

Burlington-Edison High School Staff Handbook

B-EHS Mission

The mission of Burlington-Edison High School is to develop individual abilities by providing opportunities for students to become productive members of a multi-cultural society.

B-EHS Goals

All students will develop the knowledge and skills essential to:

1. Read with comprehension, write and communicate effectively and responsibly in a variety of ways and settings;
2. Know and apply the core concepts and principles of mathematics, social, physical, and life sciences; civics and history, geography, arts, and health and fitness;
3. Think analytically, logically, and creatively, and to integrate experience and knowledge to form reasoned judgments and solve problems;
4. Understand the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities;
5. Choose and use effectively the appropriate information technologies; understand and develop the necessary information technology skills needed in a variety of careers.

The staff handbook is one segment of the components necessary for each of us to achieve our goals and aspirations as we work with students, parents, and community members on a daily basis. This handbook serves as a supplemental guide to the policies and regulations that have been established by the Burlington-Edison School District Board of Directors. It is a source of reference for each of us as we conduct our day to day activities and tasks.

Your input is appreciated. If there are areas of concern that have not been covered or addressed in this manual, please bring it to the attention of a building administrator.

Your efforts and contributions are appreciated.

Sincerely,

Beth C. VanderVeen
Principal

Mike Curl
Assistant Principal

Bryan Jones
Assistant Principal

*Burlington-Edison High School
2009-2010
School Improvement Goals*

Goal One – Curriculum and Assessment (What We Teach)

B-EHS staff will work collaboratively to utilize formative and summative assessment data for instructional planning and decision making in order to improve student achievement in reading, writing and mathematics as evidenced by improved student assessment data.

Goal Two – Teaching and Learning (How We Teach)

B-EHS staff will continue to focus on Powerful Teaching and Learning Strategies across all content areas by enhancing the instructional core (teacher knowledge; student engagement and rigorous content) in order to improve student achievement in reading, writing and mathematics and evidenced by improved state assessment data.

Goal Three – Learning Environment (Who We Teach)

B-EHS will continue to improve its on-time graduation rates by working with students to take personal responsibility for their education, graduation and post high school plans as supported by staff, parents and community.

STAR Protocol

S	SEE classroom observations
T	TALK about classroom observations
A	APPLY to own learning
R	REFLECT on own practice

“WHEN TEACHERS SAID THAT THEY WERE USING POWERFUL TEACHING AND LEARNING STRATEGIES, TEST SCORES WENT UP REGARDLESS OF POVERTY, ETHNICITY AND MOBILITY. IT’S POWERFUL BECAUSE IT MITIGATES BARRIERS.” DUANE BAKER, 2009

*Love what you do,
Do what you love!*

Choose your attitude

Play

Make their day

Be Present

*It's NOT about the fish,
It's about the experience of fishing!*

B-EHS CORE VALUES

INTEGRITY

Do what's right all the time, when no one is looking
Stand up for what you believe in, despite the opposition
Take responsibility for your actions
Know your limits
Say no to hypocrisy, don't gossip, and go to the source
Be a problem solver, not a problem maker
Remember – it's all about the students

FAMILY

Blood, work, community
Unconditional love
Sense of belonging
Nurturing, giving, patient, respectful, honest
Agree to disagree
Encompassing others values
Accepting individual differences

LOVE

Seeking the highest good for loved one
Being truthful, honest and compassionate
Tell what needs to be heard
Focus on strengths
Putting others first
Being a good listener
Holding others accountable
Being sensitive to the needs of others

HAPPINESS

Enjoy whatever you are doing
Excited everyday to have the opportunity to influence others
Share in the enjoyment of those around you

WISDOM

A special kind of intelligence or knowledge
Ability to make unbiased choices
Using knowledge in beneficial ways

INFLUENCE

Using positive examples to help others reach their goals and dreams
Being a positive role model each and every day



'Ohana

'Ohana means family!

Family means nobody gets left behind or forgotten!

B-EHS is committed to being a strong family!

The Four Agreements
By
Don Miguel Ruiz

BE IMPECCABLE WITH YOUR WORD

Speak with integrity

DON'T TAKE ANYTHING PERSONALLY

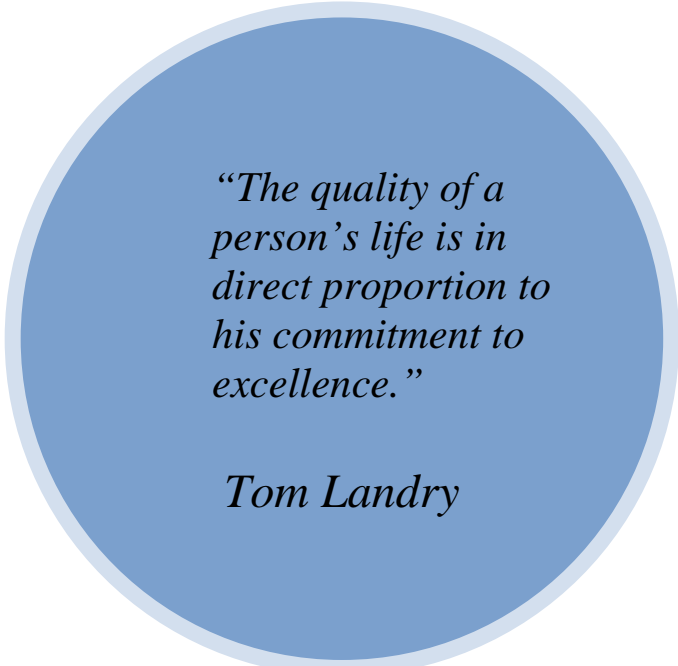
Nothing others do is because of you

DON'T MAKE ASSUMPTIONS

Find the courage to ask questions and to express what you really want

ALWAYS DO YOUR BEST

Under any circumstance, simply do your best



*“The quality of a
person’s life is in
direct proportion to
his commitment to
excellence.”*

Tom Landry

What Makes a School Successful?

Attributes of High Achievement Schools

Common Focus

The staff and students are focused on a few important goals. The school has adopted a consistent research-based instructional approach based on shared beliefs about teaching and learning. The use of time, tools, materials and professional development activities are aligned with instruction.

High Expectations

All staff members are dedicated to helping every student achieve state and local standards; all students are engaged in an ambitious and rigorous course of study; and all students leave school prepared for success in work, further education and responsible citizenship.

