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| COLORADO HIGH SCHOOL |
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| **TEACHER HANDBOOK 2017-18** |

**CHS B ELL SCHEDULE 2017-18**

**1st period 8:15-9:03**

**2nd period 9:07-9:55**

**3rd period 9:59-10:47**

**4th period 10:51-11:39**

**FR/SOPH LUNCH 11:39-12:13**

**5th period (JR/SR) 11:43-12:31**

**JR/SR LUNCH 12:31-1:05**

**5th period (FR/SOPH) 12:17-1:05**

**6th period 1:09-1:59**

**7th period 2:03-2:51**

**8th period 2:55-3:43**

**PEP RALLY SCHEDULE 2017-18**

**1st period 8:15-9:00**

**2nd period 9:04-9:49**

**3rd period 9:53-10:38**

**4th period 10:42-11:27**

**5th period (JR/SR) 11:31-12:16………… FR/SOPH LUNCH 11:27-12:01**

**5th period (FR/SOPH) 12: 05-12:50…………JR/SR LUNCH 12:16-12:50**

**6th period 12:54-1:41**

**Pep Rally 1:45-2:05**

**7th period 2:09-2:54**

**8th period 2:58-3:43**

**COLORADO HIGH SCHOOL**

# FACULTY AND STAFF HANDBOOK

**2017-2018**

**CAMPUS GOALS AND OBJECTIVES**

1. Increase the number of level II and level III students on our EOC scores for all grade levels and improve by 10% all sub-group populations to where the campus is recognized and not just acceptable.
2. Encourage all teachers and students to be actively involved in extra and co-curricular events to reap the benefits of this type of competition against other schools.
3. To increase the number of students on the campus to take more advanced classes by 25% or better.

**CAMPUS MISSION:**

Our mission is to tap into each of our student’s innate abilities. We want to transform the shape of the classroom from a factory model, where everybody sits in rank, and observes and consumes, to a model of engagement, where each student becomes a resource in the classroom. By doing this we are providing our students with the possibility for discovery that may never have existed in the classroom before.

**DISTRICT MOTTO: “FOR THE STUDENTS, PARE LOS ESTUDIANTES”**

**CHS THEME FOR 2017-1018: *“KEYS TO SUCCESS”***

**PHILOSOPHY STATEMENT FOR CHS**

**We believe that:**

* Students have the right to a quality education
* Every student can learn
* School should be safe, nurturing and a positive environment stimulating students to seek high expectations in academics and as individuals
* Students, teachers, and parents have a shared responsibility for learning
* Quality education empowers students to be productive citizens
* Educators have a lasting impact on the lives of students.

**Teacher Loyalty and Professionalism**

Each person who has been employed knows that loyalty is one of the traits that we expect in each staff member. Good communication is important and should be used by all employees. If you have a complaint about another staff member, visit with that person first. If you need a mediator, please let the principal know. Refer to the Teacher Code of Ethics regarding professional communication and State expectations. Be informed that PDAS addresses professional communication as well.

**ADMINISTRATIVE EXPECTATIONS OF TEACHERS**

* **Be here on time everyday ready to perform at 100%.**
* **Be a mentor rather than a friend for all students.**
* **Professional behavior both in and out of the school setting.**
* **Have a consistent challenging lesson design; maximize time on task each period, each day.**

**ACCIDENT REPORTS**

A record of student and staff injuries occurring at school or on school grounds must be kept on file. An accident report must be completed and filed with the school nurse.

**ANNOUNCEMENTS**

Announcements of general interest will be made each day. Teachers who wish to have announcements made should have the message clearly written and placed with the campus receptionist by 12:00 noon the day before the announcement is to be made.

#### ATTENDANCE - TEACHERS

##### **School Day**

Work hours are from **7:30 A.M. to 4:00 P.M.,** Monday through Friday, for professional staff members. Work hours for paraprofessional staff members vary per duties- Monday through Friday. Staff members are expected to be prompt. Paraprofessional staff will sign in at their computer as soon as they arrive on campus. Exceptions to hours for the workday are extended hours for tutorials, extracurricular events, academic practices, parent meetings, faculty and staff meetings, etc.

##### **Nondiscretionary Leave**

Leave that is taken for personal or family illness, emergency, or a death in the family is considered non-discretionary leave. This type of leave allows very little or no advance planning. If non-discretionary leave is needed, contact the campus principal’s secretary no later than 6:45AM or as soon as possible so that plans can be made for a substitute. Alternative substitute plans **ARE required** (see “Lesson Plans for Substitutes” below) to be on each faculty member’s desk (these lesson plans need to be TEK oriented- not watch a movie). If an employee’s illness exceeds three days, a doctor or clinic note is required for verification of extended absence from duty.

##### **Discretionary Leave**

Leave that can be scheduled in advance is considered discretionary leave. An employee wishing to take discretionary personal leave must submit a notice of the request **three days** in advance of the anticipated absence to the campus principal’s secretary. Discretionary leave will be granted on a first-come, first-served basis **only after** a substitute can be found. Discretionary leave may not last for more than three consecutive work days. **No more than ten accumulated days may be used in any one semester or more than 20 accumulated days in a calendar year.** Additionally, discretionary leave may not be taken on the following key days: the day before a school holiday, the day after a school holiday, days scheduled for end-of-semester or end-of-year exams, days scheduled for EOC, bad weather days or professional or staff development days.

##### **Lesson Plans for Substitutes**

Lesson plans are required from each teacher who is absent from work unless there is an extreme emergency. These plans should be in line with course timelines and curriculum, and each teacher should leave lesson plans with the principal’s secretary before leaving the building. Please do not ask the secretary to take lesson plans on the phone or via e-mail unless absolutely necessary. Each teacher should also have a folder outlining the basic procedures of conducting his or her class. The folder should include the daily schedule, attendance slips, duties, seating chart, rules and regulations, review materials, sponge activities, and a team contact person.

**ATTENDANCE ACCOUNTING PROCEDURES**

**First Day Procedures**

Sign the 6th week attendance sheet in black ink only! Please follow:

1. Check roll within the first five minutes of EACH class period. Record all absences and tardies on the computer as well as make sure to make a hard copy for you to file.
2. You **MUST** have a copy of the attendance sheet for subs, as the sub must now sign the sheet and turn it into the attendance office.
3. Print Attendance Summary report by class at the end of **every** six weeks, check them, sign them and turn them into the attendance office.
4. No student should be marked as absent the first day.

Steps to follow to print out the attendance sheet for the audit at the end of each six weeks.

1. Log in
2. Click on “My Class”
3. Click on “Class Options” for any class
4. Click “Reports”
5. Click on “Summary Report by Class”
6. Change the date range for the second six weeks
7. Under options, check the box to print class schedule days
8. Click “Select Classes” if you want to print all of your classes at once
9. Check only on those classes you want to print
10. Click on “View Reports”
11. Wait…for the report(s) to come up on your screen
12. Once the report(s) is up on your screen, you can print them out.

**I CAN’T STRESS TO YOU ENOUGH THE VITAL IMPORTANCE OF ACCURATE ATTENDANCE ACCOUNTING.**

**BUILDING AND GROUNDS DUTY / SAFETY / EMERGENCY PROCEDURES**

All staff members must share duties in the building and on the grounds for students and staff members to have a positive and safe school. If students are allowed to cause problems on campus before or after school or at lunch, it is likely to carry over into the classroom. In order to assure proper student control and to see that the schedule runs smoothly, it is necessary that all staff members be visible and work together in this effort. All staff members should know the school safety and security guidelines and procedures for the campus and act accordingly.

# GENERAL BUILDING GUIDELINES

**BE VISIBLE**: Be at your duty station during the time assigned. A staff member’s presence will help deter inappropriate behaviors. Additionally, BE AT YOUR DOORWAY IN BETWEEN CLASSES to monitor hall traffic.

**FOOD AND DRINKS**: All food and drinks are to stay **in the cafeteria**. Teachers on cafeteria duty please make sure that all trash is disposed of properly. Food and drink **DO NOT** need to be allowed in the classrooms with carpet with the exception of water.

**CLEANLINESS**: Give particular attention to keeping the campus free of litter and trash. While you have a specific duty area, everyone needs to participate in a campaign to keep the campus clean and picked up at all times.

**OPEN FLAMES**: Candles that may cause fire hazards are not allowed in any parts of the school building.

**CORRECTING STUDENTS**: When correcting students for inappropriate behaviors, always try to do so in a positive manner.

**IDENTIFICATION BADGES**: ID badges may be worn everyday by staff.

**KEYS**: Keys to the building and classroom should be with the employee at all times. **DO NOT GIVE YOUR KEYS OUT TO STUDENTS FOR ANY REASON.**

**VISITORS**: Visitors to the building should enter and exit through the front doors of the building only. Visitors must present a valid driver’s license and check in at the front office where he or she will be given a visitor’s tag or badge. Staff should immediately escort visitors without a visitor’s badge or tag to the front office or alert the administration if an intruder is suspected. Please make sure to clear guest speakers through the office first. They will need a visitor’s pass.

**CRIMINAL HISTORY CHECK**: All school volunteers and employees must pass a criminal history check before working in the school or in extracurricular organizations.

**BUILDING SECURITY**: (1) All side entrances should be kept locked and shut. After hours, employees, should use keys to enter through the sides of the building. (2) All storerooms or closets should be kept locked. (3) The weight room and training room doors must be kept locked when not in use. (4) When you leave the campus, make sure the door you used is locked (if it is after hours).

**CLASSROOM SECURITY**: All classroom doors should be kept locked. Students will be able to exit from the inside in an emergency. EACH teacher should check to see if they have an emergency packet.

**SUPERVISION**: Students must be supervised at all times during the school day and at extracurricular practices and events.

**HALLWAY PASSES**: If a student must leave the room, the student needs to sign out of the classroom when leaving and sign back into the classroom upon returning. Students should only be allowed in the hallways during classroom time when an emergency exists.

# DUTY TIMES and AREAS (AM, LUNCH, PM)

(SEE SEPARATE HANDOUT FOR SPECIFIC DAYS)

MORNING DUTY: **7:30 A.M. – 8:15** A.M.

LUNCH DUTY: This may vary according to the bell schedule being followed.

BUS / Parking Lot DUTY: Until All Buses have left for the day (Approximately **4:00pm**)

Teachers should **not** to leave the campus any earlier than 4:00 P.M. Once all bus traffic and car traffic has cleared you may leave the premises. If you plan to leave early, please make sure to sign out with Mrs. Reyna.

# DUTY AREAS

**CAFETERIA:** The entrance and exit to the serving area should be closely monitored. Don’t let kids cut in line. Duty personnel should take time to grab a quick bite while remaining in the cafeteria. Teachers in the cafeteria should be up and roaming around in the cafeteria during the entire lunch period. Trash and spills should to be cleaned before students leave their table. Dismiss students from their table only after the table is cleaned and the trash is picked up if necessary. Teachers on duty will be responsible for making sure all trash has been picked up inside and outside.

**FOYER/COMMONS/HALLWAYS:** In the mornings students may gather in the cafeteria or foyer. Tutorials will be made available for students to report to their respective tutorial before the bell rings at 7:45. Students wanting to eat breakfast need to get here early to eat.

**OUTSIDE (Westside of the Building –Gym, Band, Voc. Building):** At lunchtime, after students have eaten, students may exit through the front door next to the cafeteria or entrance doors of the building. No food or drinks are to be brought in from the outside nor taken outside other than at the lunch tables by the cafeteria doors. Lunch duty personnel should walk around inside as well as outside while on duty to monitor and make sure students are in the appropriate areas and not leaving their trash.

**BUS / CAR DROP-OFF & PARKING LOT:** In the morning bus duty personnel, should be posted at the entrance to the building and monitor buses unloading. In the afternoon, the bus duty personnel will monitor the bus pick-up areas. Students are to move to their bus pick-up area and stay on the sidewalk while waiting for the buses. Students should not leave the sidewalk until the bus is completely stopped and any passengers are unloaded. Students are to board the buses in an orderly and courteous manner.

