

Gloucester High School

Faculty Handbook



Connect. Engage. Inspire.

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The Mission and Vision of Gloucester High School

Gloucester High School Vision Statement

Gloucester High School students will graduate on time having experienced the joy of learning exemplified by a skilled and passionate school community, preparing students to make valuable contributions to society while meeting the demands of the 21st century.

Gloucester High School Mission Statement

Gloucester High School, in collaboration with family and community, is committed to preparing students to be productive citizens by providing relevant curriculum and instruction in a safe atmosphere conducive to learning.

Goals

To provide a safe, clean and appropriate environment for learning and working.

To provide an appropriate education for all students that develops the skills necessary to maintain intellectual, emotional, physical, and social well-being.

To initiate a full partnership among the schools, families and the community in order to deliver a complete educational program that supports student learning.

Gloucester High School Alma Mater

We sing our Alma Mater
And praise thy glorious name
We sing in mighty chorus
To laud thy halls of fame
Sing hail to Thee, Sing hail to Thee
Let your voices cry
With loyal adoration
For dear old Gloucester High
We'll fill our hearts with gladness
And never shall it die

Expectations for Professionalism for 2015-2016

- **BE COLLEGIAL.** Stay current, share/create resources based on the VA SOL curriculum frameworks, take advantage of common planning time, and frequently engage colleagues in conversations related to teaching and learning;
- **BE PROACTIVE.** Build relationships/make connections with students and rely on your professional training and instructional expertise when addressing inappropriate student behavior. Be visible in the hallway during class changes;
- **BE POSITIVE.** Express concerns and disagreement openly and clearly in a constructive fashion to members of our learning community to solve problems and positively influence change and adjustment;
- **BUILD TRUSTING RELATIONSHIPS.** Establish on-going meaningful communication with colleagues and families founded on student achievement and growth. Communicate student academic progress to families in a timely manner. Teachers, administrators, and families should work collaboratively to increase student achievement. Staff should build and maintain positive working relationships in order to best support student learning.

Employee Code of Conduct

Staff Identification Cards

Staff Identification Cards must be worn at all times during the school day. Missing or lost ID badges can be replaced through Carol Belvin.

Professional Dress Attire

Teachers and staff are expected to dress professionally and maintain a standard of conduct which will be worthy of emulation by students. Teachers and staff are expected to support the student dress code by setting the proper example in their own appearance. Jeans may be worn with spirit attire on Fridays.

School Hours

Each teacher is required to arrive at school no later than 7:30 a.m. Teachers may depart each day after 3:00 p.m. except when meetings or duty make it necessary for the teacher to remain later.

Communication

Communication is essential to providing feedback in both the classroom and the workplace. It should be timely and in the appropriate format (e.g., in person, by phone, or email). Staff and faculty members should return phone calls and emails within a reasonable amount of time (**not to exceed two days**) to maintain professional courtesies.

Open communication should occur between faculty and parents either through written correspondence, phone or email. It is important to respond to concerns within a timely manner. Parents will be contacted by the teacher at mid-quarter when a student's grade is below a "C" or has changed more than TWO letter grades. If a senior is in danger of not passing a course required for graduation the parents should be notified by phone and mail at the end of second quarter.

Parent conferences are conducted when needed.

Confidentiality

Information concerning students is to be kept strictly confidential. Student records should not be left unattended. Students and school matters should not be discussed outside of school or in public settings.

Reporting Child Abuse or Neglect (MANDATED REPORTING)

Every employee of the Gloucester County School Board who, in his/her professional or official capacity, has reason to suspect that a child is an abused or neglected child, in compliance with the Code of Virginia § 63.2-1509 et seq. shall immediately report the matter to:

- the local department of social services where the child resides or where the abuse or neglect is believed to have occurred; or,
- to the Virginia Department of Social Services' toll-free child abuse and neglect hotline; or,
- to the person in charge of the school or department, or his designee, who shall make the report forthwith to the local or state agency. The person making the report to the local or state agency must notify the person making the initial report when the report of suspected abuse or neglect is made to the local or state agency, and of the name of the individual receiving the report, and must forward any communication resulting from the report, including any information about any actions taken regarding the report, to the person who made the initial report. In such cases, the principal will also notify the superintendent or his/her designee.