Personalized

The school is designed to promote powerful, sustained student relationships with adults where every student has an adult advocate and personal plan for progress. Schools are small, intimate units of no more than 600 students (no more than 400 strongly recommended) so that staff and students can work closely together.

Respect and Responsibility

The environment is authoritative, safe, ethical and studious. The staff teaches models and expects responsible behavior and relationships are based on mutual respect.

Time to Collaborate

Staff has time to collaborate and develop skills and plans to meet the needs of all students. Parents are recognized as partners in education. Partnerships are developed with businesses for student work-based learning opportunities and with institutions of higher education to improve teacher preparation.

Performance Based

Students are promoted to the next instructional level only when they have achieved competency and students receive additional time and assistance when needed. Data-driven decisions shape a dynamic structure and schedule.

Technology as a Tool

Teachers design engaging and imaginative curriculum linked to learning standards, they analyze results and have easy access to best practices and professional learning opportunities. Schools publish their progress and engage the community in dialogue about continuous improvement.

ADMINISTRATIVE ASSIGNMENTS

Beth VanderVeen

Evaluations
ELL Programs
Building Budget
Newsletter
Staff Development
Curriculum/Inst. Materials
Personnel
Vehicle Requests
Running Start
Home school
Accreditation
Building/Calendar Requests
District and Building Policy
Building Keys
Master Schedule
Special Education
School Improvement
Field Trips

Jim Clem

Athletic Director

Bryan Jones

Attendance/Discipline
Evaluations
New teacher support
Campus Supervision
Emergency Plans/School Safety
Choices Lab/Learning Lab
Student/Parent Handbook
ASB/Activity Liaison
G.E.D.
Immigration Procedures
Foreign Exchange
Activity Supervision
AVID
Athletic/Activity Eligibility
Threat Assessments
Out of district registration
Traffic Safety Education
Inter-high

Kevin Gudgel

Activities Coordinator

Mike Curl

Evaluations
Campus Supervision
Activity Supervision
Frosh Transition
Tiger Success Academy
PAWS Curriculum
Career & Technical Ed.
MAP Testing
Bulletin/Friday Show
Spring Testing/WASL
Technology
Tech Prep
Assessment
Mentorship Program
Summer Testing/WASL
Fall Testing/ WASL
School Improvement

Linda Larrabee

Alternative School

Justin McGrew – Dean of Students

COUNSELING ASSIGNMENTS

Dan Brehm (H-O)

Dept. Head
Special Education
Test Coordinator
Running Start
ELL/Migrant

Steve Zeiser

Drug/ Alcohol Interventionist

Ted Lundgren (A-G)

At-Risk Students
Tech Prep
Alternative Ed.
ELL/Migrant
Running Start

Kathy Gayda

School Psychologist

Laural Ringler (P-Z)

Home school/For Exchange
Running Start
ELL/Migrant
Scholarships
AP Coordinator

Lindsay Fiker

Career Center Specialist

DEPARTMENTAL REPRESENTATIVES

Business Education
English
Social Studies
World Language
Fitness/Health
Ag Science/Technology/FASCE
Math
Fine Arts/Music/Drama
Science
Special Education
Counselors/Library/Career Center
Alternative School

George Way
Cameron Munro
Ryan Kuttel
Bill Hance
Tawnya Brewer
Tom Crook
Sue Wright
Kristen Ingman
Ryan Wallace
Debbie Konkle
Dan Brehm
Linda Larrabee

LUNCH SCHEDULE

First Lunch	Second Lunch
Brandenburg, Jeff	Axelson, Kyle
Caldwell, Kristin	Bailey, Butch/Hull, Roger
Dahl, Rich	Brewer, Tawnya
Danforth, Paul	Buckholz, Mike (2 nd semester)
Gannon, John	Christiansen/Cook-Desler
Hill, Barb	Gudgel, Kevin
Hoback, Mary	Hamilton, Kirk
Ingman, Kristen	Hance, Bill
Kinney, Roger	Herzberg, Charlie
McGrew, Justin	Hyde, Jean
Pihl, Paul	Kinney, Roger
Power, Erin	Konkle, Debbie
Powers, Jay	Knutzen, Greg
Pryor, Pam	Kreager, Tracy
Radich, Travis	Kuttel, Ryan
Raymond, Jo	Lehman, Herb
Skeen, Rick	Lovejoy, Windy
Staff – Ag Science	Martyn, Jake (1 st semester)
Staff – Math	Munro, Cameron
Tesarik, Ryan	Peters, Terry (1 st semester)
Vandenheuvel, Ken	Raupp, Brian
Wade, Jerry	Scheibe, Chris
Wallace, Ryan	Scribner, Jean
	Shearer, Bruce (2 nd semester)
	Thurmond, John
	Voigt, Jeremy
	Way, George

Period 4 Conference/Planning/Lunch

Buckholz, Mike (1st semester); Crook, Tom; Drake, Charlie
 Hayes, Nick; Henderson, Joe; Hinz, Kelli
 Johnson, Linda; Klassen, Jessica; Knoefler, Stephen
 Martyn, Jake (2nd semester); Peters, Terry (2nd semester)
 Sampson, Michael; Simpson, Irene
 Shearer, Bruce (1st semester); Staff – Health/Fitness
 Wright, Sue