In the morning and afternoon outside duty personnel should be posted on the front sidewalk next to the curb. CAR RIDERS SHOULD WAIT FOR THEIR RIDE ON THE SIDEWALK IN THE FRONT OF THE BUILDING. CAR RIDERS WILL NOT BE ALLOWED TO WAIT FOR THEIR RIDE IN THE PARKING LOT. Automobiles should form a single line between first and second row of cars when picking up students. Students who drive to school **NEED TO** exit their vehicles as soon as they park on campus.

WHEN LOADING AND UNLOADING FROM BUSES AND AUTOMOBILES, EXTREME CAUTION SHOULD BE TAKEN AND SAFETY MEASURES SHOULD BE OBSERVED.

**PASSING PERIODS**: Teachers and staff members **are expected** to be in the hallways or entry to their rooms to monitor student traffic in between classes. Please try to keep student traffic moving smoothly and orderly. 99% of TARDIES ARE UNEXCUSEABLE!

**GYM AND DRESSING ROOMS**. The gymnasium and dressing rooms are off limits during lunch time, in between classes, and before and after school unless the student is participating in practice supervised by his or her coach or sponsor. No student should be allowed to go into the dressing facilities or gymnasium at any time unless they are accompanied by a coach or teacher. ATHLETES ARE ALLOWED IN THE GYMNASIUM ONLY WHEN THEY ARE SUPERVISED BY THE COACHES. **KEEP ALL DOORS LOCKED AT ALL TIMES**.

# BE VISIBLE AT ALL TIMES!

**CARE OF BUILDING, FURNITURE, AND EQUIPMENT**

Housekeeping at Colorado City High School is everyone’s responsibility. Students and teachers can assist in keeping the school clean by proper disposal of wastes. Students should not be allowed to throw paper and other materials on the floor or on school grounds. School posters and signs are not to be placed in the building unless authorized by the building principal. At the end of each school day, teachers should ask students to assist in leaving the classroom in the best possible condition. Please do not leave your room with a mess on the floor.

Students should not sit on desk tops, lean back in chairs, mark on desks or walls, or participate in other practices that lead to broken furniture and defaced school property. Any student who willfully defaces or otherwise damages school property will be required to pay for any damage or replacements.

**Food and drinks are not to be brought into the classrooms on carpeted areas for ANY reason, other than water**. Instructional activities involving food and drink should be scheduled for the cafeteria only and cleared by the principal’s office. Clean up will be the responsibility of the supervising teacher.

The building and grounds can be kept free from damage and defacements through the cooperation of all staff and students. Creating pride and ownership in the appearance of Colorado High School reflects good citizenship on the part of staff and students.

#### Room Care

A pleasant room appearance has a positive effect on student discipline. Custodians cannot be asked to do everything. Check the following items for proper room care prior to leaving for the day.

1. The room is kept tidy and neat at all times.
2. The classroom, shops, store rooms are to be clutter free and neat.
3. Trash is picked up from the floor and placed in trash cans.
4. Desks are kept clean. Classroom furniture has no stray marks.
5. If a room is shared with another teacher, please respect the other teacher’s materials necessary to teach other classes. See that the room is left in good order for the other classes. Cooperation is essential.
6. Be sure the classroom has correct ventilation and ample lighting at all times.
7. Report all repairs on maintenance or custodial request forms and place these forms into Mrs. Reyna’s office.
8. Make sure the classroom door is locked before leaving the room. N**ever give a student your keys. Keep them in your possession at all times.**
9. Turn out the lights when the room is vacant.

#### CHAIN OF COMMAND

The principal is the supervisor in charge of the Colorado City High School campus. Concerns should be brought to the campus principal. In the event that the campus principal is absent or out of district, the principal’s secretary or Assistant Principal (Coach Gainey) will need to be contacted.

**Class Projects**

Projects should be graded on research, originality, and effort as well as appearance. Projects should be assigned far enough in advance to allow the students adequate time to complete them satisfactorily and **a rubric of criteria for evaluation should be clearly understood by all students** at the time the assignment is made. Students should be graded through several stages of the project and reminded of the due date.

#### COMMITTEES (Two-year term 2017-2018)

The following committee members will be selected by professional staff members:

* Campus Improvement Team: A teacher representative from each department, 1 non-teaching professional, 2 business representatives, 2 parents, 2 community members plus 2 students **(Pres and VP Student Council)**
* Campus Discipline Committee: Three Teachers and two students: **Strain, Griffith, Bazany, Gainey) students to be determined.**
* Attendance Committee: Three Teachers and one alternate: **J. Merrell, Bazany, Browne Alt: Dan Gainey**
* District Level Advisory Committee: **Jennifer Morris and Linda Clay**
* Textbook Committee: Based on books to be recommended for adoption (members recommended from principal).
* Campus Celebration Committee: Varies per the celebration. **(Merrell, Atkinson, Morris, Thackerson) (Cost per teacher $10.00 per semester)**
* Health Advisory: **(School nurse, Bazany, Gainey, Kimball)**

**COMMUNICATION OF SCHOOL EVENTS**

A bulletin of weekly events will be e-mailed to staff. Be sure to check for school events, meetings scheduled, etc. each week. Teachers and staff should e-mail events to the principal the week before. Event dates and schedules should be approved by the building principal prior to distribution to staff, students, and community members.

**COMPLAINTS**

If a staff member has a justifiable complaint, respectfully discuss the concern with the person involved at once. If it is in an area for which that person is responsible, the complaint will be given every consideration. It will help if to consider these things in presenting a complaint:

1. 1. Can a remedy or a better way be suggested?
2. 2. Is the cause that is basis for the complaint a necessary duty, work assignment, etc., or can it be corrected?

**COMPUTER RESOURCES / ACCEPTABLE USE POLICY SEE “District Employee Handbook” for details**

**CONFERENCE (PLANNING) PERIODS**

Each teacher has an assigned conference period. Conference time is used to perform the many professional responsibilities. This time is built into the school day for instructional planning and activities, parent conferences, meetings with mentors, team meetings, administrative appointments, classroom observations, etc. Please note that there are days when a teacher’s conference time will be utilized for special training and team meetings or to fill in as a substitute for a period. Conference time is not time for personal exercise, shopping, or personal errands. Extenuating circumstances may occur and these circumstances must be cleared through the campus principal prior to the event.

Leaving school during the conference period for any reason except due to an emergency must be approved by the campus principal. Call the office (728-3424 Ex 3) if you are leaving the campus.

#### CRISIS MANAGEMENT TEAM

The crisis management team is responsible for communicating with the building principal and carrying out appropriate procedures for crisis including medical emergencies, violence and crime emergencies, facility emergencies, emergency weather procedures, and student welfare concerns. All members should be well versed with the Emergency Response Guide (ERG). The crisis management team includes:

**Team Leaders** Mark Merrell or Kaci Griffith

**Team Members**: Math –Billy Quinn

English –Sheri Veazey

Social Studies - Ann Bazany

Paraprofessionals – Mistie Browne

Science– Pie Zafra

Electives-Brenda Hammond

Counselors – Kaci Griffith/Emily Strain

**CRISIS INTERVENTION TEAM**

The Crisis Intervention team should have training Alternatives to Managing Aggression. These intervention programs are a safe, non-harmful behavior management system designed to help provide for the care, welfare, safety, and security of disruptive and out-of-control individuals. The training emphasizes early intervention and alternatives for preventing or managing aggression.

**The Crisis Intervention team includes**:

**Team Leader**: Advisors

**Team Members**: Mark Merrell, Linda Clay, Patty McBride, Dan Gainey, Ed Wilson, Kaci Griffith and Emily Strain

**DEPARTMENT MEETINGS**

Collaboration among teachers is essential for highly successful schools. Teachers will need to meet regularly to collaborate, plan and develop instruction. Department meetings are expected to be conducted once per six weeks by the department heads in the respective subject areas to plan and develop instruction, share ideas and discuss ways to help students succeed. The department chairperson is responsible for organizing and overseeing the departmental meeting. Departmental meetings should be arranged so that all members in the respective subject area can attend.

**Department chairpersons for the 2017-2018 school years are:**

Language Arts: Linda Clay

Mathematics: Jonathan McClure

Science: Cherrie Pie Pedarse-Zafra

Social Studies: Ann Bazany

Special Ed: Patty McBride

Ag: Jennifer Morris

FCS: Judy Merrell

Athletics Dan Gainey

Band: Sam Hale

Technology: Brenda Hammond

**DISCIPLINE**

The principal is charged with the responsibility of general student conduct. This authority is delegated to the teachers and aides, although the principal remains the final authority in the school.

We at Colorado High School believe in the team approach to discipline. Hallway and cafeteria discipline is critical and affects your individual efforts in the classroom. It is imperative to correct inappropriate behavior at all times. Most of the corrective action in the halls and cafeteria requires nothing more than stopping the misbehavior at the time it occurs.

Discipline is one of the most important aspects of teaching. Each teacher has the responsibility and the authority in the classroom to maintain a classroom atmosphere that will be conducive to learning. At the very start of the school year, each teacher should explain clearly and emphatically the type of behavior that he/she expects.

It has been said before, "Begin teaching before the bell rings," the implication being that planning makes for fewer discipline problems. A lesson should be completed in time, however, to prepare the room for the next class. Students should be seated and ready for dismissal. **Students are dismissed by the teacher, not by the bell.** This allows the teacher to be at the door as students change classes. The area of the hallway near your classroom is your responsibility.

The classroom teacher is the key to successful discipline. The job cannot totally be the responsibility of the administration. Relationships, fairness and consistency are the keys to gaining a student's respect.

#### Guidelines for Good Classroom Management

* Establish rules with your students, ensure that students understand them, and post them.
* Insist on mutual respect when addressing one another: student-to-student, student-to-adult, or adult-to student.
* Be over-organized and enthusiastic about the daily lesson.
* Learn students' names immediately and use them while teaching the lesson.
* Seek students' opinions and build their feelings of importance.
* Show a sincere interest in out-of-class activities.
* Use both planned and spontaneous humor.
* Avoid the visible show of anger and emotion. The teacher is the mature element in the student/teacher relationship.
* Do not place the student in a position where s/he may feel s/he must respond or fight back to save face among his/her peers.
* The only circumstance in which you may use physical force to restrain a student is to defend yourself or another student.
* Do not threaten a student with any action you may not be able to carry out.
* Treat each student with the same respect and consideration that you would like to receive.
* Be consistent and fair in your relations with your students, but at the same time, treat each student as an individual.
* Carry out all disciplinary action in a friendly manner. Example: "John, I like you, but your behavior is disruptive and intolerable!" There are many positive statements that can be used.

Teachers are expected to be role models that are trained to motivate, guide, counsel, and instruct students in the ways of acceptable social behavior. Teachers are judged on their ability to effectively create an atmosphere that eliminates most disciplinary situations. Ask for assistance when unsure of how to handle a situation. Maintain a professional approach at all times.

Several techniques that may aid you in maintaining classroom control are:

* circulate through the class
* vary furniture arrangement from time to time
* vary instructional methods
* avoid sarcastic remarks

**A POSITIVE APPROACH PREVENTS PROBLEMS!**

#### Building Better Relationships

Building Better Relations is a proactive program that instills appropriate behavior through praise, prevention, and corrective teaching. Students will be taught appropriate behavior daily.

Just as total school discipline is the principal’s responsibility, your classroom discipline is your responsibility.

If you are having minor disciplinary problems, ask the principal for help before they become major problems. The principal is there to assist you in solving your problems, and may be able to offer very helpful suggestions.

Send a student to the office with a note or the discipline notice informing the principal of the problem is suggested.

If a situation demands that a student be immediately removed from class, send him/her to the office (with an identifying note). The principal needs to know WHY this student has been removed from class as soon as the student arrives. Never send a student out of class without a definite place to go!

Remember: An effective relationship between teachers and principal is based on mutual respect and cooperation.

Understand the school's policies regarding behavior management and the referral procedure. If an office action is not understood, discuss the action with the principal.

