

2018-2019

STAFF

HANDBOOK



Our Mission:

We empower student learning through community relationships, self-discovery, and a strength-based individualized approach.

Our Vision:

Empowered individuals who enrich and shape their communities.

Hillsboro School District Mission

HSD Mission: *Engage and challenge all learners to ensure academic excellence.*

HSD Strategic Objective: *All students graduate with career-and college-readiness skills.*

In Hillsboro, we are connected to COMMUNITY, CULTURE, and CAREER

- *Students deserve at least one identified adult that knows them by name, strength and need, and ensures they are successful in their K-12 education and beyond.*
- *Students deserve academic content that is engaging, connects to their personal goals, and is responsive to the world around them.*
- *Students deserve clear pathways to career preparedness.*
- *Students deserve to have experiences that lead them to believe that diversity and multilingualism are assets.*
- *Students deserve to have experiences that allow them to see their and others' cultures reflected in their learning opportunities.*
- *Students deserve to be surrounded by caring adults who are committed to working together in professional learning communities to ensure equitable support, experiences and outcomes for each of them*

DISTRICT ADMINISTRATION	BOARD OF DIRECTORS
Superintendent Mike Scott Assistant Superintendent Dayle Spitzer Assistant Superintendent Travis Reiman Assistant Superintendent Kona Lew-Williams	Lisa Allen - Chair Kim Strelchun Erika Lopez Mark Watson Martin Granum Jaci Spross Yadira Martinez

Hillsboro School District 1J
3083 NE 49th Place
Hillsboro OR 97124
503-844-1500

WHO TO SEE FOR WHAT

504 Plans	Counseling Center	Laurie Williams
Absences (Student)	Attendance Office	Lisa McMahon
Address/Phone Number Changes (Student)	Registrar	Laurie Lux
Address/Phone Number Changes (Staff)	Office Manager	Laurie Lux
Alternative Programs	Counseling Center	Laurie Williams
Building Usage (gyms)	Director	Gregg O'Mara
Building Usage (after hours)	Director	Gregg O'Mara
Career and School-to-Work Information	Career Center	Sara Franklin
Community Outreach	Latino Outreach Coord.	Rosa Robles
Custodial	Head Custodian	Richard Rosales
Club/Activity Information	Leadership	Joe Vermeire
College and Financial Aid Information	Career Center	Sara Franklin
Computer Lab Usage	Technology	TBD
Conflict Resolution (Student)	Counseling Center	Sara Franklin
Curriculum	District Office	TOSA's
Donations	Office Manager	Laurie Lux
Fees/Fines	Office Manager	Laurie Lux
Field Trips – other/overnight	Office	Lisa McMahon
Fundraising	Director	Gregg O'Mara
Guest Speakers	Director	Gregg O'Mara
Health Problems and Medications	Health Assistant	Lisa McMahon
ID Card Replacement (Student)	Counseling	Sara Franklin
IEP's	Spec. Ed. Sec.	Anne Lorber
Internet Accounts	Technology	TBD
Keys	Office Manager	Laurie Lux
Mail	Office Manager	Laurie Lux
Maintenance	Head Custodian	Richard Rosales
Parent Volunteers	Counseling	Sara Franklin
Parking Permits – students	Office	Laurie Lux
Phones	Office	Lisa McMahon
Poster Approval	Director	Gregg O'Mara
Professional Development Requests	Director	Gregg O'Mara
Safety Concerns	Safety Committee	Rourke Lowe
Schedule Concerns and Changes (Student)	Counseling	Laurie Williams
Schedule Concerns and Changes (Teacher)	Director	Gregg O'Mara
SST/Care Team Referrals	On-Line	MEC Website
Student Handbook	Director	Gregg O'Mara
Student Applications	Counseling	Sara Franklin
Substitutes	Office Manager	Laurie Lux
Supplies	Office Manager	Laurie Lux
Teacher Check Out	Office	Lisa McMahon
Technology Use	Technology Facilitator	TBD
Transcripts (including Revision Requests)	Registrar	Laurie Lux
Transcripts for graduates	Registrar	Laurie Lux
Translations	Bilingual Sec.	Vanessa Martinez-Ruiz
Visitor Pass for Adult	Office	TBD
Web Page Support	Webmaster	TBD
Monthly Bulletin	Webmaster	Lori MacKinder
Withdraw from School	Registrar	Laurie Lux
Yearbook	Yearbook Advisor	TBD

GENERAL INFORMATION/ PROFESSIONAL BEHAVIOR:

1. **Teacher work hours are 7:30 – 3:30.** If leaving anytime during those hours, certified and classified staff members must sign out in the main office.
2. Teachers are expected to be on time and in attendance for all teacher/ department/academy/office/PLC/staff meetings. All staff will participate in academic seminars unless assigned a supervision responsibility. Classified staff will participate within their work hours unless otherwise noted.
3. Appropriate dress and grooming contribute significantly to effective classroom management. As professionals, be neat, clean, and wear appropriate professional dress that is in good taste and suitable to serve as a model for students. Fridays will be Miller apparel day.
4. Be familiar with all school standards included in the parent/student handbook and specified in the emergency procedures booklet.
5. Teachers should be aware of all district policies as adopted and all administrative regulations as published.
6. Grade books are confidential documents. Students should not be allowed to enter grades or attendance.
7. Check your mailboxes, voicemails and email throughout the day. Return all parent calls or emails within 24 hours.
8. All teachers will have a voicemail message that they have recorded. All teacher web pages should be updated regularly.
9. Grades need to be entered in the district-approved electronic grade book within a reasonable amount of time (no later than 2 weeks after an assignment is collected).

ABSENCE FROM CLASSROOM

Staff members are responsible for the supervision of all students while in school or engaged in school-sponsored activities. Under no circumstances are classrooms or other areas where students are under the supervision of assigned staff to be left unattended. Teachers who must leave the classroom or their assigned duties in an emergency situation are expected to contact the office to arrange for temporary coverage. During school hours, or while engaged in school-sponsored activities, students may be released only into the custody of parents or authorized persons.

ACADEMIC SEMINAR

Academic Seminar is every Wednesday morning from **7:55 – 8:55**, and is a time for professional development, staff learning, and school improvement. All teachers are expected to participate every Wednesday. Classified staff will participate in appropriate activities or supervise during Academic Seminar.

