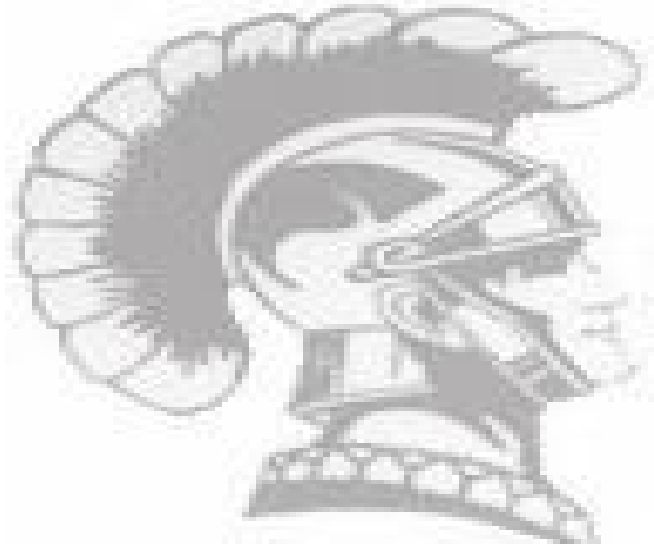


Essex High School



2017-2018

Faculty and Staff Handbook

833 High School Circle
Tappahannock, Virginia 22560
804-443-4301
804-443-4272 (fax)

SCHOOL ADMINISTRATION

Mrs. Kimberly Parks, Principal
Ms. Princess Blanding, Assistant Principal

GUIDANCE COUNSELORS

Mrs. Jo Ellen Andrews
Ms. Diondra Mercer

SUPPORT STAFF

Ms. Sharon Robinson, Administrative Assistant
Mrs. Mary Gillis, Bookkeeper
Mrs. Amanda Taylor, Attendance Clerk and Guidance Registrar

CENTRAL OFFICE STAFF

Dr. Scott A. Burckbuchler, Superintendent
Dr. Lori Harper, Assistant Superintendent for Instruction and Federal Programs
Mrs. Christina Beasley Director of Human Resources
Ms. Annette Bilodeau, Director of Accounting
Mrs. Tara Roane, Director of Special Education and Student Services

SCHOOL BOARD

Karen R. Ellis
Dennis Hammond, Board Chair
Larry Lenz
Raymond Whitaker
Jacob Plummer, Vice Chair

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FORWARD

Increasingly, we find our tasks as faculty members, administrators and staff more complicated as new concerns arise in our profession. It is important that we be aware of the expectations and responsibilities of our individual assignments. This handbook will serve as a useful guide throughout the school year as you organize your particular assignment and should be consulted frequently. In addition, the school division policy manual is available in the library or on-line at www.essex.k12.va.us.

This Employee Handbook contains personnel policies, regulations and interpretation, employment benefits, compensation and procedures, and division guidelines governing all employees of the Pittsylvania County School Public School Division. The policies included are summarized; however, the entire manual of policies and procedures are not provided in this document. The School Board will occasionally make changes to the policy manual. These changes will supersede any compatible provisions included in this document. Suggested improvements to the handbook are welcome and may be submitted to the building principal.

VISION MISSION, VISION AND GOALS

MISSION

Essex County Public Schools exists to serve the individual educational needs of our students.

VISION

In partnership with our students, faculty, staff, parents, and the community, Essex County Public Schools is committed to creating *Pathways to Excellence* by promoting a positive, student-focused culture striving for continuous improvement that meets the academic, athletic, artistic, and career-occupational needs of all our students by guiding, inspiring, celebrating, and teaching our students as we equip them to meet the challenges of a global society.

MOTTO

Pathways to Excellence

GOALS

1. We will partner with the community...

To do so, we will work in partnership with parents, students and the community in the shared responsibility of providing excellent education and growth opportunities for each student. We will actively seek creative partnerships within the community to ensure all students are inspired, engaged, and demonstrate continued improvement.

2. We will teach our students to be productive in the 21st century...

To do so, we will continue to integrate technology as a natural part of classroom instruction and learning. To develop improved media literacy skills, students will access and critique information.

3. We will ensure the progress of our students...

To do so, we will create a positive, safe environment that is conducive to learning, which strives to educate all students to be literate problem solvers; reflective thinkers; and self-directed, healthy productive citizens. We recognize that all students have unique needs and we commit ourselves to serving them. We will have high expectations, combined with the necessary support for all students, faculty and staff.

4. We will help our students graduate...

To do so, we will know where all of our students are in their progress toward graduation, and provide resources, supports, and opportunities to ensure they graduate.

IMPORTANT DATES

Faculty Meetings will be on the first Wednesday of each month at 3:45 p.m. Attendance is required. Please contact the Principal prior to the meeting if you are unable to attend.

MONTH	FACULTY MEETING	SIP/ LEADERSHIP	PBIS MEETING							
September	September 6	September 20	Meetings will be held during 3B as staff duty. Members will be provided calendar invites for each meeting. <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>PBIS (will meet 3B)</td> </tr> <tr> <td>Coates</td> </tr> <tr> <td>McKinley</td> </tr> <tr> <td>Slater</td> </tr> <tr> <td>McDermott</td> </tr> <tr> <td>Blanding</td> </tr> <tr> <td>Ball</td> </tr> </table>	PBIS (will meet 3B)	Coates	McKinley	Slater	McDermott	Blanding	Ball
PBIS (will meet 3B)										
Coates										
McKinley										
Slater										
McDermott										
Blanding										
Ball										
October	October 4	October 18								
November	November 1	November 15								
December	December 6	December 13								
January	January 3	January 17								
February	February 7	February 21								
March	March 7	March 21								
April	April 4	April 18								
May	May 2	May 16								
June	June 6	None								

PAYROLL DATE

WORK FROM - TO	TIME SHEETS DUE AT CENTRAL OFFICE	PAYROLL PAY DATE
May 6 - June 2, 2017	June 5, 2017	June 23, 2017
June 3 - June 16, 2017	June 16, 2017	July 28, 2017
June 3 - June 30, 2017	July 3, 2017	July 28, 2017
July 1 - August 4, 2017	August 7, 2017	August 25, 2017
August 5 - September 1, 2017	September 5, 2017	September 22, 2017
September 2 - October 6, 2017	October 9, 2017	October 27, 2017
October 7 - November 3, 2017	November 6, 2017	November 21, 2017
November 4 - December 1, 2017	December 4, 2017	December 20, 2017
December 2 - January 5, 2018	January 8, 2018	January 26, 2018
January 6 - February 2, 2018	February 5, 2018	February 23, 2018
February 3 - March 2, 2018	March 5, 2018	March 23, 2018
March 3 - March 30, 2018	April 9, 2018	April 27, 2018
March 31 - May 4, 2018	May 7, 2018	May 25, 2018
May 5 - June 1, 2018	June 4, 2018	June 22, 2018
June 2 - June 15, 2018	June 15, 2018	July 27, 2018
June 2 - June 29, 2018	July 2, 2018	July 27, 2018

GRADES AND ASSESSMENTS

MARKING PERIOD	DISTRIBUTION OF INTERIMS	LAST DAY OF THE MARKING PERIOD	DISTRIBUTION OF REPORT CARDS	NUMBER OF DAYS IN MARKING PERIOD
1	October 4	November 3	November 10	44
2	December 13	January 25	February 2	46
3	March 7	April 13	April 20	48
4	May 16	June 14		42

ASSESSMENT	DATE
Beginning of the Year Growth Assessment	September 5 – September 15, 2017
Critical Skills Assessment (CSA) 1	October 30 – November 3, 2017
Mid-Year Growth Assessment	December 13 – 20, 2017
CSA 2 and/or Mid Terms	January 22 – January 25, 2018
Writing SOL	March 13 – March 15, 2018
Writing SOL Make-Up	March 16, 2018
Critical Skills Assessment 3	April 9 – April 13, 2018
End of Year Growth Assessment	April 16 – May 7, 2018
Advanced Placement Exams	May 7 – 18, 2018
SOL Testing Window	May 17 – June 8, 2018
SOL Make-Up Tests	June 11 – June 14, 2018
Final Exams & SOL Expedited Retakes	June 11 – June 14, 2018

Lunch Schedules

3A			3B		
A	B	C	A	B	C
Ashu	Berry	Biven	Ashu	Bowden	Berry
Burch	Blagmon	Gerstenmair	Ball	Brown	Biven
Cantrell	Bowden	Hudson C	Davis	Diggs	Bryant
Coates	Bryant	Hudson K	Heilman	Hudson C	Hamilton
Heilman	Flory	LaFollette	Barnes	Moore	Jones M
Barnes	McKinley	Maneval	Scott	Thompson	LaFollette
Moore	Sydnor	Thompson	Tyson	Sydnor	Maneval
Walston		Smith J	Burch	Weeks	Smith J
Unrein		Weeks	Cantrell	Flory	McKinley
			Unrein		

TEACHER AND ADMINISTRATION TIMELINES

Timeline	Activity for Professional Improvement	Task or Document	Admin	Teacher
1 st Month	Establish student progress goal (all probationary and continuing contract teachers)	Goal Setting for Student Progress Form	√	√
Before the end of the 1 st Quarter	Observation of all probationary teachers	Observation Form	√	
Before the end of the 2 nd Quarter	Observation of all probationary teachers	Observation Form	√	
Before the end of the 1 st Semester	Summary of Student Survey Feedback (all probationary and continuing contract teachers)	Student Surveys and Student Survey Summary Form		√
Mid-year	Mid-year review of student progress goal (all probationary and continuing contract teachers)	Goal Setting for Student Progress Form	√	√
Mid-year	Probationary teachers will review Documentation Log	Documentation Log	√	√
Mid-year	Interim performance evaluation of probationary teachers	Interim Performance Report	√	
During the 2 nd Semester	Observation (all probationary and continuing contract teachers)	Observation Form	√	