#### General Classroom Management

Students must be in class if they are to learn. Do not dismiss your class until you are certain that the bell has rung or an announcement to dismiss class has been made. Students and teachers should be on task the entire period.

Spot the student who constantly finds an excuse to leave class (telephone, restroom, etc.) or who is always ill and needs to go to the office. Discuss this with the counselor. Occasionally, a parent call is appropriate and solves the problem.

Please utilize the "tools" you have learned (coupling statements, praise, empathy, and rationales). Set students up for success. Monitoring your students at all times will also help prevent problems. **"Teach on your feet, plan on your seat."** It is easy to catch students being inappropriate; focus on the positive and catch them being good. Students need to know when they are doing a good job! A little praise can go a long way.

Do not excuse a student to go to another teacher unless prior agreement has been made by both teachers. DO NOT give a student permission to work after school unless YOU will be with him/her until he/she is picked up by parent or late bus; the parent must be notified of the student's whereabouts.

#### Student Referrals to Principal’s Office for Discipline

If we want students to respect the rights of others, we need to be very sure we are respecting the rights of students.

Some of our students are coming to us having limited knowledge of mutual respect. We must teach, and above all model, respect to all students. In most situations, if a student is treated with respect, he responds in a respectful manner. Utilizing the Building Better Relationship tools, you have learned along with our discipline process you will be more effective in preventing and addressing challenges of inappropriate behavior. Remember, "We cannot change attitude, we can change behavior, which will change attitude."

#### Addressing Inappropriate Behavior

Many inappropriate behaviors occur in the classroom that can disrupt the normal classroom routine. Using your preventive teaching skills with praise can help curb some of these behaviors. However, if the behavior persists, resulting in loss of teaching time with other students, utilize your teaching interactions and issue a consequence. If the behavior continues, utilize the "non-compliance" interaction and refer the child to the office.

**The Discipline Referral**

The completed discipline referral for Level I classroom misbehavior is a process which includes the following:

##### STEP 1--PREVENTIVE PROMPTS & REMINDERS

When Level I infractions occur, students should receive preventive prompts and reminders from the teacher. If misbehavior continues, step 2 should be followed.

##### STEP 2--LOSS OF REINFORCER OR PRIVILEGE

##### STEP 3--TEACHER/PARENT CONTACT

If the student continues to be a discipline problem, the teacher is expected to make contact with the parent of the student in question. This contact may be in person, by phone, by letter, e-mail, or through conduct folders. **THERE SHOULD BE NO EXCUSE FOR NOT HAVING PARENTAL CONTACT**. When contact is made, the teacher needs to record the date and nature of contact on a parent contact log.

##### STEP 4--TEACHER/STUDENT CONFERENCE

##### STEP 5--TEACHER/STUDENT/PARENT and ADMINISTRATOR INTERVENTION CONFERENCE

After all consequences on the classroom continuum for the student have been completed, a Discipline Referral should be written.  The student's Discipline Referral will be turned in to the Principals' Office. Appropriate disciplinary action will be administered. A copy of the Discipline Report will be sent to the teacher, to the parents, and a copy will be placed in the discipline file. PLEASE WRITE NEATLY. REMEMBER THAT A COPY GOES HOME TO THE PARENTS!

Some actions either physical or verbal are flagrant DISRESPECT. They are willful and defiant and must be handled as DISRESPECT. If a student displays this behavior, send the student with written explanation (preferably written on Discipline Referral Form) DIRECTLY TO THE PRINCIPAL’S OFFICE. No prior contact with student or parent is necessary in these instances. Teachers will be advised on the Discipline Referral Form if parent contact is necessary. Phone numbers will be provided.

The goal of discipline is to shape one’s behavior. Although punishment, retribution and restitution all have a place, the disciplinary approach at Colorado ISD is to shape behavior. Once a teacher has made an office referral, it is no longer their discipline concern. The principal will determine the best course of action based upon the guidelines set forth in the student code of conduct.

#### Disciplinary Referrals to the Office

In cases where the student must be sent to the office, a disciplinary referral **must** be completed and sent to the office with the student. On the disciplinary referral, only state what the student did. **Do not leave your classroom unattended for any reason while dealing with a disciplinary matter**.

In some cases, a student may be assigned to OCS, or the DAEP. It is the teacher’s responsibility to provide assignments and instructional materials to the student for the duration of the OCS, or DAEP. Please cooperate with the OCS and DAEP teacher by seeing that students have all their assignments. The DAEP / OCS teacher will return the student’s work to the teacher’s mailbox. Please notify the OCS or DAEP teacher and the principal if the student’s work is not being completed. Student’s not finishing work will be assigned additional consequences. Teachers of students attending OCS or DAEP will be notified daily by e-mail. For a more detailed description of the discipline management system, refer to the Colorado City High School Student Handbook and the Student Code of Conduct.

Remember:

(1) A student assigned to OSC/DAEP remains on the teacher’s classroom roster for the duration of the assigned number of days.

(2) The student’s teacher is responsible for grades and recording attendance daily as well as going over once or twice per week if a student is assigned to DAEP for more than five consecutive days.

(3) Assignments need to be sent on a regular basis so that DAEP/OSC students will remain on task and on schedule with his or her classes.

(4) If a student needs additional assistance in the subject area, the DAEP teacher will communicate the need to the classroom teacher.

(5) The DAEP teacher will monitor the student’s work, make sure the assignments are completed by the due date, and sign off when the work is completed.

(6) The DAEP teacher will send the students’ work back to the CHS campus. Remember to allow time for the DAEP teacher to get the work back to the teacher’s mailbox; accordingly, do not count the student’s work late.

##### Disciplinary Action Involving Corporal Punishment

Corporal punishment is available but more than likely will not be administered unless done so by a parent and witnessed by the principal or designee.

Discipline Procedures: Handicapped Students

Each teacher should have a copy of all handicapped students’ IEPs on file. These may be obtained through the Special Education Department. Only the procedures that are different from non-handicapped students shall be described. The IEP or student’s BIP generally governs the disciplinary responses to handicapped students’ misconduct.

##### Due Process Procedures

1. To assure that students and their parents have an opportunity to become familiar with specific policies, rules, and regulations of the district and school which govern student conduct and prescribe the possible penalties for infractions of rules and regulations, the superintendent shall cause to be published and distributed to all students and their parents these policies and rules at the beginning of the school year. The principal of each school shall also post and maintain this material in a prominent place readily accessible to all students.
2. A student charged with violating a policy, rule, or regulation shall be informed of the specific nature of the infraction and the specific conduct, which allegedly constituted the violation.
3. The student charged shall be afforded with an opportunity to confront those charging him and explain his/her actions. For minor infractions for which minor penalties are imposed, a brief formal conversation between the student and the teacher or school official will suffice; but for more serious infractions giving rise to more serious penalties, a more formal hearing process is required. In any event, notice and an opportunity to be heard are minimal elements of procedural due process, and shall always be afforded regardless of the degree of the violation or the severity of the disciplinary action contemplated.

### Duplication of Materials and Copyright

##### **Single copying for teachers**

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

* A chapter from a book
* An article from a periodical or newspaper
* A short story, short essay, or short poem from a collective work
* A chart, graph, diagram, drawing, cartoon, or picture from a book, periodical or newspaper.

##### **Multiple copies for classroom may be used if:**

* The copying meets the test of brevity and spontaneity as defined.
* The copying meets the cumulative effect test as defined.
* Each copy includes a notice of copyright.

##### **Definitions:**

**Brevity**

* **Poetry**: (a) A complete poem if less than 250 words if printed or not more than two pages, or, (b) from a longer poem, an excerpt of not more than 250 words.
* **Prose**: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words
* **Illustration**: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.
* **"Special" works**: Certain works in poetry, prose or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for more general audiences fall short of 2,500 words in their entirety. These may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

**Spontaneity**

* The copying is at the instance and inspiration of the individual teacher.
* The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are too close in time that it would be unreasonable to expect a timely reply to a request for permission.

**Cumulative Effect**

* The copying of the material is for only one course in the school in which the copies are made.
* Not more than one short poem, article, story, essay, or two excerpts may be copied from neither the same author, nor more than three from the same collective work or periodical volume during one class term.
* There shall not be more than nine instances of such multiple copying for one course during one class term.

##### **NOT WITH STANDING ANY OF THE GUIDELINES STATED PREVIOUSLY, THE FOLLOWING SHALL BE PROHIBITED:**

* Copying shall not be used to create, or replace, or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts there from are accumulated or reproduced and used separately.
* There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets and like consumable material.
* *Copying shall not*:
  + Substitute for the purchase of books, publishers' reprints, or periodicals.
  + Be directed by higher authority.
  + Be repeated with respect to the same item by the same teacher from term to term.

***No charge shall be made to the student beyond the actual cost of the photocopying.***

#### Television Programs

Summary of the "Guidelines for Off-Air Recording of Broadcast Programming for Educational Use" (Please ask the librarians for the full copy.)

* Teachers may record material from a television broadcast for educational use, but can retain the material for only 45 consecutive days. Then the material must be destroyed.
* Teachers may show the recorded material to their classes only within the first 10 consecutive school days of the 45 days for retaining the material. The remaining time is for teacher evaluation of the material.
* Teachers must request that material be recorded. The librarians will not automatically record television programs.
* All copies of televised material must include the copyright notice.
* The guidelines do not apply if the material is available for purchase, leasing or rental.

#### Computer Software

Summary of the "Copyright Amendments Relating to Computer Programs" (Ask the technology coordinators, the technical assistant, or the librarians for copies of the 1976 Copyright Act)

Do not copy software from school computers to take home. Do not copy software from outside computers to bring to the school computers. If you have questions, ask the technology coordinators for technical assistant

#### Films/DVDs and Guest Speakers: Administrative Policy

Both films and guest speakers can provide rich learning experiences for students, but use of either, since they both substitute for direct teacher instruction, should be carefully thought out and well-planned. Teachers must exercise caution and good judgment in selecting films and guest speakers to instruct their students.

#### Approval Process

All films and guest speakers must be approved and documented (lesson plans) by the principal at least three days before the event. The principal will examine the request and base his decision upon the following criteria.

* Quality of the film or qualifications of the guest speaker.
* Appropriateness of the film or guest speaker in meeting the learning objectives.
* Relevance of the film or guest speaker to the curriculum.
* Suitability of the film or guest speaker, given students' level of maturity.

If the principal denies approval of the video or guest speaker, the teacher will substitute an appropriate learning activity.

**TEACHER DRESS AND GROOMING**

School district employees should use good judgment in the selection and wearing of their clothes and hairstyles to present a neat, clean, and professional appearance. No apparel or grooming that has or may have a negative impact on the educational process will be permitted.

Business casual dress for men and women is expected. Wearing Jeans is permissible on Spirit days which will be on Fridays unless otherwise notified. A college shirt can be worn on Wednesday.

Faculty members who are engaged in specialized areas of instruction (physical education, technology education, education of the severely handicapped, shop or agriculture) may be allowed to wear appropriate modifications to the above, if cleared by the principal first.

**\*\*\*\*\*\*\*\**ALWAYS DRESS FOR SUCCESS*\*\*\*\*\*\*\*\***

### Emergency Procedures

Current class rosters must be kept in the “Emergency Procedures” folder. In the event of an emergency drill or emergency situation, teachers must have a class roster with them to account for all students at all times during emergency drills and emergency situations. (See below)

Emergency Calls: Call 911 when clear and present danger exists or at school call 9-911

Police: Colorado City Police Department: (325) 728-5294

Sheriff Department: (325) 728-5261

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#### Fire Drill

For the protection of all occupants of the building, it is important that everyone understands what to do in the event of a fire or other type of disaster.

The following information should be discussed with your classes:

* The purpose of an evacuation drill is to be able to evacuate the building in case of a fire or another emergency.
* Drills should be silent. If teachers and students are talking, directions and other information will not be heard.
* Everyone should clear the building immediately.
* Turn off lights, close doors, but do not lock.
* Appoint one student to close the door and see that everyone is out of your area or class.
* Please get as far away from the building as possible in a designated area. Check roll outside and report to the emergency leader.
* Exit per the map located in your area (by the door).
* The principal will give the all-clear to return to the building after all areas have been reported safe.
* If an exit is barricaded, then the next nearest exit should be used.

