

JAMESTOWN HIGH SCHOOL

Faculty and Staff Handbook



2005-2006

This handbook was revised by **Sharmaine D. Grove, Administrative Intern, August 2005**. Suggestions for next year's Faculty Handbook are appreciated. Please refer to page 61 for comments/suggestions. Together we can make a difference!

TABLE OF CONTENTS

Statement of Non-Discrimination	1
Teachers Make the Difference at JHS	2
History	3
Philosophy	3
Objectives to Serve as Guidelines to Implement this Philosophy	4
Objectives Related to Fundamental Skills	4
Objectives Related to Human Relations	4
Objectives Related to Student Growth	4
Objectives Related to Professional Development	4
Tips for Professionals	5
ORGANIZATION AND ADMINISTRATION	
Organizational Chart	6
Duties and Responsibilities of Principal, Assistant Principals, and Other Staff Members	7
Position Description: Curriculum Leaders 9-12	7
POLICIES AND SERVICES	
Student Discipline	9
Discipline Philosophy	9
Discipline Strategies	10
Removing a Student from Class	11
Discipline Policy and Additional School Rules and Regulations	12
Areas of Offenses	12
Interventions	13
Additional Rules and Regulations Specific to JHS	14
JHS Dress Code for Students	14
Reports of Certain Acts to Parents, School Officials, and Police	16
Staff Duty Stations	16
Procedure for 5 th Block	16
Student Attendance Guidelines of JHS	17
Attendance Definitions	17
Procedure for Class Cuts and Tardies	18
Notice of Absence Consequences	18
Early Release Procedures	18
Telephone Contacts and Notes from Parents/Guardian	19
Make Up Work	19
CURRICULUM	
Program of Studies – General Course Offering	20
WJCC Graduation Requirements	20
Guidance	20
Library Services	22
Classroom Facilities Management	25
Statements of Classroom Procedures	26

Grading System and Report Cards	26
General Guidelines	26
Grade Change Procedures	27
Interim Report Scan Sheet Instructions	27
Dropping or Adding	28
Nine Week Periods	28
Numeric Grading Guidelines	29
Weighted Courses and Grades	29
Quarter Course Grading	30
Semester Course Grading	30
Final Exam	30
Early Exam	30
Late Exam	30
Incompletes	31
Senior Exam Exemption Requests	31
Final Grade Averaging	31
SOL Courses	31
Non SOL Courses	34
Calculation Cautions for all courses	34
Homework Guidelines (WJCC School Board Policy/Jamestown Guidelines)	34
Cheating	35
Internet Assignments	36
FIELD TRIPS	
Field Trip Guidelines and Procedures	37
Regular Field Trips	37
Overnight Field Trips	38
School Bus Use for Field Trips	39
Sports Activity Trips	39
Guest Speakers	39
Field Trip Recommendations	39
PERSONNEL POLICIES	
Contract Hours	40
Teacher Orientation	40
Daily Lesson Plans	40
Leave Policies	40
Absences and Substitutes at JHS	40
Substitute Folders	41
Planning for Teachers	42
Administrative Patterns for Determining Teacher Load	42
Student Activities	42
Fundraising	43
Finance – Internal Activity Funds	44
Finance – Instructional Budget	47

Sexual Harassment/Sexual Violence	47
Teacher Evaluation	48

GENERAL INFORMATION

School Health Program	50
Student Assistance	51
Child Study Committee	51
Procedure for Requesting Assistance from the CSC	51
Requests for Class Assignments or Work	52
Hall Passes/Planners	52
Traffic Regulations	52
School Insurance	53
Personal Expenses of Pupils	53
Student Photographs	53
Student Fees	53
Laboratory Fees	53
Miscellaneous	53
Special Services	53
Transportation	53
Use of Division Vehicles	54
Rules and Regulations	54

FACILITIES AND EQUIPMENT

Buildings and Equipment	55
Key Policy	55
Room Security	56
Reservation of School Facilities	56
Use of Facilities	56
Non JHS Activities	56