10 calendar days prior to summative evaluation date	Submission of end-of-year review of student progress goal and Documentation Log (all probationary and continuing contract teachers in their summative evaluation year)	Goal Setting for Student Progress Form Documentation Log	√ √	√ √
Before Last Week of School	Submission of end-of-year review of student progress goal (all continuing contract teachers not in their summative year)	Goal Setting for Student Progress Form	√	√
Before Last Week of School	Review Documentation Log	Documentation Log	√	√
Before Last Week of School	Interim performance evaluation (all continuing contract teachers in years one and two of the three year evaluation cycle)	Teacher Interim Performance Report	√	
Before Last Week of School	Summative evaluation (all probationary and continuing contract teachers in their summative evaluation year)	Teacher Summative Evaluation Form	√	

TEACHERS

Current as of August 1, 2017

Ashu	103	Jones T	AC
Berry	215	Lafollette	111
Biven	205	Malevean	207
Blagmon R	120	McKinley	109
Bowden	202	Moore	110
Brehon	122	Ball	117
Burch	118	Barnes	101
Cantrell	212	Spanish	216
Clarke	124	Spiedel	121
Coates	102	Payne	105
Davis	214	Walston	213
Dawson	119	Thompson	208
Diggs	211	Scott	107

Flory	115	Slater A	TR
Fulcher	106	Smith J	219
Gerstenmaier	217	Snyder	116
Hamilton T	114	Spiedel	121
Heilman	201	Tyson	104
Hudson	203	Umphlette	Lib
Hudson K	206	Unrein	Band
Jones M	108	Weeks	204

STAFF ASSIGNMENTS BY LOCATION

Name	Primary Responsibilities	Location
Sharon Robinson	Administrative Assistant	Main Office
Mary Gillis	Bookkeeper	Main Office
Amanda Taylor	Attendance Clerk / Registrar	Main Office

CONFIDENTIALITY

As educators, we are responsible for a great deal of personal information about our students and parents. It is paramount that we maintain strict confidentiality in regards to student behavior, academic performance, and any other information deemed personal in nature. Discussion of confidential information in areas where others could hear these conversations or with individuals who have no need to know information is strictly prohibited.

COMMUNICATION

Past experience has indicated that a key element contributing to parental satisfaction with our school is regular communication from teachers. Based on this understanding, weekly communication from teachers to parents continues to provide positive experiences of school to parents.

All teachers must maintain a communication log of parent/guardian contacts. This will be reviewed during summative evaluation conference.

Communication standards ask teachers to:

- promote student success to parents
- contact parents the same day if a student experiences an academic or behavior issue in the classroom that could negatively affect their child
- ***return phone calls or respond to letters and e-mails within 24 hours of receipt**

We are asking that all of us commit to at least one positive communication with parents once a week. These may take the form of notes, home visits, phone calls, chance meetings with parents in the community, or any other method which is effective for us as individual educators. On occasion, we need to present unpleasant news to parents about their children. If we have built a foundation of trust through positive communications, these communications of a less pleasant nature will be less stressful for parents and teachers alike.

*We ask that teacher's make every effort to find the best way to communicate with each parent, whether it be by note, phone, e-mail or in person. Please verbally ask parents which method ensures the best communication with them at your first meeting.

ADMINISTRATIVE ROLES AND RESPONSIBILITIES

School systems have increasingly recognized that asking principals to assume direct responsibility for the development and support of approximately 40 teachers is not an effective approach. Your administrative team believes in the distributed leadership model to provide the hands-on, day-to-day coaching and support that helps teachers make a real difference in their students' lives. This model secures staff members' full participation in the school's decision-making processes, promotes meaningful collaboration and harmonious work relations, generates passion for accomplishing goals, and boosts student and teacher productivity. Many of the day to day responsibilities are shared by the principal and assistant principal; below is a list of many, but not all, of the duties of your instructional leaders.

K. Parks

- Fiscal & Infrastructure
- Instructional Team Leaders
- School Improvement Team
- Professional Development
- Teacher Re-certification
- Scheduling
- English Department
- Math Department
- Social Science Department
- Science Department
- Support Staff
- Community/Partnerships
- School Guidance
- Library Media Services
- Health Services
- AP/Dual Enrollment
- Athletics
- Facility Use

P. Blanding

- Student Discipline
- CTE Department
- Special Education Department
- World Language /Elective
Departments
- Child Study process
- In School Suspension
- Attendance/Truancy
- Lockers
- Transportation
- Textbooks
- Remediation/Intervention
- After-School Tutoring
- Volunteers
- Keys
- PBIS
- Threat Assessment

ADMINISTRATIVE EXPECTATIONS

The list on this page is a summary of expectations held by administrators of Essex High School for all of the staff members. These expectations serve as a reminder and guide for each of us that, like our students, we must be responsible for our actions. The expectations listed here are what would be acceptable for adults in a profession in which the members serve as role models for young adults. If we expect behaviors and levels of responsibility from our students, then we must model the behavior we expect from them.

- Arrive on time daily and be ready to work by **7:45 A.M.** The building will be open no earlier than 7:15 a.m.
- Be on time for scheduled or announced meetings
- Remain in the building until the designated time to leave
 - Monday- Friday 3:45
 - At times teachers may be required to stay later for meetings.
- Inform an administrator if you need to leave during the day – **sign out**
- Position yourself at your doorway between all class changes
- Fulfill your duty responsibilities daily
- Support & follow all rules outlined in the staff code of conduct
- Keep windows and doors free of decorations or materials to block view in and out of room. Fire code limits material on doors to one standard sheet of paper.
- No cell phones out. Please put them away and/or turn them off.
- Check your email twice a day (at a minimum); once in the AM and once in the PM
- Monitor student behavior during lunch time
- Attend all monthly meetings - Do not schedule appointments on Wednesdays
- Support and follow all rules outlined in the Student Code of Conduct
- Meet required deadlines for submissions: lesson plans, instructional data, and recording daily attendance
- Remain professional at all times
- Professional dress is required
- Students must be supervised at all times. Use agenda as a pass for student movement throughout the building
- Regularly assess students with a minimum of one grade per week
- Update Power School weekly
- Post a copy of your schedule next to your door
- Lesson plans out at all times, either hard copy visibly placed on desk, or a document open on your computer.

FACULTY MEMBER RESPONSIBILITIES

1. Develop a challenging, informative and constructive instructional plan in assigned subject areas which is in accordance with the school philosophy and objectives.
2. Follow division curriculum guides and pacing maps.
3. Adequately prepare students for assessments.
4. Differentiate instruction to meet the varied learning styles and needs of all students.
5. Create a well-disciplined atmosphere within the classroom at all times.
6. Care for equipment and supplies in his/her classroom.
7. Responsible for a careful and meaningful evaluation of pupil progress.
8. Coordinate the instructional program as it relates to the philosophy of the school and total educational program.
9. Maintain attendance procedures for all classes.
10. Remind each student about proper care of textbooks.
11. Be in the assigned area from 7:45 a.m. until 3:45 p.m. unless properly released through the principal's office.
12. Cooperate willingly when performing special and routine duties of supervision as assigned by the administration.
13. Exhibit good habits of being on time for all classes and duties.
14. Develop and maintain a strong professional attitude and standard of conduct which will earn the respect of the pupils and the community.
15. Attend departmental and faculty meetings unless excused by the principal.
16. Supervise students. If employee in charge must leave the work area, provisions must be made to have another employee cover the supervision of students.
17. Supervise students during transition times.
18. Maintain clear windows in doors.

DEPARTMENT LEADER RESPONSIBILITIES

1. Represent department at Instructional Team Leader meetings, and School Improvement Meetings.
2. Coordinate the preparation and periodic evaluation of department objectives, policies, procedures, inventories and course content.
3. Check weekly lesson plans and provide feedback as needed.
4. Consult with department members on course content, materials and methods.
5. Review and evaluate new textbooks, materials and teaching equipment.
6. Prepare annual department budget requests and lists of books and materials to be purchased.
7. Represent the department in discussing with the principal specific functions and/or problems/issues of the department.
8. Orient new teachers in his/her department.
9. Serve as a team leader for data analysis and the creation of data based instructional decisions.

LESSON PLANS

Lesson plans are a guide to your instruction, as well as a record of content taught. A model lesson plan format is available on the network in the through the EHS folder. Plans will be completed and filed the week prior to instruction and are to include:

- Link to specific SOL taught
- Connection to the Essential Knowledge or Skills from the Curriculum Framework
- Identification of the cognitive level
- Linkage to the Essential Questions, Big Idea, and Enduring Understandings from the VDOE standards
- Daily lesson objective with behaviors, conditions, and criteria
- Resources needed to complete instructional practices/ activities
- Instructional focus/anticipatory set/warm-up activity
- Instructional activity/procedures
- Materials needed for lesson activities
- Assessment strategies
- Guided and independent practice activities for students
- Extension/Remediation strategies
- Closure activities
- Homework assignment with differentiation in mind
- Technology needs for lesson
- Accommodations for differentiation of student learning needs

Plans will be reviewed weekly and during observations and drop-in visits. Lesson plans should be placed in the Lesson Plan folder on the network before Friday prior to the first instructional day of each week. Lesson plans must be out at all times, this can be in the form of a paper copy, or electronic copy.

All teachers are required to utilize the ECPS Lesson Plan Template format.

IDENTIFICATION BADGES

Identification badges are provided by the division. These badges remain property of the division when a staff member terminates his/her employment. **Id badges must be worn at all times during the instructional day** to identify staff and faculty members from other adults in the school building. If a badge is damaged or lost, notify the Principal or Assistant Principal immediately. A duplicate badge will be issued. On the reverse side of the badge is contained specific information essential during crisis situations. It is important not to share your badge with others.

