the building or equipment during the time when the custodians or administrators are not on duty, it is your responsibility to get all necessary equipment and keys beforehand and to know how to secure the building when leaving. **Be sure to secure the building or buildings.** Please use a minimum of needed lights in your room. You are to turn off the lights when you leave an area if no other teacher is to use the area immediately. Coaches, this is also true for the gyms and dressing areas. Do not ask custodians to make permanent alterations in your classroom. Consult the administration before any changes are made. You are reminded to help keep the doors closed to areas that are using heat or air conditioning.

DO NOT LEAVE ANY TYPE OF VALUABLES IN YOUR CLASSROOM OVERNIGHT.

CLASSROOM PARTIES

Classroom parties are not allowed under any circumstances without prior approval from the administration.

FINES

Students will be assessed a fine for lost or damaged school property. All fines are due at the time the fine is assessed and overdue at the end of each semester. Teachers need to report any student who owes a fine to the office. Students owing an overdue fine will not be allowed to play, practice, participate or attend any extracurricular activities, including assemblies, until all fines are paid. This includes athletic teams, school clubs and organizations, and extracurricular activities. Sponsors and coaches need to check with the office for a list of all students who owe fines. Fines for textbooks are \$70.

CRISIS INTERVENTION PROCEDURE—SEE CRISIS BOOKLET

When any staff member makes a determination that a situation exists whereby there is potential for violence, you should immediately call the office. The office will announce **“PLEASE LOCK DOWN ALL CLASSROOMS!”** and give the location. Members of the Crisis Intervention Team should immediately report to the location.

GUNS/WEAPONS CRISIS PROCEDURE

Should a person or persons be observed to have a weapon on his/her possession (on campus), all staff members will respond in accordance with the following procedure:

1. Immediately call the office to report the location.
2. The office will announce a lockdown of all classrooms.
3. When you hear a lockdown, all teachers should lock their classroom doors and keep all students inside until you receive an all-clear message.
4. The office will immediately contact the police and report the location of the weapon.
5. Administrators will report immediately to the location and clear the area.

SECURITY

The building will be locked after the first period tardy bell with the exception of the doors outside the main office. Security cameras have been placed throughout the building. All visitors must enter through the main entrance, sign into the main office, and wear a visitor badge. Substitute teachers will also be required to wear a substitute badge. Do not allow anyone in any other entrance to the school. If you see a stranger in the building without a visitor badge, please inform the main office immediately. Your help in keeping our building safe and secure would be appreciated.

CENTRAL HIGH SCHOOL
DETENTION RULES/PRIVATE DINING

1. Students are to report to the designated classroom for afterschool detention no later than 2:46 p.m. Students are to report for private dining no later than 11:32 for first lunch, 12:26 for second lunch. On RAP days, students are to report no later than 11:47 for first lunch, 12:36 for second lunch.
2. Detention time is from 2:46 to 3:30 p.m. A bell will ring at 3:30 p.m. to signal the end of detention. Private dining ends with the end of the lunch period.
3. Students who are tardy will not be allowed in detention or private dining. A student will be assigned an additional day of detention/private dining for missing an assigned detention date. Students will not be allowed to accumulate more than 3 after school detentions. If a student has more than three after school detentions, he/she will be assigned to Saturday detention and/or ISS until there after school detention is served. **ISS and/or Saturday detention will not reduce afternoon detentions.**
4. Students are to remain busy and work in detention/private dining. Students are responsible for bringing ALL books, pencils, papers, etc. to the detention room. Students must bring homework given to them for the day. If no homework was given that day, the student will be required to bring work from the four basic subject areas (English, History, Math, Science) to keep them busy. Leisure reading material will not be permitted.
5. Students are not to leave their seats without permission. Students are to raise their hands and wait to ask permission.
6. Students are NOT to talk to other students and are NOT to talk out without permission. Students are to raise their hand and wait to be called on to speak.
7. **ALL DETENTIONS MUST BE SERVED BEFORE/AFTER SCHOOL OR IN PRIVATE DINING.** Students will not be excused from detention for extracurricular activities.
8. Any student who is kicked out of detention/private dining for failure to follow the rules and regulations of detention/private dining will be assigned to Saturday detention and/or 3 days of ISS and must serve the remainder of his/her assigned detentions/private dining.
9. If a student is absent on his/her assigned detention/private dining date, the detention/private dining will be rescheduled by the Assistant Principal. If a student cannot attend detention/private dining because of extraordinary circumstances, the student must reschedule the detention/private dining with the Assistant Principal before the end of lunch on the day of the detention/private dining.
10. All rules and regulations of the student handbook apply to detention.