If you have a suspicion, call or speak to an administrator or counselor **IMMEDIATELY!**

Non-Teaching Assignments

Being a high school teacher involves more than classroom instruction. Teachers may be assigned extra duties and sponsorship of various club activities. Every attempt will be made to equalize these responsibilities. Teachers are encouraged to act as sponsors of the many student extra-curricular activities in order to give the students opportunities for social growth and to give the teacher different insight into the behavior of students which may enhance student learning experiences in the classroom.

Sponsors of Clubs or Organizations

Sponsors are responsible for effectively operating, maintaining financial accounts, keeping accurate records, and supervising and planning activities of the club or organization for which he/she is responsible.

The sponsor's responsibilities include the following:

- Leading the club in worthwhile pursuit, which will promote and develop student growth.
- Being present and supervising all meetings, activities, and club events.
- Ascertaining that accurate financial records are kept current. The bookkeeper will give each sponsor a monthly computation of the club's account.
- Requesting a check if desired from the bookkeeper. The sponsor will make a written request noting the amount and reason for expenditure. This request must be made at least two days in advance.
- Receiving approval from the principal of all disbursement of funds.
- **Ensuring that fund raising activities are approved in advance** and coordinated with the principal and/or activities director (see attached fundraising request form).
- Turning in collected money to the bookkeeper daily to allow sufficient time for depositing.
- Supervising compliance of constitution and by-laws of club or organization, certifying compliance of members and constitution for membership by October 1st of each year.
- Submitting an updated constitution and by-laws to the principal by May 1st of the current school year.
- Planning yearly budget and developing by-laws for activity fund stating purpose of the fund. Submitting a budget to the principal by October 1st of the current school year.
- Providing written request to use the building after school hours, submitting an online request in SchoolDude. This is to be submitted online at least two days in advance for approval. The sponsor or coach will be responsible for maintaining building security.
- Supervising all students during and after meetings or activities.

Expectations for Individual Professional Staff

All teachers are expected to be on duty and available to students in their assigned rooms/area for consultation, assistance, and supervision before, during and after classes as directed by the principal.

- Teachers are to be in the halls outside of their doors during class changes in order to supervise student traffic and maintain order.
- Teachers are to keep their classes in their regularly assigned rooms; however, if projects or class activities require moving to another location, the office should be notified for approval, and a note should be placed on the door of their regular assigned room indicating temporary room location.
- **Teachers are not to leave their class unsupervised at any time.** If an emergency arises, notify the office in order to allow us to provide supervision for the class. Classrooms, shop areas, lab stations, gym, offices, etc. should remain locked if unattended by professional personnel and not being used by students.
- Periodically, teachers will be assigned special duties. Faithful and punctual adherence to these duties is of the utmost importance.
- Staff members should sign out in the main office before leaving for **work-related errands.**
- Staff members should notify an administrator before signing out for **personal errands.**

Evaluation

Evaluation procedures and forms have been structured in an attempt to improve the quality of instruction, improve the quality of supervision, and encourage professional growth. The purpose of the Gloucester County Professional Growth and Evaluation model is

- To develop knowledge and skills that result in improved student outcomes,
- To establish individual goals for professional growth and/or improvement, and
- To recommend an individual for continued employment, non-renewal, or dismissal.

Please see the *Professional Growth and Evaluation Handbook* for further details (Intranet). The handbook and all relevant forms are available on the intranet.

New employees are given a summative evaluation for the first three years of employment and will also have a mid-year review of their progress toward meeting goals. Continuing contract employees will have a summative evaluation every third year. Summative evaluations are to be completed by the supervising administrator (Summative Form attached).

All certified staff is required to complete:

- Employee Goal
- Student Academic Progress Goal or Learner/Program Progress Goal
- Professional Notebook, which must include
 - Cover Sheet
 - Evidence of using data to guide instruction or program planning,
 - Evidence of baseline and periodic assessments,
 - Commitment to professional growth and the school community, and
 - The Student Academic Progress Goal

Goals are written as a means to improve professional performance and measure impact on student learning and performance. Goals should be SMART - Specific, Measurable, Appropriate, Realistic, and

Time limited. All instructional personnel, including those not under full evaluation, will have a goal planning conference with the appropriate administrator by the third Friday in October. The purpose of these conferences will be to establish or review employee goals and student academic progress or learner/program progress goals.