ACCIDENT/INCIDENT REPORTS

All accidents and incidents occurring on district property or during the course of school-sponsored activities, including field trips and other away events, are to be reported to the health assistant immediately. Also, a completed accident report form must be submitted to the principal within 24 hours or at the beginning of the next scheduled district work day, as appropriate.

ALARM SYSTEM (SECURITY)

The school building is secured with an alarm system that is deactivated during regular school hours. The alarm is on from 9:00 p.m. until 7:00 a.m. on weekdays. On Saturdays, Sundays and holidays, the alarm is activated full time and the building may not be entered unless you check out a key and have a valid security card. If you enter the building with your security card, you are responsible for setting the alarm when you leave. If you enter when the building is alarmed, leave a note with the time on the keypad. A fee may be assessed for a false alarm. Keys are not to be given to students.

ASSEMBLIES

Assemblies are planned with the intent to create a positive culture and climate at Miller Education Center and all students and staff are expected to attend. All teachers will have assigned supervision responsibilities during assemblies and are expected to report promptly. Students demonstrating inappropriate behavior should be approached by the nearest staff member. If misbehavior continues, the student should be escorted to the attendance office.

ATTENDANCE (STUDENT):

1. Be thoroughly familiar with building attendance philosophy, procedures and standards as they apply to both teachers and students.
2. **Take careful and accurate attendance within the first 10 minutes of each teaching period.** Students who arrive within the first 10 minutes of class should be marked tardy. Any student who arrives after the first 10 minutes of class is considered 'absent'.
3. Partnerships with parents are an important component of student success. Notify parents regarding excessive absences and/or tardies.
4. Do not keep a student out of another class without communication with that teacher.
5. Keep students in class for the entire period.
6. Never request that a student leave campus to run errands.
7. Have written classroom policies and procedures included in class syllabi.

BOARD POLICY HANDBOOKS

The District Policy Handbooks are located in the administrative offices and the library. Staff members should use this document whenever questions arise concerning district policy. Policies can also be accessed via the Hillsboro School District web page.

CALENDAR

The monthly school calendar is posted in the school website.

CLASSROOM TELEPHONES

Telephone service is provided in all classrooms and is limited to staff or students with an instructional purpose supervised by staff. The telephone is for professional use only. This service will not be used to deliver messages to students, nor will calls be made other than during the last 5 minutes of class. In case of emergency, pushing the "auto dial" button contacts the main office directly. Please, do not unplug your phone at any time. Doing so will disable your phone.

CLUBS

Staff members who are supervising student clubs are in charge of organizing meetings. Meetings should occur before school, after school or during lunch.

COMPUTER LAB

The computer lab may be available for staff and student use before and after school as well as during periods when no class are assigned to the lab. Please do not send students to computer labs without supervision.

District policy mandates that all staff members sign a user agreement prior to using any of the district's technology. *See policy IIBGA-AR*

COMPUTER SECURITY

All staff members are expected to maintain security as it relates to student use of classroom computers. Students are never to be given a teacher's password. Not only does this violate District Policy, but it also gives students access to student records. Inappropriate use of the computer by a staff member at any time will lead to disciplinary action and/or dismissal. The district maintains software that allows inspection of any account for inappropriate use. Staff members are notified that student access to individual staff accounts can result in inappropriate use of the computer for which the staff member will be held accountable. *See policy IIBGA-AR*

COPYRIGHT MATERIALS

All staff are directed to follow state and federal laws regarding copyrighted materials in the classroom. Print materials, audio and video materials, and computer software are ordinarily protected by copyright. All such materials are to be treated as copyright protected unless there is a specific waiver of copyright or a disclaimer allowing limited reproduction. *See policy EGAAA-AR*

COURIER SERVICE

A courier service is provided for in-district mail every other day. The courier will be at Miller by 10:30 AM every other day. Staff should place inter-district correspondence in the appropriate bin in the main office. It is not an appropriate use of district resources to use the courier for personal mail for the Postal Service. Outgoing mail can be picked up by the U.S. mailman each day.

CLASSROOM CONTROL AND SUPERVISION:

1. Classroom behavior, attendance, daily participation and grading standards should be shared with students in writing at the beginning of each grading period and be on file in the administrator's office. It is everyone's responsibility to supervise students in common areas. Staff should teach students appropriate behavior.
2. Supervise student use of school equipment and facilities particularly in those instructional areas assigned for your use. Teachers are not to leave students unsupervised at any time.
3. Assume your assembly and any other supervision responsibilities regularly and promptly.
4. All teachers are expected to be in halls between classes.
5. Teachers are expected to have bell to bell instruction.
6. Teachers are expected to issue a hall pass to any student leaving during class time.

CUSTODIAL SUPPORT

School custodians often work in isolation from other staff members and may feel anonymous and unappreciated. Please make an effort to know the custodian who cleans your room by name and let him/her know when you feel a good job is being done. Although complaints regarding custodial services should be shared with your team leader, minor requests that do not involve extensive time can be shared directly with custodians. Remember: If you are using the facility after hours or on the weekend, fill out a facilities use form.

DISMISSAL OF STUDENTS (SEE DISTRICT POLICY HANDBOOK)

Individual students may be dismissed from class, at the teacher's discretion, to work in other areas of the school, such as the computer labs or media center. An entire class may utilize these facilities only when prior arrangements have been made. Students may be released from class temporarily to run an errand or to visit the restroom. Under no circumstances should any students be released from class for other reasons. Do not dismiss your class early! This practice creates a serious supervision problem for other staff members. When releasing a student(s) from class, be sure to fill out the appropriate pass for the media center, restroom, computer lab, or other destination.

E-MAIL AND VOICE MAIL

Electronic and voice mail is a quick way to communicate efficiently and is often used to notify teachers of important items, school information and parent concerns. Teachers are expected to check their e-mail and voice mail when they arrive, during their prep and before leaving.

To access voicemail from out of the building:

1. Dial 503-844-1777.
2. Press * (star key) when Cisco Unity answers
3. When prompted, enter your mailbox number (or extension number) followed by # (pound key)
4. Enter your password followed by # (pound key)

To access your school email messages from out of the building:

1. Log onto the internet.
2. Type <http://webmail.hsd.k12.or.us/exchange> into your web browser. (A login box will appear.)
3. In the box, type your network login name. (The same one you use at school.)
4. Hit Enter. (Another login box will appear with two lines in it.)
5. On the first line, type hillnet\your login name (eg. Hillnet\franklinb.)
6. On the second line, enter the same password you use at school.
7. Hit Enter.