At times, those individuals on the campus will participate in drills of emergency procedures. When the announcement “**At this time, we will have all students and staff to evacuate to designated areas”** is made, students should follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner. **Take your RED EMERGENCY RESPONSE BOOK with you**. Kaci Griffith, Coach Gainey and Mr. Merrell have been designated as the person who will be responsible for conducting emergency drills and making sure that all teachers are informed about the emergency procedures and how to respond appropriately. He will also be conducting all necessary drills.

Please note the following and can answer or show anyone if they ask:

* Where is the nearest fire extinguisher?
* How does the fire extinguisher operate?
* What are your instructions for a fire drill?
* When does a fire extinguisher need to be serviced?
* Does a potential fire hazard exist?
* Are all fire exits open? Are there any jammed doors or blocked passageways?

#### Tornado Drill

#### In the event of a tornado warning, teachers are to have their classes silently exit all exterior classrooms, crouch down with their hands clasped above their heads while in the interior hallway adjacent to their respective classrooms if in the main building. Teachers should turn off lights and shut doors upon the last person’s exit and take their emergency materials with them. Students in the Gym area should be taken to the area between the dressing rooms and the coach’s offices. Students in the Vocational building should be taken to the restrooms in the hallway of the Vocational building. Students in the band and Vocational classrooms should be taken into the interior of the building.

#### Audible

#### An Announcement- “At this time, we will have all students and staff to evacuate to designated areas”

#### An Announcement- “At this time we will return to classroom, all is clean”

#### Blackout

In case of a blackout, teachers and students are to stay in their room until the problem has been corrected. The students in rooms with no windows should be moved to the nearest area with natural light. The principal or designee will give instructions when electricity has been restored. The administrative team will be in the halls.

* If a power failure occurs during lunch, all teachers on conference or at lunch should report to the cafeteria to assist in supervision. If the power failure continues into the next period, supervising teachers should send students to the cafeteria.

#### Bomb Threat

* Mrs. Reyna will announce to the whole building the following statement: **"The building committee will meet this afternoon."** This will be the signal for teachers to quietly check their rooms.
* An announcement will then be given. **“At this time, we will have all students and staff to evacuate to designated areas”** All students and teachers will evacuate the building and report to their designated areas of evacuation.
* Mrs. Reyna will notify the superintendent’s office then call local law enforcement to report the threat. Mr. Merrell will then wait for the police in the Administrative Offices. The custodians will check all restrooms, the air handling rooms, storage rooms and lounges. Mrs. Browne and Mrs. Strain will check the gymnasium. After checking all these areas, these assigned people will report to Mr. Merrell.
* In case a bomb is discovered, Mrs. Reyna will go on the P.A., evacuate all personnel, and wait for the police.
* All other personnel will then go to their designated areas.
* The announcement will be made by Mrs. Reyna as an "ALL CLEAR AND RETURN TO THE BUILDING" signal when reentry has been approved.

#### Emergency Situations - Sniper, shooting, or another serious situation.

* Mr. Merrell or Mr. Gainey will go to the scene of the problem.
* Mrs. Reyna will call the necessary emergency personnel (police, ambulance, fire dept.).
* Mrs. Reyna will go to the front of the building to direct the emergency vehicles to the proper area.
* All teachers and students should remain in their classrooms with the doors locked. Teachers check the hallways for any students and immediately direct them into the nearest classroom. PLEASE REVIEW YOUR EMERGENCY RESPONSE GUIDE.
* Mrs. Reyna will announce an "ALL CLEAR" on the intercom. No student or other personnel should be out in the halls or restrooms until the "ALL CLEAR" is sounded.

#### Injuries in the Building

* Send a student to the office or call for the principal.
* Principal will call for additional help if necessary.
* Parents will be contacted immediately by principal or designee.
* Fill out an accident report form.

**Emergency Evacuation Procedures for Persons Needing Assistance**

**In the event of an emergency evacuation please follow these guidelines for persons needing assistance:**

**1) Classroom Teachers will facilitate clearing her/his classroom to the nearest unobstructed exit.**

**2) If there is a person needing assistance in your classroom, the neighboring classroom teacher needs to be notified.**

**3) The neighboring classroom teacher will supervise both groups until the person needing assistance is evacuated by the classroom teacher.**

**4) Instructional aides will assist with the removal of students in wheelchairs.**

**5) Mr. Merrell and the emergency response team will check each classroom and restroom to make sure all is clear.**

**6) Coach Gainey or Coach Kimball will check the gym and auditorium.**

**7) Students that are unable to report in the designated area will report to the office**.

**EXTRACURRICULAR ACTIVITIES**

Participation in school and school-related activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; however, participation is a privilege, not a right. Eligibility for participation in many of these activities is governed by state law as well as rules of the University Interscholastic League (UIL). A student will be permitted to participate in extracurricular activities subject to the following restrictions:

1. During the first grading period, a student is eligible if he/she was promoted at the end of the previous year.

2. During other grading periods, a student who receives an average below 70 in any course or subject, or a student with disabilities who fails to meet standards in the Individual Education Plan (IEP) may not participate in extracurricular or curricular activities during the following three (3) week period. The suspension from extracurricular or co-curricular activities goes into effect seven days AFTER the last day of the grading period. 3. A student may regain eligibility at the end of a three-week grading period if he or she has obtained a passing grade of a 70 or above in ALL courses or subjects.

4. A student is allowed in a school year up to 15 activity related absences including 10 district competitions, a maximum of five absences for post-district competition prior to state, and a maximum of two absences for state competition. All extra-curricular activities and public performances, whether it be UIL activities, or other activities sponsored by the Board, are subject to these restrictions. The board has approved an additional 12 days for such events for the year (27 total).

5. A student who goes over the allowable number of activity-related absences will be required to make up the missed time by attending Saturday school on designated days and will not be eligible to participate in any further activities.

6. A student who misses class due to participation in any activity sponsored by a non-approved organization will receive an unexcused absence.

Sponsors of student clubs and performing groups such as the band and athletic teams may establish standards of behavior – including consequences for misbehavior – that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the Student Code of Conduct will apply in addition to any consequences specified by the organization.

Teachers must work together to support the efforts of student organizations and extracurricular activities. Each student organization should have a set of rules and guidelines communicated to all participants that all participants are expected to follow. All staff members will be asked to voluntarily sign up to work at least one football game this fall if needed.

Sponsors or coordinators for the following student organizations during the 2015-2016 school years are listed below.

**Athletics**..........................................................Dan Gainey (Men) and Barry Kimball (Women)

**Band**................................................................Sam Hale

**Cheerleaders…………**.................................. Emily Strain

## **Yearbook Sponsor**…………………………. Mitzi Bell

## **National Honor Society Sponsor**…………. Kaci Griffith

**Student Council**……………………………Ann Bazany

**UIL Academic Coordinator**………………Ann Bazany

**FACULTY and STAFF MEETINGS**

Generally, faculty meetings will be held at 7:30 A.M. **All** personnel will be expected to attend unless excused by the principal. Other necessary meetings will be held per necessity.

**FIELD TRIPS/EXTRA-CO-CURRICULAR**

Field trips must have prior approval from the administration and must be a current part of the teacher’s lesson plans. Class field trips must be of educational value and concerned with a specific subject of instruction. School owned buses, vans, or automobiles will transport students on field trips. Trips should be scheduled so that they do not interfere with other special scheduled events. Let Mrs. Reyna know if you substitute.

Parent permission forms and emergency care cards are required for all school field trips. This form must be returned to the teacher signed by a parent prior to the student being allowed to participate in the activity. Teachers must also check in the principal's office to see if the student turned in an initial permission slip at the start of the school year.

Any teacher taking a class on a trip or to an extracurricular competition during school hours must have an alphabetical list turned in to the office **one day** prior to the trip. It is important that this list be turned in on time. Send an e-mail to the CHS staff with the student’s names and the date and time you will be gone.

If a teacher plans to request a bus for a field trip, fill out a trip request on Eduphoria at least one week in advance of the expected activity. **If a student is failing a class, he/she may not miss that class to go on a field trip with another class.** Students on approved field trips will be eligible to make up all classes and should not be counted as absent. It will be the responsibility of the teacher/coach to make sure that they check to see that all participants are passing all classes before allowing them to go on a trip.

**FUNDRAISING ACTIVITIES**

Colorado High School has many organizations and clubs that require funds to operate. These organizations conduct worthwhile projects that need support. The community wants to support school endeavors; however, it is imperative that all fundraisers are scheduled and coordinated through the principal's office. Please follow these guidelines:

1. Before an organization commits to a fundraising project, please notify the principal, fill in a fund raiser request form and receive approval.

2. Each organizational group will be allowed TWO major sales campaigns each school year.

3. Once an organizational group has chosen a particular type of fundraiser, no other group will be allowed to do that same kind of campaign.

4. If a fundraiser is planned for off-campus, make sure to notify the building principal and make certain the location is on the master calendar in the principal’s office.

5. Please check before a fundraiser begins to see whether the item being sold is taxable or non-taxable. If it is taxable (T-shirts, stationary, etc.), tax needs to be added to the price being charged.

6. Sponsors will develop a system for collecting money from students who are involved in the sales campaign. Receipts must be issued for all money received from students or others.

Money should **NEVER** be kept in classrooms. For obvious reasons, fundraising money must be stored in the front office vault. Deposits must be made daily during the time of the fundraiser. Each sponsor is responsible for keeping accurate records of all fundraising activities including items sold, money received from students, parents, or community members, the number of items sold, etc. Each activity sponsor should keep a ledger of credits and debits for the organization. This is for the protection of the sponsor(s) and will allow for future reference.

**Steps for Depositing Funds to Your Club Account**

1. Complete a deposit form and turn the form into Mrs. Thackerson with the funds. List checks by name and check the number at the bottom of the deposit form.
2. Mrs. Thackerson will verify the deposit slip and write the sponsor a receipt. Mrs. Thackerson will also take the deposit to the central office for deposit into the specific activity account and provide Mr. Merrell with a copy of the deposit as well as a monthly breakdown of available funds.
3. Money must be turned in promptly. Daily deposits must be made during the time of the fundraiser. Any returned checks must come out of the activity account if the funds cannot be collected.

**Steps for Requesting Activity Funds**

Forms for requesting activity funds are available from Mrs. Reyna. **Do not assume that a request will be approved until you have received it in writing**.

1. If funds are requested to be reimbursed for an expense incurred, attach a receipt to the reimbursement request for the amount. Sales tax cannot be reimbursed. **Prior approval must be given by the building principal before a request for personal expenditures can be made**.
2. When an expense is incurred, such as a hotel bill, the school does not have to pay sales tax. The central office secretary can provide a tax-free certificate to present to the merchant.
3. Once a request for reimbursement is complete, the activity sponsor should retain a copy for his or her records before turning it in to the school secretary.

**NOTE**: The principal is aware that every club and class sponsor has contributed much time and effort to raise the funds to finance their group's activities. The principal is also aware that the sponsor and his or her organization must use wise discretion in how funds are used. The documentation that is required to disburse these funds is strictly to adhere to policy and to protect each sponsor.