EVALUATION ASSIGNMENTS

<u>Beth VanderVeen</u>	<u>Mike Curl</u>	<u>Bryan Jones</u>
Axelsson, Kyle	Brandenburg, Jeff	Brewer, Tawnya
Bailey, Butch	Caldwell, Kristen	Buckholz, Mike
Belben, Cathy	Crook, Tom	Christiansen, Pippin* (1 st sems)
Brehm, Dan	Dow, David	Cook, Nicky (2 nd sems)
Clark, Steve	Drake, Charley	Danforth, Paul
Clem, Jim	Fiker, Lindsay	Gudgel, Kevin
Curl, Mike	Gannon, John	Hance, Bill
Dahl, Rich	Hamilton, Kirk	Henderson, Joe
Gayda, Kathy*	Hayes, Nick	Herzberg, Charlie
Hinz, Kelly	Hoback, Mary	Hill, Barb
Hull, Roger	Hyde, Jean	Kuttel, Ryan
Ingman, Kristen	Kinney, Roger	Lehman, Herb
Johnson, Linda	Knutzen, Greg	Lovejoy, Windy
Jones, Bryan	Larrabee, Linda	Martyn, Jacob
Knoefler, Stephen	Powers, Jay	Munro, Cameron
Konkle, Debbie	Radich, Travis	Peters, Terry
Kreager, Tracy	Raupp, Brian	Pihl, Paul
Lundgren, Ted	Raymond, Jo	Scheibe, Chris
McGrew, Justin	Scribner, Jean	Shearer, Bruce
Power, Erin	Skeen, Rick	Tesarik, Ryan
Pryor, Pam	Wade, Jerry	Thurmond, John
Ringler, Laural	Way, George	Vandenheuvel, Ken
Robinette, Pamela	Wright, Sue	Voigt, Jeremy
Sampson, Michael	Zeiser, Steve	Wallace, Ryan
Simpson, Irene	Morrison, Amy*	Voorhees, Amy*
Haberly, Leslie*	Valeri, Patrick*	
Axthelm, Gabe	Barnett, Cheri	Castro, Teresa
Chase, Chris	Kennedy, Carole	Murdock, Stacy
Holbrook, Michelle		Owens, Marie
<u>Justin McGrew</u>	<u>Justin McGrew</u>	<u>Other</u>
Cooks/Custodians	Neff, Lindsey	Neff, Becky
Crawford, Steve	Powers, Laura	Olis, Heidi
Doyle, Carol	Rinker, Scott	
Klein, LaNita	Ross, Erin	
Kyle, Clara	Spaude-Larson, Therese	
Sanchez, America	Thurmond, Sherry	
	Villanueva, Isabel	

Evaluation Cycle

Year 1-4	(new to the profession and new to the district) = LF
Year 1-2	(old to the profession and new to the district) = LF (Year 3 and 4, SF then.....)
Year 5	(Professional Growth Option, if positive evaluations) = PGO (Must have a continuing or professional certificate)
Year 6	(Short Form, if positive evaluations) = SF (Must have a continuing or professional certificate)
Year 7	(Short Form, if positive evaluations) = SF
Year 8	(Long Form, if positive evaluations) = LF
Year 9	(Professional Growth Option, if positive evaluations) = PGO
Year 10	(see year 6-9)

EXTRA-CURRICULAR ASSIGNMENTS
Burlington-Edison High School

Activity

Annual
ASB/Activities
Athletic Director
Band
Baseball, Head
Baseball, Assistant
Baseball, Assistant
Baseball, Assistant
Basketball, Head Boys'
Basketball, Assistant
Basketball, Assistant
Basketball, Assistant
Basketball, Head Girls'
Basketball, Assistant
Basketball, Assistant
Basketball, Assistant
Blue and Gold
Cheerleader Advisor
Choir
Cross Country, Head
Cross Country, Assistant
DECA
Drama
Dance Team
FBLA
FFA
FCCLA
Football, Head Varsity
Football, Assistant
Football, Assistant
Football, Assistant
Football, Assistant
Football, Assistant
Football, Assistant
Freshman Class Advisor
Gay/Straight Support Club
Golf, Boys'
Golf, Boys' Assistant
Golf, Girls'
Golf, Girls' Assistant
Honor Society
Junior Class Advisor

Employee

Brandenburg, Jeff
Gudgel, Kevin
Clem, Jim
Dahl, Richard
Thurmond, John
Lehman, Herb
Munro, Cameron
Vivanco, Tito
Skeen, Rick
Martyn, Jacob
Williams, Chad
Radich, Travis
Buckholz, Mike
Wallace, Ryan
Taylor, Darcy
Thoe, Lisa
Danforth, Paul
Neff, Lindsey
Pryor, Pam
Wright, Sue
Gudgel, Kevin
Kinney/Way
Simpson, Irene
Perry, Susie
Hyde, Jean
Knutzen/Raupp
Scribner, Jean
Shearer, Bruce
Norvell, Bob
Lehman, Herb
Lehman, James
Axelson, Kyle
VanderVeen/Davidson
Wasson/Bond
Zeiser, Steve
Belben, Cathy
Herzberg, Charlie
Peterson, Christie
Knutzen, Greg
Doucet, Bridget
Kuttel, Ryan

Key Club
Latinos in Action
Literary Club
Mountain Sports Club
Multi-cultural Club
Natural Helpers
Peer Mentorship Program
Senior Class Advisor
Soccer, Head Boys'
Soccer, Assistant
Soccer, Head Girls'
Soccer, Assistant
Softball, Head
Softball, Assistant
Softball, Assistant
Sophomore Class Advisor
Swimming, Boys and Girls
Tennis, Head Boys'
Tennis, Assistant
Tennis, Head Girls'
Tennis, Assistant
Tennis, Assistant
Track, Head
Track, Assistant
Track, Assistant
Track, Assistant
TSA
VICA
Volleyball, Head
Volleyball, Assistant
Volleyball, Assistant
Wrestling, Head Boys'
Wrestling, Assistant
Wrestling, Assistant
Wrestling, Assistant
Wrestling, Head Girls
Wrestling, Assistant

Zeiser, Steve
Sampson, Michael
Voigt, Jeremy

Sampson, Michael
Johnson, Linda
Curl/Zeiser
Hamilton, Kirk
Powers, Jay
Kuttel, Ryan
Powers, Jay
Kuttel, Ryan
Taylor, Darcy
Axelson, Kyle/McDermott, J.
McGrew, Justin
Axelson, Kyle
Cleave, Dave, Brunson, Dave
Moreland, Dave
Skeen, Rick
Hayes, Nick
Moreland, Dave

Gudgel, Kevin
Shearer, Bruce
Lovejoy, W. /Wallace, R.
Brewer, T. /Radich, T
Crook, Tom
Wade, Jerry
Brewer, Tawnya
Hill, Jenny
Kreig, F/Danforth, P
Hamilton, Kirk
Tesarik, Ryan
Raupp, Brian
Lundgren, Ted
Holmes, Travis
Lovejoy, Windy

ASSIGNED SEATING-GYM AREA

Teachers are to sit in the assigned sections during **ALL** assemblies. If you encounter student behavior you feel inappropriate for the assembly, the student should be escorted from the assembly, immediately. If the student refuses, please inform Mrs.VanderVeen, Mr. Christman or Mr. Curl and they will assist you. Students who are removed from the assembly for any reason will receive further disciplinary action. Please spread out within your sections and avoid seating in more than pairs.