EMERGENCY SCHOOL CLOSURES

AM radio stations that carry weather closure announcements between 6:30 a.m. and 8:00 a.m. include KEX (1190), KYTE (970), KXL (750), KUIK (1360), and KYXI (1520). Although staff are not required to report on days of weather closure, the building will be open for those who wish to work at school. Please do not call the school or the district office on mornings when the weather

looks bad, as the telephone lines are often flooded with calls from parents and students. If uncertain, please check the Hillsboro School District Website.

EMERGENCY SCHOOL CLOSURES: LESS THAN 12 MONTH CLASSIFIED EMPLOYEES

On days when school is temporarily closed due to inclement weather, less than 12 month classified employees will not report to work unless required to do so. The District reserves the right to reschedule canceled days or hours for employees who are not required to report. Those hours or days will be announced at a later time.

In all instances that require an employee to report to work, the District emphasizes the need for using good common sense and safety practices with regard to inclement weather.

EVENING ACTIVITIES

Advisors who wish to schedule evening activities must submit a request at least two weeks prior and schedule the building use.

FOOD

General guidelines relative to where food and drink are allowed on campus are as follows:

Food and beverage consumption is limited to the commons, main hall and the courtyards. Food and beverages are not allowed in the computer labs, the auditorium or the library. Food will be allowed in the classrooms at the discretion of the teacher as long as it does not detract from the educational environment.

This procedure applies to everyone in the building and it is essential that staff set the example. In an effort to create a space that encourages us to get to know each other better, we encourage teachers to gather together in the staff lounge during lunches for conversation.

FUNDRAISING

All fundraising (both on and off campus) must have prior approval from the Director/Principal. Request forms are available from the office manager, as are guidelines for successful fundraising. Fundraising activities shall be for the purpose of maintaining or adding to the educational function of an activity. No money should be kept in the classroom, teacher offices, or home. Money is to be turned in to the bookkeeper every day. A report of the fundraiser will be submitted upon completion of the activity. *See policy IGDF-AR*

ID BADGES

All staff should wear the District ID badge at all times they are in the school. If your badge is lost, notify the office manager immediately.

INSTRUCTION:

1. State and District standards, as well as course goals should be thoroughly reviewed prior to planning for instruction, and followed carefully.
2. Every effort should be made to assist each student in accomplishing the goals established for the class. Instructional strategies should be selected accordingly. Reports of student progress should be shared according to building process.
3. Instruction should be organized around short and long range planning. Lesson plans are to always be provided for substitutes.
4. Every teacher is responsible for offering and entering Work Samples into Synergy in accordance with the timeline developed at the beginning of the year.
5. Effort should be made to identify students whose abilities vary markedly from the average in a given subject. Optional assignments appropriate to very low and very high achieving students are part of each teacher's responsibility. Please work closely with case managers and the TAG coordinator to make sure all student needs are being met.
6. Every set of course expectations must include the criteria for receiving an "Honors" designation. The student should demonstrate higher standards and deeper thinking.
7. Written grading standards should be clear, understandable, and shared with students and be on file in the Principal's office before school starts.
8. Learning and language targets for each lesson should be clearly posted in the classroom.

KEYS

Keys are issued to staff by the building principal or his/her designee. In order to protect property, students, and staff and to ensure that the building is adequately secured when no authorized personnel are present, all staff are expected to follow the following key control procedures:

1. Please do not duplicate any keys.
2. Keys are not to be left unattended. Please avoid leaving keys on desks, tables, in mailboxes, or in unattended coat pockets.
3. Keys may not be loaned to students or to individuals not employed by the district. Under no circumstances should staff provide keys to students to "run errands" or "unlock/lock" doors.
4. Lost or stolen keys must be reported to the building principal within 24 hours of discovery of the loss or theft so that measures may be taken to protect district property.
5. All keys are to be checked in at the end of the school year. Staff with summer duties necessitating building access may make arrangements with the building principal to keep their keys as appropriate.

LEAVING CAMPUS

Any time a staff member finds it necessary to leave the school grounds during their assigned school hours, the staff member is to sign the check-out sheet in the Main Office. Please do not ever send a student off campus to complete an errand - this is a major liability for the district.

LEAVES: PERSONAL, PROFESSIONAL AND EMERGENCY

To avoid confusion regarding the various categories of authorized leave, teachers are asked to thoroughly familiarize themselves with that portion of the negotiated agreement. Leave requests coming under the following categories are to be submitted on a P109 "Leave Request" form; personal, family illness, emergency, bereavement, leave without pay, other. Applications to participate in a professional activity are to be submitted to your principal on a P119 "Professional Attendance Application" form.

LESSON PLANS

The quality of the instructional program reflects the effort invested by teachers in developing lesson plans consistent with district curriculum and appropriate to the individual needs of students. Teachers are expected to prepare lesson plans on a regular basis in cooperation with their PLC group.

Lesson plans should be of sufficient length and substance to allow a substitute teacher to carry on the course of study, to provide a means by which the building principal may monitor instruction, and to assure that the educational program in a particular class or activity is consistent with the district-approved course of study. An up-to-date seating chart, class schedules and information identifying any classroom student aides or other special student needs should be included in all lesson plan books. General plans, which cover the length of the course of study, should also be prepared and readily available for building principal and/or student and parent review.

LETTERS HOME OR TO COMMUNITY

If staff members are sending a letter outside of school, it should first be proofread by another teacher. Prior to sending, please share with your supervising principal.

MAILBOXES

Teacher mailboxes are provided in the work area adjacent to the main office. Teachers are to check their mailboxes when arriving in the morning, once during the school day and before leaving the building in the afternoon. Please check with administration before distributing any materials that are not Association or authorized school business. Students do not have access to teacher mailboxes, and if they need to deliver something to a teacher, they must do so through the receptionist.

MATERIALS DISTRIBUTION

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home are to be referred to the building principal. The materials and proposed method of distribution will be reviewed and a decision made based on the educational concerns and interests of the district.