SATURDAY PASS RULES & REGULATIONS

Listed below are the rules and regulations that must be followed in order to satisfactorily complete your *Saturday PASS Assignment*. Failure to abide by **any** of these rules could result in a **THREE DAY** assignment to **I.S.S. (Tier 1)** plus an additional *Saturday PASS Assignment*.

1. No one will be excused from *Saturday PASS* except in case of an **emergency situation**. Any request to be absent from the assigned Saturday PASS must be made **in advance and in writing**. Should an emergency occur which prohibits advance notice in writing, the student must call Mr. Bradley at 431-2616, ext.4102 before 4:00 p.m. on Friday. The parent or guardian must verify this emergency.
2. *Saturday PASS* begins at 8:30 a.m. and ends at 11:30 a.m. and is located in a designated room/lab at the high school. Students must meet at the main entrance of the High School. After entrance, the doors will be locked at 8:30 a.m. If you arrive late, you will not be allowed in and will be penalized according to the discipline code.
3. Rules of conduct while in the Saturday PASS are as follows:
 - Each student should **bring appropriate** materials to read or work on to occupy the full three hours. Missing assignments, homework, book to read, study materials for test, etc.
Students will be allowed to go to their locker under direct teacher supervision.
 - No talking unless it pertains to assignments under the instructor's directions.
 - No sleeping.
 - The student is not to create a distraction to others in any way.
4. A Saturday job is **NOT** a justifiable excuse for being absent from *Saturday PASS*. Before any permission will be granted to a student to be absent due to a job, the employer must confirm in writing that the student's work schedule cannot be altered to accommodate the detention. It is the student's responsibility to take care of this matter in advance of the detention.

The purpose of Saturday PASS is to provide students the opportunity/requirement to complete missing work from class, to receive extra help when needed, and to catch up in all classes.

Evaluating Classroom Assessments

Purpose of Assessment

- Evaluate progress towards mastery of learner objectives
- Give a grade
- End of Unit

Balanced Classroom Assessment

- What types of questions are included on the assessment?
- Number of Multiple Choice:
- Number of Constructed Response (OE):
- Number of Constructed Response (C):
- Performance Events:
- Other:

Higher Order Thinking Skills

- What is the most common verb?
- How many of the following levels are addressed?

Knowledge:

Comprehension:

Application:

Analysis:

Synthesis:

Evaluation:

Student Feedback

- Returns test with grade
- Returns test with grade and discusses right answers with students
- Returns test with grade, discusses answers, displays quality answers
- Returns test with grade, discusses answers, displays quality answers, re-teaching activities

COMPONENTS OF A CHS COURSE SYLLABUS

All teachers will be required to complete and submit a course syllabus for every class offered at Central High School. Each course syllabus should be written in Word, provided to students and parents and made available on our Website. A template has been developed and can be used for completing the course syllabus.

Why use a course syllabus? A course syllabus is your communication of the high expectations you have developed for your course to your students, parents and the community. It is your map of planning and your opportunity to reflect upon your course.