Visitors and substitute teachers will be identification badges, as well. Substitute badge lanyards will be green in color. Visitor badge lanyards are red in color. Both visitor and substitute badges are signed out from and returned to the main office. If you locate one in the school building, return it to the main office.

BELL SCHEDULES

Regular Bell Schedule

Breakfast	7:50-8:02		
AM Warning Bell	8:02		
Tardy Bell	8:10		
Block 1	8:10-9:47		
Block 2	9:51-11:28		
Block 3 & Lunch	Lunch	Class	
	A 11:28-12:03	11:57-1:34	
	B 12:18 -12:53	11:32-12:18; 12:53 -1:34	
	C 1:05 -1:34	11:32-1:05	
Block 4	1:38-3:15		
Dismissal	3:15		

Student Drivers and Parent Pick-up – release to Commons entrance
Bus riders are released to main entrance for bus pick-up

2-HR Delay Schedule

No Breakfast served			
Bus Release	9:47		
AM Warning Bell	10:02		
Tardy Bell	10:10		
Block 1	10:10-11:05		
Block 2	11:09 - 12:04		
Block 3 & Lunch	Lunch	Class	
	A 12:08-12:43	12:43 – 2:13	
	B 12:53- 1:28	12:08 -12:53; 1:28 – 2:13	
	C 1:38 - 2:13	12:08 – 1:38	
Block 4	2:17 - 3:15		
Dismissal	3:15		

Student Drivers and Parent Pick-up – release to Commons entrance
Bus riders are released to main entrance for bus pick-up

1 PM Early Dismissal Schedule

Bus Release	7:47		
Breakfast	7:50-8:05		
AM Warning Bell	8:02		
Tardy Bell	8:10		
Block 1	8:10-9:15		
Block 2	9:19-10:23		
Block 3 & Lunch			
	Lunch	Class	
	A	10:27-10:57	10:57-11:07
	B	11:07 -11:37	10:27-11:07; 11:37 -11:47
	C	11:47-12:17	10:27-11:47
Block 4	12:21-1:00		
Dismissal	1:00		

Student Drivers and Parent Pick-up – release to Commons entrance
Bus riders are released to main entrance for bus pick-up

Pep Rally/Assembly Schedule

Bus Release	7:47		
Breakfast	7:50-8:05		
AM Warning Bell	8:02		
Tardy Bell	8:10		
Block 1	8:10-9:35		
Block 2	9:39-11:03		
Block 3 & Lunch			
	Lunch	Class	
	A	11:06-11:36	11:35 -1:00
	B	11:46-12:16	11:06-11:46; 12:26-1:00
	C	12:26-12:56	11:06-12:26
Block 4	1:00-2:30		
Pep Assembly	2:35-3:15		
Dismissal	3:15		

Student Drivers and Parent Pick-up – release to Commons entrance
Bus riders are released to main entrance for bus pick-up

STUDENT ATTENDANCE

Classroom teachers are required by Virginia Code to keep accurate, daily attendance records. Teachers should keep a personal record of attendance that would be accessible in case of an emergency. Teachers are to report daily attendance via Power School no later than **8:30 AM** each day. Students entering school after the 8:10AM bell must sign in at the office. Do not accept students into your classroom after 8:10 who do not have an office pass.

Attendance must to be accurate every day. Mistakes in attendance can cause undue stress and hardship and may create a safety concern if the school office or parent is unaware of a child's absence.

Although attendance for the school day is taken in block 1, teachers must maintain accurate attendance records for each class they teach. Attendance should be posted in PowerSchool each instructional block. Teachers can only post attendance on the specific school day. You cannot post to previous school days. It is expected that student attendance is recorded in PowerSchool accurately daily. Our School Messenger system will make phone contacts each day school is in session based on the block 1 attendance entered. It is vitally important that attendance is accurate each day.

Substitutes cannot enter attendance in PowerSchool. Substitute plans should designate a procedure for accurate attendance to be recorded and reported to the Main Office before 8:30 am in block 1 within the first few minutes at the beginning of blocks 2-4.

Each teacher will be provided a copy of the bulletin that lists all absentees for the day. Check the Daily Bulletin on Power School after 9:00 am.

There is a positive correlation between school attendance and academic achievement. Good attendance is essential for the success of each student, both in school and later in the world of work. Students are required by state law to attend school until reaching the age of eighteen. The following guidelines are to be considered when a student is absent.

1. Students will not be able to have more than six (6) daily absences from school per semester unless the absences can be documented by a medical excuse (doctor/dentist), legal/court or a death in the family. Absences for things such as general illness, baby-sitting, hunting, no ride to school, too little sleep, etc. must be included in the six (6) absence limit.
2. Students who miss more than six (6) days per class per semester and do not meet the absence policy guidelines **MUST** provide the attendance officer with documentation by a doctor/dentist's excuse, legal/ court excuse or a death in the family excuse. If a student has a chronic illness such as asthma, an excuse is needed on file in the office from your doctor. Parents should update the student's health services record in the nurse's office when health concerns arise.
3. Parents will be notified in writing when a student accumulates five (5) unexcused absences per class in a semester.
- 4.

Students must be in class for 168 days in order to receive credit for each course. Attendance in each class is defined as a minimum of forty-five (45) minutes. Students who have an early dismissal or arrive after the beginning of first period class for reasons other than verified actions (doctor/court/funeral) will be counted absent from all classes missed.

5. Students who wish to appeal class failures for a semester due to attendance may submit an appeal for that semester to the Assistant Principal within 5 school days of the conclusion of the semester.
6. If a student has been absent, a note from home explaining the absence should be brought to the attendance staff worker in the main office before 8:10 a.m. The note will not excuse the absence unless it is a note from a doctor/dentist, a court official or document indicating a death in the family. However, a parental note will provide information as to the nature of the absence and will help provide documentation later if the student needs to appeal a failure due to excessive absences.
7. In order to be excused for a planned absence, arrangements and approval must be secured with the administration prior to the absence.
8. To be counted as present for the purpose of receiving attendance awards and for participation in extracurricular and co-curricular activities, a student must spend at minimum three (3) periods of the day in school. Students present at any time during the day will be counted present for state attendance reports.
9. No early dismissals (EDs) shall be given unless students provide proper documentation of doctor's appointment, emergencies, or family obligations. Students receiving EDs without proper documentation will be counted absent from that class period.

There will be times when individual decisions need to be made for attendance problems that have special circumstances. If a student needs to appeal a failure due to excessive absences, an attendance appeal committee will be comprised of an administrator, guidance counselor and two teachers.

Students will have three (3) school days to make up work accumulated during their absence. Teachers may use their discretion to extend this time if it is deemed necessary.

TARDINESS

Students arriving at school after 8:10 are considered tardy to school and will be checked in by attendance clerk in the main office. Students who arrive to class after the late bell for that class period are also considered tardy to class and will be marked as such by the classroom teacher.

The following are protocols if a student is tardy to a class period:

1. On the 1st tardy to class, the teacher will warn the student he/she is tardy to class.
2. On the 2nd tardy to class, the teacher will warn the student he/she is tardy to class **and** document contact with the parent/guardian.
3. On the 3rd and subsequent tardy to class, the teacher will document the tardiness on a referral form which will be returned to the main office.

Consequences for tardiness to class are as outlined in the Code of Student Conduct

CALENDARS

Several online calendars are available for faculty, staff, students, and parents to keep up to date with special events and activities. These online google-based calendars have permissions given to groups of stakeholders at their origin. Teachers should use these calendars to schedule use of computer labs and other instructional technologies, maintain awareness of special student activities, availability of Library facilities, school and division-wide testing and schedule use of the conference room for meetings with parents.

The official division calendar may be adjusted by the School Board when necessary

PACING MAPS AND CURRICULUM GUIDES

Instructional pacing maps and curriculum guides are documents for teachers about the flow of instruction for each course. The pacing maps should show what content/specific SOLs will be taught and what the corresponding time required to teach the material. It is crucial that department members discuss and revise pacing guides so that every teacher knows where his/her class needs to be before common assessments are given.

Department teams should meet periodically throughout the year to review pacing maps and curriculum guides for each subject area. Guides should include the SOLs to be covered each grade period for the subject areas you teach. The SOLs covered during the grade period should be noted on each major assessment given during the grade period.

Pacing map and curriculum guide revision will be guided by the Assistant Superintendent for Instruction.

CRITICAL SKILLS ASSESSMENTS

Students will be tested with critical skills assessments each quarter in the following subject areas: English, Math, Science, & History. The testing windows will be during specific weeks each quarter with exact dates identified on the on-line testing calendar. Assessments are not predictor exams; but should assess focused curricular standards taught during that quarter. Critical Skill assessments are NOT to be cumulative. Critical Skill assessments should be completed within a single class period.

Power School will be used to create/administer critical skills assessments. Assessment questions should reflect current SOL style assessments with technology enhanced questions. Critical Skill assessments must be comprised of 15% technology enhanced questions. Data collected from assessments should guide remedial instruction. If a question cannot be correlated to a specific standard, then it does not belong on the assessment. SOL blueprints and frameworks are tools to help identify the right types of questions. Critical Skill assessments should be graded and included in the grade book as a minor assessment, similar to a classroom activity or quiz.

BLOOM'S REVISED TAXONOMY

In order to help our students achieve at the highest levels, we want to make sure that we are reaching the highest levels of Bloom's Taxonomy. Students must be moved beyond the knowledge level and move into the upper levels in order to be able to become 21st century learners able to be productive citizens. All teachers are encouraged to plan lessons using the top levels of questioning. Students should be engaged in Creating, Evaluating, Analyzing, and Applying throughout their education.