MEDIA CONTACT

No staff member should speak with the media as a representative of the school without prior approval from administration. If you get a call from the media, and you haven't heard from administration that they would be calling, refer them to District Communications office.

MEETINGS

See website for current meeting schedule.

OUTSIDE SPEAKERS

Before engaging outside speakers for class or school activities, please submit the speaker request form to the office manager. This should be taken care of at least two days prior to the speaker's scheduled appearance. Where possible questions exist, relative to the speaker's appropriateness, the guest speaker form is to be processed before making any commitment either to the speaker or the students. In all cases, the teacher should be able to demonstrate a clear relationship between course goals and the subject matter of the speaker's proposed topic. Teachers have a continuing responsibility for the appropriateness of language and behavior of the invited speakers. The guest speaker form is available in the principal's office.

Please notify the main office the day the speaker is coming. This is important and enables office personnel to know about visitors coming to our campus. Student activities involving travel may be authorized by the team leaders when such trips or activities contribute to the achievement of desirable educational goals. Requests should be submitted to the building principal well in advance of the proposed activity.

PARENT COMMUNICATIONS

Teachers are expected to return parent calls and emails within 24 hours and keep a log of parent contacts. All staff are expected to check email and voicemail at least once a day.

POSTERS

Posters (outside of your classroom) related to the instructional or extra-curricular program may be posted after approval from Administration. They should only be affixed to tack strips on halls. One tackboard in the career center will be available for community postings after approval of staff. HEA/HCU tack board is located in staff workroom. Posters for outside organizations/events must be approved by the District Office.

PRINTING

The main staff copier is in the teacher workroom. Teachers will do their own copying. **All student aides designated to make copies must have received thorough instructions from their teacher on how to use the machine.** It is not the job of the office receptionist to show student aides how to make copies. Specialized copying will be sent to the district print shop. The print shop will no longer guarantee the 48-hour turnaround time. Large quantity copying should not be done on other copiers in the school. Copying is a large part of the school budget; all staff should look for ways to conserve.

PRIVATE VEHICLES FOR DISTRICT USE

The use of private vehicles for district business, including transportation of students, is generally discouraged. Staff members should use district-owned vehicles whenever possible. Schedule activities and other transportation far enough in advance to avoid any non-emergency use of private vehicles. *See policy EEBB*

PROFESSIONAL COURTESY

Teachers may cover classes for one another on occasion as a professional courtesy. Please understand that such an arrangement should be requested only under special circumstances and that the arrangement does not involve additional compensation. All professional courtesy arrangements must be approved in advance by your supervising administrator. After approval all professional courtesy requests must be communicated to the Office Manager.

PURCHASING

All general fund purchases must have the pre approval of the principal. Requisitions for purchase orders will first be approved by the appropriate teacher leaders who are responsible for managing a specific fund.

RECYCLING

All rooms have paper recycling bins. Staff should model and teach students appropriate use. A recycling team will empty bins regularly.

ROOM ASSIGNMENTS

All classes will meet in assigned rooms. Any changes, temporary or permanent, are to be cleared in advance with the administration. This is essential, as we must be able to contact you and the students in your class in case of an emergency. Classes should not be excused early. If a class is convening in the library, computer lab, or other area, please put a note on the classroom door and notify the attendance office.

SECURITY: CLASSROOM, OFFICE, AND HALLWAYS

Classrooms, computer labs and teachers' office areas are to be locked and the lights turned off when not in use. Do not keep money or other items of value in classrooms. Theft of any kind should be reported to security immediately.

Teachers will not cover doors and windows to block visibility to the hallways.

Between classes, teachers are expected to be visible in their doorway to greet students and to be visible to other students. This allows the teacher to speak to each student and will deter other students from inappropriate behavior.

During passing time, and any other times staff members are traveling in the halls, it is important to periodically check student restrooms for inappropriate behavior.

STUDENT/PARENT HANDBOOK

The student/parent handbook can be accessed through the Miller Education Center Website. Hard copies are available upon request.

All staff are expected to familiarize themselves with the general information, administrative rules and procedures pertaining to students as set forth in the student/parent handbook and in Board Policy.

Teachers are expected to review the handbook with students during the days/times designated by the principal.

STUDENT TRANSPORTATION

All requests for district transportation (bus, van, car, etc.) are to be made on the field trip request form available in the main office. Such arrangements should be made at least 30 days prior to the planned activity to facilitate transportation center planning. *District policy IIC/ICA-AR* requires that students participating in school activities which require transportation must ride in a school vehicle driven by a school employee.

Students leaving school for an approved trip must have a permission form. Teachers must carry permission forms with them. A list of students must be given to the Health Assistant at least one week prior to the trip to determine health protocols that might be necessary. There must be a trained adult on the trip to administer the protocol.

No student will be allowed to perform school business (i.e. errands for certain classes, etc.) with his/her own vehicle, a staff member's vehicle, or a district-owned vehicle.

Students are not permitted to leave and return to campus during the school day without PRIOR parent permission and checking out and in at the Attendance Office.

Staff members are not to give students permission to leave campus during the school day without prior administrative approval.

SUBSTITUTES

Information about substitutes can be located on the NWRES D site. You may also download the app for your smartphone titled SFE Mobile.

TEXTBOOKS

Damaged Books – Teachers should check each textbook's condition at least once during each grading period. Textbooks that need repair or replacement should be referred to the textbook center.

Lost Books – Students who lose a textbook are expected to obtain a replacement in the textbook center that day. Students will be billed for lost textbooks. If the lost book is returned at the end of the year a refund or cancellation will be made.

Paperbacks – Students are responsible for returning any paperback issued to them from class, even if badly damaged.

Class Sets – If a teacher has checked out a set of books for a class to use, it is the responsibility of the teacher to return these books.

VISITORS

Students from other schools are not allowed to visit Miller during school hours. All visitors must check in with the main office before going out into the building. If you are expecting a visitor, please let the receptionist know beforehand. This will save time trying to contact you for approval when your guest arrives.

VOLUNTEERS

The district encourages groups and individuals to perform appropriate volunteer tasks during and after school hours under the direction and supervision of staff. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students. Staff members interested in securing the services of a volunteer or with names of individuals expressing an interest in volunteering should contact the volunteer office.

Volunteers need to log their hours for record keeping. During the school day, this can be done at the main office or the Parent Volunteer office. If you have volunteers helping or a parent meeting after school hours, please turn in the sign in sheet to the Volunteer office. Sign-in forms are available in that office.