EAST

Juniors

Seniors

Sophomores

Freshmen

WEST

Senior Section: Herzberg; Way; Clem; Sampson; Voigt; Lovejoy; Power; Hoback; Robinette; Kreager; Kinney; Morrison; Hinz; Cook/Christiansen; Brandenburg

Junior Section: Lundgren; Axelson; Hance; Dahl; Belben; Wade; Klassen; Wright; Hill; Drake; Gayda; Thurmond; Hayes; Lehman

Sophomore Section: Zeiser; Bailey; Hull; Crook; Martyn; Ingman; Power-Kozloff; Pryor; Valeri; Wallace; Hamilton; Scribner; Raymond; Caldwell; Skeen; Scheibe

Freshmen Section: Konkle; Tesarik; Henderson; Vandenheuvel; Haberly; Ringler; Peters; Pihl; Danforth; Brewer; Johnson

PERIMETER SUPERVISION AT START OF ASSEMBLIES:

Auto Parking- Wade, Knutzen, Raupp

Victoria Street- Shearer, Brewer

400 Wings- Pryor, Simpson

500 Wings- Munro, Kuttel

Business Ed/Parking- Gannon, Hyde, Buckholz

GENERAL INFORMATION

ACCIDENTS

The responsibility of reporting and preliminary handling of accidents rests with the staff member who is responsible for that area or class, or who is the first to arrive on the scene, or who witnesses the accident. If you judge the accident to be minor, send the student to the office, preferably in the company of a responsible student, or accompany him/her yourself. The school nurse, Becky Neff, is generally on campus from 8am-10am.

If you feel the accident is serious, call the office and ask for medical assistance. At this time, a building administrator should also be notified. Remain with the injured person. Any possible injury to the head should be directed to the office immediately.

An accident report must be completed after the situation is under control. Secure the accident report form from Mrs. Axthelm in the main office.

Coaches are responsible for reporting all athletic injuries and must complete the appropriate paperwork.

ASSEMBLIES

1. Dismiss classes for assemblies **by the bell**, not by the clock.
2. All staff should cooperate in insuring that all students report to the assembly. Check the lavatories and other campus locations. Direct all stragglers to the proper location.
3. During all assemblies, **ALL** staff members are required to be present **seating themselves throughout the student body**, not more than two together, and to be on the alert for any conduct not conducive to assembly behavior, and directing any discipline problems to an administrator. **(See assembly supervision chart)**

AUDIO VISUAL EQUIPMENT

The procedures for the use of Audio-Visual equipment will be distributed by Ms. Belben in the library.

CLASS COVERAGE

It is extremely important that all classes, be covered by a teacher at all times. **DO NOT** leave your class unattended. If an emergency arises that requires your leaving, call the main office and arrangements will be made quickly to cover your class. Coverage is extremely important in activity-type classes.

CLASSROOM APPEARANCE

A bright, cheerful appearance of a room or teaching station can do much to create an atmosphere conducive to learning. Bulletin boards are provided in most rooms. They should be kept neat, attractive, and changed periodically.

Teacher aides and students can assist in this respect. You might even consider this a rotating

class assignment. Please discourage the posting of material on brick or plasterboard surfaces.

Students and staff are to be reminded of the **NO FOOD AND/OR BEVERAGES POLICY IN ALL CLASSROOM FACILITIES**. With the remodel and addition of new facilities, keeping them clean and attractive is important.

CONFERENCE / PLANNING PERIOD

Please ensure that your conference and planning period is primarily used for its intended purpose of meetings, conferences, student contacts, phone calls to parents and the other details of teaching that cannot be done during the student-contact class times. Many have been given common planning periods to be used for collaboration when needed.

COUNSELING OFFICE MEETINGS

Counselors and administrators will meet on a regular basis to discuss pertinent issues as they relate to students, policies and processes. Meetings will be held at 12:45pm in the main office conference room.

Counseling meeting dates:

DAILY BULLETIN

Bulletin notices are to be placed in the Daily Bulletin mailbox by **12:30pm** the day before publication. The bulletin will be available on-line as well as on Channel 57. Bulletins will be read at the start of the day via the ALL CALL and then posted in your classroom. Friday Show will occur at the start of second period. Bulletin notices should be filled out on the appropriate form and signed by the teacher/advisor/coach.

Special teacher's bulletins will be issued periodically. After reading, please file it away and do not leave it out for student examination.

DUTY ROSTER

The supervision of over one thousand students during extra-curricular activities requires a concerted effort on the part of the entire staff. The duty roster will be continued as part of the Negotiated Contractual Agreement, which states "in the event that additional supervision is needed beyond that supplied through volunteers, staff members may be assigned up to two such duties a year." It would be expected that during your assigned times, as well as all other times students are present, that you will be alert for vandalism, disruptive behavior, throwing of objects, smoking, profanity, littering, or other types of behavior that are unacceptable in a school setting. If the situation can be resolved with counseling or a reprimand, do so. More serious infractions are to be referred to the proper administrator.

Please refer to the duty roster for activity dates and times and /or see Mrs. Kennedy or Mr. Clem to sign up for your supervision assignments.

EMERGENCY PREPAREDNESS DRILLS

In compliance with regulations, emergency preparedness drills will be held monthly. Be familiar with the area in which your students are to disperse. If in doubt, contact Mr. Christman. Please insure

that your students walk in an orderly fashion. Post the materials/map in your classroom where students, substitutes can refer to in case of an emergency/drill. Every effort will be made to hold drills at different periods throughout the day. After completing a drill, please take roll and notify the office of any missing students. It is the teacher's responsibility to do a head count, once you are in your designated area. (Please refer to your handout on Emergency Drills,)

FACULTY / DEPARTMENT REP MEETINGS

Faculty meetings will be held as appropriate. Plan your schedule so that you will be present. Although before school will be the normal meeting times, periodically, they will be held during conference and planning periods, after school, and at other times convenient to most. Your input and participation is greatly appreciated.

Faculty meeting dates: 8/25; 19/10; 9/24; 10/8; 10/22; 11/12; 12/10; 1/7; 1/21; 2/11; 2/25; 3/11; 3/25; 4/8; 4/22; 5/13; 5/27; 6/3 (7:00am in the HS Library)

Department Rep meeting dates: 9/17; 10/1; 10/15; 11/5; 11/19; 12/3; 12/17; 1/14; 2/4; 2/18; 3/4; 3/18; 4/15; 5/6; 5/20; June – TBD (7:00am in the Admin. Conference Room)

FACULTY MAILBOXES / E-MAIL

Given the complexity and importance of communication in an AA size school, it is essential that you check your mailbox in the main teacher work room and your computerized E-mail twice a day. Before and after school is the two best times to ensure you will receive the necessary communications in a timely manner.