- **Creating-** Generating new ideas, products, or ways of viewing things- *Designing, constructing, planning, producing, inventing.*
- **Evaluating-** Justifying a decision or course of action- *Checking, hypothesising, critiquing, experimenting, judging*
- **Analyzing-** Breaking information into parts to explore understandings and relationships-*Comparing, organizing, deconstructing, interrogating, finding*
- **Applying-** Using information in another familiar situation- *Implementing, Carrying out, using, executing*
- **Understanding-**Explaining ideas or concepts-*Interpreting, summarizing, paraphrasing, classifying, explaining*
- **Remembering (Knowledge)-** Recalling information- *Recognizing, Listing, Describing, Retrieving, Naming, Finding*

STAFF DRESS CODE

As an educator, you are a role model for students. It is expected that staff members dress in a professional manner at all times. Professional dress consists of business attire. Business attire is crisp, neat and should look appropriate. Avoid tight or baggy clothing. Men are expected to wear dress pants and collared shirt. (A tie is preferred; but not required.) Women are expected to wear appropriate business attire. Skirts and shorts should be at least knee length. Jeans and tennis shoes are not general business attire. Certain teaching assignments may require exceptions to the general business attire (i.e. phys ed). All staff members are required to follow and exceed the student dress code as a model for our students. Spirit days may allow for approved deviations from the dress code. Exceptions to the staff dress code will require administrative approval.

REQUESTING LEAVE AND SUBSTITUTES

When you know in advance:

Complete a Request for Leave form. Give it to **Ms. Robinson**, once approved, she will confirm receipt of it with a notation and return it to you. Please fill out the form **completely**. Do not arrange for your own substitute. This is not an acceptable procedure. You may indicate to Ms. Robinson your preference and she will give him/her consideration as she arranges for a substitute. When you return, complete and sign the bottom portion of the leave request to verify your absence.

If you need to make arrangements on short notice:

Ms. Robinson can be reached at 804-445-6446 **until 11 pm or after 5:30 am**. Phones in the Main Office are answered after 7:45 am

Request for Leave at Holidays

We do our best to honor ALL requests for leave with NO questions asked. Please be sensitive, however, to requesting leave on the day before and /or after a holiday. Substitutes generally go out of town on these days too, which often puts us in a position of “robbing” one area to provide coverage. You will receive notice in e-mail form when substitute requests are at capacity. If a substitute is not available, we will be forced to ask teachers to cover classes for a colleague. No one can do your job as well as you!! You are needed, valued, and missed when you are not here!

Leave requests for the day before and after a holiday require special Superintendent approval. A written request should be forwarded with the leave request form to the Principal. The building administrator must present the request to the Superintendent for final approval/denial.

Thank you for always having substitute plans in place.

SUBSTITUTE PLANS

All staff members who teach classes or supervise students are **REQUIRED** to leave DETAILED substitute plans when you are absent in order that your routines can proceed as normally as possible in your absence. Please be sure to include the following in your plans:

- a list of students for each class that you teach
- a list of students with special needs and resources
- a copy of your daily schedule (including any duties)
- lesson activities for the day(s)
- discipline procedures for your classroom

Lesson plans are not to be dictated over the phone. It is your responsibility to see that plans are delivered to school prior to the start of the school day.

EMERGENCY SUBSTITUTE PLANS

Instructional staff members are required to place on file in the main office 5 class days of emergency substitute plans in the event you are unable to prepare plans for an absence. Emergency plans should include enough detail for a substitute to continue instruction in the classroom.

Emergency substitute plans are due to Ms. Robinson in the main office by September 19.

FACULTY ATTENDANCE

The typical work day for teachers is 7:45 a.m. until 3:45 p.m.

SIGN-IN / LEAVING DURING SCHOOL DAY

All staff members are required to sign-in daily in the Main Office. Staff members should plan to sign-in and report to duty stations before their assigned time frame.

Staff members who need to leave the building during the school day will be required to sign-out and sign-in at the Main Office. An electronic Sign-in/out procedure is in place. It is important that we are able to account for all employees, especially in the event of an emergency. Staff must have administrative approval before leaving during the school day.

CHILD ABUSE MANDATORY REPORTING

ALL employees are considered mandatory reporters for suspected child abuse of a minor. If you suspect that a child has been the victim of abuse, you are required to report your suspicions to the Principal or School Counselor immediately. Administration will make contact with social services or law enforcement agencies from the school. Once a report is filed, you will receive confirmation of the suspected abuse report. Reports to the Principal or School Counselor should be made in person or via written note that is hand delivered. At no time should a suspected abuse report be e-mailed.

Pay attention to any patterns of unusual behavior/dress/lack of attention to school activities. Students who continually act in an aggressive manner or angry outburst that continue over time may need assistance. Students who wear the same clothes on a daily/regular basis or who come to school dirty and lack personal hygiene may need assistance. Students with black eyes, bruises, burn marks on arm or legs or other bruises/ physical injuries may need assistance

CLINIC GUIDELINES

Students should be sent to the clinic if they are in need of health services. The following are guidelines to insure prompt care in the school clinic.

- The school nurse will make assessment of a student's need to remain at school based on current health status.
- Students with fevers above 100 degrees must be sent home. If a child's temperature is less than 100 degrees, they may be sent back to the classroom.
- Students should be sent to the clinic for evaluation and medical attentions if they become ill, injured, or require daily medications.
- Students with injuries from home should not be sent unless you have an immediate medical concern about the injury. The clinic cannot replace a primary care physician for diagnosing medical conditions.
- Health concerns of students by teachers should be reported directly to the parent.
- Any medications that students are required to consume at school must be stored in the clinic. Exceptions are prescribed inhalers and epi-pens. Documentation on the Student Health Card is required for all students requiring such medications.

INJURIES

Proper supervision is required to aide in the prevention of student injuries while at school or during school activities. Remind students to slow down, look where they are going, and be aware of their surroundings. Alert supervision by adults is critical to preventing injury.

Many staff injuries can be prevented by similar dutiful consideration. Be alert to your surroundings and practice careful movement throughout the building.

Any injury on school grounds or at a school activity requires documentation through a "Student Accident Form" for students and the series of "Workman's Compensation forms" for staff. Documentation should be completed and filed with the school office before leaving on the day an injury occurred. Parents/guardians of injured students must be contacted before you or the student exits the school building. Administrators must be notified of any injury, student or employee immediately.

SOCIAL NETWORK STATEMENT

Social Networking: Perception is reality. In online social networks, the lines between public and private, personal and professional can be blurred. By identifying yourself as an ECPS employee, you are creating perceptions about your subject expertise, your colleagues, administrators and about ECPS by our parents, students and the general public. Be sure that all content associated with you is consistent with your work and with ECPS's values and professional standards.

STUDENT DISCIPLINE

The learning situation is so structured that complete cooperation between student and teacher is absolutely essential for an effective learning environment to prevail. Occasionally, a student may intentionally or otherwise attempt to disrupt the harmony of the classroom or the school. When this happens, we must evaluate the situation and apply the appropriate disciplinary measures.

1. Under no circumstances will a school employee strike a student.
2. Do not make empty threats. When it comes to discipline "say what you mean" and "mean what you say". Then "do what you say".
3. Be business-like in the classroom. A serious, professional approach to the classroom will eliminate a multitude of problem.
4. **DO NOT HESITATE** to discuss any student behavioral problem with the student's parent/guardian or the school administration. Refrain from gossiping about students at all times.
5. Teachers are encouraged to call parents to discuss discipline problems.
6. All staff members and teachers should read the current Code of Student Conduct.

The *Code of Student Conduct* outlines acceptable student conduct and possible consequences. Please review this document prior to the first day of school. Following several procedures will enable the office to process and support discipline referrals in a timely manner.

Minor infractions/routine classroom disruptions:

Before writing/sending a referral to the office for routine class disruptions or minor infractions, the following steps need to be taken and documented:

1. Conference with the student
2. Parent contact. A phone conversation must take place before a referral is written.
3. If these initial interventions have not remedied the situation, a referral intervention is necessary. The teacher will call the parent to let them know the referral was written.
4. Make a creative attempt to discipline the student yourself. Calling on the principal or assistant principal too frequently in such cases tends to weaken the position of the teacher.

Major infractions/Emergency Situation Caveats:

These situations warrant an immediate referral bypassing the process above:

- Fighting
- Weapons
- Drugs or alcohol
- Other major safety concerns

When writing a referral, be sure to:

1. Include all relevant facts in a written referral and speak with the principal when possible.
2. Refer to other students involved in the problem in the third person (i.e. Hit another student rather than Hit John Smith). Names of witnesses should be written on a separate sheet of paper and attached to the referral.
3. Ascertain the student's side of the issue before writing the referral.
4. Refrain from including teacher feelings, opinions, or commentary on the referral form.

Remember, referrals are documentation of student behavior and consequences. This documentation is presented to the student's parent/guardian. It is vitally important to remember the audience when completing a discipline referral form. The referral becomes a part of the student's school record.

DISCIPLINARY ACTION OUTSIDE THE INSTRUCTIONAL CLASSROOM

A teacher noticing disorder anywhere at the school will take charge of the situation, calling on the office for help when necessary. All EHS pupils are responsible to all EHS teachers. All major disciplinary cases will be handled by the principal and the assistant principal. When cases are referred to the office a referral form must accompany them. Suspension is sometimes necessary. Parents will be notified of such action. On all occasions, the parents will be notified of a pending conference with the principal before the pupil is readmitted to classes. Some cases may warrant expulsion from school, in such cases, the school board will make any disciplinary decisions.