### General Information

#### Teacher Job Descriptions

* Meets and instructs assigned classes in the location and at the times designated.
* Develops and maintains a classroom environment conducive to effective learning.
* Prepares for assigned classes and submits written lesson plans, on an on-going basis, to the principal.
* Encourages students to maintain high standards of academic achievement and behavior.
* Demonstrates a personal interest in each student.
* **Notifies parents when grades fall below a 73 average. Make sure to document contacts with dates.**
* Develops an awareness of the diverse cultural background of students.
* Employs a variety of instructional techniques and technologies consistent with the physical limitations of the location, and the needs and capabilities of the students involved.
* Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.
* Takes all reasonable precautions to protect students, equipment, materials and facilities.
* Assists in upholding and enforcing school rules, administrative regulations and Board Policy.
* Make provisions for being available to students and parents for educational purposes outside the instructional day when required or requested to do so under reasonable terms.
* Attends and participates in faculty meetings.
* Accepts a share of responsibility for co-curricular activities.
* Establishes and maintains cooperative relations with others.
* Provides for professional growth through ongoing programs such as: workshops, seminars, conferences, and classes at institutions of higher learning, as well as reading professional materials.
* Takes active interest in appropriate professional organizations.
* Strives to improve his/her competency and to remain current in his/her subject matter.
* Cooperates with homebound teachers and off campus educational sites for students completing work off campus.
* Follows the chain of command at all times.
* Performs other reasonable duties, functions and responsibilities, as assigned by principal.
* Teaches higher level thinking skills (critical and creative). Uses Bloom's Taxonomy, Dimensions of Learning, and problem-solving techniques.
* Teach with enthusiasm and to transmit this enthusiasm to students in such a way that a love of learning develops.
* Have a willingness to become a facilitator of learning without needing to be an "expert" on topics students want to study.
* Realize that the advanced student needs to be stimulated; that s/he may not need to do continual "busy work" and that she/he does not need extra work but rather different and more challenging experiences.
* Understand and encourage student ideas and give appropriate encouragement to students.
* Teach higher level thinking skills (Bloom's Taxonomy) or teach the regular curriculum in a way which encourages the use of the skills of creativity (fluency, flexibility, originality, elaboration).
* Implement The Fundamental Five strategies.
* To create and implement a flexible, enriched, challenging, and individualized curriculum, which is suited to each student's needs and avoids quantity without quality.
* To create an environment in which the advanced students learn to work independently as well as participate effectively in small and large group situations.
* Develop curriculum activities which provide opportunities for students to:
  + Utilize problem-solving techniques.
  + Develop and utilize critical-thinking skills.
  + Do independent work.
  + Explore independently and under guidance many fields of interest.
  + Participate in planning the learning experiences.
  + Utilize instructional media and technologies.
  + Add breadth and depth to present knowledge.
  + Deal with high level abstractions.
  + Develop leadership abilities and following skills.
  + Set and reach short-term and long-term goals.

**T-TESS: The Texas Teacher Evaluation and Support System**

The purpose of the teacher’s role during this process is to share insights and think about his or her pedagogy and professional practices. A goal of the evaluation process is to include the teacher in a systematic way that assists with individualized professional growth and development.

Appraisal under T-TESS includes all the days of a teacher’s contract. All teachers must complete participation in teacher orientation no later than the final day of the first three weeks of school and at least two weeks before the first observation. Goal Setting and Professional Development Plan will be submitted to the appraiser within 6 weeks from the day of completion of the orientation. Ongoing walk throughs will give feedback to support and develop teacher practices. Additionally, teachers must participate in a formal (45) minute observation and walk-through, at the discretion of the administrator.

Advance notice may be given, but is not required. Observations will not be done at the following times:

1. The day after an official school holiday,
2. The days scheduled for end of semester exams,
3. The days scheduled for EOC or other standardized tests.

A summative conference will be held with each teacher to review summative scores in Domain I, II and III. This will take place no later than 15 working days before the last day of instruction. Teachers may elect to waive the conference by submitting written notification.

#### Public Relations

The teacher is the first line of communication in the school district's public relations program. Every behavior, every work, written or spoken, has its effect. The district depends upon our professional efforts to build and maintain good public relations. It is in our best interest to work hard as an educational team to communicate the excellent progress that our students and staff are making.

We want to continue to strive to be number one!!! One of the best ways to accomplish this objective is for us to get numerous articles printed in the local newspapers. We want to have write-ups on staff members and students. We need your help! Any time you have an activity, let's try to have two write-ups, one announcing the upcoming activity, then one telling the public how well we performed. This would include classroom work, UIL activities, athletics, band, organizations, etc.

**CHECK TO MAKE CERTAIN STUDENTS HAVE PERMISSION TO BE PUBLISHED.**

**GRADING POLICY**

In order to establish and maintain a uniform grading procedure at the Colorado City High School, particular grading guidelines will be followed by **all** teachers.

**Philosophy**

The Colorado Independent School District believes that all children in the district can learn if given sufficient time, motivation, and help. Thus, the instructional goal of the teacher will be for all students to master all the objectives of a unit. Research has shown that high expectations on the teacher’s part can make a dramatic impact on student achievement.

**Mastery**

Student academic achievement will be determined based on degree of mastery of the Texas Essential Knowledge and Skills for the grade level, subject, or course. All students will demonstrate an acceptable level of mastery of the essential knowledge and skills of a subject or course sufficient for successful performance and the next subject or grade level as a prerequisite to earning a grade of 70 or above pursuant to the Texas Education Code. The acceptable level of mastery shall be set to ensure that all students are challenged for maximum performance.

Variations in procedures and academic achievement level expectation for awarding grades to handicapped students shall be determined by the Admission, Review, and Dismissal Committee (ARD) and included in the student’s individual education plan (IEP).

##### **Documentation of Mastery**

TEKS can be obtained on the Texas Education Agency website. This website addresses the essential elements of instruction of the state curriculum as well as additional objectives which set the learning expectations for Colorado ISD. Steps for acceptable documentation of mastery begin with the benchmark process / testing.

A teacher should consult the Colorado ISD curriculum guidelines which include the TEKS, and plan units of instruction based on the TEKS objectives, specific concept or content targets and district timelines. A teacher’s unit plans and lesson plans should reflect this planning and refer to the benchmarks or objectives to be taught. Lesson plans should be detailed enough to serve as a guide for the teacher.

A teacher’s skyward grade book and benchmark checklist provide sufficient documentation of individual student mastery if grades in the book are labeled clearly with the TEKS or the benchmark. Student portfolios or notebooks are strongly encouraged. The real test of any teacher’s record keeping system is whether, at any point in the year if needed for a parent conference, tutoring help, etc., a teacher is able to create an individual mastery profile for any student in the class.

##### **Grading Standards**

1. During each grading period, **at least eight to ten grades** are required of which a minimum of two exam grades will be recorded and used to determine the grade. These two grades must be major exams. Projects and/or research papers may be considered as one-two major test grade. Projects and/or research papers should have checkpoints in place to gauge student progress. Students should be provided with a grading rubric for each project or research paper.
2. All grades should be labeled on the grade book program (for example, daily work, homework, test, etc.)

Grades given elective classes may deviate from these grading percentages.

1. Semester grades shall be determined by applying the following formula: An average of the first six weeks’ grade, the second six weeks’ grade plus third six weeks’ grade will count 80% of the semester grade while the final exam will count as 20%. The yearly average will be computed by averaging the first semester grade with the second semester grade.
2. No grade over 100 will be recorded on the report card or on the academic achievement record.
3. A grade becomes final at 3:45 P.M. on the last day of a six-week grading period. The grading period is defined per the official district calendar and absolutely no work is permitted after the close of the school day on the last day of the six weeks, except to remove an “incomplete” caused by absence due to illness or approved reason for the absence. There will be a seven-day grace period to remove the incomplete. At the end of the seven days, the current grade will become final. (See school calendar). There will not be an incomplete at the end of the sixth six weeks.

***Important Information about Grading:***

1. Borrowing points from one six weeks to be contributed to another six weeks six weeks is not permissible.

2. A teacher shall not allow a student aide to grade or record another student’s work.

3. A grade given for any one assignment can be recorded and used only one time to determine the average grade for the six weeks’ period or for any other grade reporting period.

4. Reported numerical grades will be used to record grades for students in grades 9-12. Actual individual grades that are less than 50 and taken during any reporting period for assignments and tests are to be entered into the skyward program.

5. When averaging grades with a fraction of .5 or greater, the grade will be rounded to the next whole number.

6. **Points shall not be deducted from a student's grade because of disciplinary matters. The conduct grades will reflect the student's behavior in class.**

7. A student must maintain an average of 70 or above to be considered passing the course.

8. All assignments are to be turned in as scheduled. In extenuating circumstances, teacher discretion may be used in accepting late papers or projects.

9. The responsibility of makeup work lies with the student. Upon returning to school, the student will make arrangements with the teacher to make up work missed as a result of absence. As a general rule, one additional class period should be allowed for makeup work.

10. When there is a deficit in the student’s knowledge and skill, re-teaching is necessary. Teachers should not allow significant gaps in learning to exist without a re-teaching effort. The teacher should determine the approach to use in re-teaching and which objectives need to be re-taught. Re-testing will occur immediately following re-teaching. When mastery has been demonstrated, the failing grade may be changed to a 70 as a maximum grade.

**Grade Book**:Each teacher is provided with a computer assisted program through Skyward. Grades should be recorded weekly. Teachers need to check the categories and percentages so student’s grades are correct. For more information on grades you can talk to Mrs. Thackerson, Mrs. Strain or Mrs. Griffith. Print a copy of your gradebook each six weeks for your records.

##### **Grade Changes**

1. Teachers must use the official form from Mrs. Thackerson for any grade change. Absolutely no grades may be changed unless there is an input error, unless the teacher made an error in computing or recording a grade, or unless an incomplete grade is being removed.
2. An explanation for any grade change must be made to the principal.
3. Teachers are responsible for the complete accuracy of their grading reports.
4. Grades cannot be “adjusted” up or down to reward or punish a student for any reason.

##### **Homework**

It is the philosophy of Colorado High School that homework should be given. However, **homework should be of the nature that it is meaningful and worthwhile**. Homework should not be excessive in nature. It is not necessary to give pages and pages, or problems after problems. Teachers need to be sensitive to the fact that many students are participating in a variety of extracurricular/co-curricular activities on some evenings, many of which are at some distance away. Teachers should use discretion and common sense with homework assignments when students are traveling long distances.

**Personal Graduation Plan (PGP)** will be prepared for any student at the 9th grade or beyond who did not perform satisfactorily on a state-mandated assessment or is determined by the district as not likely to earn a high school diploma before the fifth school year following enrollment in grade 9. The PGP will be designed and implemented by a guidance counselor, teacher, or another staff member designated by the principal. The plan will, among other items, identify the student’s educational goals, address the parent’s educational expectations for the student, and outline an intensive instruction program for the student. For additional information, see the counselor or principal and policy EIF (LEGAL).

##### **Progress Reports**

Any student with a grade of 70 or below **must** receive a progress report at the end of the first three weeks of a grading period. Progress reports can be printed from the grade book program on the computer. Each student will be assigned to a tutorial session upon receiving a progress report. The teacher should send one copy of the progress notice home with the student and retain one copy of the progress notice for his or her files. Parents should sign the progress notice (especially if they are below a 70), and the student should return the progress notice to the teacher within three days. A summary page of grades at three weeks and six weeks should be sent to Mrs. Thackerson’s office.

##### **Report Cards**

Report cards will be issued on Thursday following the end of each six-week period.

##### **Parental Communication**

Neither, a student or his or her parents should ever be surprised at the grades that he or she receives in your class. The teacher is responsible for informing his or her students of how grades are determined. Parents should be informed if their child is not passing or turning in assignments. All teachers should keep a specific log of parental contacts and what was discussed.

**HALL PASSES**

Hall passes must be issued to students that need to leave the room. Students should **sign out** and **back in** to the classroom if it becomes necessary for the student to leave during the class period. Valuable instruction time is saved if this routine is established at the beginning of the school year.

#### HEALTH ADVISORY COMMITTEE

The following staff members will serve on the district-wide health advisory committee for the 2017-2018 school years: **Mark Merrell, Ann Bazany, School Nurse, Dan Gainey**

#### HONOR ROLL

1. Gold Star Honor Roll: 90 % or above in all classes for the six weeks grading period
2. Silver Star Honor Roll: 80 % or above in all classes for the six weeks grading period
3. Solid Gold Honor Roll: 90 % or higher in all classes for the semester
4. Solid Silver Star Honor Roll: 80 % or higher in all classes for the semester

**INSTRUCTIONAL COMPUTER PROGRAMS**

Instructional computer programs are available that will help students develop additional skills and understanding in math, language arts, science and social studies. All students can be scheduled weekly or bi-weekly into the computer lab to utilize instructional computer programs for approximately 40 minutes during their math and language arts classes. Instructional time is also available in the computer labs for science and social studies. Teachers will accompany their students to the computer lab for instruction during their respective classes. Each teacher is responsible for monitoring student progress and making the necessary interventions.