SAFETY REGULATIONS AND EMERGENCY PROCEDURES

Emergency Operation Plans	57
Fire Drills	57
Fire	57
Electrical Failure	58
Severe Weather Conditions	58
Tornado Watch	59
Tornado Warning	59
Severe Thunderstorm	59
Severe Snow Storm	59
Bomb Threat	59
Serious Injury or Illness	60

COMMENT FORM	61
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STATEMENT OF NON-DISCRIMINATION

The Williamsburg-James City County School Division is committed to a policy of non-discrimination based upon race, color, national origin, religion, sex, handicap and age in the administration of any of its educational programs, activities, or with respect to employment. Inquiries should be directed to Dr. Steve Chantry, Title IX/Section 504 Compliance Coordinator, Williamsburg-James City County Schools, P.O. Box 8783, Williamsburg, VA 23187 (Telephone 757-253-0004).

Human Rights Officer: Sally Blanchard
WJCC Public Schools
P.O. Box 8783
Williamsburg, VA 23187
Telephone: 757-253-6777

TEACHERS MAKE THE DIFFERENCE AT JAMESTOWN

a la Jerre Brophy

1. Expectations: Our effective teachers believe that the students are capable of learning and that they themselves are capable of teaching students successfully. They do not write off certain youngsters as unteachable because they lack ability, experiential background, or motivation.
2. Time on task: Our effective teachers allocate most of their available time to instruction and they organize and manage their classrooms to ensure that the time is actually spent in this fashion.
3. Classroom Management: Our effective teachers begin the organization of the classroom before school starts. They show student what to do, provide practice, and follow through with reminders and periodic review. They provide a smooth, continuous focus for students. They keep students engaged in appropriate activities, monitor student responsiveness and maintain an academic “press”.
4. Curriculum: Our effective teachers offer meaningful activities and recognize that students learn best when they proceed RAPIDLY, but in very small STEPS.
5. Active Teaching: Our effective teachers are not merely distributors of work; they actively explain, demonstrate, critique, and review. They are dynamos of motivation.
6. Teaching for Mastery: Our effective teachers make sure that new knowledge and skills are mastered to the point of overlearning. They know that higher-level objectives will not be readily comprehended until lower objectives are secured.
7. Student Differences: Our effective teachers recognize and provide for differences in the levels of the students they teach. They adjust teaching strategies as they monitor student work and provide necessary assistance and feedback.
8. Learning Environment: Our effective teachers maintain a strong academic focus within the context of a pleasant, friendly classroom. They obtain maximal student performance through the use of praise, encouragement, expressions of appreciation for effort, and attention to evidence of genuine progress.

HISTORY

Jamestown High School is located three miles west of Williamsburg in James City County. Completed in 1997, Jamestown High School was built to serve approximately 1,250 students in grades 9-12. Approximately 89 percent of the student body resides in James City County. The remaining 11 percent of the student body make their home in the City of Williamsburg. Jamestown is the second high school operated by the Williamsburg-James City County Public School System.

The administration and staff will be working diligently to provide a comprehensive program of studies designed to meet the needs of all the students in grades 9-12.

PHILOSOPHY

The faculty of Jamestown High School acknowledges that the transition from adolescence to adulthood is difficult. Therefore, we believe that our greatest challenge is to provide each individual student with learning experiences in preparation for becoming a contributing and responsible citizen. We believe that the home, school, and community are basic developmental forces in the growth of each student and that each of these elements must be fully incorporated into the student's educational experiences.

Our responsibility is to recognize all students as unique persons and to help them utilize their intellects, talents, interest, and experiences to further their continued growth. We believe that through person-to-person interactions, mutual respect for the fundamental dignity of each member of the school and community can and should be fostered.

We feel committed to offer opportunities that will enable the student to set realistic goals, and at the same time, develop physical, moral, creative, and intellectual strengths, thereby enhancing a wholesome self-concept.

The faculty of Jamestown High School will implement this philosophy through the educational experience in the hope that the students will reflect these ideals throughout the community.