REMOVAL OF STUDENTS FROM CLASSES

While it is the desire of the administration to uphold all teachers in their efforts to discipline students, there are times when the teacher could exceed the authority of his or her position. When that happens, the administration is placed in a position of possibly not being able to back the teacher. Such a situation arises when the teacher tells the student to "get out of my class and don't come back" or words of similar nature.

Teachers must notify the main office when it becomes necessary to remove a student from the classroom by using the RED FOLDER code. Students will be removed by an administrator as applicable. In order for the student to be removed for a longer period of time, or permanently, administrative action is required. Therefore, teachers attempting to remove a student from a class for more than one period without administrative approval would be against regulations.

If a student is dismissed from a class with an indefinite order from the teacher subsequently injures another student or injures himself, the liability for each injury, with overtones of negligence, falls upon the teacher. When this situation arises, the teacher falls into an indefensible category. Do not "kick" students out of class. When it becomes necessary for one to be removed, please follow procedure.

ADMINISTRATOR'S RESPONSIBILITY IN ADMINISTERING DISCIPLINE

The principal and his/her designee will administer the Code of Student Conduct which has been adopted by the school board. In addition, the principal or his/her designee will provide proper due process and will keep proper records of all discipline cases referred.

School-level administrators have established discipline policies which are consistent with those promulgated by the Essex County School Board and that promote a quality learning environment. Administrative actions are intended to build positive home/school connections for the benefit of maximizing learning opportunities and maintaining order.

When establishing discipline policies and procedure, the building level administrators work closely with faculty, staff, central office, and appropriate outside agencies, to promote effective, workable, and realistic discipline practices. Additionally, administrators should consistently and regularly communicate discipline policies and procedures. This should include an effort to communicate to parents and students the expectations regarding student conduct within the school environment.

Finally, administrators promote an atmosphere of high learning expectations for all students. This includes an effort to encourage self-discipline among all students.

TEACHER'S RESPONSIBILITY IN ADMINISTERING DISCIPLINE

The classroom teacher has the major responsibility for establishing an orderly, disciplined atmosphere in the classroom. Each teacher must establish behavior expectations within the classroom. The efficient classroom requires a well-understood and consistent set of rules and regulations. Each teacher shall post classroom rules. Expectations must be established from the beginning; able to be easily learned and understood. Additionally, students should be encouraged to develop self-discipline. Engaging classrooms will have fewer student discipline issues

The teacher must develop and model a positive climate for instruction. This should include a sound educational program for all children, adaptation of materials and methods to meet the needs of all students, and the provision of learning experiences appropriate to each child's ability.

AGGRESSIVE BEHAVIOR/ "BULLYING"

Students who act in a threatening manner to adults or students may be exhibiting a pattern of "bullying". This bullying can be in the form of physical actions, emotional manipulation or verbal attacks. Bullying can be person to person by comments, actions or even by electronic means.

If you witness any forms of this negative behavior to a student or experience this behavior towards yourself, please report it to the administrator by referral as soon as possible.

STUDENT SEARCH AND SEIZURE

School administrators are authorized to perform student searches and seize items that do not belong in school. At no time should teachers search students, book bags, backpacks, or personal possessions and seize possessions. If you suspect a student is in possession of a restricted item, contact a school administrator immediately.

SUPERVISION

Please be diligent in supervising students in your charge at all times. Avoid cell phone use and internet “surfing” while in the direct supervision of students. When performing supervision duty, teachers are expected to spread out in order to have a visual on all areas of the location. Ask an adult to stand at your door if you must leave the classroom.

GRADE SCALE

The Essex County School Board adopted a grade scale is as follows:

Class Grade	Letter Grade	Standard G.P.A. Conversion	Weighted G.P.A. Conversion*
90-100	A	4.0	5.0
80-89	B	3.0	4.0
70-79	C	2.0	3.0
60-69	D	1.0	2.0
59 and below	F	0	0

*Only Advanced Placement, if the corresponding AP Exam is taken, and Dual Enrollment courses shall be weighted.

The grade book is an official record of student progress for the year. Please be sure to frequently (weekly) update records. Grade books should include the following:

- grades kept by activity/assessment
- an identifying label and date for each graded entry
- all grading period and year end averages
- grade period begin and end dates
- legible markings and notes
- a minimum of nine grades per subject per marking period

Incomplete Grades: Students who have incomplete grades at the end of the nine weeks will be given “I” on the report card. This grade will be changed by Guidance in PowerSchool after a grade is received from the teacher. Incomplete grades require prior administrative approval. Incomplete grades are automatically converted to a failing grade after two weeks from the end of the grade period if no grade is provided by the teacher.

GRADE CATEGORIES / WEIGHTS

Grade book categories and weights should be standard across the building. However, it is recognized that differences exist among teachers what is expected of students to demonstrate content mastery. The following are considered guidelines for teacher grade books:

1. Each teacher should take a minimum of nine assessments in a grading period.
2. Each teacher should take at least two major assessments each grade period.
3. Major assessments should cover multiple levels of Bloom's Taxonomy.
4. Grade weights per nine-week grade periods:
 - Major assessments at least 30%; but no more than 60% of the grade
 - Major assessments include: exams, tests, projects, long-term assignments
 - Minor assessments no more than 30% of the grade
 - Minor assessments include: class activities, quizzes, short-term assignments
 - Homework no more than 10% of the grade
 - Class Participation no more than 10% of the grade (if used)

Final grade calculation will be as follows:

Semester 1		Semester		Year-End	
Quarter 1	40%	Quarter 3	40%	Semester 1	50%
Quarter 2	40%	Quarter 4	40%	Semester 2	50%
Mid-term Exam	20%	Final Exam	20%		

PARENT PORTAL ACCESS

Parents can access their child's grades and attendance records through the Parent Portal connection of Power School student data system. User ids and passwords must be obtained in person through the Main Office. Parents can access period attendance and grades for assessments recorded in the database grade book. Teachers can be contacted through the portal via e-mail. Teachers are encouraged to maintain up-to-date grade books in Power School. Grades should be entered weekly, at a minimum.

REPORT CARDS

All teachers are expected to have grades entered by given deadlines and narrative comments about progress included in report cards. Report cards are sent home following the end of the marking period. The dates for the end of each grade period are noted on the School Calendar. Students will receive their final report card after the last day of school.

Interim grade reports will be distributed to students mid-grade report period. Dates for interim grade reports are listed on the school calendar.

PROMOTION / RETENTION DECISIONS

Grade advancement is determined by the number of accumulated credits towards graduation. Refer to the chart below for specific credit requirements. Students will not be advanced a grade level mid-year.

To advance to grade:	Minimum credits required	Number of required course credits*
10	5	3
11	10	6
12	15	9

*One of the required courses must be English.

Acceleration for ECPS Mathematics – 8th Grade

- To proceed to Algebra 1
 - o Math Teacher Recommendation
 - o Pre-Algebra/Math 8 grade C or better
 - o Passing score on the SOL
- Students not prepared for Algebra 1 will enroll in Algebra 1 Pt1 and Algebra 1 Pt 2

FIRE DRILLS / EMERGENCY EVACUATIONS

1. When the fire alarm sounds, everyone is required to leave the building, no matter where they are at the time.
2. As soon as the signal sounds, all work stops, students leave materials on their desks and evacuate the building as quickly as possible.
3. Windows should be closed and shades opened. The door must be closed and locked, lights turned off and the teacher should be the last to exit the room.
4. The teacher will check the roll immediately to be sure all children are present. The names of any missing students should be recorded in the appropriate space of the “Accounting Form” and sent to an administrator by the staff member designated as a “runner”.
5. Order must be maintained. Absolutely no running, horseplay or excessive noise.
6. Everyone should be beyond danger and out of the path of emergency vehicles.
7. Everyone should be alert for necessary changes in course of action.

8. We return to the building only after a signal to return.

***Always assume that an alarm signals a real emergency and proceed accordingly. ***

Required drills include: fire drills, lockdown/intruder drills, tornado drills, and evacuation drills. From time to time the fire or police departments may present to observe procedures. Students and staff members should be vigilant for emergency situations.

Student Accounting in Emergency Situations Form

Teacher Name _____ *Class/Time Period _____

*Note the class or period that you are teaching at the top of the form.

When attending to this form, consider the students who are SCHEDULED TO BE WITH YOU AT THE TIME OF THE EMERGENCY.

**Students Absent today,
Or who have left early**

Students who are in another class ---- Location?

Missing Students

Students with your group who should be somewhere else (Identify location)

NOTE: Please send this form with an adult to an accounting site ASAP.

GUIDELINES FOR HOMEWORK

Homework is an essential part of the instructional program at Essex High School. Such work serves several purposes - to reinforce classwork, to extend learning time, to strengthen skills and to provide enrichment. In addition, there are some long term benefits as homework contributes to the development of organizational and study skills, self-discipline, a sense of responsibility and problem-solving abilities.

To develop these benefits, a commitment to homework must be made by the faculty, parents and students. First, the school staff should construct assignments that contribute to the instructional program and are appropriate in quantity and length to the various needs, abilities and ages of the students. Next, the parents' role is primarily supportive. It should encourage a conscientious and positive attitude by students toward homework. Students need to undertake homework as a learning experience, as an extension of classroom instruction, and as an important part of their education.

Homework should always be assigned to reinforce instruction received during regular school hours. In NO case should homework be assigned as a disciplinary measure.

The 4 types of homework are:

1. **Independent Practice:** The student is given a chance to apply what was learned during class and / or to practice skills learned during class.
2. **Extension:** Students are encouraged to extend their knowledge of the lesson by the use of independent study where the focus is on production rather than mechanical reproduction.
3. **Preparation:** The student needs to perform some activity in order to gather information or to prepare in some way for the lesson that will be presented the following day.
4. **Creative:** Each student is given a starting point and certain limits and then must use IMAGINATION in order to complete the assignment.