FIELD TRIP POLICY

Field trips can offer a dimension of instruction that is not available in a classroom setting. In order to facilitate the trip and to make sure it is a positive learning experience for all concerned, a number of steps must be taken early and verified as the time for the trip draws close.

1. Check with the principal to secure approval for the trip and obtain a field trip request packet. If the trip is overnight, out-of-state or to a foreign country, school board approval must be received, using the appropriate form. The school board meets the fourth Monday of each month, and the request must be submitted one month prior to the event to the superintendent's office.
2. Contact the location to be visited to establish a date and establish parameters for the number of students, rules, expectations, etc.
3. Contact transportation at 2651 to check the availability of transportation on that date, get an estimate of the cost and complete the appropriate paperwork to be given to Mrs. VanderVeen.
4. Check with your department representative to insure there are funds available for the cost of the trip.

5. Fill out a bus or van request (a minimum of one week before trip), have it initialed by your department representative and put it in the principal's box. NO CHARTERED BUSES MAY BE USED UNLESS PERMISSION HAS BEEN GIVEN BY THE SUPERINTENDENT.
6. Hand out permission slips to those students going and insure that ALL slips are received back before the date of the trip. Pre-arranged absence forms must also be completed by each student and turned into the attendance office prior to departure.
7. If the trip extends the lunch hour, make sure arrangements are made for food for the students, staff and chaperons.
8. Arrange the necessary chaperons. There should be a minimum of one adult for every 10 students.
9. Make a list of students attending, along with the times gone, and submit it to the teachers 3 to 4 days before the trip. (Not on the day of the trip or the day after.) A list must also be given to Mrs. Owens in the attendance office at the same time. A list of those students who actually attended the field trip must be given to Mrs. Owens in the attendance office the day following the trip. A list of those students who did not attend the trip should also be sent to all teachers.
10. Explain to the students thoroughly, that a field trip is an extension of the classroom, and that all school rules apply while they are gone.
11. Upon your return, insure that student's pick-up all garbage from the bus or van and dispose of it properly.
12. Report any incidents to an administrator upon your return.

FINES

In the event of lost textbooks, library books, PE locks, or other school equipment, or damage beyond normal wear and tear, a fine should be issued. When assessing a fine, work with your department representative to determine amount, taking in consideration the original cost of the book, its age, and the condition when issued. Fine slips are available in the main office. Make sure the student is notified when a fine is assessed and that he/she is given a copy of the fine notice.

The previous practice of letting fines accumulate until a student is ready to graduate will no longer be used, with fines payable shortly after issuance.

Fines should be assessed as soon as it is known, not waiting until school is out, in order to make contact with the student in time to collect. The final school day makes it difficult. If you need to issue a student a second book during the year, notify the main office of the fine on the first book at that time.

When you issue a fine, your budget will be increased by that amount as soon as the fine is paid. This will allow you to replace that book or lock at that time. If you receive a book, lock, etc. after the fine has been assessed, it is important to notify Mrs. Axthelm so the fine can be removed.

FUNDRAISERS

To assure coordination, prevent saturation of the community and to attempt equality among

groups, all proposals by clubs, classes, and other groups are to be submitted first to Mr. Gudgel for approval, then to the Principal and others where appropriate and by completing the fundraiser request packet. **Unless fundraisers have been reconciled, groups will not be approved for another fundraiser.**

HALLWAY AND CAMPUS SUPERVISION

The teacher's responsibility for assisting in student control extends out of the classroom into the halls, walkways, campus in general, and at activities. Deal with minor problems as they occur, refer those of a more serious nature to Mrs. VanderVeen, Mr. Christman, or Mr. Curl. Teacher visibility can be a deterrent to undesirable activities. Being in the hallway, doorways, or walkways during passing time is strongly encouraged.

Students and staff are to be reminded of the **NO FOOD AND/OR BEVERAGE POLICY IN ALL CLASSROOM FACILITIES**. With the remodel and addition of new facilities, keeping them clean and attractive is important.

ILLNESSES

Students who appear to be ill should be sent to the office. If the illness appears to be serious, a responsible student or the teacher should accompany the ill student.

INSTRUCTIONAL LEADERSHIP TEAM MEETINGS

As part of the continued effort to build upon our successes both in and out of the classroom, B-EHS re-organized its School Improvement Team into an Instructional Leadership Team that is represented by individuals across all content areas who have also been trained in the STAR Protocol. Purpose of the team is to review, implement and monitor yearly School Improvement Goals as well as help with the development and implementation of the professional development calendar.

ILT Team Meeting Dates: 8/19; 9/16; 10/14; 12/16; 1/20; 2/17; 3/17; 4/14; 5/19; June (TBD)

KEYS AND SECURITY

Keys will be issued to assigned teaching areas and any other areas that are part of your school assignment. If you have additional need, please see Mrs. VanderVeen.

Teachers are responsible both for the keys and their use. **Under no circumstances should teachers loan keys to students.** Keys should never be left on top of your desk or otherwise left unattended. At the end of the school year or as assignments change, keys may be turned in to Auxiliary Services.

Please observe the following requests:

1. Your room or teaching area should be locked and secure whenever you or another certificated member is not present.
2. Do not leave money or valuables in your room.

At the end of the school day:

1. Close and lock all the windows.
2. Make sure all books, as well as paper and other debris are picked up. Straighten the chairs and desks.
3. Turn off lights, computers and other electronic devices.
4. Close and lock the door. If you are entering or exiting the building after hours, you will need to de-arm/arm the security system.

LATE ARRIVAL DAYS

Four late arrival days have been allocated by the district for the use of teacher collaboration and professional development. All late arrival meetings will begin at 7:00am.

Late arrival dates: October 7; January 13; February 24; May 12

LEARNING IMPROVEMENT DATE

A learning improvement date have been allocated by the district for the use of teacher collaboration and professional development. It is half district directed and half teacher directed. Activities should be aligned to the district and building goals.

Learning Improvement Date: October 16th

PAWS ADVISORY PERIODS (Portfolios)

As part of the Essential Academic Learning, Burlington-Edison High School has implemented a four-year student portfolio. Students will meet every Wednesday from 9:40am to 10:20am in grade level advisory periods to work on their portfolios. Each staff member will be responsible for an advisory group. Contact Mike Curl for PAWS information.