OBJECTIVES TO SERVE AS GUIDELINES TO IMPLEMENT THIS PHILOSOPHY

Objectives Related to Fundamental Skills

- To provide the methods and materials to all students to prepare them for job entry or higher education
- To provide educational challenges for all special students
- To prepare all students to meet Virginia and Williamsburg-James City County graduation competency standards
- To utilize community resources in the surrounding area as supplements to classroom instruction
- To provide an instructional program which leads to skills mastery
- To provide opportunities for musical, artistic, dramatic, and physical development

Objectives Related to Human Relations

- To offer a varied and flexible curriculum that will challenge all students and provide opportunity for personal and educational achievement
- To provide a school environment which fosters mutual concern and respect for the property and individual worth of others
- To work cooperatively with parents and community to expand opportunities for personal, educational, and social development
- To improve the physical appearance of the school campus
- To improve the lines of communication among faculty, administration, students, and parents
- To promote good habits in safety, personal conduct, and personal hygiene
- To encourage active participation in subject-related professional organizations

Objectives Related to Student Growth

- To promote independent learning skills through participation, the making of responsible choices, and the setting of realistic goals
- To provide opportunities which promote a positive self-image and encourage knowledge of democracy

Objectives related to Professional Development

- To promote participation in continuous updating of programs
- To provide in-service training for staff and curriculum development
- To provide constant feedback to students, faculty, and administration
- To encourage active participation in subject-related professional organizations

TIPS FOR PROFESSIONALS

1. Address your colleagues in a formal fashion when in the presence of students.
2. Start your class promptly.
3. Never leave your class unattended.
4. Dress to display an appropriate role model for students.
5. Arrive at school on time.
6. Maintain a neat classroom for the next teacher who uses your room.
7. Keep students seated until the bell rings.
8. Ensure that each student has a hall pass before permission is given to leave your class.
9. Consistently enforce school rules and standards in class as well as throughout the building.
10. Secure permission from an administrator should you need to leave school.
11. Refrain from expressing judgments to students regarding co-workers.
12. Refrain from keeping students late in your classroom when they are expected to be in their next class on time.
13. Monitor the noise level of your classes (TV, film, discussion, etc.) so as not to interrupt neighboring classes.

DUTIES AND RESPONSIBILITIES OF PRINCIPAL, ASSISTANT PRINCIPALS AND OTHER STAFF MEMBERS

With the exception of the position descriptions for Curriculum Leaders, complete position descriptions may be found in the Principal's office.

Duties and Responsibilities of Curriculum Leaders 9-12

1. Provides on-going curriculum leadership and support to teachers.
2. Serves on division-wide curriculum task force/committees.
3. Works with other curriculum leaders and other curriculum coordinators to support interdisciplinary efforts; provides leadership in the implementation and the evaluation of curriculum.
4. Works with curriculum coordinators to plan and carry out specific projects.
5. Works with principals and curriculum coordinators to establish effective communication systems about curriculum issues.
6. Organizes and/or leads workshops and other staff development programs; models lessons/strategies for staff members as needed.
7. Organizes and participates in the selection of instructional textbooks, supplies, and equipment; maintains inventories of instructional textbooks, supplies, and equipment; organizes distribution of instructional textbooks, supplies, and equipment.
8. Continues to grow professionally by joining state and/or national organizations, attending professional meetings and conferences; encourages other staff members to grow professionally; disseminates professional information to other staff members.
9. Works cooperatively with the principal and shared-decision-making council to identify budget needs; works with principal to develop master schedule for teachers.
10. Helps to select, orient and assist new teachers; organizes and conducts meetings for staff as needed.
11. Works with guidance counselors and other teachers to resolve curriculum and/or placement issues for students, parents, and staff.
12. Acts as a liaison to the school's community on curriculum issues.

Qualifications Required

1. High level of competence, interest, and enthusiasm in the area of specialization.
2. Demonstrated leadership or leadership potential in the curriculum area of interest.
3. Willingness to grow professionally.
4. Ability to work in collegial and collaborative manner with colleagues.
5. Willingness to work five to ten additional days during the summer (compensation provided)
6. Supports the policies, procedures, and philosophy of the school and school division.

Term

The term of a curriculum leader will be three years. Current leaders may reapply for the position through the same application process once the position has been advertised.

Stipend

The stipend for this position will be consistent with division policy.