Academic Seminar Dates 2018-2019

Admin Directed

September	19, 26
October	10, 24
November	14, 28
December	12
January	16
February	6, 20
March	6, 13
April	3, 17
May	1, 15, 29
June	5

Teacher Directed

September	12
October	3, 17
November	7
December	5, 19
January	9, 23, 30
February	13, 27
March	20
April	10, 24
May	8, 22
June	12

AVOID MISTAKES AND PROBLEMS – POLICIES AND REGULATIONS

Finally, the policies and regulations listed below are those about which questions and/or issues often are raised. Some policies explain potential employee violations and serious consequences of those violations. Take time to review these and ask an administrator if you have any questions.

- DD: Funding Proposals and Applications
- DD/DFC-AR: Guidelines and Checklist for Teachers and Schools Applying for a Grant
- DFD: Rental and Service Charges
- EB-AR: Safety Handbook and Emergency Procedures Manual, 1996
- EBC/EBCA: Emergency Procedures and Disaster Plans
- EDC/KGF, EDC-AR: Authorized Use of School Equipment, Equipment Checkout Form
- GBC-AR: Staff Ethics
- GBEB: Communicable Disease
- GBEBAA/JHCCBA/EBBAB: Hepatitis B/Blood-Borne Pathogens
- GBM, GBM-AR: Staff Complaints, Staff Complaint Procedure
- GCL/GDL-AR: Performance Evaluation and Professional Development Handbook (Refer to the handbook at your school location)
- IF: Curriculum Development
- IGBH: Alternative Instructional Arrangements
- IGBHA-AR: Alternative Options and Placement Procedures
- IGDG: Student Activity Funds
- IIAB, IIAB-AR: Supplementary Materials Selection/Purchase
- IIBGA-AR: Electronic Communications System
- IIC/IICA, IIC/IICA-AR: Field Trips and Excursions
- IKAD: Grade Reduction or Credit Denial
- IKAD/JE/JED/JEDA-AR: Student Attendance and Absences
- IKB: Homework
- IKE, IKE-AR: Student Retention and Promotion
- IKF-AR: Academic and Confidential Records Procedures
- JB: Equal Educational Opportunity
- JEA: Compulsory Attendance
- JEBA: School Entrance Age Requirements
- JEBA-AR: Guidelines for Early Entry into Kindergarten and First Grade
- JECA: Admission of Resident Students
- JECA-AR: Student Enrollment Procedures
- JECE, JECE-AR: Student Withdrawal from School
- JGE, JGE-AR: Expulsion, Expulsion Protocol
- JHF, JHF-AR: Student Safety, Safety Procedures Armed Threat
- JL: Student Gifts and Solicitations
- JO: Education Records
- JO/JOA/JOB-AR: Student Education Records
- KJA: Materials Distribution
- KLB: Public Complaints about Curriculum or Instructional Materials
- KLB-AR: Instructional Materials
- KLD-AR: Public Complaints about School Personnel
- KN: Relations with Government Agencies

INSTRUCTIONAL PROCEDURES

CLASSES OUT OF DOORS

If classes will be meeting outside for a particular instructional reason (other than PE) teachers should inform security and attendance.

CURRICULUM

Curriculum guides are state adopted standards and common curriculum goals available for all courses taught in the district. Curriculum guides reflect a consistent and coherent structure for the education of district students. Teaching to state standards will aid in student success. Every teacher should have a copy of their guide. They are also available on the District website.

The curriculum established for the courses and grade levels of this district provided the flexibility necessary to meet the individual needs of students and their divergent learning rates, levels, and styles.

Deviations from established curriculum, textbooks and instructional materials are not permitted without building principal approval. Teachers with questions should contact the building principal.

Though teaching methodology may vary, classroom instruction is expected to reflect “best practices” consistent with research on effective instruction. Performance assessment should be ongoing and meaningful.

STUDENT MANAGEMENT

The opportunity to develop appropriate behavioral skills is enhanced when all students are taught behavioral expectations and are given the opportunity to demonstrate that they understand those expectations. When a student is demonstrating challenging behavior, please have a private conversation with that student in an attempt to understand the root of the behavior, then follow up with a phone call home.

Group A (Administrator Handled) Offenses:

When a student commits a Group A offense, the staff member should send the student to the appropriate administrator. A student discipline referral will need to be completed by the staff member (as soon as possible). For Group A offenses, only the top portion of the referral needs to be completed.

Group B Offenses:

When a student commits a Group B offense, the teacher

Step 1: Teacher speaks to student about his/her actions and suggests a positive replacement behavior.

Step 2: The second time the student commits a similar action; the teacher will discuss the action with the student.

- 1) Listen to the reasons why the student is behaving in the manner.
- 2) Use eye contact and let the student explain.
- 3) Ask clarifying questions to ensure that you get the story correct and that the student feels listened to.
- 4) Problem Solve - work with the student on ways for them to be successful in the classroom. You should include students in the problem solving process.
- 5) Call home.

Step 3: If the student continues this behavior, the teacher will move to a Group A offense and send the student to the appropriate administrator.

Miller Education Center
Attendance Team/Care Team/Student Study Team

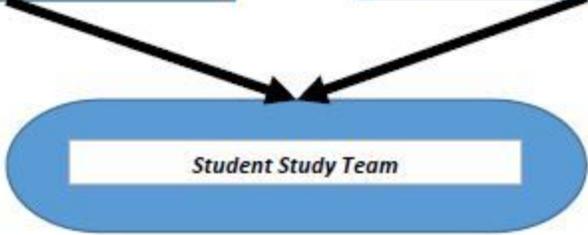
Attendance Team
Meets every Thursday
Goals:
To promote positive attendance patterns.
Interventions:
Letter(s) home
Parent Meeting
Student conference
Attendance Contract
Goal met = PBIS
Goal not met = examine placement

Care Team
Meets every Thursday
Goals:
1. To improve attendance
2. Intervene if on DFI list
3. To improve classroom behaviors
Interventions:
Student Conference
Parent/Student Conference
BPIS Intervention
Behavioral Contract
Behavioral Intervention Plan(SST)



Location of Services Options:
GED, OYCP, MEC-E, Home School

Outcomes:
1. Students attendance/grades/Behaviors improve.
2. Refer student to SST
3. Look at location of services to meet the needs of the student.