When assigning homework, teachers should:

1. Consider the grade level, course type, general ability level of the students involved and each student's class load and assign homework based on these factors.
2. Homework should be weighted so that it counts no more than 10% of the final grade for the grade period.
3. Assign homework only after concepts have been taught in class and guided practice has been completed.
4. Evaluate work and provide timely feedback.
5. Insure homework assignments are appropriate for all students. Assign homework that is focused on quality rather than quantity.
6. Provide clear instructions about homework assignments. Homework should be an integral part of the lesson, well thought out and explained. It should never be used as punishment for classroom behavior.
7. Assign no more than a weekly average of thirty minutes of homework each day. Teachers may assign homework on weekends.

8. Keep in mind that their students are taking other academic courses and that long-term project and test preparation also requires time.
9. Communicate with parents when students fail to submit assigned homework.
10. Evaluate, return all homework assignments, and to provide prompt feedback to their students in a timely manner.

When completing homework, students should:

1. Be responsible for its completion with regard to the specified guidelines.
2. Work together and individually based on the purpose of the assignment.
3. See that homework gets returned to school and available for use upon arrival to class.
4. Students should make sure they understand assignments. Always check with teachers for clarification. Every attempt should be made to do the work. If the work is not understood, try to form questions to ask at the next class meeting.
5. Students should schedule study time so that projects and long-term assignments are completed over a period of time. This promotes the accomplishment of quality work.
6. Students are responsible for contacting teachers to make-up assignments missed due to illness.

To support the completion of homework, parents should:

1. Provide an environment at home that promotes good study habits.
2. Make provisions for students to have access to basic resources.
3. Provide access to a quiet area with proper lighting reserved for homework purposes.
4. Assist students setting proper priorities for the many distractions that can interfere with homework, such as employment, sports, entertainment and social activities.
5. Communicate with their child's teachers if they believe their child does not understand homework assignments.
6. Be aware of what is assigned for homework and check for completion.
7. Encourage their children to keep a list of assignments in their agenda.

CONDITION OF CLASSROOMS

Rooms should always be kept in excellent condition. At the end of the day make sure the boards are clean, windows locked and all lights turned off. Bulletin boards should be utilized and a constant check made on furniture and walls to make sure they are not marked. Students must pay restitution for any damages. An attractive room provides the proper environment for learning. **All classrooms must be locked any time you leave your room during the school day.** Prior to final checkout in June, your room will be checked for organization and to be certain that all items are put away.

FIELD TRIP PROCEDURES

The Essex County School Board supports field trips that have solid educational value as long as the trips are within reasonable limits so that the teaching of basic skills within the classroom setting is not impeded.

Field trips must address Standards of Learning; School Board approved curriculum, or other school objectives.

SOLs/School Board approved curriculum or I.E.P. objectives taught in the classroom setting with other resources such as guest speakers, the multimedia information available through the Internet, etc., is preferred to the intrusion on regular instructional time caused by travel time. To reduce the intrusion on instructional time for high school students who miss all their other classes when attending an all day trip for one class, it is recommended that trips be scheduled for after school or Saturdays whenever possible. Shorter trips that can be conducted for a specific class within that class period will be considered on a limited basis. Special consideration will also be given to trips involving competition with students from other schools. Once trip requests are approved, changes should be made for external causes only. Administration should be notified immediately of any irregularities that occur while on a field trip.

The number of chaperones needs to be sufficient to maintain direct adult supervision of students at all times. The Principal is to approve the chaperone plan for each trip. The number of chaperones needs to be sufficient to maintain direct adult supervision of students at all times. School board policy is one chaperone per ten (10) students. Each overnight trip must have sufficient adult chaperones to insure assignment of one chaperone to each five students. The employee sponsoring the trip shall obtain copies of keys to each hotel room to insure proper supervision. Chaperones need to be assigned to sit front/rear sections of the bus at all times during travel. The purpose of this request is to keep appropriate supervision of students on the bus at all times.

Field trip applications for all trips must be approved by the building principal, superintendent, and school board. Applications are located in the main office. Plan accordingly in order that all approvals can be secured.

Each principal will submit the school's proposed field trips for the year by the September School Board Meeting. A central office administrator will review all requests. All trips, including any exceptions that may be requested, will be considered by the board at its October meeting. Limited exceptions will be considered by the board at its discretion at other times. The school offices are to submit cover sheets for the trips in chronological order showing estimated: dates, departure & return times, destination, name of faculty member in charge, number of students, number of chaperones, and mode of transportation. The superintendent/designee may authorize changes in dates or destinations that arise due to circumstances beyond the control of school personnel. All field trips requests need to be submitted to the Principal by **September 25th**.

REFERRING STUDENTS TO STAT TEAM

Please check the student's cumulative file before recommending a Child Study. All previous Child Study notes should have been placed in student files. Students with a current IEP are discussed with their case manager and administrator and do not go through the child study process. The Child Study process can lead to special education eligibility process; but not all child study cases will result in special education evaluation.

To refer a student to the Child Study process:

1. Make the decision, based on data collection, that a student is having great difficulty and that you desire input from other professionals to help resolve the difficulty. These difficulties may include on-going and /or severe problems regarding academics, attendance, physical well-being, emotional, behavioral issues, etc. Check the student's cumulative folder for a history of past performance.
2. Obtain a Child Study Referral packet from the office.
3. Complete forms carefully. Please remember to state the facts in as positive a manner as possible.
4. It is required that you speak to the parents and notify them of the forthcoming referral.
5. Completed Child Study referrals must be given to the principal.
6. You may suggest professionals to invite to the Child Study Committee meeting.
7. Child Study meetings will follow. Meeting attendees will include the principal, school counselor, all classroom teachers, parent, special education teacher, other specialists, if necessary, and in some cases the child, if appropriate.

Please use Child Study to help you help students with whom you are having little or no success. In most cases, you will already have attempted to solve the problem before referring to Child Study. In order to be beneficial to the current school year, Child Study meetings should be requested prior to March 15 of the current school year.

*The "Response to Intervention" piece of the process will require the teacher to document the different strategies used to solve the problem. Be sure to keep a record of different programs /approaches you have used to help the student you are referring. Bring the intervention data to the child study meeting as documentation of strategies attempted in the classroom. Data could include, but not limited to: assessments, intervention strategies with results, anecdotal records, behavior logs, SOL scores, discipline referrals and actions, attendance records, AR tests, etc.

Child Study CAN be a first step in referring a child for Special Services, but it is MUCH more. It is a process designed to assist students and teachers develop appropriate accommodations, if necessary.

PROCEDURE FOR HANDLING MONEY/PURCHASE ORDERS

1. All money will be receipted and collected by the Bookkeeper in the mornings or afternoon. There is NO EXCEPTION to include coaches.
2. Prior School Board approval is needed to collect money for field trips and/or fundraisers. When collecting money for a field trip and/or fundraiser an accountability form MUST be turned into the bookkeeper once all monies have been collected. This form can be obtained from the bookkeeper.
3. Funds can be allocated from both school board budget and in house activity accounts. To purchase items with SBO or activity funds:
 - A. Fill out the EHS purchase request form located in the shortcut icon on the computer desktop in its entirety identifying whether SBO or in house activity account funds are to be used.
 - B. Once this form is completed, email it to your department leader for approval.
 - C. Only PO request from department leaders or club sponsors will be accepted.
 - D. Department Leaders will forward the request to the EHS bookkeeper who will apply a PO number and account code and seek administrative approval. If the purchase is over \$999.99 you must have three quotes from three different vendors attached to the purchase request.
 - E. The EHS Bookkeeper will notify you when approved.
 - F. NO ITEMS MAY BE ORDERED BEFORE the bookkeeper notifies you of approval.
 - G. No purchase is to be made without PROPER DOCUMENTATION and authorization.
4. NOTES FROM ESSEX COUNTY SCHOOL FINANCIAL POLICY
 - A. Code: DA-R Section D Fiscal Management
 - i. Food purchased for students from public funds as part of an initiative, program, or incentive (e.g., SOL rewards, honor roll) will be approved by the Principal
 - ii. Gifts to individuals are not authorized from school funds. This includes gifts for staff birthdays or other personal occasions, except if paid from a staff funded hospitality account.
 - iii. Cash and cash equivalents (gift cards, etc.) are not permitted for faculty and staff. Per IRS regulations, no amount is considered de minimis, therefore any given amount must be reported to payroll and the amount will be added to the employee's W-2.

Notes/Reminders:

1. EHS does not have a petty cash fund
2. Reimbursements require original receipts without alterations. Reimbursement will not include sales tax for purchases, except food purchases and must be pre-approved.
3. All checks should be made payable to Essex High School or EHS.

UNSCHEDULED CLOSING OF SCHOOL

When it becomes necessary to close school because of inclement weather media stations will be asked to announce school closings for Essex Public Schools. In addition, an e-mail will be distributed by the School Board Office. Parents will be notified through the School Messenger System. Do not call the radio/TV stations, the school or the school board office. If you have not heard an announcement of school closing on or before 6:45 a.m. on the day in question, you can assume school will be open. The central office staff will make every attempt to notify the media outlets between 6:10 and 6:30 a.m. whenever inclement weather occurs. Announcements will be made by the School Messenger System.