POLICIES AND SERVICES



STUDENT DISCIPLINE

Discipline Philosophy

I've come to the frightening conclusion that I am the decisive element in the classroom. My personal approach creates the climate. My daily mood makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

--Haim Ginott

There is no one tried and true formula for avoiding discipline problems, but most experts in the field seem to agree that being *proactive* rather than *reactive* is best. Some suggestions gleaned from books written on the subject are listed below:

- Be courteous and alert
 - Stand at your door and greet your students.
 - Be aware of your body language. It speaks louder than any voice.
 - Make eye contact. Be genuine. Do not ever point at a person.
 - Be friendly and firm. If you have to say "no", do so pleasantly.
 - Never lose your cool. Do not engage in a confrontation with a student (or his/her parents). Treat people with exquisite courtesy and expect the same from them.
 - Pay attention to what is going on in your class at all times.
- Be a good leader
 - Establish a warm and supportive class identity.
 - Provide organization to help students stay focused. Use a syllabus or a daily planner (posted in your room). Show them how to make and use planners and to-do lists.
 - Keep your students active. Use every minute of class. Include a variety of intriguing activities. Do not make success impossible.
 - Let students have a voice in some of the decisions in the class.
 - Reward and praise as many students as you can when things go well.
- Get help when necessary
 - Call on support personnel, guidance counselors, social workers, psychologists, other teachers, and administrators.
 - Treat the parent as you would want to be treated if the roles were reversed.
 - Notify the parent about problems while they are still small. Call about concerns and good news.
 - Make up individualized plans of action.
 - Do not take students' behavior personally.
 - Focus on the behavior that needs changing, not a label (alt. Ed., ADHD, Special Ed., General, AP), or the individual's personality.
 - Focus on the positive.
 - Be sincere.

Remember what “adolescent” means. Some of their behavior is “normal” and guidance through this stage may be more conducive to enhancing growth and development than continuous punishments.

Discipline Strategies

Every discipline problem is both unique and difficult. You have to balance the needs of the individual and the needs of the class. It is necessary for the teacher to suppress his/her own feelings of anger, sorrow, or dismay in order to deal effectively with the misbehavior. Three issues need to be considered when dealing with problems:

1. Keep the disruption to a minimum. The fewer people disturbed by the student’s misbehavior the better. Deal with the misbehavior in the most unobtrusive way possible. Do not engage in a battle of words, laying blame, sarcasm, anger, or revenge.
2. Help the student keep from repeating his/her mistake.
3. Help the student learn that he/she has choices in actions, which have a direct connection to success or failure in class.

Examples of strategies to help manage discipline problems:

- Take action when other students will not be disturbed by the correction.
- Praise the entire class for its good behavior (“It is encouraging to see so many of you working hard to complete the assignment by the end of the period.”).
- Move closer to the student and quietly give a gentle positively phrased reprimand (“open your book and begin working,” not “you are always playing around, stop this now or I’ll write you up.”).
- Confer briefly with the student.
- Schedule a longer, more formal conference with the student.
- Move the student’s seat.
- Arrange for a time out*.
- Contact parent by phone or with a letter.
- Try to work out the problems with the student (discussion/behavior contract).
- Arrange a conference with the parents.
- Refer the student to an administrator only after you have exhausted all other possibilities or a severe misbehavior has occurred. Be careful not to abuse this option by referring students for relatively minor offenses that you can handle with an organized discipline plan.

***Time out:** A management strategy in which the child is temporarily removed from the classroom allowing the child time to reflect on his/her behavior and regain composure in order to return to the classroom. Typically time out is located in another part of the classroom, in the hallway, with another teacher or with the AP (with an accompanying note requesting time out). Students in time out may **not** go to the ACS classroom. It is of short duration (5-15 minutes). The child is expected to return to the classroom.

BE SURE TO DOCUMENT ALL OF YOUR EFFORTS.

Removing a Student from Class (School Board Policy JGCA)

Teachers have the initial authority to remove a student from a classroom for disruptive behavior. The removal of the student from a classroom shall not be used as a routine classroom management strategy. Disruptive behavior is defined as a violation of the School Board policies governing student conduct that interrupts or obstructs the learning environment. For a list of the areas of offenses and their definitions, see School board Policy JGC.