Each course syllabus at CHS must include the following components:

1. **A Course Description:** The course description should include the aim of the course, the general topics of study, the place of the program in the course of that study and any prerequisites required for that course of study. Again, teachers should develop a clear, 5 or more sentence description that describes the aim of the course, its place within the program of study, topics covered, the length of the course and any prerequisites.
2. **Instructional Philosophy:** The instruction philosophy is a characterization of the instructional approach you will use in the classroom. It describes what a typical day of instruction might be like in your class. It is the strategies and learning experiences students are likely to experience. The following questions would apply: How will you organize the classroom for student learning? What do you expect of students in terms of participation? Will they work independently or with others? What instructional strategies will you use?
3. **Major Course Goals:** The major course goals should be anywhere from 6 to 7 major outcomes of the course. What are the essential knowledge and skills students will learn. Literacy and numeracy goals developed should be listed. The goals of the literacy program should be listed as a major course goal for all classes. Check the GLE's and Show Me Standards for major course goals. Major course goals are those essential standards that, once mastered, will give a student the ability to use reasoning and thinking skills to learn and understand other curriculum objectives. What endures? What has leverage? What prepares students for the next level of learning—in school, in life and the workplace?
4. **Major Course Objectives/Benchmarks by Quarter:** The major course objectives, as listed in your course curriculum guide, should be included in this section. Each objective/benchmark is to be divided out by quarter and covered on the quarter exam required in all classes. Mastery of the objective is required with a minimum of 70%.
5. **Required/Recommended Readings:** **Required/recommended readings should include all reading materials you will require and/or recommend that students read for this course. The number of books required should be listed. Please refer to the literacy plan and Mr. Weiss for more details.**
6. **Major Course Projects and Instructional Activities:** The major course projects and instructional activities should include the “body of work” that students must complete as evidence that they have met course standards. You should also

- define the level of challenge of this work. Do these assignments and projects give students ample opportunity to demonstrate what they should know and be able to do (the standards) for the course? Do the assignments and projects ask students to read and demonstrate an understanding of what was read, written and given in oral presentations? Do the assignments and projects ask students to apply what they are learning to real world problems and situations?
7. **Course Assessment Plan:** The course assessment plan describes the major projects and assignments that will be assessed for the class. It includes how this work will be translated into a grade for the course. It should include more than just percentages. It is a list of the goals or standards for your course and a description of how you will use the assessments to determine whether a student is competent on that standard. Are there multiple ways students can “ show what they know?” Are these methods appropriate for the standards of the course? Do you include open-ended constructive response and performance tasks/events on tests? Is there a final exam and is it comprehensive and given school-wide? (yes, yes and yes!) Do the assessments you’ve listed give you a complete picture of whether or not students have mastered the content of the course? Would students be required to redo work until it meets a standard of quality on any of these assessments?
 8. **Classroom Expectations:** The classroom expectations are the rules and regulations you set forth for your class. Your policy on tardies, classroom bell ringers, use of pens, pencils etc. Your classroom expectations should in no way contradict the policies and regulations as outlined in the student handbook, including homework policies.
 9. **Supplies and Materials Needed:** A listing of the supplies and materials needed for this course should be included in this section.
 10. **Homework Policy and Grading Scale:** The homework policy and grading scale will be the same policies adopted by the school board and included in the student handbook. A reference will be made in the template to see the handbook. Any other regulations you may have should be listed in this section.
 11. **Extra Help:** All teachers should provide students with the times, ways and directions they will provide students with extra help, whether required or not required. A schedule of your times should be made available. Required extra help will be listed in the template.
 12. **Time and Place to be Reached by Parent:** Please include in your course syllabus how a student or parent may contact you and/or access your school notes website. Please list your email address and school number along with your planning time and how best to contact you if questions arise.

I will be using a criteria sheet for assessing your course syllabus that I will provide to you with this handout. Please read the criteria carefully and understand that some of the criteria may not apply to your particular course of study. I believe that with higher expectations, our courses can and must have more rigorous coursework that is spelled out to our students and parents from the beginning.