DISMISSAL OF STUDENTS

Teachers are responsible for knowing the whereabouts of and supervising their students. Please do not dismiss your class early! This practice creates a serious supervision problem for other staff members. When any staff member sees a student out of class, ask to see a pass.

Do not release a student from class without the appropriate pass for the library, restroom, computer lab, or other destination, including teacher aides. It is also not a good practice to consistently send students out into the hall to work or for disciplinary reasons.

Detaining an entire class after dismissal time is discouraged. Whenever individual students are detained after class, the teacher is expected to provide the student with a note for the student's next class teacher.

FIELD TRIPS/MUSIC TRIPS/JOB SHADOWS

Field trips and other student activities involving travel may be authorized by an administrator when such trips or activities contribute to the achievement of desirable educational goals.

Field trip request forms should be submitted to the building principal at least two weeks in advance of the proposed activity. All such requests will be considered based on availability of funds, the educational value derived, the safety and welfare of the students involved, the impact on the regular school program, and the availability of appropriate supervision (1 adult per 20 students), either from within school staff or from volunteers. Busses should be requested at least one month in advance.

Written parental permission must be obtained for some approved trip. Teachers are expected to submit the signed forms showing parental approval and acknowledgment of the student conduct guidelines to the office prior to departure for the scheduled activity.

A list of attending students must be provided to the Main Office, and sent to staff at least a week in advance.

GUEST SPEAKERS

When inviting or arranging for speakers for class or a school activity, the "Guest Speaker" form must be used. The form should be filled out at least one week prior to the speaker's scheduled appearance. All guest speakers need to be approved by an administrator before arrangements are made. Teachers have a responsibility for the appropriateness of language and behavior on the part of invited speakers. If teachers want assistance locating an appropriate guest speaker, they should work with the school-to-work coordinator in the Career Center.

Notify the office the day the speaker is coming so that office personnel know about visitors to the building. *See policy IICB.*

GRADING

Each teacher's philosophy and grading system are to be clearly explained to students. A copy of the grading system is to be provided to each student in writing and made available to parents upon request.

The purpose of grading and reporting is to communicate to students, parents/guardians, and educators an accurate reflection of what a student knows, understands and can do as related to state adopted standards.

Students should be kept well-informed of their status in class through teacher conferences, parent notification, progress reports, or other means. Please update grades in Synergy on a regular basis. *See policy IK-AR.*

GRADE CHANGES

District policy requires an administrative signature for grade changes that affect the student transcript. Miller requires an administrative signature for *all* grade changes, midterm, quarter and semester. GRADE CHANGE FORMS are available from the registrar. Teachers should initiate the change on a timely basis or within three weeks of the end of the term, as in the case of incomplete grades.

HOMEWORK

Homework may refer to an assignment prepared during a period of supervised study in class or outside of class or which requires individual work in the home. Homework is to improve the learning process, to aid in the mastery of skills and to stimulate interest on the part of the student. Teachers at all grade levels are encouraged to consistently assign homework, which is expected to increase in complexity with the maturity or grade level of the student.

Homework assignments should take into consideration the individual student's differences, interests and abilities, as well as the educational resources available to the student at school and in the home and the other learning activities present in the life of each student.

Homework will be assigned to:

- Complete work assigned to supplement a well-planned lesson
- Make up assignments missed because of an excused absence
- Complete research projects or long-range assignments

Homework is NOT to be used as a form of punishment under any circumstances. In addition to having both purpose and utility for the learner, homework should be reviewed and students given timely critiques.

HONORS OPTION

Students have the opportunity to earn an Honors designation in English, Social Sciences, Science, and Math. Any student may attempt an Honors designation; students who successfully complete the requirements will have an H (indicating Honors) by the designated course on their transcript. The Honors opportunity is another means of meeting our District Goal of "academic success for all students."

Teachers will indicate in their course expectations how students earn the Honors designation. It may be through extended research, field experiences, higher-level problem solving, or writing.

Students must maintain a B average each term in Honors Option courses to merit the H designation.

Advanced Placement (AP), courses, World Languages, and Focused Program Advanced Application courses are considered Honors courses; an additional **H** will not be added to the transcript.

The Honors Option form is available from the registrar and should be completed by the end of each semester.

INSTRUCTIONAL MATERIALS

Teachers are given wide latitude in selecting supplementary instructional materials for use in the classroom. To meet the needs of diverse learners teachers are encouraged to supplement a basic textbook. Reading materials, films, tapes, etc., should always be previewed by the teacher from the standpoints of relevance and appropriateness prior to their use in the classroom. Use of supplemental materials must be approved through the District process. District policy establishes the following criteria to be considered in the selection of instructional materials:

- Relevance to the goals of the course
- Representative of different levels of difficulty and point of view
- Consistent with student maturity level
- Content accurate in both fact and presentation
- Selected with adequate consideration to multi-ethnic treatment, sex-role representation, accurate treatment of history, achievements and contributions of minorities and women
- Does not lend support to or glamorize use of drugs, alcohol, narcotics, or other illegal, immoral, or unethical subject matter
- Chosen in light of community values and expectations relative to language and morality

See policies IIA, IIB-AR, KLB-AR

LEARNING TARGETS

It is important for students to understand what they are learning. Learning targets with literacy objectives should be clearly written and displayed. At the end of the lesson, students should be able to identify and articulate the intended learning.

LESSON PLANS

The quality of the instructional program reflects the efforts invested by teachers in developing lesson plans consistent with district curriculum and appropriate to the individual needs of students. Teachers are expected to prepare lesson plans on a weekly basis. Lessons should directly align to District and State content standards. Each day the learning objective for that day should be posted for all students and observers to see.

All first and second year probationary teachers may be asked to submit weekly lesson plans each Monday morning (or first day of the work week) to their Administrator. These plans do not need to identify a minute-by-minute breakdown of each class, but should identify the goals, strategies, and activities taking place in each course that week.

MAKE-UP WORK

Whenever a class is missed, it is the student's responsibility to check with the teachers concerning make-up assignments. It is important that this be done the day the student returns to school so he/she doesn't fall behind the rest of the class. Students will be allowed one more day than the number of days absent to complete their make-up work. Example: If a student is out three days, he has four days in which to make up the work missed in class. This policy does not apply to tests, exams or major projects which are scheduled in advance or in cases where written class guidelines take precedence. Please teach students to be accountable for deadlines.