PLEDGE OF ALLEGIANCE

In accordance with RCW 28A.230.140-United States Flag-Procurement, display, exercises-National anthem; "appropriate flag exercises will be held in each classroom at the beginning of the school day," therefore, we will be conducting the flag salute every morning at the start of first period. Students not reciting the pledge shall stand and maintain a respectful silence.

POWER FAILURES

In the event of a power failure, you are to hold your class in the room and not dismiss them to their next class. If it occurs sixth period, dismiss the students at the normal dismissal time. In PE or other activity classes, all student movement should cease to prevent accidents.

PURCHASE ORDERS

All supplies/ materials/ equipment, etc. must be ordered by a purchase order. In order to obtain a

purchase order and prior to ordering the following must occur:

1. Pick up a purchase order request in the main office. (Pink is for ASB accounts and gold is for General Funds)
2. Complete purchase order request and receive department rep approval for General Fund requests. For ASB accounts, the club advisor, a student representative and the ASB Director must also sign.
3. The purchase order will be issued based on department rep approval, principal's approval and district office approval for General Fund requests and will be based on ASB director approval, principal's approval and student rep approval for ASB account requests.

READER BOARD USAGE POLICY AND PROCEDURES

Given the importance of public relations for schools, the high visibility of our school reader board, and the potential for positive and informative messages, the following represents an effort to coordinate the use of the sign at the High School.

1. All requests and potential messages for the reader board are to be written or typed neatly and submitted to the publicity representative or the ASB at the high school in care of Mr. Gudgel. This should include the name(s) of the person(s) making the request and the dates the message is to run. Some requests may not be possible to meet. It is advisable to deliver the request at least one full week before the day(s) being requested.
2. Requests will be prioritized as to the nature of the event, the time of the event, available space on the reader board, and the person(s) or group making the request. An effort will be made to post all requests; however, there is only so much space available and some messages may need to be "up" longer than others. Events which affect larger populations and relate closely to the best interests of the students currently in attendance will have a higher priority.
3. The reader board will be updated on Mondays during the school year by the publicity person of the ASB; and on the average, messages will change weekly as necessary.
4. All messages that go on the reader board must have the approval of the ASB advisor, Mr. Gudgel and/or an Administrator.
5. In the event there is space available on the reader board, the ASB may post a school related event or positive message as appropriate. These must also have approval.

Note: Please use discretion with reader board requests!

REPORT TIMES

It is important for the teacher to be in the classroom as early as possible to help students requiring assistance. State code requires that teachers arrive and be available to students in the classroom a minimum of thirty minutes (7:20am) before the opening of the school day and thirty minutes (3:00pm) after the closing of school.

On days of late student arrivals because of snow, etc., teacher report times remain the same as usual. The following radio stations report school closures and delayed starts: **KAPS 660 AM, KBRC 1430 AM, KLKI 1340 AM, KGMI 790 AM.** If you need to leave school during the school day, please notify an administrator and check out with Mrs. Chase.

SEXUAL HARASSMENT/INTIMIDATION/BULLYING

The district is committed to a positive and productive education and working environment free from discrimination, including sexual harassment. The district prohibits sexual harassment of students, employees and others involved in school district activities. Sexual harassment occurs when: (1) submitting to the harasser's sexual demands is stated or implied condition of obtaining an education or work opportunity or other benefit; (2) submission to or rejections of sexual demands is a factor in an academic, work or other school related decision affecting an individual or (3) unwelcome sexual or gender-directed conduct or communication interferes with an individual's performance or creates an intimidating, hostile or offensive environment.

By **October 1st** NEW district employees will complete online sexual harassment training. District staff will be asked to print out a copy of their certificate once they have completed the training and submit that certificate to the District Office. The training will take approximately 20 minutes to complete. Staff will be trained annually.

STATE TESTING

The State of Washington has mandated that as one requirement for a high school diploma, ALL students successfully meet standard on the HSPE (High School Proficiency Exam). It is imperative that we provide the best testing environment for these students, as these are high stakes tests. Please DO NOT plans any field trips or other activities for this time frame.

**Test Dates: Reading (March 16); Writing (March 17/18);
Math (April 13); Science (April 15)**
There are 5 days of testing this year. All tests start at 8:00am

STUDENT MOVEMENT AROUND CAMPUS

The primary purpose of the classroom is to provide an educational setting for students. It naturally follows that in order for students to obtain the maximum educational benefits, it is imperative that they remain in that environment.

Students can come up with a myriad of reasons for having to leave class. These may include, but not be limited to, going to their locker, to the lavatory, to the counselor, to make a phone call, etc. In order to cut down student movement and subsequent congregation on campus, this type of movement should be strongly discouraged.

Students are not to be out of class except for an emergency. It is recommended that students requesting permission for the lavatory are sent one at a time. Teachers are encouraged to limit the number of "emergency leaves" per student per quarter. **SHOULD A STUDENT WISH TO LEAVE CLASS FOR AN EMERGENCY PURPOSE, HE/SHE SHOULD HAVE IN THEIR POSSESSION, A PASS OR NOTE WHENEVER LEAVING OR ENTERING A CLASS.**

Student phone calls are to be made before and after school, at lunch, and during passing times. The office will cooperate by delivering phone messages as much as possible. **Students should not be allowed to use the phone in classrooms.**

Those students not having their books, a pencil, paper, etc. are not to be denied entrance to class. They will need to function as well as possible without those materials. This should jog their memory for the next time.

Dismiss your class by the bell. Under no conditions are classes to be dismissed early. Students are **not** to gather at the door prior to dismissal.

TEACHER ABSENCE

In the event of illness or other reason that could enable you to report to work, please use the sub on-line system. If you have difficulty getting through, or there are special problems, call Mrs. VanderVeen at home before 6:45AM or at school after 7:00AM.

Make sure that adequate lesson plans and seating charts are available from the beginning week of school. These should be placed in the center drawer of your desk. Notify your departmental representative of their specific location. These plans and charts should be revised periodically throughout the school year. Lack of keys can seriously hamper a substitute. If you know ahead of time that you will be gone, put the necessary keys in an envelope with your name on it and leave them with Mrs. Chase.

In the event that a substitute trained in your discipline is not available, it would be prudent to have an alternate set of plans available that could be taught by a teacher without expertise in your area.