The principal is responsible for ensuring that written notice of the student's behavior is given to the parent. The parent will be given the opportunity to meet with the teacher and the school administrator to discuss the student's behavior and the possible consequences if such behavior does not cease. The principal shall, unless a student who has been removed from class is suspended or expelled from school attendance, ensure that such student continues to receive an education.

Any teacher whose evaluation indicates deficiencies in the management of student conduct may be required to attend professional development activities designed to improve classroom management and disciplinary skills.

Applications of this policy to students with disabilities shall be in accordance with state and federal law and regulations. The policy shall not be construed to limit or restrict other School Board policies and regulations for maintaining order in the classroom.

Procedure

In order to remove a student from class all of the following must occur:

- Only for use with chronic disruptors and for when all other strategies have been tried and have failed to end the student's disruptive behavior,
- **And** if the behavior significantly disrupts the learning environment and removing the student is necessary to restore a learning environment free from interruptions or obstructions caused by the student's behavior,
- **And** the teacher has available the documented interventions, consequences, and parental contacts.

Procedure required to be followed:

1. Teacher uses special ACS form
2. Teacher writes exactly what behavior the student was doing
3. Provide assignment(s) at the time of the removal to ensure continuation of the student's education for the duration of the alternative placement
4. Calls ACS classroom to inform ACS monitor of student coming, or call security at 100 for an escort for the student
5. The ACS monitor will give the ACS form to the administrator who will mail the ACS form home, but the teacher is required to call the parent with information of the disruption and the need to remove the student from class.

For verbally or physically violent disruptions, call security (100 or 101) to escort student to AP. Write referral ASAP with exact description of incident.

Discipline Policy and Additional School Rules and Regulations

Each staff member is required to read, implement, support, and enforce the WJCC School Division's policies on student discipline. This document is updated annually and is made available to all staff and students in September. A brief summary of the offenses, consequences, and interventions are listed below. In addition, all staff is required to enforce the additional rules and regulations particular to JHS. These are listed after this section as well as in the Parent and Student Resource Book.

Areas of Offenses

These rules apply to all students coming to school and going home, on the bus, at school activities, and on school property. **Principals and staff will use an appropriate combination of interventions and consequences to maintain a safe, positive learning environment for the individual student, all other students, and adults in the school.**

Any student who receives five in-school or out-of-school suspensions in a school year will be automatically recommended for a disciplinary hearing. In addition, a student may be referred for a disciplinary hearing at any time. A disciplinary hearing may result in long-term suspension or expulsion.

It should be understood that the list of offenses that follows includes only the most common infractions of school and bus rules. Students may be disciplined for conduct which is not described below but which interferes with the educational process or threatens the safety or welfare of the staff or students. **School officials are authorized to utilize any and all of the disciplinary actions permitted by Virginia State Law.** Students and parents should also understand that violation of school rules might affect eligibility for participation or membership in opportunities such as athletics, extracurricular activities, clubs, and honor societies/awards. In instances where an offense constitutes a violation of the law, law enforcement officials may be called.

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| 01. General school/Classroom disruption | 14. Reckless driving/Driving Violations |
| 02. Disrespect/Defiance of school staff's authority | 15. Stealing |
| 03. Unexcused absences/Tardiness/Cutting Class | 16. Vandalism |
| 04. Dress code | 17. Extortion |
| 05. Bus misconduct | 18. Evidence rendered inaccessible/destroyed |
| 06. Abusive language or inappropriate conduct | 19. Burglary |
| 07. Cheating or plagiarism | 20. Violations of the law |
| 08. Lying/falsification | 21. Portable communication or electronic devices |
| 09. Gambling | 22. False fire alarm/Misuse of 911 |
| 10. Inflammatory actions/Harassment | 23. Misuse/Abuse of Technology, Including
Computers and Networked Computer
Systems |
| 11. Trespassing | 24. Threats of Harm or Violence |
| 12. Smoking/Tobacco possession | 25. Bullying |
| 13. Fighting | |