The GCPS evaluation schedule can be found in the *Professional Growth and Evaluation Handbook*. Teachers and staff are evaluated according to the following seven performance standards:

Performance Standards for Teachers

- Professional Knowledge
- Instructional Planning
- Instructional Delivery
- Assessment of and for Student Learning
- Learning Environment
- Professionalism
- Student Academic Progress

Performance Standards for Educational Specialists

- Knowledge of Learning Community
- Program Planning and Management
- Program Services
- Assessment
- Communication and Collaboration
- Professionalism
- Learner/Program Progress

Any staff member not meeting the expectations established by the school will be placed on a Performance Improvement Plan. The PIP is designed to support an employee in addressing any areas of concern. Further information regarding the PIP can be found in the *Professional Growth and Evaluation Handbook*.

Drug and Alcohol Free Workplace

Gloucester County Public Schools is committed to maintaining a safe, healthy, and productive environment for all employees and students. The possession and use of controlled substances and other illegal drugs will not be tolerated. The use of controlled substances or the abuse of alcohol is also prohibited. No drugs, tobacco, or alcohol are permitted on school property.

Please read the Drug-Free and Alcohol-Free Workplace section of the School Board Policy Manual for more information on the drug and alcohol policy.

Sexual Harassment

Gloucester County Public Schools prohibits sexual harassment of any student or school personnel at school or any school sponsored event.

The division will promptly investigate all complaints and take appropriate action.

The Sexual Harassment policy in its entirety can be found in the School Board Policy Manual. Dr. Juanita Smith is the GCPS Compliance Officer. She is located at Thomas Calhoun Walker Education Center (TCWEC) at 804-693-5300.

Leadership

Gloucester High School administrators will take an active role in instructional leadership. The chart in the appendices (“Department Administrators”) shows the supervising administrator(s) for each department.

Leadership Team Members

Administrative Team	Stephen Ashworth (Foreign Language)
Kristy Hunter (AD)	Anne Petersen (Science Coordinator)
Josh Nichols (Health/PE)	Jennifer Haydon (Science)
Randy Applegate(CTE)	Angela Saunders (Library)
Dave Mathews (Social Studies)	Travis Patrick (SpEd)
Matt Lord (Counseling)	Katie Johnson (Math)
Donnie Jackson (Custodian)	
Commander Whitt (NJROTC)	
Emily Finerfrock (English)	
Clint Alexander (Fine Arts)	

Department Chairs

The department chair is responsible for being an instructional leader and liaison between the administration and instructional staff. The duties listed below are not solely the responsibility of the department chair, but rather of the administrative team, teachers, and department chairs collectively. It is the department chairs' responsibility to work with the other members of the staff to ensure that the following are addressed:

- Attend all Leadership Team meetings
- Hold regular meetings with members of the department
- Identify and try to solve problems within the department involving instruction, materials, and equipment
- Help orient beginning and new teachers
- Give leadership and direction to other members of the department
- Help develop a spirit of sharing teaching methods and techniques
- Supervise curriculum and instruction as needed in the department
- Serve as a resource person for latest techniques and discoveries in the instructional field
- Work with teachers on textbook selection
- Coordinate with school and division instructional staff on the development of curricula
- Participate in the annual Student Recognition Awards Day when possible
- Prepare budget for the department
- Type and prepare purchase order requisitions accurately
- Inventory textbooks at the end of the year
- Maintain an updated inventory of equipment throughout the year
- Ensure articulation with lower grade levels
- Assist with end-of-year closing procedures
- Complete other duties as assigned by the principal or assistant principals
- Leadership Expectations – Department Chairs will be proficient in the following areas:
 1. Understanding the needs and learning styles of adult learners
 2. Selecting and using various delivery models and presentation methods for staff development
 3. Understanding the needs and learning styles of adult learners
 4. Communicating with colleagues, parents, and the community
 5. Working with administrators and colleagues to identify and address staff development resources within the school/division and among external sources.