Good Luck,
Brad Coleman

TITLE
COURSE SYLLABUS

Course Description:

Instructional Philosophy:

Major Course Goals:

Major Course Objectives/Benchmarks by Quarter:

1st Quarter:

2nd Quarter:

3rd Quarter:

4th Quarter:

Major Course Projects and Instructional Activities:

Required/Recommended Readings:

Course Assessment Plan:

Classroom Expectations:

Supplies and Materials Needed:

Homework Policy and Grading Scale: Please refer to the Student Handbook for the Homework Policy. The grading scale is as follows:

A.....	100-95	C.....	76-73
A-.....	94-90	C-.....	72-70
B+.....	89-87	D+.....	69-67
B.....	86-83	D.....	66-63
B-.....	82-80	D.....	62-60
C+.....	79-77	F.....	59-0

Extra Help:

Time and Place to be Reached by Parent:

CENTRAL HIGH SCHOOL
WALKTHROUGH OBSERVATION CHECKLIST

Teacher's Name _____

Date _____

Class Period _____

1. Characteristics of a Good Learning Environment

- _____ Samples of exemplary work are displayed.
- _____ Criteria charts, rubrics or expectations are clearly visible.
- _____ Learning activities/posters are in the classroom.
- _____ There is evidence of students making choices about what they write, read and investigate.
- _____ Written expectations for behavior and subject mastery are displayed.
- _____ A course syllabus is used and on display.
- _____ Objectives are listed for the lesson and on display.
- _____ Content Level Expectations, activities and assessments are used.
- _____ There is evidence of the use of the Electronic Alignment Tool for curriculum.
- _____ There are a variety of materials and activities to address different learning styles.
- _____ There are discussions that involve many different students and points of view.

Comments:

2. Characteristics of Good Teaching

- _____ Content and standards are being explicitly taught.
- _____ A variety of instructional strategies are integrated into all lessons.
- _____ Individual progress is monitored.
- _____ There are intervention strategies for students not demonstrating mastery.
- _____ A variety of assessment techniques are used.
- _____ There is evidence of staff development impact.
- _____ There is evidence of higher-order questioning.
- _____ There is evidence of the use of critical thinking skills and strategies.

Comments:

3. Patterns of Teacher Behavior

- _____ Gender and racial equity are observed in interactions with students.
- _____ There is recognition and positive reinforcement of effort as well as achievement.
- _____ Students are respected and treated as individuals. Students display respect of teachers.
- _____ Teachers require students to use student planners for assignments and check the planners on a regular basis.
- _____ There is evidence of HSTW Key Practices and Goals utilized.
- _____ Literacy and Numeracy program initiatives and professional development are effectively utilized.
- _____ The P.A.S.S. program schedule is displayed and a program is set up to provide true extra help or as an extension of the classroom.
- _____ There is evidence that the Advisement period is utilized to teach the assigned lessons and activities with teacher led discussion.
- _____ SSR time is utilized by all students and the teacher.

Comments:

4. Characteristics of Student Learning

- _____ Students communicate ideas clearly, orally and in writing.
- _____ Students plan and organize their own work. Student planners are in use.
- _____ Students use a variety of resources.
- _____ Students create projects and demonstrate the use of new ideas.
- _____ Students use prior knowledge to solve problems.
- _____ Students collaborate with peers and adults on projects and assignments.

Comments:

5. Questions To Ask Students Who Are On Task

- _____ What are you learning?
- _____ Why do you need to know this information?
- _____ How is this like other things you've learned?
- _____ What will this help you do in the future?
- _____ Do you ask and receive extra help if needed?
- _____ How do you know if your work is good enough?
- _____ If you want to make your work better, do you know how to improve it?

Comments:

6. Observing Individual Students Who Are Not On Task

- _____ What is the student doing while others are learning?
- _____ Where is the student sitting?
- _____ How often does the teacher make contact with the student?
- _____ How often does the student make contact with the teacher?
- _____ What is the nature of the interactions?

Comments:

Ask the student:

- _____ What do you think this lesson is about?
- _____ What would help you understand this better?
- _____ What would make it more interesting?
- _____ What do you do if you don't understand something?
- _____ How do you get help?

Comments:

RATING SCALE:

8-10	Above Average
4-7	Average
1-3	Below Average
NO	Not Observed or Not Applicable

Deadlines

Deadlines and due dates are required of all faculty and staff members as part of the function of your employment. The following is a list of many different deadlines that teachers/staff members are required to meet. Failure to meet these deadlines, as well as any other deadlines as described in faculty meetings, in memos, in emails or on the calendar, will result in a written warning followed by an improvement plan. Continued failure to follow district and/or building policies could result in termination. Below are some deadlines and/or building policies that all staff members have been asked to meet.