If a student is going to be absent or suspended more than three days, assignments may be obtained by calling the attendance office. Teachers should make every effort to fill those requests within one day.

Students participating in activities which take them away from school, such as band, speech, or sports should arrange to get their assignments in advance of the trip in order to keep up with class assignments. Teachers should make every effort to provide the assignments in advance.

PLACEMENT BY SPECIAL ASSIGNMENT

To tailor programs to meet the special needs of students and staff, our policy provides for the following instruction by special arrangement. These arrangements must be made through the student's counselor within the first two weeks of each grading period. *See policy IKF-AR*

PROGRAM EXEMPTIONS

Students may be excused from a state-required program or learning activity for reasons of religion, disability, or others deemed appropriate by the district, upon the written request of the parent.

An alternative program of credit may be provided. Teachers are expected to work cooperatively with students, parents, counselors and other district staff in the development of such alternative learning activities as needed. *See policy IGBHD.*

RELEASE TIME FOR RELIGIOUS INSTRUCTION

Students may be excused from school for religious instruction, not to exceed five hours a week for grades 9-12. The attendance office will notify the teachers of any students who are excused.

Any student unable to attend classes on a particular day due to religious beliefs is to be excused from attendance requirements for that day. *See policy JEFB.*

SAFETY

Miller takes the safety of students, staff, and community members seriously. We have a safety committee that meets the second Monday of every month from 8:15 – 8:30 in the computer lab. Please take any safety concerns that you have to an administrator. If you are injured at work (even if you do not seek medical attention), please see the Health Assistant to fill out a report. We also have monthly fire drills and periodic earthquake drills and lock-in drills. The instructions for those drills are in the Emergency Go Binder in your classroom.

SCHEDULE CHANGES

Student requests for changes in his/her program of classes are an inevitable part of our school program. Regardless of the registration process, interests change, abilities are misjudged, and student effort is unpredictable. A schedule change form is available in the Counseling office that reads: A student who drops a class after two weeks may receive a grade of "F" for the semester, unless the teacher indicates "no penalty" due to an error in level placement or extenuating circumstances. The "F" is then calculated into the student's cumulative GPA and appears on the transcript. Validity and merit of the request will be taken into consideration first.

This school year, due to scarce resources, the ability to change from one elective to another will be very difficult, and any change will probably prompt other adjustments to the schedule. Use good judgment if a student discusses a possible change with you. Encourage them to give the class a chance for one semester, then see their counselor to change second semester.

SECONDARY GRADE SYMBOLS GUIDELINES (from District Policy)

- A: SUPERIOR
Given for work of such character as to merit special recognition. A (point value 4) is a final grade used in the calculation of the GPA. Graduation credit is awarded.
- B: ABOVE AVERAGE
Indicates above average performance. B (point value 3) is a final grade used in the calculation of the GPA. Graduation credit is awarded.
- C: AVERAGE
Indicates average work which meets minimum course requirements. C (point value 2) is a final grade used in the calculation of the GPA. Graduation credit is awarded.
- D: BELOW AVERAGE
Indicates work below average which does not fully meet the expectations of the course. D (point value 1) is a final grade used in the calculation of the GPA. Graduation credit is awarded.
- F: FAILING
Indicates failing work which does not meet minimum requirements and demonstrates a lack of competence. F (point value 0) is a final grade used in the calculation of the GPA. No graduation credit is awarded.
- I: INCOMPLETE
Used only when unavoidable circumstances have deterred the student from completing the class work by grade-marking time. Although it is the student's responsibility to perform the work to clear the incomplete, it is the teacher's responsibility to convert the incomplete to a final grade when the final grade has been earned. The "I" will remain on the report card/transcript until the student provides the missing evidence.
- N: NO GRADE
For office use only. Indicates that the student took the class but received no grade for it. N is not used in the calculation of the GPA. No graduation credit is awarded.

- P: PASSING**
May be awarded to students with modified course objectives. P is a final grade that is not used in the calculation of the GPA. Graduation credit is awarded.
- S: SATISFACTORY**
Assigned only to students working as aides or who have made special arrangements to take a course on a satisfactory/unsatisfactory basis. S is a final grade that is not used in the calculation of the GPA. Graduation credit is awarded.
- U: UNSATISFACTORY**
Assigned only to students working as aides or who have made special arrangements to take a course on a satisfactory/unsatisfactory basis. U is a final grade that is not used in the calculation of the GPA. Therefore, the student's GPA is not adversely affected. No graduation credit is awarded.
- WF: WITHDRAWN FAILING**
Administrative approval is required. Used to indicate that the student has withdrawn from class with an F. Like the F grade WF (point value 0) is a final grade used in the calculation of the GPA. No graduation credit is awarded.
- WP: WITHDRAWN PASSING**
Administrative approval is required. Used to indicate that, upon withdrawal, the student was passing the class but unable to finish. WP is a final grade and cannot be made up. It is not used in the calculation of the GPA. No graduation credit is awarded.

STUDENT EVALUATION

Satisfactory/Unsatisfactory – Students may petition to take one elective class for credit on an S/U basis. Such a course would normally be taken for purposes of enrichment or exploration where the student would prefer not to be responsible for a letter grade. Specific requirements will be established by the individual teacher with administrative approval. Note: The U grade is not the same as an F and does not affect the student's GPA.

Independent Study – A student may arrange with a member of the staff to be assigned a specific project, under the teacher's supervision, with graduation credit to be awarded upon successful completion. The following criteria will be considered:

- Goals, objectives and specific requirements are to be stipulated in writing.
- The "on-task" time should correspond to traditional course offerings.
- Arrangements for credit must be made in advance.
- Students must be taking at least a minimum load of regular classes.
- The appropriate form must be completed and signed by the student, parent, teacher, counselor, and administrator.
- Tangible completion criteria should be stipulated.
- Student outcome should exceed those of the existing curriculum.
- Staff members should consider their own workload before taking on an independent study student.