In order to fulfill their responsibilities, department chairs are given an additional planning block. Expectations for the use of this time are attached (“Department Chair Expectations”).

Department Team Dynamics

Effective department teams share common understandings and values about schools, students, and the role of teachers. Effective teams solve problems and make decisions based on the consensus of all team members. Every team member needs to feel that his ideas are listened to and final decisions

reflect everyone's input. In order to be effective as a content team, discussing the following topics is a priority:

Instruction and Curriculum

- Collaborate to create common assessments that are aligned to the content *Curriculum Blueprint and Framework* (specifically addressing the objectives taught *within* the SOL). Utilize the pacing plan as a guide to the specific content that will be assessed for learning;
- Design common assessments that are reflective of the style, word choice/vocabulary, content, and context of the content SOL test or other appropriate standardized assessments.
- Discuss and share instructional strategies that make connections to the right essential knowledge, skills, and processes for each and between each SOL strand area with real-world applications, technology integration, and synthesis of multiple skills;
- Model techniques, manipulatives, and/or materials used in the classroom;
- Discuss and develop interventions for students that are having a difficult time understanding or retaining concepts taught;
- Develop and create ways to communicate with parents to inform them of the strategies and content taught.

Data

- Engage in data analysis on a consistent basis and monitor students not making benchmarks based on data obtained through common assessments;
- Determine areas of intervention, extension or enrichment activities/projects, etc. based on common assessment results;
- Analyze data to drive instruction. Document data results and next instructional steps in a department minutes form and lesson plans.

Expectations for Department/Content Team Meetings

Department meetings are held on the 2nd and 4th Tuesday each month. All teachers are expected to attend all department meetings unless prior permission is received from the department administrator. Department chairs will work with the administrator to develop an agenda for each meeting and ensure that accurate minutes are kept and shared with the department members.

Department meetings will include time for teachers to meet with their content team members in order to discuss instruction (strategies and modeling), assessment, intervention, data, and parental involvement. For each content team meeting, accurate minutes should be kept and shared with the team members, department chair, and administrator. A suggested template is attached ("Content Team Meeting Template.")

Procedures and Duties

Staff Attendance

For scheduled absences, including all personal days, staff members should turn in a leave request form to their administrator and put the absence in SubFinder ([online](#) or by calling 693-7683) as soon as possible.

In the case of an unplanned absence (illness or emergency), staff members should contact their administrator (email, phone, or text) and put the absence in SubFinder as soon as possible. A leave request form should be turned in upon the staff member's return to work.

If a staff member has an emergency and needs to leave work, an administrator should be contacted immediately.

During the school year, Fridays, Mondays, and work days before a holiday should not be taken off unless approved in advance by the principal.

Teachers are responsible to prepare a file for guest teachers. Specific items to be included in the file are given to teachers at the beginning of the school year.

Study Trips

Study trips throughout the school year should support state aligned curriculum, instruction and enhance students' learning experiences. See the [GCPS Policy Manual](#) for more details.

- Requests must be made by department chairs through Carol Belvin before Friday, September 25, 2015 to be submitted before the October school board meeting.
- Students who are engaged in approved school activities may be absent by written request.
- Teachers sponsoring study trips must have a list of all students approved to attend approved by the principal.
- Teachers should notify the school nurse at least two days before the trip, so that medication can be administered.
- Permission slips must be carried on trips.
- Students are not to drive vehicles on any school related trips out of the county.
- Request for bus transportation for approved trips must be processed through Sara Bressin (See attached form). Transportation request must be submitted at least two weeks in advance of the field trip.
- Students are expected to follow all school rules, regulations, and expectations while on the trip. The teacher initiating the study trip is responsible for the supervision of students on the trip.

Academic Procedures

Grading

Grading System

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 59-0

Grades are assigned per quarter. Any quarter grade falling below a 40% should be changed to a 40% before grades are submitted each quarter per school board policy. The cumulative grade is the average of the two semesters and the final exam if applicable (See “Final Exams” below).

All grades must be entered in PowerSchool and updated at least weekly. It is recommended that, with the exception of long term projects/papers, student assignments be graded and feedback provided to students within 48 hours.