PASS Deadlines

1. **Monthly tutorial hours** must be turned into Diana by 3:00 pm on the last working day of the month. Any student who stays before or after school for extra help should be included on the tutorial sheets or written on the PASS attendance sheets.
2. **PASS attendance sheets** need to be turned into the attendance office and/or Diana's mailbox preferably by 3:30 the same day as PASS or no later than 7:00am the following day. These **PASS sheets must include attendance** of any student who is not listed on the attendance sheet. Students who are absent from school should be marked with an **AFS**. Students at school but not in PASS should be marked with an **A for absent**.
3. When we are running **PASS**, all changes must be given to Tamra Uding by 8:00 a.m. on Friday mornings. Reason: Schedules are made and delivered to students during 4th period for Unitec students and 7th period for all other students.
4. **PASS schedule changes** must be completed by the deadline date for grades at progress report time or end of quarter.
5. Teachers **DO NOT** need to provide a list of students for **PASS at progress report** time. Tamra is using the grade verification sheets for everyone and highlighting anyone with a "D" or an "F". These students are then put into your PASS classes.
6. PASS schedules must be passed out to all students in classes on the Friday before the next scheduled PASS dates. Students who are absent should have their schedule placed in Mr. Bradley's mailbox.

Attendance/Tardy Deadlines

7. Teachers need to complete their **attendance** within the first 10 minutes of each class. It is very important because we call on parents when students are absent. You must complete **attendance** every hour and within the first 10 minutes. The **attendance** program is closed for the day at 2:15 p.m.
8. When the attendance office sends a list of students (done on a daily basis by email) to report to the attendance office, please send them at the beginning of first hour. This list is **Daily Attendance and Saturday PASS**.
9. **Tardies:** When students are late to your class, especially 1st hour, if you can not change your attendance, send them to the attendance office to get a tardy slip.

Miscellaneous Deadlines

10. Please update your **school notes** every week and/or daily. There are more parents viewing them and calling because the school notes have not been kept up to date. ISS uses the **school notes** page on a daily basis to assign work to students. Please post Monday lessons on Friday, Tuesday's lessons on Monday, etc. or post lessons weekly.
11. **Recapitulation forms** must be turned in to Mr. Coleman by the last Friday of each month in order to receive reimbursement for that month. It is recommended that you keep a copy.
12. **Activities, events, and reservations for all high school facilities** must be turned in within a week of the end of each month to be included in the monthly calendar of events and activities.
13. **Tuition reimbursement** information is due by the last working day of September.
14. **Grades and progress reports** are due on specified dates as described in the weekly memo and district calendar.
15. **Announcements** are due by 9:00 a.m. on the day they are to be read. **Announcements** should be sent to Mr. Coleman and to Angie Hagerty by email and must be received by 9:00 a.m. or 1pm for afternoon announcements.
16. **Substitute request forms** should be filled out and turned in at the earliest possible time a teacher knows about an absence. Teachers who are out for professional development must complete a **substitute request form** and turn it into Angie upon approval of the professional development activity.
17. **Quarter final exams** are due one week prior to the scheduled first day of quarter final exams.
18. **Time sheets** are due the last working day of the month and must be turned into Angie.
19. When making a **deposit**, all staff members are required to include the **club/activity name** in the memo portion of the check.
20. **PDC reimbursements** must be turned in by the last Friday of each month. All PDC reimbursements must include an evaluation form.

Sincerely,

Brad Coleman

SAMPLE EMAIL TO PARENTS

Dear Parents/Guardian:

I am sending this email to inform you that your child, _____, did not have his/her (type of assignment) in class today and I need your help. As you know, failure is not an option at Central High School. If _____ needs help in completing the assignment, I will be here _____ and he/she needs to come in for extra help during PASS.

This assignment is important to ensure that _____ learns and understands the content standard that we are covering in my class this unit/chapter. I appreciate all that you can do to persuade him/her to attend PASS and encourage _____ to complete all assignments.

Thank you so much for helping me help your child with his/her educational success.

Sincerely,

Your Name

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