### INSTRUCTIONAL PLANNING

### Curriculum Commitment

All staff members are held to high expectations.

1. Teachers are expected to know and have a copy of the TEKS in their respective subject areas, and all teachers should understand the TEKS objectives in Language Arts, Math, Social Studies, and Science.

2 Lesson Plans will include the Fundamental Five strategies.

3. Teachers should integrate math and reading and writing skills in all content areas whenever possible.

4. Language Arts instruction will include a balance of literature, science, and social studies non-fiction, and real life reading should be used.

7. A multi-sensory, differentiated approach to instruction is expected of all teachers.

8. Small group instruction and higher order thinking and questioning will be included in instruction.

9. Consistent, up-to-date monitoring of student work and progress is expected of all teachers.

10. Teachers should use a variety of supplemental materials to address student needs in problem solving and content enrichment.

11. Instructional strategies will be constantly being taught and reinforced.

12. Benchmark/testing data will be utilized to monitor student progress, to determine effectiveness of instruction, and to design instruction tailored to the students’ needs.

##### **Unit Plans**

**Good planning is essential to instruction in the classroom**. Unit plans will be written in each subject to ensure that instruction covers state mandated TEKS, state and national standards as well as the locally developed benchmark objectives Unit plans consist of three parts: behavioral objectives, assessment, and instructional strategies.

Unit plans provide an opportunity for teachers to think ahead, prepare or order material, and develop a logical sequence for presentation. Unit plans can serve as guide to show “where you've been, where you are, and where you are going.” When developing unit plans, follow the course objectives and TEKS requirements. Also, remember that students can normally do more than what they lead the teacher to believe. Plans should be designed to challenge students to their capacities and should relate to students' experiences whenever possible. Effective planning is the key, which provides enjoyment for the students and teacher.

Teachers are expected to adhere to timelines and objectives in developing unit plans.

##### **Lesson Plans**

Lesson plans are the teacher’s individual documentation of activities that the teacher uses to achieve unit objectives. Lesson plans are the teacher’s documentation of strategies, materials, re-teach, modifications, etc. Lesson plans are due on Monday following the week of instruction just completed. These teachers will be using the VAD (vertical alignment document-STANDARDS), YAG (year at a glance –INSTRUCTIONAL PLANS) and the IFD (Instructional Focus Document – sequence for instruction). Lesson plans should include The Fundamental Five strategies.

**Course Syllabus**

Teachers are required to provide each student and principal with a copy of the course syllabus no later than the **second week** of each semester. The purpose of the syllabus is to provide the student and parent with information concerning course content and to allow the student an opportunity to know his or her expectations.

The syllabus should contain the following:

1. Concepts to be taught
2. Course requirements
3. Grade procedures
4. Classroom expectations

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#### Illness & Substitutes

If you become ill at school, notify Mrs. Reyna or other secretaries immediately. Faculty and staff may call in for personal illness, family illness, and death in immediate family, jury duty or military leave. All other reasons must receive administrative approval. (District policy states that discretionary personal leave may be requested at least three days prior to the date (except for designated days).

If you know in advance that you will be absent, tell Mrs. Reyna so she can make arrangements for your substitute. **In the event of an emergency or sudden illness, call Mrs. Reyna on her cell phone between 6:15 a.m. and 7:00 a.m.** Approval will be based on whether a sub can be found or not. Please note that under no circumstance are you to secure your own substitute.If you have a preference about who substitutes for you, please let it be known to Mrs. Reyna.

Remember to request your absence on skyward.

**Substitute Lesson Plans (SUB FOLDER) should include:**

* Detailed copy of your lesson plan for each class
* Handouts, assignments, etc.
* A roll sheet of each of your classes will be in the folder for each day you are absent.
* Set of classroom rules
* Seating chart if you have one
* Your class schedule

#### KEYS

Each teacher is issued a set of keys to the rooms where he or she teaches. The teacher is responsible for all keys issued and should take steps to ensure that they are not misplaced. No teacher should ever give a key to a student or other person outside the school. All keys must be turned in at the end of the year if the teacher is leaving the district. If a teacher wants to keep his or her keys for the summer, keys must be checked out for the summer months.

**LATE WORK POLICY**

Student work is considered late whether it is turned in one day late or the last day that work is accepted.  The **number** of days the work is late is not the focus. All work is considered late if it is not turned in on the due date, as determined by the teacher (suggest no later than two days). Late work unrelated to absences may be awarded a grade at the discretion of the teacher. ***(Teachers use wisdom and consistency in how you handle late work. Your policy should be clearly explained and in writing for students and parents.)***

#### LIBRARY USAGE

The library will be open for checkout before, in between classes and in the afternoon, each day. Mrs. Bazany will be teaching classes in the morning so do not send students during her class time. The library will be available to students and classes. Pre-planning for the use of the library between the teacher and the librarian must occur prior to bringing a class to the library.

#### Classes in the library

Arrangements must be made with the librarian **before** bringing a class into the library. It is helpful to know the type of work students will be doing as this information will give the librarian the opportunity to pull any special materials that the students might need **before** the class arrives.

The library may have students from several other classes doing work in different areas. It is important, therefore, that you check roll and give instruction to your students **before** bringing them into the library. Students should be instructed to sit together as a group in a designated area of the library. Library skills necessary for work assigned should be taught before students are brought to the library.

When classes are brought to the library, the teacher oversees the discipline. **DO NOT** leave your class in the library alone at any time. You must supervise and control them always while in the library. The library is a NO FOOD Zone. Students should begin to return materials to the proper place five minutes before the period is over.

#### Preparations for using the library

To ensure success for the teacher and the students, the librarian is asking the teachers to follow the steps listed below in preparing for bringing students into the library.

***In Advance***

* When planning a unit of study or a special activity, you may want to review your needs with the librarians who will help you locate and review all possible sources of information covering your topic(s).
* Familiarize yourself with the location of the material(s) and the skills, which are necessary for use of the materials. (For example: Use of Middle Search for locating magazine articles; use of the computerized card catalog for locating the Dewey number which indicates where a book is shelved.)
* Sign up for the library in advance. Please put your name, the period(s) you will be in the library on each day you plan to be into Mrs. Bazany. No more than two book check-out classes and no more than three research classes may sign up for any given period. (For example: Imam Teacher - Period 1,2,5) We ask that you discuss the topic(s) of research and/or the activity planned with the librarians at the time you sign up. This allows the librarian time to prepare special materials, make suggestions for use of any new materials that may have been received.
* The librarians will be glad to help you prepare any needed library skills lessons for your students. Sample lessons and activities from many sources may be duplicated for your use.
* After discussing with your students, the assignment which is to be completed in the library, teach the library skills which are needed to enable the student to complete his assignment.

***Day Prior to Visit***

* Review with students the proper behavior expected of them in the library. (See the information sheet on proper behavior.)
* Be sure each student has a clear understanding of the assignment s/he will be working on in the library.
* If there are any changes in your plans to use the library, please notify the librarians as soon as possible.

***Day of the Visit***

To ensure success in the library, here are some suggestions which teachers may use as a "check list" with their classes before bringing classes to the library:

* Students should sit together as a class in designated areas. It is a good idea to assign seats for each student to separate friends and ensure maximum productivity.
* Only one student per group should be allowed up to make copies, etc. Allow no more than two or three students at one time up to make copies or request magazines.
* All books, encyclopedias, and reference materials should be re-shelved CORRECTLY before the class leaves. Remember to pull books to the FRONT of the shelves. (Some teachers may prefer to put books on reserve and have them placed on a book cart instead of being re-shelved since all classes may be using the same books throughout the day.)
* Allow only 5 minutes at the beginning of the class for students to locate their materials and return to their seats. After that time, they should raise their hands for help.
* Students should be required to turn in some work at the end of each research class.

#### Audiovisuals

Audiovisuals can be an effective teaching tool; however, extreme caution should be taken in the showing of videotapes and DVDs. Make certain that all videotapes and DVDs are part of curriculum plans and **relate specifically** to the lesson being taught. Preview videos and DVDs prior to use in the classroom. In all instances, presentations should be appropriate for the school setting. Videos and DVDs should be accompanied by set-up and debriefing. District policy should be followed always about showing of videos and DVDs. **At no time, should a video / DVD be shown that is not educational in nature and not related to a teacher’s direct instruction.**

**Videos/DVDs**

See the campus librarian or instructional technologist to access videos online. Additionally, the library has acollection of videotapes / DVDs that can be used in the classroom. **Note: No DVDs or Videos other than those supplied by the school may be shown without prior principal approval.**

##### **Other Equipment**

1. The library has equipment that can be assigned to rooms based on the greatest need. Visit with Mrs. Bazany about the checkout procedure.
2. Digital cameras, multimedia projectors, and a document camera may be checked out from the library on campus if available.

#### MEDICAL CARE

The school nurse is in the office area when needed. First aid treatment is available from the nurse. Students too sick to be in class should be going to the office. The nurse will evaluate the student’s symptoms and arrange for parents to come for the student if necessary. Students sent to the nurse need a hall pass stating the time leaving the room. It is difficult to determine if a student needs to see the nurse. Faculty members need to use sound judgment in making a nurse referral. Make sure you know the location of the AED machine.

#### MENTOR TEACHERS

Teachers who have less than 3 years teaching experience in the District or have been appointed to a new position with different responsibilities for the upcoming school year are considered to be probationary. These teachers will be appointed a mentor.

* Mentor responsibilities include:
* Providing new personnel with support and encouragement.
* Meeting with new personnel regularly.
* Informing new personnel about policies and procedures.
* Helping new teachers with ideas for discipline and classroom management.
* Sharing teaching methods, strategies, and skills.
* Sharing ideas for integrating instruction.
* Introducing new personnel to the community.

Mentor teachers for new personnel for the 2017-2018 school years are:

## **TEACHER** **MENTOR**

Tia Atkinson -FCS, AVID Judy Merrell

LeAnn Hudson -English Linda Clay, Sherri Veazey

Steve Komppa -Physics, Science Pie Zafra, Jonathan McClure

Ryan Gainey-Social Studies Ann Bazany; Richard Norman

Mitzi Bell-Art Judy Merrell; Brenda Hammond

Ben Carreon-AG Jennifer Morris

***OUR RESPONSIBILITY TO ALL NEW PERSONNEL IS NOT ONLY TO HELP THEM GROW, BUT ALSO TO ALLOW US AS INDIVIDUALS TO GROW WITH THEM.***

# PROFESSIONAL DEVELOPMENT

As a learning organization, Colorado ISD offers extensive professional development programs for its faculty and staff. Colorado ISD [Policy DMA (Local)](http://www.tasb.org/policy/pol/private/043910/pol.cfm?DisplayPage=DMA(LOCAL).pdf) requires that all teachers and employees on pay grades 800 and above complete a minimum of 30 clock hours (four days) of professional development during the professional development calendar year and are compensated by the district for training as part of their annual contract.

Regularly scheduled in-service, before or after school training sessions, summer sessions, early release opportunities, book studies, pull-out training with curriculum departments, and online trainings are common methods for formal and/or group learning. Staff at and across campuses, grade levels, and subject areas reinforce these efforts by coming together as communities of practice to apply their learning to improve student achievement, enhance instruction, and/or explore employment-related issues.

#### Parent Contact Letter

All teachers should send a letter home with all students appearing on their class roster after the first week of school. This letter should include pertinent information about the class, including: Grading procedures, conference time, school email address, parent access information and expectations. A copy of this letter needs kept on file in the teacher’s room.

#### Ingredients for a Successful Teacher-Parent Conference

Parent conferences are essential and necessary at times. If you have a conference that you would like the principal to sit in simply ask. Here are a few things to help your conferences go well.