There will be no fewer than “8” grades recorded in a quarter, and no single grade will count more than 20% of the quarter grade. If tests and projects are weighted 40% or more, there must be a minimum of three grades per quarter in that category.

When a grade must be changed after the grade submission deadline, a **Grade Change Form** must be filled out **AND** the grade must be changed in the PowerSchool gradebook.

If a student receives a quarter grade of “D” or worse, comments will be included on the report card that inform parents of the student’s work habits, attitudes, and effort.

Assessments

- **Student Growth Assessments**: Occur as pre-, mid- and post-assessments for student academic progress measures. The pre-assessment should occur before October 16, 2015.
- **Common assessments**: Will be determined by department chairs and supervising administrators and may include quarterly benchmarks.
- **Credentialing Exams**: Will be administered by CTE teachers.
- **Final Exams**: All GHS courses will include an appropriate final written exam or other appropriate summative assessment, such as a performance assessment, cumulative project, or prepared presentation. The final exam will make up 10% of the final course grade. Each quarterly grade will make up 22.5% of the final course grade. Students may be granted exemptions according to GCPS policy.

Homework

Homework can provide an essential communication link between the school and the home. One measure of a program or course is the quality of the work done at home by the student. A strong home-school partnership, with many lasting benefits for the individual student and the student's family, can be greatly enhanced by a sound program of homework. In addition, homework should be an important tool in developing independent thought, self-direction, and self-discipline. It can assist the student in developing good work habits and in the wise use of time. Homework shall be considered as any assignment done outside the classroom. It has three functions: to reinforce prior learning; to help the student expand prior learning; and to prepare for new learning.

Guidelines for homework include:

- Homework should be assigned after introduction and thorough explanation of the skills necessary to successfully complete the assignment.
- Homework should be assigned in such a manner that it will be clearly understood by all students.
- Homework should serve a valid purpose and be closely related to classroom activities.
- A student's access to resource materials and technology should be considered when making assignments.
- Homework should be evaluated promptly and appropriate feedback should be provided. Appropriate responses should be given to those students who successfully complete assigned work. Effort and competency should be recognized and evaluated when appropriate.
- Teachers should seek to determine the cause if a student regularly fails to complete assigned work. Teachers should not avoid giving homework because they believe students will not do the work.
- Excessive homework, like the absence of homework, should be avoided. Research suggests a total amount of 1 1/2 hours a night on average is appropriate (20 mins per class). Advanced Placement or other college level courses would expect more.
- Homework should not be used as a disciplinary consequence.
- Teachers and administrators should take appropriate steps to communicate with parents regarding the division's homework policy and to solicit their support.
- Homework assignments not submitted as a result of student absence may be submitted within five class meetings of the absence for full credit. Partial credit may be awarded for homework assignments submitted late, per the syllabus. If a student misses multiple assignments due to an extended absence, the teacher may extend the number of days within which a student may submit homework for full credit.
- Students shall be responsible for completing homework assignments on time.

- Teachers shall be responsible for evaluating homework assignments on a prompt and regular basis. Homework shall be a factor in the student evaluation process.
- Principals are responsible for the implementation of this policy at the individual schools.

Report Cards

Students will receive a report card at the end of the first, second, and third quarters at the beginning of the second block. Fourth quarter report cards will be mailed home.

Grade Point Average (GPA) and Rank in Class (RIC)

The GPA will be determined by awarding the following quality points for each semester grade earned for all high school courses taken for credit and for college courses approved by the principal:

- A - 4**
- B - 3**
- C - 2**
- D - 1**
- F - 0**

The sum of all quality points earned will be divided by the number of semester grades to determine GPA. Advanced placement, college, and honors grades will be weighted one extra quality point for an A, B, or C.

RIC will be determined by arranging the GPA (after weighting) of students in descending order.

Duties

Teacher assignments generally include a duty. In explanation, the duty is an assignment of responsibility for teachers to be stationed in certain areas of the school in an effort to provide maximum supervision and meet necessary administrative needs. Teachers are required to observe the following guidelines regardless of location of duty assignment.