STUDENT FEES (2017-2018)

DRIVER EDUCATION (must be paid before in-car training)	190.00
SCHOOL LUNCH	2.30
REDUCED LUNCH	.40
ADULT LUNCH	3.20
SCHOOL BREAKFAST	FREE
ADULT BREAKFAST	2.10
GYM UNIFORM PURCHASE	15.00
PARKING PERMITS	5.00
FBLA DUES	20.00
FCCLA DUES	15.00
NATIONAL HONOR SOCIETY	5.00
NATIONAL TECHNICAL HONOR SOCIETY	20.00
CLASS DUES - 9 TH GRADE.....	3.00
10 TH GRADE.....	5.00
11 TH GRADE.....	10.00
12 TH GRADE.....	20.00

NATIONAL HONOR SOCIETY MEMBERSHIP

Membership in the National Honor Society is a privilege bestowed upon students by the faculty rather than a right earned by students. Each member of the sophomore, junior or senior class who has met the scholastic standing, a cumulative grade point average of 3.2, and meets the criteria of the society as listed below, is eligible for membership. Sophomores must be in their second semester prior to membership application completion.

Candidates for membership must exhibit positive evidence of meeting at least two requirements in the areas of leadership and service and at least three requirements in the area of character.

LEADERSHIP

1. Has held elective position in school clubs, activities, sports or classes;
2. Has assumed leadership in community activities;
3. Has assumed a leadership role in the classroom by exemplifying positive attitudes and inspiring positive behavior in others;
4. Must be thoroughly dependable in any responsibility accepted.

SERVICE

1. Participated voluntarily in one or more service activity such as a church group or family aid to disadvantaged or aged;
2. Is courteous to visitors, teachers and students;
3. Is willing to uphold scholarship standards and maintain loyal school attitude;
4. Cheerfully and enthusiastically renders any requested service to the school and is willing to represent class or school in interclass or interscholastic competition.

CHARACTER

1. Constantly exemplifies desirable qualities of personality (cheerfulness, friendliness, poise, stability) and upholds principles of morality and ethics;
2. Manifests truthfulness in all areas of life;
3. Cooperates by complying with school rules and regulations concerning property, programs, office, halls, attendance and behavior.
4. Demonstrates the highest standards of honesty and reliability.
5. Actively helps to rid school of bad influences and environment.

SCHOLARSHIP

1. Juniors & seniors must have a cumulative grade point average of 3.0 or higher.
2. For the sophomore & freshman class, they will need a cumulative grade point average of 3.2 or higher.

The Faculty Council will ask candidates for lists of their activities and will also ask all candidates to present supporting evidence of these characteristics. Students who have been suspended from school and students who have been convicted of any violation of state or federal laws (other than minor traffic violations) will not be considered as candidates.

EXAMINATIONS

Each student, with the exception of those who are exempt, is required to take scheduled critical skills assessments, student growth assessments, mid-term examination and a final examination. Mid-term examinations will occur at the end of the first semester. Final examinations will occur at the end of the second semester. Each teacher must deliver to the department lead teacher a copy of each final examination.

After final examination grades have been recorded, completed student exams are to be bound in such a way that they can be easily identified as to subject, section, teacher, etc. and stored in the classroom.

Since an examination is a significant portion of the student's semester grade, it is very important that teachers construct good assessments. The longest and most difficult test is not necessarily the best test. Testing should be a learning experience for the student. Teachers should keep this in mind when constructing and administering tests.

ABSENCE DURING EXAMINATIONS

Each absentee must have authorization from the principal before an examination can be administered as a make-up. The only excuses permitted will be of an emergency nature as determined by the principal/assistant principal.

Example:

- a. Personal sickness (to be verified by a doctor's excuse);
- b. Death in the immediate family
- c. Other documented legitimate emergency reasons

EARLY DISMISSALS AND TARDINESS DURING EXAMS

Students are not to be allowed to leave the examination room until the end of the examination period unless it is an extreme emergency.

SOL EXEMPTIONS FOR FINAL EXAMINATIONS

Students taking SOL classes with the associated assessment will be provided the opportunity to be exempt from final exams if they pass the SOL assessment and the class.

SENIOR FINAL EXAM EXEMPTIONS

A final exam exemption will be granted on an individual class basis. A student who meets the exemption criteria may take an exam, if desired. To qualify for consideration for exam exemption a senior must meet the following criteria:

1. Have an A average for each nine weeks during the entire school year.
2. Any verified class cutting will automatically exclude a student from exemption.
3. Have missed no more than 4 class periods, excused or unexcused.

LONG DISTANCE TELEPHONE CALLS

School phones are for the express purpose of conducting school-related business or emergencies. Long distance calls should not be made on school phones.

BORROWING OF SCHOOL PROPERTY

No equipment will be loaned to any person or organization without prior knowledge and approval of the principal.

PROCEDURES FOR ISSUING TEXTBOOKS

Books are to be issued to students and recorded on the Textbook Distribution Form. Textbook numbers can be recorded in Power School. Most books will have the numbers from previous year written with magic marker. Do not change the numbers from previous years. Make two copies of the textbook distribution form. Keep one copy and return the other to the assistant principal by the end of September. These forms must be completed clearly and accurately so that students can be held accountable for lost or damaged books.

PARENT VISITORS

We encourage parents and visitors to come to EHS, but during school hours we need to be certain these individuals have proper identification and travel to/from specific areas of the building. We will provide a visitor pass for any adult who needs to move through the building during school hours. These individuals will need to sign in/out in the main office. Anyone without a visitors pass can be viewed as trespassing.

Student pick up by parent, other adults or family members will be asked to provide identification in order to sign the student out. We will check Power School and/or with custodial parents when needed in the event a non-custodial parents arrives to check a student out of school.

TEACHER WORKROOMS

It is each teacher's responsibility to help keep our workrooms clean and attractive. Please place all cans, cups and paper in the trash can and return cafeteria tableware after use.

Printers in workrooms are not to be used as copy machines.

LOCKER ASSIGNMENT PROCEDURES

Locker assignments will be assigned through Power School and will be printed on the student schedule.

INSTRUCTIONS FOR OPENING COMBINATION LOCK.

Turn right two or more whole turns and stop at the first number. Then turn left one whole turn past the first number and stop at the second number. Now turn right and stop at the third number.

STUDENT ACCOUNTABILITY BEYOND THE SCHOOL DAY

1. When school has been officially dismissed, all students are expected to leave the school building and the school grounds by 3:45 p.m.
2. The student is expected to return to his home upon being dismissed from school.
3. If the student arrived at school by way of the school bus, then he/she is expected to return by means of the school bus unless the office has received notification by the parent or guardian to the contrary.
4. Notification of any change in the regular pattern of transportation to and from school should be presented and approved by the office prior to the beginning of the first period class.
5. Students, who regularly arrive at school by means of transportation other than the school bus, will be expected to depart from school premises using the same means of transportation. In all cases where students are using other transportation than the official school bus, the student must have on file in the office a statement signed by the parent/guardian authorizing the school to allow the child to use an alternative mode of transportation. When this authorization has been received, it will be assumed by school officials that the parent/guardian has approved and taken responsibility for the alternative mode of transportation chosen by the child.
6. Students will not be required to leave school premises following the regular school day when the following conditions exist:
 - a. When the student is participating in a school approved activity under the direction and supervision of a faculty or staff member. (parent will be notified if authorization is needed)
 - b. When the student is being detained by the school for reasons related to discipline. (no parent authorization is needed)
 - c. When the student is detained after school for the purpose of special instruction. (parent authorization is needed)
 - d. When a student is detained by parent request for purpose agreed upon by parent and school.
 - e. When parents request the use of certain school facilities for the purpose of their child performing research, make-up work or specially assigned projects, all of which must have been assigned by school personnel.

When a student returns to the school premises for the purpose of being a spectator of school events:

7. For school sponsored events beginning in the evening hours, student spectators will be expected to arrive not earlier than 30 minutes prior to starting time and to leave the school premises within 30 minutes following the termination of the event. Transportation will be the responsibility of the parent and the student. School is closed at 4:00 p.m. unless the student is participating in extracurricular activities supervised by coaches.
8. Students who deliberately violate the after school hour policy will be subject to immediate disciplinary action.
9. Essex High School's policy concerning procedures for athletes when returning to school from athletic trips and at the conclusion of home contests are listed below. These guidelines will benefit both the athlete and his parents in arranging transportation home following contests:
 - a. A schedule with departure and return times will be given to each participant and his parent.
 - b. Each athlete will be expected to have transportation home after returning to Essex High School from away events or at the conclusion of home events.
 - c. Coaches will wait a reasonable time for supervision of athletes after returning to school.
 - d. It should be noted that because of the length of contests and other conditions beyond the control of Essex High School, the arrival times back to the school are estimates only, not exact times. Also, some events may be postponed on relatively short notice. Postponed and re-scheduled events may not allow enough time to notify each parent individually.
10. Teachers who remain after school to assist students with instruction will need to stay with the student until he/she is “picked up” or boards the activity bus. Do not leave the student outside of your direct supervision.

POSITIVE BEHAVIOR INTERVENTION SUPPORTS (PBIS)

PBIS was established at EHS in 2014. The PBIS team meets monthly to plan and review activities and interventions that are designed to track school-wide discipline and build a positive culture for students and staff. All staff members are urged to become active members of the PBIS team.

VIRGINIA TIERED SYSTEMS OF SUPPORT (VTSS)

VTSS is a coordinated system of academic interventions and supports coupled with PBIS and behavior supports to allow students opportunities to become successful in the classroom. It is based on the collection of multiple points of data and meeting often as teacher teams to influence environments that lead to academic success.