*Beginning the Conference*

* Introduce yourself and try to make the parent feel at ease.
* Begin and end the conference with some positive comments about the child.
* Remind the parent how much you need his or her help.

*During the Conference*

* + Try to put yourself in the parent or guardian's position and imagine the effects your remarks may have.
  + Be honest, but tactful.
  + Be a good listener; try to learn how the parent feels about his child.
  + Avoid argument.
  + Watch closely for signs of emotional changes in the parent or guardian; facial expression, gestures, voice.
  + Do not permit comments about another child to enter the conference, if they are negative or irrelevant.

*Ending the Conference*

* + Limit the number of suggestions offered to the parent or guardian.
  + Summarize the major areas discussed.
  + Invite the parent to visit the school at any time.
  + Suggest a follow-up conference later.
  + End with a positive or optimistic note.

An effective parent-teacher conference requires educators to have positive attitudes, be good listeners, and have specific, reliable data to share with parents in a nonjudgmental, non-threatening way. Used skillfully, the conference can serve as a powerful tool to help students develop their full potential.

#### Parent Employee

As a parent at CISD you may find yourself torn between your professional and parental roles. Having your child in your work environment necessitates certain administrative expectations. To provide a positive experience for you and your child the following guidelines must be followed:

* School rules, procedures, and guidelines cannot and will not be adjusted for your child by you or any other staff member. Example: they cannot go into the staff lounge and use the candy/soda machines.
* They should not contact you during the day. If your child does not feel well, she/he should speak to the teacher they are with and follow the teacher's directions.
* At the end of the day, your child should **stay in your area** and not be moving about the building unless another teacher has requested his/her presence. **Please do not allow your child to go to the library or computer labs unsupervised**.
* If you and your child are late she/he should proceed to the front desk and get a pass like all other students. (Building procedures should be followed.)
* Instruct your child not to come to you during the day unless necessary.
* Contact your child's counselor by leaving a note in their mailbox requesting a conference after or before school hours. Avoid hallway conferences. Likewise, your child's teachers should contact you by requesting a conference via a note in the counselor's mailbox.
* You are expected to follow campus procedures to plan to visit a teacher's classroom as a parent. Unannounced visits are not permitted at any time.

#### PSYCHOTROPIC DRUGS

“Psychotropic drug” means a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior. It is commonly described as a mood- or behavior-altering substance.

Teachers and other District employees may discuss a student’s academic progress or behavior with the student’s parents or another employee as appropriate. In addition, a District employee who is a registered nurse, an advanced nurse practitioner, a physician, or a certified or credentialed mental health professional can recommend that a student be evaluated by an appropriate medical practitioner, if appropriate.

**SPEAKERS / PRESENTERS**

Teachers are encouraged to utilize business and community resources to bring the student's awareness of the world into the classroom. Outside speakers or presenters in the classroom must be discussed and cleared with the principal prior to securing the presenter. They must stop into the office and get a visitor’s pass.

#### Special Duties and Responsibilities

#### The Teacher and Liability for Pupil Injury

A legal definition of NEGLIGENCE:

* "The legal test of a negligent act which may result in a judgment for damages, involves at least four elements:
  + The existence of a legal duty of one person to another.
  + A breach of duty existing between the two parties.
  + The breach of duty must be the proximate cause of the injury to the damaged party.
  + A result involving monetary damages."
* Such a breach may arise in one of three ways:
  + Misfeasance--The defendant was acting but in an improper manner. The teacher was acting with the proper motive but acted with little wisdom.
  + Nonfeasance--The defendant failed to act when he or she had a duty to do so.
  + Malfeasance--The defendant acted but in a situation where he or she exhibited a bad motive or inflicted a deliberate injury.

This concept called negligence also has within it some notion of foresee ability and requires the educator to perform as a reasonable, prudent person of similar training and circumstances should perform. This "reasonable, prudent person" is a variable standard and requires the teacher to perform on a standard equivalent to his training, age, experience, maturity, and other related characteristics.

Where a student is exposed to unusual danger, the teacher may owe a degree of care and supervision above and beyond that of a normal classroom situation.

An examination of the cases and commentaries discloses that three basic duties arise from the teacher-student relationship:

* The duty to supervise.
* The duty to exercise good judgment.
* The duty to instruct as to correct procedures, particularly (but not exclusively) when potentially hazardous conditions or instrumentalities are present.

One of the most common and damaging fact situations in a tort liability action is that of absence from the place of assigned responsibility. The teacher assumes a responsibility to supervise when a classroom assignment is accepted. It is the duty of all personnel to report any damaged equipment or defective equipment or any situation on the school grounds and/or school building that might be potentially dangerous, such as:

* Door closure hanging down loose from a hall or classroom.
* Broken glass of any nature.

#### SPECIAL PROGRAMS

The district provides special programs for gifted and talented students, bilingual students, migrant students, students with limited English proficiency, dyslexic students, and students with disabilities. The coordinator of each program can answer questions about eligibility requirements, as well as programs and services offered the District or by other organizations. A student or parent with questions about these programs should contact the principal's office.

##### **Colorado City High School Program Coordinators**

**Gifted and Talented**: Richard Norman

**Dyslexia / Reading Intervention**: Patty McBride

**504**: Emily Strain

**ESL**: LeAnn Hudson

**Special Education**: Ed Wilson and Patty McBride

**Instructional Technologist** Brenda Hammond

**UIL** Ann Bazany

**Graduation Coach/At-Risk** Emily Strain, Kaci Griffith

**Grant Coordinator** Rebecca Russell

Options and Requirements for Providing Assistance to Students Who Have Learning Difficulties or Who Need or May Need Special Education

If a child is experiencing learning difficulties, the parent may contact the principal or Special Education Director to learn about the District’s overall general education referral and screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other support services that are available to all students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the District must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide consent for the evaluation. The District must complete the evaluation and the report within 60 calendar days of the date the District receives the written consent. The District must give a copy of the report to the parent.

If the District determines that the evaluation is not needed, the District will provide the parent with a written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parent of their rights if they disagree with the District. Additionally, the notice must inform the parent how to obtain a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities.*

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the principal.

#### Taking Attendance - Pupil Accounting

Maintaining accurate attendance records is a critical part of the educational system. **Teachers are legally liable** for the data recorded regarding attendance. Auditing by the state is done at six-week intervals. Daily attendance is taken for each period on skyward and all teachers must take attendance at the beginning of each class period. Six Weeks Reports for attendance will be turned into Mrs. Mistie Brown. (Teachers are expected to review the record, sign, date, and return it to Mrs. Browne. A phone call to the homes of all absent students will be made by the principal’s or attendance office.

**Absences**

Students are required to provide a note from a parent or guardian for each absence. This note must be presented to Mistie Browne within 3 days following the absence. It must include the student's full name and grade level, the reason for the absence, and the signature of the parent or guardian.  If such a written note is not presented following the student's return, the absence will be recorded as "unexcused."

PLEASE SEND EACH STUDENT TO THE ATTENDANCE OFFICE WITH HIS/HER NOTE.

Any student with an attendance problem should be referred to the principal as soon as the problem has become evident. The Attendance Office will be glad to share any information it has regarding absenteeism of a student.

**Catching single period skippers is totally dependent on your CARE in taking attendance.** These absences will be followed up by the Attendance Office and Principal’s Office for verification of the whereabouts of any student, so accuracy is extremely important. If it is determined that a student was legitimately out of your class the previous day, the Attendance Office will make these corrections in the system.

**Tardy Students--Attendance Procedure Only**

**Tardy to School**--Students arriving to school after the tardy bell rings for 1st period or 6th period must report to the attendance office before going to class. Students **should not** be admitted into your classroom without an Admit Slip from the Attendance Office or a tardy pass from the Principal’s Office. This policy helps to ensure that all late arrivals are documented.

Teachers should be record tardies in skyward.

# Tardy to class during the school day

Students are allotted four minutes passing time between classes, ample time to go from one class to the next. To encourage students to use this passing time appropriately, the following tardy policy will be utilized and enforced by all teachers:

1. When the tardy bell rings, all classroom teachers should be by their doors welcoming students until the bell rings then should close their doors.
2. All students in the hall or restrooms without a pass will be considered tardy.
3. Before school, after school and Lunch Detention will be the consequence for tardies. Persistent tardiness will result in more severe disciplinary action such as Saturday school or OCS being assigned.

# Hall Passes

Students may neither enter the hall ways areas of the building prior to 7:00 a.m. nor during the lunch period without permission from a teacher. Students should **not** be allowed in the halls during class.  In those situations, where it is necessary for a student to be out of class, the student must have a hall pass. Students with tutorials should arrive prior to the scheduled tutorial time.

#### EOC-STARR/TAKS TESTING

All teachers in the district are expected to have a working understand of the Texas Essential Knowledge and Skills (TEKS) and to incorporate TEKS instruction into classroom activities on a regular basis. Main academic areas, as well as elective areas, should plan instruction "to reinforce the skills of reading, writing, and mathematics."

In addition to routine testing and other measures of achievement, students will take the End of Course Exams (EOC) in English I, English II, U.S. History, Algebra I and Biology. All students, except those handicapped students whose Individual Education Plan provides for alternative achievement standards, shall demonstrate an acceptable level of mastery of the Texas Essential Knowledge and Skills of a subject sufficient for successful performance at the next subject or grade level. Alternative assessments for handicapped students shall be determined by the student's Individual Education Plan.

Testing Requirements for High School Graduation

The EOC tests that students will need to pass are: English I and II, Biology, Algebra I and United States History.

#### TEACHERS’ RESPONSIBILITIES

Instructional Responsibilities

1. Display thorough planning and organization of instruction.

2. Display a thorough knowledge of and enthusiasm for the subject matter being taught.

3. Specify what is to be learned on a daily basis and provide the motivational activities for students to learn the material.

4. Challenge students daily through the provision of materials and information at a suitable pace.

5. Display competence in the utilization of a variety of instructional activities.

6. Keep students on task and monitor student progress through feedback such as verbal responses and fair and frequent evaluations.

7. Diagnose difficulties and provide remediation on an individual basis.

8. Provide praise and encouragement for good performance.

9. Provide review and practice to maintain learning over long periods of time.

##### Management Responsibilities

1. Prompt attendance for all classes, meetings, assignments, etc. is expected.

2. Use of school time, including conference preparation period, is to be constructive.

3. Prompt and efficient handling of all requested items, i.e., unit plans, lesson plans, progress reports, discipline forms, purchase orders, etc. is required.

4. Provision of the proper physical environment of classroom is expected (neat, clean, well-organized, and appropriately decorated).

5. A positive, constructive, and controlled classroom atmosphere should be maintained.

6. Administration should be kept informed of serious problems and/or irregular events.

7. Maintain appropriate personal appearance.

8. Comply with all school policies and procedures.

9. Serve on school committees as requested or as the need arises.

10. Establish clearly defined expectations for the student behavior and general performance.

1. Establish and work toward the fulfillment of professional goals and professional growth goals that compliment school wide goals and needs.
2. Display and demand respect and care of school equipment, materials, and facilities.

##### Social Responsibilities

1. Establish and maintain a non-threatening atmosphere for individual students and classes.

2. Establish a sense of trust and fairness within the classroom and a sense of unity, belonging, and spirit of cooperation among your students.

3. To as great an extent as possible, display democratic values in dealing with students.

4. Communicate frequently and effectively with students and parents.

5. Display a constant empathetic respect for students as individuals.

6. Work in a spirit of cooperation with all school personnel.

7. Proceed constructively rather than destructively in the handling of perceived in-school problems.

8. Display an interest in students through participation in or attendance at extracurricular activities.

9. Promote socially oriented values and facilitate personal need fulfillment among students.

10. Do what is necessary to maintain a healthy personal self-concept.

**TEACHER SUPPLIES**

Each department will be provided with a supply budget for the year. You can find out the amount in your budget by visiting with Mrs. Reyna after September 1st. Teaching supplies are obtained by submitting a requisition to Mrs. Reyna. Please do not buy anything without a requisition request or you may have made a donation you weren’t planning to make.