- Teachers are to be at the designated area of duty at the appropriate time and for the duration of the period.
- Teachers are not to change assignments with other teachers unless approved by an administrator.
- In case of need of assistance, contact the main office.
- Teachers are required to use consistency and good judgment in supervising the assigned area.
- Include duty assignment and responsibilities in the substitute folder.

Instructional Resources

Textbooks and iPads will be used for instructional purposes to support student learning and enhance classroom learning experiences.

- Textbooks, laptops, and/or iPads will be distributed to students in each class by their teacher.
- Teachers must be accurate in accounting for all textbooks, laptops, and iPads issued and returned during the school year.
- At the end of the school term, classroom teachers will be responsible and accountable for collecting all textbooks and iPads issued by them and for turning in lists of lost or excessively damaged books.

Worker's Compensation

- ALL INJURIES MUST BE REPORTED. Your safety, as well as the safety of our students, faculty, staff, and visitors, is of utmost importance to us and the continued success of our professional learning community—safety is an integral part of our mission, vision, values, and goals. ALL INJURIES MUST BE REPORTED—THAT DAY;
- ALL INJURIES MUST BE REPORTED TO YOUR SUPERVISOR / BUILDING LEVEL ADMINISTRATOR / DIRECTOR. If you are injured on the job, you are expected to report the injury to your immediate supervisor. If your immediate supervisor is not present, please, report the injury to any building level administrator or site/department designee (for example, the school nurse at your school). Please, follow the protocol for your respective site or department—but—do not let confusion or misunderstanding stop you from reporting the injury—ALL INJURIES MUST BE REPORTED—THAT DAY;
- ALL INJURIES MUST BE REPORTED TO COMPANY NURSE—888-770-0925. The call is FREE. The service is FREE. Company Nurse is who we use to report our injuries—time is of the essence—ALL INJURIES MUST BE REPORTED—THAT DAY. **In emergency situations, of course calling 911/8-911 is the first step, as we want to make sure the injured employee's needs are addressed first.** But, even in emergency situations, someone from the school or site must report the injury via Company Nurse. **IF THE INJURED EMPLOYEE IS UNABLE TO MAKE THE CALL, SOMEONE FROM THE SCHOOL OR DEPARTMENT MUST MAKE THE CALL ON THEIR BEHALF.** Company Nurse will assist the injured employee with the triage process (via providing first aid advice and/or possible medical referral). This information is also found on our Safety and Health Services webpage: <http://gets.gc.k12.va.us/safety/>.

Again, the underlying message is: ALL INJURIES MUST BE REPORTED—THAT DAY.

Work Orders

All requests for custodial services/repairs should be submitted to Carol Belvin: cbelvin@gc.k12.va.us. Technology-related work orders should be sent to the GCPS Help Desk (693-0989).

Building Access

The building will be locked and alarmed when not in use. There are designated access points. Swiping your identification card will allow you entrance to those points between the hours of 6am and 9pm Monday-Friday when the building is open during the school year. Please, do not attempt to access the building outside of these times. ID badges and keys should not be given to students at any time.

Budget and Finance

The following information relates to matters of financial accounting and reporting. A brief overview of expectations is provided.

Please, see the Gloucester County School Board Policy Manual for further information.

Budget Request

The annual budget request is a financial plan, not a guarantee, for the operation of the school the following year. Purchases are made on a priority basis as money is appropriated. Budget item purchasing is supervised by the principal. Purchase orders must be submitted for all budget item purchases.

Money Collected

All money collected will be receipted by the collector. Teachers will be issued activity receipt logs and can obtain additional logs from the bookkeeper. **All money must be turned into the bookkeeper by 4:30PM daily.** A receipt will be issued for all money received.

Please, make an effort to give the bookkeeper advance notice when there is a check that needs to be written. In order to ensure that you will receive the check on time, please, give the bookkeeper two days' notice.

Only the amount of money authorized for the school petty cash fund will be left overnight in the school vault.

Money is not to be kept in classrooms overnight or taken out of the building.

Money turned in must be accompanied by a deposit slip, which is available in the office.

All contracts and purchases made in the name of the school or any of its organizations must be approved by the principal and the sponsor in advance of the purchase.