LIBRARY PROTOCOLS

1. The library will be open from 7:50 a.m. until 3:30 p.m. for any student accompanied by a teacher or having an authorized pass. The library is used for research and study, not as a social hall.
2. All agendas must be shown upon entry into the library by giving them to the librarian. Only one student per agenda will be allowed and students are to remain in the library for the entire period unless specified by the teacher.
3. Students will conduct themselves in a business-like manner, being considerate of others, at all times while in the library. Violation may result in a student's forfeiture of library privileges.
4. All library materials are to be checked out at the main desk. This will be done with the computer. Materials can be checked out for a two-week period of time with renewal. However, reference materials can only be checked out overnight. Return all materials promptly so other students can use them. There is a fine of five cents per day for non-reference materials. All overdue and lost books must be cleared by the end of the school year.
5. Students may be checked for library books and materials upon leaving the library.
6. All library materials that are not returned for any reason or are damaged after being checked out by a student must be paid for by that student.
7. No food, candy or drinks are allowed in the library.
8. The computers are for serious research and use of word processing.
9. Bar Code labels missing from returned library books will cost the returnee \$2.00

AUDIO-VISUAL AND INSTRUCTIONAL TECHNOLOGY EQUIPMENT

Audio-visual equipment for class use is kept in the library. Equipment needed should be reserved in advance. All equipment should be handled carefully and should be returned promptly.

ASSEMBLY PROGRAMS

It is the responsibility of every teacher whose class will be attending to a formal assembly program to give the following instructions to that class before leaving the classroom.

1. Classes will be given assigned locations in the bleachers/auditorium for assemblies. Teachers will need to sit with their classes to monitor student's behavior.
2. Students are to render the appropriate respect due the flag, the National Anthem and other gestures of patriotism toward the country in which they live.
3. There should be no conversations taking place among students while the assembly is in progress.
4. Students shall be instructed to render courtesy towards students, teachers, special guests and any other participants in an assembly program.
5. Failure of a student to follow these simple guidelines will subject that student to removal from the program and consequences for their behavior.

STUDY HALL GUIDELINES

Study hall can be a very important part of the school program and teachers should encourage students to use their time wisely. In order to carry out this function, a study hall needs certain rules and regulations so that every student may have an opportunity to study and plan for his/her classes.

1. Tardy and attendance regulations must be enforced.
2. There shall be no playing of electronic devices.
3. Students are not excused to work with other staff members.
4. A quiet atmosphere will be maintained by the teacher.
5. Students will not be allowed to congregate during study hall. Independent study should be encouraged by the teacher.
6. Failure to bring books to study hall is not acceptable. Students must not be excused to return to lockers for books.
7. Use of the library shall be closely coordinated among the study hall teacher and the librarian.

SPECIAL BUILDING CODES FOR NON-EVACUATION

We will, at times during the school year, need to interrupt instructional activities. These arrangements will be prefaced with an announcement “Teachers, at this time we will operate under code _____.” When it is safe to resume regular school activities, we will make a similar announcement using Code Green. When the Code Blue announcement is made, **all** teachers and students are to be in a room/office behind locked doors. Students needing to leave for early dismissal will need to wait until the Code Green are announced.

RESPOND AS FOLLOWS:

CODE BLUE- LOCKDOWN - Teachers are to lock and close classroom doors and remain with their students in the classroom until further notification.

CODE YELLOW- Teachers are to stop class activities, move to the classroom doorway and stand at doorway until notified.
EXAMPLE: We may need to issue a special notice for teachers only.

CODE BLACK- Teachers and students are to exit the building and assemble at the athletic field on the bleachers. We will remain outside or be transported to EIS/TES for safety reasons. Bring a student roster to the evacuation site.

CODE GREEN- All normal activities are to be resumed.

CODE T- Follow Tornado procedures

TEACHER OBSERVATIONS-EVALUATION

This serves as a summary of the Teacher Evaluation standards and performance indicators.

Performance Indicators

Performance indicators are provided as examples of the types of performance that will occur if a standard is being fulfilled. However, the list of performance indicators is not exhaustive and they are not intended to be prescriptive. Teachers are expected to demonstrate each performance standard; but all performance indicators may not be applicable to a particular work assignment. Some instructional positions may need to identify specific indicators that are consistent with job requirements and school improvement plans. Teachers of students with disabilities, for example, are required to participate in Individual Educational Program (IEP) meetings and maintain appropriate documentation regarding student performance. This might be added as a performance indicator under Performance Standard 7 (Student Academic Progress). Similarly, science teachers might add a performance indicator regarding laboratory safety under Performance Standard 5 (Learning Environment).

Evaluators and teachers should consult the sample performance indicators for clarification of what constitutes a specific performance standard. ***Performance ratings are NOT made at the performance indicator level, but at the performance standard level. Additionally, it is important to document a teacher's performance on each standard with evidence generated from multiple performance indicators.*** Sample performance indicators for each of the performance standards follow.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 1.1 Effectively addresses appropriate curriculum standards.
- 1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.
- 1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.
- 1.4 Demonstrates an accurate knowledge of the subject matter.
- 1.5 Demonstrates skills relevant to the subject area(s) taught.
- 1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.
- 1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.
- 1.8 Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 2.1 Uses student learning data to guide planning.
- 2.2 Plans time realistically for pacing, content mastery, and transitions.
- 2.3 Plans for differentiated instruction.
- 2.4 Aligns lesson objectives to the school's curriculum and student learning needs.
- 2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 3.1 Engages and maintains students in active learning.
- 3.2 Builds upon students' existing knowledge and skills.
- 3.3 Differentiates instruction to meet the students' needs.
- 3.4 Reinforces learning goals consistently throughout lessons.
- 3.5 Uses a variety of effective instructional strategies and resources.
- 3.6 Uses instructional technology to enhance student learning.
- 3.7 Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with established curriculum standards and benchmarks.
- 4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 5.1 Arranges the classroom to maximize learning while providing a safe environment.
- 5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- 5.3 Maximizes instructional time and minimizes disruptions.
- 5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.5 Promotes cultural sensitivity.
- 5.6 Respects students' diversity, including language, culture, race, gender, and special needs.
- 5.7 Actively listens and pays attention to students' needs and responses.
- 5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

- 6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.
- 6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.
- 6.3 Incorporates learning from professional growth opportunities into instructional practice.
- 6.4 Sets goals for improvement of knowledge and skills.
- 6.5 Engages in activities outside the classroom intended for school and student enhancement.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- 6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- 6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- 6.9 Demonstrates consistent mastery of standard oral and written English in all communication.

Performance Standard 7: Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

Sample Performance Indicators

Examples of teacher work conducted in the performance of the standard may include, but are not limited to:

7.1 Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.

7.2 Documents the progress of each student throughout the year.

7.3 Provides evidence that achievement goals have been met, **using** multiple measures of student growth.

7.4 Uses available performance outcome data to continually document and communicate student academic progress and develop interim learning targets.

Note: Performance Standard 7: If a teacher effectively fulfills all previous standards, it is likely that the results of teaching -- as documented in Standard 7: Student Academic Progress -- would be positive. The Virginia teacher evaluation system includes the documentation of student growth as indicated within Standard 7 and recommends that the evidence of progress be reviewed and considered throughout the year.

A and B Schedule

○ = “A” Day

Essex High School – A and B Day Schedule - 2017

SEPTEMBER

m	t	w	t	f	s	s
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER

m	t	w	t	f	s	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER

m	t	w	t	f	s	s
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

DECEMBER

m	t	w	t	f	s	s
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

DUTIES

EHS Duty Roster									
AM DUTY	A Day Commons 7:45-8:05	B Day Commons 7:45-8:05	A Day Bus Arrival 7:45-8:05	B Day Bus Arrival 7:45-8:05	A Day Drop-off / Parking Lot 7:45-8:08	B Day Drop-off / Parking Lot 7:45-8:08	A Day Hallway Post 7:45-8:10	B Day Hallway Post 7:45-8:10	
	Slater	Fulcher	Spiedel	Brown	Hamilton	Hamilton	Eno	Eno	
	Schulster	Diggs			Maneval	Maneval	Clarke	Clarke	
	Bryant	Unrein			T. Jones	T. Jones	Mercer	Mercer	
	Smith	Ashu					McDermott	McDermott	
	Weeks	Payne							
PM DUTY	A Day Bus Depart	B Day Bus Depart	A Day Pick-up/Parking Lot	B Day Pick-up/Parking Lot	A Day Pick-up/Commons	B Day Pick-up/Commons	A Day Gym Hallway	B Day Gym Hallway	2nd Floor (A & B Days)
	Scott	Spanish	Moore	Bowden	Clarke	Clarke	Burch	LaFollette	Blanding
	Davis	Cantrell	Burch	Ashu	Mercer	Mercer	Snyder	Tyson	
					McDermott	McDermott			

Instructional Day									
ISS	2A (10-10:25)	2B (25 min)	3A Lunch (12-12:25)	3B Lunch (25 min)					
	Barnes	Weeks	T Jones	T Jones					
NNTC	1A AM Depart 8:10-8:30	1B AM Depart 8:10-8:30	2A AM Return 11:20 - 11:25	2B AM Return 11:20-11:25	3A PM Depart 11:45-11:55	3B PM Depart 11:45-11:55	4A PM Return 2:50-Dismissal	4B PM Return 2:50-Dismissal	
	Biven	LaFollette	Remain on bus until 11:25		Taylor	Taylor	Taylor	Taylor	
STEM	3B	4B							
	Maneval	Maneval							

Instructional Day Duty	Block 3A	A Lunch	B Lunch	C Lunch	Hallway			
		Dawson	Fulcher	Scott	1A	Ashu	Bowden	
		Ball	M Jones	Tyson	2A	Snyder	Brown	
		SRO	SRO	SRO	3A	Diggs		
					4A	Flory	Spiedel	
	Block 3B	A Lunch	B Lunch	C Lunch	1B	Hudson C	Schulster	
		Heilman	Mr G	Blagmon	2B	Smith	Barnes	Biven
		Coates	Walston	Cantrell	3B	Payne	McKinley	
		SRO	SRO	SRO	4B	Moore	Unrein	Davis
					Spanish Coverage first 10 minutes	Hudson C	Schulster	