TEACHER ASSISTANTS

The use of teacher assistants should utilize the following guidelines:

1. There should be adequate, organized duties for the assistant to perform. A written outline of required duties is to be given. Student accountability should be stressed as the student is the responsibility of the teacher.
2. The assistant should be under the direct supervision of a staff member at all times.
3. **No more than one assistant per teacher per semester** should be scheduled. If there are unique situations, please see Mrs. VanderVeen.
4. Teachers should schedule assistants during the period(s) when they can be of the maximum assistance.
5. One half credit will be given upon successful completion of the semester's work on a **pass/fail basis**.
6. When an assistant is needed to run an errand, the student needs to be given a hall pass.

TELEPHONE POLICY

Each classroom should be equipped with telephones. Each staff member is issued individual long distance codes for making occasional business calls. Should you need to make a personal long distance call, this can be done by calling collect, using your personal calling card and/or charging the call to your home phone number. Telephone calls will be directed to your voice mail during teaching hours unless there is an emergency. **Students are not allowed to use classroom phones for personal use; students should use the student phone in the attendance office.**

TEXTBOOKS / INSTRUCTIONAL TECHNOLOGY MATERIALS

It is the policy of the school district to provide textbooks and other necessary instructional materials for student's use. These items, in turn, are checked out to students. Textbook control is the

responsibility of the individual teacher. Please refer to the Instructional Materials Policy (School Board Policy 2311).

Textbooks should be issued to students individually with book number and condition recorded. These records should be kept in the grade book or another safe place. It is prudent to have a duplicate list of these book numbers. When books are checked in, they should be checked in on an individual basis so that fines may be assessed for damage. Please encourage your students to keep their textbooks covered.

Computer equipment maintenance, care and supervision are also the responsibility of the teacher. Please refer to the network policy (School Board Policy 3201).

USE OF SCHOOL MATERIALS / FACILITIES / EQUIPMENT

The use of school material, facilities, or equipment for private gain, either direct or indirect is prohibited.

VAN USAGE

The vans are available for field trips of few students and for activities. Please contact the transportation office at **2651** to reserve a van and complete the necessary paperwork. A high demand necessitates early planning. Make sure you sign up as early as possible. All drivers of district vehicles must be employees of the district and hold a current TYPE II driver's license.

Student conduct should be the same as that required on school buses. The inside of the van should be cleaned of all garbage before it is put away. A \$15.00 fine will be charged against the group returning a dirty van.

Before leaving with a van, make a brief safety check of tires, lights, stop lights and wipers. Also check gas level and mileage reading.

A credit card is available from Auxiliary Services for extended trips. It should be returned to them after use along with any gas receipts. If the office is closed on your return, retain the credit card until the next day. Do not put the credit card in a mailbox or leave it in the vehicle.

GRADING SPECIFIC INFORMATION

APPEAL PROCEDURES FOR GRADES

Upon receiving a quarter or semester grade that a student believes to be unjustified or unfair the student may take the following steps:

1. He/she should file a written appeal to the teacher within five (5) school days after having received the report card. The written appeal will include all information pertinent to the situation, class attendance record, etc. The teacher will respond to the student's appeal within three (3) school days.
2. If not satisfied, the student will request a conference with the teacher and the principal, or his/her designee. The conference is to be scheduled within three (3) school days upon the request of the student. It will consist of a review of the written appeal plus comments from all concerned persons, and will result in the principal's or designee's preparation of a statement of approval or denial with remarks pertinent to the decision.
3. If a denial is issued from the above action and the student is dissatisfied with the decision, he/she may contact the school superintendent or his/her designee within three (3) school days.

Failure to conform to the written appeal time lines constitutes a waiver of a student's or parent/guardian's right of appeal.

COURSE SYLLABUS/CLASSROOM EXPECTATIONS

Teachers are responsible for distributing a course syllabus for each of the courses they are assigned to teach to each student on the first day of class. Course Syllabi **MUST** be given to Mrs. Chase in the main office by the end of the first week of school. Items that should be included in your course syllabus include but are not limited to the following:

Teacher's name and contact information; description and course content; class expectations; grading criteria and letter grade distribution; on-line grading procedures, attendance policy and connectedness to grade; tardy policy; common statement regarding attendance/cheating/plagiarism, that will be provided to you by Mr. Christman, student and parent signature stating that they have read and reviewed the expectations of the course; homework policy, etc.

LESSON PLANNING

Good teaching requires good planning. You are furnished a plan book for this purpose. The book has limited space for entries so it might only be used for a general brief outline. Detailed plans would be needed for day-to-day instruction. It would be anticipated that the book should be kept to a lead time of about two weeks. The book, as well as the detailed plans, shall be available for substitutes and brought with you to your pre and post observation conferences.

PARENT CONFERENCES

The parent conference can be one of the most important tools we have in resolving student problems and establishing effective public relations with parents. If you are scheduled to meet with a parent, prior to the meeting, check the student's folder, check with the counselor or administrator that has previously worked with that student. Bring up-to-date grade and attendance records as well as samples of the student's work, if available.

After the meeting, prepare a brief anecdotal record, if needed, for the student's file. Remember,

that new laws allow parents and students access to their files. Record only facts as opposed to speculative information. Teachers should receive parents with the utmost courtesy and consideration and thereby establish an atmosphere of friendly cooperation.

In lieu of an Open House, we will be conducting Parent Conferences on the evening of November 10th.

EVERY CHILD A READER IN WASHINGTON STATE

The Burlington-Edison School District is encouraging **ALL** teachers to promote reading and to instruct students in the use of reading strategies. Reading aloud to students, providing students the opportunity to read for pleasure, utilizing a variety of mediums for students to read, instructing students on the layout of a text and how to use the text for information and analyzing material read, are all strategies to incorporate in any classroom.

NO CHILD LEFT BEHIND 2001 (ESEA)

The major focus of this act is to provide all children with a fair, equal and significant opportunity to obtain a high-quality education. The US Department of Education is emphasizing four pillars within the bill: accountability, flexibility, and research-based education and parent options. In essence, it is a national extension of the standards-based education reform efforts undertaken in our state since 1993. For information contact esea@ospi.wednet.edu

SIX-TRAIT WRITING ASSESSMENT SKILLS

In accordance with District Policy, **ALL** teachers should implement the Six-Trait Writing Assessment for student evaluation in each of their disciplines. This coincides with the State Mandated Essential Academic Learnings of Reading and Writing across the curriculum. There will be a Fall Writing Assessment for **ALL** students across curricular areas.

STUDENT EVALUATION / GRADE BOOK

Your grading procedures as well as criteria should be available to students at the first class session via your course syllabus. Grade books will include daily assignments/grades, daily attendance, quarter and semester grades. Grade books will be brought with you to your pre and post observation conferences.