Purchase Order Reimbursement

The school will reimburse or pay for a purchase only when the following procedure is followed:

- An expenditure voucher is filled out in detail (including shipping and handling charges), signed and approved by the principal or designee, and given to the bookkeeper.
- No purchases can be made until a purchase order has been created.
- The purchase order is used in order to make the purchase.
- Obtain a receipt or invoice when making purchases.
- Turn in the receipt/invoice to the bookkeeper for payment.

Approved Student Fees and Charges

The following fees are approved by Gloucester High School:

- Gym Locker 5.00
- Parking for Students Who Drive (Juniors & Seniors only) 50.00
- Driver's Education- Behind the Wheel 125.00
- Choral Activity and Concert Attire 15.00
- Band Students
 - - All 15.00
 - - Percussion (Additional) 10.00
 - - Instrument Rental (Additional) 30.00
- Summer School 200.00
- Student Agenda (Optional) 5.00
- Gym Uniform (Shirt/Shorts-\$9 each) (Optional) 18.00
- Strengthening & Conditioning Class 5.00
- NJROTC 25.00
- Cosmetology- Tools, Smock & Mannequins 180.00

Requesting Resources from Outside Organizations

No staff member, sponsor, or coach is to contact civic clubs, individual citizens, or other institutions for money, materials, or donations without prior approval from the principal and the School Board.

Fundraising

Fundraising will be authorized only when conditions do not conflict with instructional programs. Fundraising is only permitted when activities are approved in writing at least two weeks before the fundraising event is held and the revenue is designated for a specific purpose. Each club must fill out the appropriate forms and submit them to the appropriate administrator before initiating the fundraising event (form attached). When the fundraiser is completed a reconciliation form is to be completed and turned in to the bookkeeper. (see attached form).

Fundraising and sales on school property by non-school organizations and/or individuals is prohibited.

Orders and purchases should be made in the name of the organization.

An invoice must be obtained by the teacher, endorsed "received," dated, and signed by the teacher before the bill can be paid or the teacher reimbursed.

Teachers and sponsors are required to issue a receipt every time money is received. An inventory of resale items must be conducted at the end of every month. The safety of these items should be assured by limiting access to stored merchandise and limiting inventory to minimal amounts.

Staff Gifts and Solicitations

Exchange of gifts between staff and students is not encouraged.

No solicitation of goods and services for personal use of employees or students shall be permitted during school hours or on school property without written authorization from the superintendent.

Equipment Security

All classrooms and equipment storage areas should be locked whenever the teacher is not in the room. All equipment belonging to the school must be secured when not in use.

Teachers should have an inventory for their area of responsibility and be able to account for all equipment upon request.

Students should never be given school keys.

School equipment is not to be loaned to non-school related groups without authorized approval.

Teachers are not advised to leave personal items of value in an open classroom or other area.

Instruction

An exemplary school provides students with instruction that enables the student to understand and utilize the established curriculum. A highly qualified faculty and staff consistently provide quality instruction that includes technology and research based techniques. Instructors are kept current on pertinent issues that affect the classroom through appropriate staff development.

Instruction is presented to prepare all students to be successful on the prescribed curricula, standardized testing, and post high school endeavors.

Course Syllabus

Each teacher is required to provide a syllabus to every student in his/her class.

The syllabus allows a student or parent to have information on the teacher's contact information, grading standards, policies, and expectations. It also outlines the material to be covered throughout the year. A syllabus should include, at minimum the following elements:

- Teacher's name
- Teacher's email address or other contact information
- School phone number
- Class name
- Course description
- Essential Understandings
- Classroom rules\Teacher expectations
- Grade breakdown
- Grading scales
- Materials required
- Tutoring hours

Lesson Planning

Effective teachers purposefully plan for learning experiences. It is the expectation at Gloucester High School that teachers create well planned lessons that are aligned to Virginia SOLs or other appropriate curriculum standards (Sample Lesson Plan Template attached). Instruction should follow GCPS curriculum and pacing guides, or, for those courses that are not covered by a countywide guide, the department developed course guide is to be used as the basis of instruction.