STUDENT AIDES

The student aide program grants credit for learning that is not confined to formal classroom settings. In an effort to incorporate experiences in community-based learning into our school program, the following guidelines have been developed:

- To qualify for student aide credit, students must be registered for at least 4 regular classes. Students will not be allowed to simultaneously register for student aide and work experience.
- Please limit your TAs to one per period.
- Students are responsible for submitting a completed TA request form to the counseling center.
- Students must maintain a 2.0 GPA.
- All student aide credits are acceptable as elective units of credit toward graduation.
- Students working as office aides (administration, library, counseling center) will be awarded a maximum of ½ unit to 1 unit per year, depending on teacher recommendation and satisfactory work.
- Credit is not granted until the full completion of a semester's work.
- The student's immediate supervisor will be responsible to set requirements and recommend credit on an S/U basis.
- Teachers and office staff will take report attendance of aides every day. **Teacher aides should be marked tardy if they are late.** All TAs must have a hall pass when leaving the classroom.
- Students should have a job description as if this were a job. Evaluation of the student should be on fulfillment of the job duties and attainment of the Career Related Learning Standards.

SURVEYS

Surveys, opinionnaires or questionnaires are not to be administered to students without District and /or building administrative approval.

TRANSCRIPT REVISION REQUEST (CHANGING EXISTING D/F GRADE)

A 'D' or 'F' grade on a transcript can be replaced by a higher grade if a student retakes the class. A signed, written request from a parent, counselor and administrator is required to make the grade change. TRANSCRIPT REVISION REQUEST (CHANGING EXISTING D/F GRADE) forms are available from the registrar.

WITHDRAWAL FROM SCHOOL

Upon notification by the office of a student withdrawing from school, teachers are expected to complete the student withdrawal form, including grade earned to date. Teachers will make a complete accounting of any unreturned or damaged books, locks, materials, supplies, equipment or other district property, including replacement costs if known, and submit the list to the bookkeeping office.

In accordance with law and district policy, certain education records may be withheld if fees and fines are not paid.

GRADING CALENDAR

Synergy 2018-19 School Year(needs updating)

Quarter 1	September 4 – November 1
Midterm 2	November 5 – December 7
<i>Semester 1</i>	<i>September 4– January 30</i>
Midterm 3	February 4 – March 1
Quarter 3	February 4 – April 11
Midterm 4	April 11- May 10
<i>Semester 2</i>	<i>February 4– June 14</i>

TERM	TERM ENDS	GRADING OPEN/DEADLINE	COMMENTS
Quarter 1	Thursday, Nov 1	Monday, October 30 th - <u>Sunday, November 4</u> thru midnight	
Midterm 2	Friday, Dec 7	Monday, December 3 - <u>Sunday, December 9</u> thru midnight	Holiday starts Monday, Dec 24
<i>Semester 1</i>	<i>Weds Jan 30</i>	<i>Mon Jan 28 - Sun Feb 3</i> <i>thru midnight</i>	<i>Jan 31 Teacher Prep Feb 1 Grade Prep</i>
Midterm 3	Friday, March 1	Monday, February 25 - <u>Sunday, March 2</u> thru midnight	
Quarter 3	Thursday, April 11	Monday, April 8 - <u>Sunday, April 14</u> thru midnight	April 13 Grade Prep
Midterm 4	Friday, May 10	Monday, May 6 - <u>Sunday, May 14</u> thru midnight	
<i>Semester 2</i>	<i>Friday June 14</i>	<i>Mon June 10 - Sun June 16</i> <i>thru midnight</i>	<i><u>Mon June 17</u></i> <i>Last day for teachers</i>

Common Syllabus Headings/Categories—*adapted from David Conley's work at the Center for Educational Policy Research at the University of Oregon*

General Course Information:

Subject:

Year:

Course Title:

Course Description:

Room Number:

Period(s) Taught:

Faculty Name: *With degree information to promote academic success.*

Course/Faculty Website:

Additional Contact Information:

Office Hours:

Welcome/Introduction to Course:

Note to Parents:

Learning Outcomes:

Course Objectives:

Reading Strategies and Objectives:

Writing Strategies and Objectives:

Readings:

Required Text:

Optional/Suggested Text:

Grading & Plagiarism:

Grading Categories & Percentages:

Grading Scale:

Late-Work Policy:

Make-up Work Policy:

Plagiarism Policy:

Course Schedule/Outline:

This is in the form of a unit, quarterly, monthly, or weekly calendar.

It should include the following:

- Major Assessments/Projects*
- Films to be shown, a rationale for the use of each in the course, year of release, and a notation about alternative assignment availability for parents who do not wish their student to view a particular film. "At least two weeks prior notice is greatly appreciated."*

Classroom Conduct:

Keep this section simple. Try to keep the focus on academic expectations, not behavior expectations. Refer students and parent to the school handbook for behavior expectations and consequences.

Signatures:

Student Signature—stating they understand the course requirements, policies, and expectations.

Parent Signature—stating they understand the course requirement, policies, and expectations.

What is PBIS?

(Frequently Asked Questions)

PBIS (Positive Behavioral Intervention Support) is a school-wide effort to create a positive school culture at Miller Education Center.

PBIS is a systems approach to enhancing the capacity of schools to educate all students, especially students with challenging social behaviors, by establishing (a) clear defined outcomes that relate to academic and social behavior, (b) systems that support staff efforts, (c) practices that support student success, and (d) data utilization that guide decision making.

What do I do?

Focus on creating a welcoming environment in your classroom and throughout the building. Start looking for things you see people doing right, not just students, but all people in the building. It takes 5 positive interactions to counterbalance one negative interaction, so the more positive interactions we can notice the more positive our culture will become.

Why is it so important to focus on teaching positive social behaviors?

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important part of a student's educational experience. Teaching behavioral expectations and recognizing students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Why are we doing it? What is in it for me?

With a positive culture at our school, we will have more effective time for learning because through our consistent messaging and common practices, we can teach students the behaviors we expect them to exhibit. By working together as a staff, we can powerfully communicate to students the expectations we share for a positive learning environment.

How much time should I give to support PBIS?

Everyone – at a minimum, we expect teachers to be part of the conversations about what is working and what is not working at Miller Education Center. We want your input about our next steps to create our positive school culture. When asked, teachers will deliver PBIS/Liger Pride related lessons during short assembly schedule days. We also expect everyone to recognize their students and make an effort to increase their praise for students who do the right thing. Our goal is to have 6 positive comments/recognition to everyone 1 negative comment/recognition.