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| 26. Sexual harassment | 34. Robbery |
| 27. Arson | 35. Assault with a Firearm or Other Weapon |
| 28. Assault and battery | 36. Malicious Wounding Without a Weapon |
| 29. Weapons/dangerous objects | 37. Aggravated Sexual Battery |
| 30. Bomb Threats | 38. Kidnapping/Abduction |
| 31. Alcohol and drugs | 39. Sexual Assault |
| 32. Illegal Possession of Controlled Drugs &
Substances with the Intent to Sell or Distribute | 40. Homicide With a Firearm or Other Weapon |
| 33. *Weapons/dangerous objects/bomb | 41. Use of a Bomb |

Offenses 24-41 are more severe in nature and will result in suspension and an automatic referral for a disciplinary hearing. A disciplinary hearing may result in long-term suspension or expulsion.

Consequences may include, but are not limited to, the following:

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| Warning/reprimand | Send home with parent or guardian |
| Removal from class | Denial of bus privileges |
| Lunch detention | Parent responsibility law |
| In-School Suspension | Referral to police/Court Services |
| After-School detention | Referral for discipline hearing |
| Disciplinary probation | Referral to alternative educational placement |
| Saturday School | Out-of School Suspension for up to 10 days |
| Work detail/Community service | Recommendation for expulsion |
| Restitution/Restoration | Recommendation for long-term OSS |
| Denial of extra-curricular/school activities
or privileges | Loss of access to technology resources |

Interventions

Teachers and school administrators will utilize interventions in an effort to correct and improve student behavior:

- | | |
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| Parent notification | Student Assistance Plan |
| Behavior contract | Verbal correction |
| Behavior essay | Time out |
| Mentoring | Conflict Resolution Plan |
| Peer mediation | Placement in more restricted setting |
| Peer counseling | Parent, student, and/or teacher conference |
| Referral to Guidance Counselor, School Psychologist or Social Worker, Child Study Team, Outside Agencies, Core Academic Team | |

ADDITIONAL RULES AND REGULATIONS SPECIFIC TO JAMESTOWN

In addition to the WJCC School Board policy on Student Discipline: Rights and Responsibilities, students must adhere to the following rules:

- Respect the property and the personal and educational rights of others.
- Adhere to the JHS dress code.
- Follow all reasonable directions and requests given by school personnel.
- Attend class and be on time.
- **Personal devices such as cell phones, radios, CD/DVD/tape players, iPODS, video games, etc. and their accessories, are strongly discouraged while at school .** These items may be confiscated by school staff and held for parent pickup.
- Use your own pass-book, provided in the planner, when needing to leave class. Follow the directions printed with the passes. Lost or stolen planners will not be replaced.
- Only student drivers with valid parking permits may access their vehicle during school hours. Student drivers must have written permission to go to their vehicle by seeking it through an administrator or by obtaining a security escort. No other students may have access to the parking lot.
- Remain in the building or in assigned areas unless permission to leave is granted by an administrator or by following proper attendance procedures. Student may not leave school for/during lunch.
- Audio or videotape a class only with permission of the teacher/presenter involved.
- Refrain from excessive public display of affection.
- Eat or drink only in the cafeteria or other designated area (such as provided for in a student's assistance plan, 504 or IEP) Students receiving permission from a staff member to eat in the staff member's room must provide a pass from the staff member stating such.

These rules/guidelines may be modified as needed.

Corporal Punishment Code of Virginia §22.1-279.1

Corporal punishment (the infliction of, or causing the infliction of, physical pain) on a student as a means of discipline is prohibited. However, this does not prevent teachers, principals or other staff from using "reasonable and necessary force" to maintain order and control, quell a disturbance, remove a student from a disturbance which threatens physical injury to persons or property damage, prevent self-infliction of harm, defend oneself or others, or obtain possession of weapons or other dangerous objects, controlled substances or paraphernalia.