Alignment between written, taught, and tested curriculum is essential. Teachers should use research based strategies and learning should be student centered. All lesson plans must include:

1. SOLs or other appropriate standards
2. Objectives/Goal/Intended Outcomes

3. Bell Ringer
4. Anticipatory Set/Hook
5. Guided Practice
6. Opportunities for feedback
7. Formative assessment/Closure

Objectives should be written condition-behavior-criteria format using student-friendly language.

Co-taught courses should include defined roles for each teacher during the lesson.

Submission of lesson plans is not required. However, teachers should be able to provide a lesson plan to an administrator upon request without stopping or disrupting instruction. See your department administrator for more specific details.

Child Study

When a request for child study is received by the school, a CSC meeting must be convened within 10 business days. If a teacher makes the referral, that teacher should complete an SE-01 form (attached). If the referral was made by the parent (or other person), the SE-01 or DI-3 should be completed by the student's teacher in the corresponding area of concern.

Travis Patrick is the Child Study Coordinator and can be contacted at tpatrick@gc.k12.va.us.

504s and IEPs

These documents are legally binding and require the presence of the general education teacher to gain input on a student's performance. They require annual meetings, which require the presence of a special education, general education and administrator to be present. It is the expectation that all teachers attend a meeting being held for their student. If you are unable to attend, ample notice is to be given to the administrator or case manager and a written description of the student's performance should be provided.

Videos

Videos viewed in class should be aligned to the course curriculum and accompanied by a learning activity. Use of non-instructional videos such as movies or TV shows must receive prior approval from an administrator.

Please see a GHS Library Media Specialist for guidance on copyright law related to the use of movies and other videos in class.

Positive Behavior Intervention Supports (PBIS)

General Philosophy of PBIS

We strive to set school wide expectations for student behavior. PBIS gives our students, teachers, and staff a common language for discussing students' actions. Effective PBIS schools experience:

- reduced office referral rates of up to 50 percent per year;
- improved attendance and school engagement;
- improved academic achievement;
- reduced delinquency in later years;
- improved school atmosphere; and
- reduced referrals to special education.

Positive behavior is not taught in a 15-minute session on the first day of school. Nor is a week, or even a month, of reinforcement adequate. PBIS is a system wide, sustained approach to behavior management, introduced at the outset and reinforced throughout the year.

Part of the PBIS model of reinforcement comes from acknowledging and rewarding appropriate behavior.

PBIS schools use a multi-tiered approach to intervention. While the universal supports are sufficient to maintain acceptable behavior for about 80 percent of students, 15 percent require more targeted supports to reduce specific misconduct such as truancy. The remaining five percent require individualized supports to address more challenging behaviors.

See “The Duke Way” (attached) for more information.

Classroom Interventions/Discipline Referrals

The Classroom Intervention Form (attached) is used to document minor (classroom-managed) behavioral violations and teacher interventions, including parent contact. If a third violation occurs, the student is referred to an administrator and the Classroom Intervention Form is attached to the discipline referral.

Major (office-managed) violations result in an immediate referral to an administrator.

Please see the attached chart “Classroom-managed vs. Office-managed Behaviors” for details on discipline violations. Speak to an administrator if you have questions about the discipline process.

Classroom Intervention Forms and Referral Forms are available from Ms. Darlene Early in the main office.

In-School Suspension (ISS)

ISS is located on D-hall in room D33. It serves as a consequence for minor infractions and is to be assigned by an administrator. Teachers should send for security if there is an immediate need to remove a student from class. Teachers should not send students directly to ISS from class.

Out-of-School Suspension (OSS)

This consequence is used for major infractions, which are further described in the GCPS Code of Conduct.

Safety

The safety of students and staff is a top priority at Gloucester High School. Each teacher should maintain an emergency folder that should be kept in the classroom at all times. If a staff member is absent, the safety folder should be included with the sub folders, or a duplicate folder should be made.

Emergency folders should contain the following information: class rosters for all classes, a school map, building evacuation routes, tornado procedure, tornado evacuation routes, lockdown procedure, bomb threat protocol, a student missing sign.

SPECIFIC GUIDELINES FOR EMERGENCY SITUATIONS CAN BE FOUND IN THE CRISIS MANAGEMENT PLAN.