Although much latitude is available in grading, some correlation should be maintained within departments. The grade should be a confidential item between the teacher and the student. Identifiable grades will not be posted or given to the class. It is strongly encouraged that staff utilizes the web page for making grades and assignments available to parents and students.

The following grade symbol interpretations are given for your consideration:

- A** **Superior** - The "A" student is careful, thorough, and prompt in the completion of required work. He/she is quick and resourceful in utilizing suggestions for supplemental or extra-credit activity. They use their time well, are accurate, have excellent self-control, and good study habits.
- B** **Above Average** - This student prepares all assignments well, is conscientious and dependable. They show interest in the class and the subject matter and require no urging to have work done on time. This student should be a good worker, better than average.
- C** **Average** - This student does average work but requires considerable direction and

stimulation from the teacher. He/she shows little interest in the subject beyond the necessary requirements. Although they may be inclined to be a little careless in accomplishment, they respond well to encouragement and guidance.

D **Below Average** - This student's achievement represents only minimum standards of accomplishment. This student does work that is regarded as barely passable.

F **Failure** - Unsatisfactory work. This student fails to accomplish the minimum fundamental established essentials of the subject area.

I **Incomplete** - This grade should be used sparingly and only in cases of extended absence or extenuating circumstances. This grade must be replaced by a letter grade within two weeks after the grading period or it automatically becomes an "F".

P **Pass** - The student earns a passing credit for the course. P/F grades are only issued for those courses listed as P/F courses.

STUDENT LED PARENT CONFERENCES

B-EHS implemented student-led parent conferences in the spring of 2009. The purpose is to (1) have students take personal responsibility for their learning; (2) improve communication between home and school and (3) demonstrate the importance and relevancy of the PAWS program. Student led conferences are scheduled for **March 25th**.

WORK PROGRESS NOTICES / REPORTS

Adequate parental contact is an important dimension of insuring student progress, community relations, and accountability. Parent's desire and need to be kept informed of their son/daughter's progress. You are encouraged to use these forms and/or phone calls whenever possible. Poor work slips should be sent out in sufficient time so that a change of student direction is possible before the end of the grading period. An ideal time would be as soon as a problem is identified and your initial efforts have not brought about the desired results. Good work slips can be a positive influence on both students and parents. Their use is encouraged. Posting grades and assignments on the web is strongly encouraged.

Progress report dates (middle of each quarter/semester)

Quarter and Semester dates: 1st (Q) November 6th; 1st(S) January 22nd; 3rd (Q) March 26th; 2nd(S) June 11th

DISCIPLINE

Discipline has different meanings to different people. Webster defines it as: "Training which corrects, molds, or strengthens--Control gained by enforcing order--The system of rules affecting conduct or action--To train in self control." All of these have bearing on high school discipline.

The task of discipline rests not only with those building administrators charged with enforcing rules, but with the entire staff in establishing and maintaining a climate or order, meaningful educational experiences and attitudes that are able to negate many problems before they arise. In essence, discipline can be preventive measures taken before small problems become large ones. When a student represents a discipline problem, the building posture is not revenge, but rather in the direction of anticipated behavioral change.

Not all students come to us with the same set of previous experiences, abilities, aspirations, values, sense of responsibility, level of maturity, direction, parental training, etc. As a result, they will react differently in given situations. When these reactions cause behavior that is unacceptable to you, to the school, or to their peers, we have a discipline problem. These can manifest themselves in a myriad of ways.

Parental contact can be an important dimension in solving discipline problems. The majorities of parents are concerned and desires to be kept informed. It is the intention of this administration to establish and maintain close school-home communication. It is necessary that every staff member assist with parent communication in order to make this a reality. A parent contact should be made if a student is being a discipline problem and before a referral is sent to the office.

The classroom teacher has the primary responsibility for classroom discipline. It is imperative that students fully understand the organization, the rules and regulations, and other matters that may be unique to your teaching situation. They should also be informed as to what options are used when rule infractions occur.

Discipline problems must be dealt with immediately and consistently. They should not be allowed to continue to the point where the only alternative is removal from class.

When a student is sent to the office because of a discipline problem, it is our goal to resolve that problem and put that student back in the classroom to function properly. The last and final alternative will be to remove the student from class.

Some suggestions on discipline (prevention and cure):

Be prompt...begin your class on time
Be prepared...have enough work for all--avoid "dead time", use anticipatory sets
Be impartial and fair
Avoid interruptions
Reprimand in private
Discipline promptly...don't drag it out
Look ahead for potential trouble spots
Focus on the strong points of the student--sometimes they are difficult to find, but look
Be a good listener
Don't threaten with anything you may not be able to carry out
Establish a routine, but...
Be flexible
Be positive whenever possible
Don't use mass punishment
Show a sense of humor
Recognize individual differences

In short--**Be firm, Be fair, and Be Consistent**

If in spite of what has just been covered, if you need assistance in the resolution of a student-teacher problem, contact Mrs. VanderVeen, Mr. Curl and/or Mr.Christman.

You have the option, under state law, to remove a disruptive student from your class for the remainder of the class period or until the principal and the teacher have conferred, whichever comes first. Except in emergency circumstances, the teacher shall have first attempted one or more alternative forms of corrective action. Discretion should be used with student removal, as excessive use could result in a loss of effectiveness of this method.

REMOVAL OF A STUDENT FROM CLASS (Remainder of period)

If a situation arises when it becomes necessary to remove a student(s) from class in order to maintain an orderly learning environment, the following procedure should be followed:

- Step 1: The student will be told why he/she is being removed.
- Step 2: A phone call will be made to an administrator stating who is being sent and the reason(s).
- Step 3: A follow-up note/referral form will be sent by a responsible student stating the reasons for the removal.
- Step 4: The student will then be directed to a specific place to see a specific person and should be told to remain there until seen by that person.

REMOVAL OF A STUDENT FROM CLASS (Remainder of semester)

The removal of a student for the semester is a serious step that involves loss of credit and should not be taken lightly. The conditions that lead to removal are usually a culmination of a series of events and can be identified early. Every effort should be made to resolve the problem before removal becomes necessary. A teacher should be in full communication with the student, parents, counselor and an administrator before it gets to the "breaking point."

DISCIPLINE (Procedures and Guidelines)

PLEASE REFER TO THE STUDENT/PARENT HANDBOOK for further information regarding discipline