JAMESTOWN DRESS CODE FOR STUDENTS

The responsibility for the appearance of the students in WJC Schools rests with parents and students themselves. Attire cannot be disruptive to the school environment, must comply with the health code of the Commonwealth of Virginia, and may not interfere with the educational process or pose a threat to the safety of the student or those about him or her. Student dress will reflect positively on the students, school, and learning environment, and should ultimately reflect standards of dress in the workplace at large. Clothing that exposes or reveals the hips, midriff, buttocks, or navel is forbidden. All undergarments must remain properly under the appropriate cover or clothing. Torn, ripped, or slashed clothing may not be

worn. Clothing or clothing accessories which are form-fitting, suggestive, provocative, disruptive, defamatory, distracting, or revealing, are not permitted. School administrators reserve the right to make decisions concerning questionable and inappropriate school attire. If contacted by school administration, parents may be summoned to school to provide acceptable clothing.

- a. Headgear and Footwear – The wearing of hats, hoods, or any headpieces or head coverings such as bandanas, skullcaps, handkerchiefs, headbands, or any scarf or cloth worn about the head will not be permitted inside the school building. Sunglasses are not to be worn inside the school building. Appropriate footwear must be worn at all times.
- b. Bottoms – Mini-skirts, short-skirts, “short” shorts, or form-fitting attire that is revealing or disruptive to the learning environment are prohibited. Skirts or shorts must fall below the student’s fingers when the hands are at her sides. A guide for appropriate length between the top of the knee and the clothing should be no more than the length of a standard credit card, driver license, or phone card.
- c. Shirts and Blouses – See through shirts or blouses, backless shirts, halter-tops, tube tops, open-sided tops (such as basketball-type jerseys) or cut-off tee shirts and other tops that expose the chest, cleavage, back, midriff, navel or waistline are prohibited. Mesh-type shirts or jerseys that expose the chest or midriff are also unacceptable. Tank tops with “spaghetti” straps are also unacceptable. All undergarments must remain properly undercover. A guide for appropriate width of shoulder straps is at least the width of a standard credit card, driver license, or phone card.
- d. Accessories – Students may not wear chains as part of their daily attire. Any decorative or excessive jewelry or accessory that may be considered dangerous, such as studded or pointed rings, bracelets, necklaces, or other adornments, shall not be permitted on school property.
- e. Symbolic and Suggestive Clothing – Any clothing that contains or displays nudity, provocative or vulgar messages or suggestions, sexual innuendo, drugs, drug paraphernalia, alcohol, tobacco, or any alcohol/tobacco products, advertisements, or logos will not be permitted on school property. Clothing that is defamatory, causes others discomfort, or results in the incitement of others also is prohibited.

Students violating the dress code will be requested to correct their dress immediately. If unable to do so, the teacher will authorize the student to call his/her parent/guardian from the classroom phone, to arrange a change of clothing. Students unable to correct their dress may be placed in an alternative educational setting for the remainder of the day. Repeat violations will be cause for additional consequences.

REPORTS OF CERTAIN ACTS TO PARENTS, SCHOOL, OFFICIALS AND POLICE (SCHOOL BOARD POLICY JGD)

By Virginia law, certain illegal or violent incidents on a school bus, school property, or at a school-sponsored activity must be reported.

- A. Reports shall be made by the principal or his designee on all incidents involving:
1. The assault, assault and battery, sexual assault, death, shooting, stabbing, cutting, or wounding of any person.
 2. Any conduct involving alcohol, marijuana, a controlled substance, imitation controlled substance, or an anabolic steroid.
 3. Any threats against school personnel.
 4. The illegal carrying of a firearm.

The principal or designee shall submit a report of all such incidents, as well as incidents reported to the principal by law enforcement personnel to the superintendent. The superintendent shall annually report all such incidents to the Department of Education.

- B. The principal or designee shall notify the parent/guardian of any student involved in an incident required by subsection A to be reported, regardless of whether disciplinary action is taken against such student or the nature or the disciplinary action. Such notice shall relate to only the relevant student's involvement and shall not include information concerning other students.
- C. The principal or designee shall promptly report to law enforcement officials any act enumerated in Item A which may constitute a criminal offense.

STAFF DUTY STATIONS

It is the responsibility of each teacher, staff member, administrator, or any other employee of WJCC at JHS to supervise his/her immediate area. Specific duty stations may be assigned by the administration.