Please remember the following:

* + - 1. Requisitions take time to be processed. Order supplies with sufficient time.
      2. Provide all information on the requisition form, and submit the form to Mrs. Reyna.
      3. Know what the budgeted amount is for the respective subject area, and **do not** exceed that amount.
      4. No person is authorized to buy supplies of any kind and charge them without prior approval from the principal.
      5. Teachers will be notified when an order is received. The teacher must immediately check the invoice of received items and return the invoice to Mrs. Reyna for payment.
      6. Make copies of all receipts and invoices before turning them into the office.

General office supplies such as pens, pencils, paper clips, markers, and tape dispensers are available in the office. Please leave Mrs. Reyna a note, and she will put them in the teacher’s mailbox.

#### TEACHERS’ WORKROOM

**Students are not allowed in the teacher’s workroom or office to use a copy machine.** The copy machine is for teachers and staff only. An exception would be an office aide that has been trained by office personnel. Teachers are expected to keep the teacher workroom neat and orderly.

**Class Sponsors**

#### Team 1 (Fr)

**(Meet in Gym)**

Team Members: Ed Wilson; Richard Norman; Patty McBride; Dianna Blassingame; Sheri Veazey; Ryan Gainey, Chelsea Martinez

#### Team 2 (Soph)

**(Meet in Cafeteria)**

Team Members: Monique Quiroz; Brenda Hammond; Gloria Rivera; Linda Clay; Yvonne Carroll; Jonathan McClure; Steve Komppa; Elizabeth Holloway

##### **Team 3 (Jr)**

##### **(Meet in Auditorium-north side)**

Team Members: Judy Merrell, Jennifer Morris; Tia Atkinson; LeAnn Hudson; Cherrie Pie Pedarse-Zafra; Ethel Sindol; Mitzi Bell; Ben Carreon

**Team 4 (Sr)**

**(Meet in Auditorium-south side)**

Team Members: Dan Gainey; Mark Merrell; Kaci Griffith; Barry Kimball; Billy Quinn; Ann Bazany; Emily Strain; Rebecca Russell; Sam Hale

**TEAM DUTIES INCLUDE**:

* Fundraising events (2 / yr.- must not conflict with other fund raisers)
* Scheduling and conducting class meetings (1/six weeks)
* Conduct Officer Elections: beginning of the year, Homecoming and Special Events Coordination and Attendance
* Junior Class sponsors: duties are: work or have someone to take your place at the varsity home football concession stands and Jr/Sr Prom (Friday night-decorating and Saturday night-supervising prom and taking down decorations after prom)
* Senior Class sponsors: duties are: Jr/Sr Prom; Baccalaureate; senior week; Graduation

#### Clubs and Organizations

#### Cheerleaders, Twirlers Emily Strain

#### Yearbook Mitzi Bell

#### Flags Sam Hale, Michael Vargas and Adrianna Griggs

#### FFA Jennifer Morris and Ben Carreon

#### Gifted/Talented Richard Norman

#### FCCLA Judy Merrell and Tia Atkinson

Student Council **Ann Bazany**

UIL **Ann Bazany**

NHS **Kaci Griffith**

#### TELEPHONES

Telephones are provided for school use. Because of limited availability, please be courteous of others. Limit any personal phone calls. For long distance calls, each teacher will be issued a phone code. When it becomes necessary to call long distance, each teacher must input the phone code after dialing the long-distance number. Long distance is not to be used for personal calls. Please help us save district dollars by using long distance services correctly and only as necessary. Other ways of saving district dollars on telephone services are listed below:

1. Use the telephone directory and look up numbers instead of calling Directory Assistance. We are charged each time an operator is called for local assistance.

2. Use toll free numbers whenever possible.

**Employee Cell Phones**

Employees are permitted to use personal cell phones **during** planning periods. Personal cell phones should be turned off while classes are in session during the instructional day. The only other time that cell phones should be used by employees is in emergency situations. When these times arise, simply letting the principal know that you may have to be on your cell phone, at an otherwise unacceptable time, will suffice.

**It is not acceptable to be on your cell phone while you are supervising students.** Unless you have communicated with the principal your emergency need to be on the cell phone while supervising students, you will receive administrative directives. Please do not allow this be a source of discord. Communication is the key. BE AN EXAMPLE FOR ALL STUDENTS. (See District Employee Handbook for more clarification.)

# Student Cell Phones

For safety purposes, the district permits students to possess telecommunications devices, including mobile telephones; however, these devices must not be on, visible, or heard during the instructional day, including during all testing. Cell Phones can be used in the classroom if they are used during the class lesson. The use of mobile telephones in locker rooms or restroom areas at any time while at school, or while in attendance at a school-related or school sponsored event is strictly discouraged.

A student who uses a telecommunications device during the instructional day shall have the device confiscated and:

* On the first offense, the student will be assessed a $15.00 charge/fee to get the phone back.
* Each subsequent offense shall result in the mobile phone being confiscated by the principal with the parents being contacted to secure the return of the phone. A fee of $15.00 will be assessed and collected with disciplinary consequences being determined.
* If the student uses a mobile phone for academic dishonesty, cheating, or other inappropriate conduct, the mobile phone will be confiscated and the student will be appropriately disciplined.

Confiscated telecommunications devices that are not retrieved by the student or student’s parents will be disposed of after the notice required by law. [See policy FNCE.]

**Any disciplinary action will be in accordance with the *Student Code of Conduct*. The district will not be responsible for damaged, lost, or stolen telecommunications devices.**

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### Other Electronic Devices

Students are not permitted to possess such items as radios, CD players, video or audio recorders, DVD players, cameras, games, or other electronic devices at school, unless prior written permission has been obtained from the principal. Without such permission, teachers will collect the items and turn them in to the principal’s office. The principal will determine whether to return items to students at the end of the day or to contact parents to pick up the items.

Any disciplinary action will be in accordance with the ***Student Code of Conduct***. The district will not be responsible for any damaged, lost, or stolen electronic device.

**Note: Parents are requested not to contact their child during the instructional school day via cell phone. If an emergency occurs and parents need to speak to their child, please contact the school for assistance.**

### TESTING PROCEDURES

Testing should cover the material that you can reasonably expect the student to retain. Test format should resemble the EOC’s as often as possible. Correctness of organization and expression should not be reserved for the English classes. Students should always take pride in their work.

Never use a test as busy work or as punishment. Tests are a valuable teaching tool. In order to use them as such; evaluate all papers as soon as possible and return them to the student. Tests should be discussed with students and corrections made by the students.

#### Tests for each Six Week Period

* Each teacher will be required to give at least two tests or one test and one major project over the six-week’s period. Six week’s tests are optional.

**Semester Finals**

* Students will take a semester exam or exempt the exam by criteria as attendance, discipline and grades.

***To qualify for an exemption***, all student absences must be excused absences as defined in Board policy. If the student is absent, the parent or guardian must call or send a signed note indicating the reason for the absence. Parents may call to inform the office of a student’s absence but still a note is required. These notes should be brought to school the day in which the student returns to class. Failure to send a note or call within three days will result in the absence being classified as unexcused for exemption purposes.

Students having any unexcused absences or truancy will not be eligible for an exemption in any class. Students who do not bring signed notes or who do not have parents call about the absence will receive an unexcused absence and not be eligible for any exemption in any class. Notes that have forged parent or guardian signatures will not be accepted and will result in an unexcused absence and other disciplinary action. Students who are late first period more than fifteen minutes will be given an absence instead of a tardy. It will be the principal who will decide if it is considered excused or unexcused and how this will affect exemptions. A simple phone call can solve a lot of problems.

A student may only use 4 medical absences in a class. After the fourth medical excuse the absence will be counted as a regular absence for the student.

Any student who has been assigned to OCS or DAEP or suspended will not be eligible for exemption during the semester of placement.

**The criteria that must be met in a class for an exemption from the semester exam is as follows:**

1. An 80 average with no more than three excused absences in a semester.
2. **Tardies** - More than three tardies for any ONE class per semester
3. **No DAEP or OCS**.
4. **No fines**

**School Activities** - Extracurricular and co-curricular school activities with a Colorado ISD teacher or designee in attendance at the function do not count as an absence for exemption purposes. HOWEVER, ALL STUDENT WORK **SHOULD BE COMPLETED OR READY TO TURN IN** TO THE TEACHER ONCE THE STUDENT RETURNS FROM THE ACTIVITY.

**Disruptive Behavior During a Test/Cheating**

Disruptive behavior will be processed per the disciplinary procedures that are outlined herein.  Per this policy there will be no point deduction or loss of letter grade for behavioral problems that occur in the classroom.

The only exception to the above grading policy occurs when a student is found cheating. ACTION to be taken when a student **cheats**:

1. Take up the test/assignment.
2. At the first opportunity available:

* Make notes of the situation.
* Give the student a zero (or) retest/redo with an alternate exam.
* Have student call his/her parents.
* Send student to the office

**TEXTBOOKS**

Textbooks are provided to students in most subjects. Teachers must request textbooks in writing to the campus textbook custodian (Ann Bazany).

It is the teacher’s responsibility to see that:

1. Student’s names are written in ink in every book issued.

2. The teacher's initial is clearly printed beside the student name.

3. The condition of damaged books is noted on the inside front cover.

4. Textbook numbers and student names are recorded on textbook form provided. A copy of this form should be made and sent to the textbook custodian.

5. Textbooks are covered at all times.

Surplus books should be collected and returned to the book room or kept in the classroom. If teachers keep any surplus copies in the classroom, these books should be stored in the locking storage cabinet in the room. Teachers must issue books to students entering throughout the school year. Students withdrawing during the term will be asked to return the book to the teacher who assigned them the book. The teacher will then collect the book and indicate on the withdrawal form that the student is clear or will write the textbook number on the withdrawal form to indicate that the student owes the price of the book. At the end of the course, students will return books to the teacher. The teacher will draw a line through the book number on the textbook form and initial or circle the number and initial if the book has been lost. The teacher will report the lost books to the textbook custodian.

**Lost Textbooks**

The textbook custodian should be notified when a student loses a textbook. A note should be placed in the textbook custodian’s mailbox listing the student’s name, book number, and title. The textbook custodian will notify the student and the parent about the cost of the textbook. No student should be issued or loaned a textbook to take home until payment has been made for the lost textbook. Teachers will be notified when the student has paid for the book. The receiving teacher should circle the student’s name and mark paid beside the book number on the textbook form.

#### UIL ACADEMIC COMPETITION

Colorado City High School students compete in the UIL District Academic Competition each spring. UIL coaches work with students once a week during the school day. Practice before or after school for UIL competition is also allowed at the coaches’ discretion. Practice should begin after the second six weeks has been completed.

Each UIL coach is **expected to fill an entire team** for their respective UIL event when possible plus make sure each team has an alternate team member. Additionally, UIL coaches are expected to educate each team member in the rules of their UIL academic contest(s). UIL coaches should work diligently with students to develop strategies for success in their respective competitions and encourage students in the appropriate study skills necessary to be successful in UIL competition.

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| --- | --- | --- |
| **UIL ACADEMIC Coordinators:**  **Coordinator: Ann Bazany**  **Notify Ann Bazany which event you would like to coach:** |  | |
| Accounting……………………………….. |  | |
| Calculator Applications…………………... |  | |
| Computer Applications…………………...  Computer Science………………………...  Current Issues and Events……………….. | Brenda Hammond | |
| Literary Criticism…………………………  Mathematics………………………………  Number Sense…………………………… |  | |
| Ready Writing…………………………… |  | |
| Science (Bio/Chem/Phys)……………….. |  | |
| Social Studies…………………………… | Ann Bazany | |
| Spelling and Vocabulary………………… |  | |
| Cross-Examination Team Debate……….. |  | |
| Lincoln-Douglas Debate………………… |  | |
| Extemp Informative Speaking…………….  Extemp Persuasive Speaking……………… | |  |
| Poetry…………………………………….. | |  |
| Prose……………………………………… |  | |
| Editorial Writing…………………………. |  | |
| Feature Writing………………………….. |  | |
| News Writing…………………………….. |  | |
| One Act Play…………………………….. |  | |