PROCEDURE FOR 5TH BLOCK

The time after school is for students to receive after school help or for clubs and organizations to meet. Students are required to be supervised at all times. Students are not permitted to "hang out" or loiter. This time period after school is called 5th Block, and it runs from 3:00 p.m. to 4:25 p.m. Monday through Thursday.

A 5th Block classroom is open until 4:25 p.m. in order to provide supervision for students who have legitimate reasons to stay after school but who are dismissed from the activity before 4:25 p.m. and need a place to wait for the activity bus. When students conclude any activity before 4:25 p.m. and need to wait for transportation, such as the activity bus or for a ride to show up, the sponsor will fill out and give the student a "green activity pass" to the 5th Block classroom.

STUDENT ATTENDANCE GUIDELINES FOR JAMESTOWN HIGH SCHOOL

Jamestown High School is committed to cooperating with parents and the community to provide the best learning environment in which all students are given the opportunity to become confident, responsible, successful, life-long learners. In order to meet this commitment, Jamestown High School's staff believes in communicating with parents immediately if they sense a child's opportunity at success is threatened. Since attendance and participation in all classes is directly related to a child's success, parents will receive communications from attendance staff regarding their child's attendance status. Listed below are the guidelines used in monitoring students' attendance:

Attendance Definitions

Excused absence: The parent is aware that the student is not in school and the reason is due to circumstances beyond the control of the student, parent, and the school. The parent must also provide a written excuse for the school immediately upon the child's return to school. Examples of excused absences include but are not limited to: illness, medical, dental, legal appointments, religious observances, death in the immediate family, family trip (one per year) if pre arranged at least a week in advance and no longer than five days.

Unexcused Absence: Any absence that keeps a student away from school and is not allowed by the above excused reasons. Examples of unexcused absences include but are not limited to: truancy (the student is absent and the school has not received indication from the parent that they are aware and support the absence), class cuts, consecutive days of absence without communication from the parent, non pre arranged family trips, suspension from school, excessive absences not verified by a doctor when requested, patterned absences.

Class Cuts: Absence from class without authorization or approval from the affected classroom teacher or administrator.

Tardies: Students who arrive to class after the tardy bell without appropriate authorization.

Unexcused Tardy Procedures

Definition of an unexcused tardy: Students must be in class by the late bell, unless the student provides a note, at that time, from a teacher, or offices of attendance, guidance, clinic or administration excusing the tardy. If no note is available, do not send the student in search of one, the tardy is unexcused.

A student tardy 10 minutes or more will be assessed an unexcused absence (cut) and will be assigned the appropriate cutting consequences. Three unexcused tardies will constitute an unexcused absence (this is especially important for senior exemption). Teachers will keep documentation of tardies via the Tardy Documentation Form (TDF). These procedures will begin anew and end each semester.

Teachers may have a class participation grade as a portion of the total grade for their course. Tardiness will lower this grade and as a result may affect the overall grade for a course.

The following procedures will be followed for unexcused tardies:

- **First unexcused tardy** – Student indicates reason for tardy on the TDF. Teacher discusses tardy with student and issues a warning to the student. Teacher is required to make actual contact with the parent/guardian (voice messages are not actual contact). Teachers must document the date and time of this contact on the TDF. Tardiness will lower class participation grade if it is a part of the grading policy.
- **Second unexcused tardy** – Student indicates reason for tardy on the TDF. Teacher assigns a consequence to the student. Teacher is required to make actual contact with the parent/guardian, informing him/her of the tardiness and the consequence. Teachers must document the date and time of this contact on the TDF. Teachers also must document whether or not student fulfilled the consequence. Tardiness will lower class participation grade if it is a part of the grading policy.
- **Third unexcused tardy** – Student indicates reason for tardy on the TDF. Teacher assigns a consequence to the student. Teacher is required to make actual contact with the parent/guardian informing him/her of the tardiness and the consequence. Teachers must document the date and time of this contact on the TDF. Teachers also must document whether or not student fulfilled the consequence. Tardiness will lower class participation grade if it is a part of the grading policy.
- **Fourth and future unexcused tardy** – teacher writes a conduct referral for chronic tardiness and provides a copy of the TDF with the referral. Referrals with TDF's without parent contact, consequences etc. will be sent back to the teacher to contact parents.

School Related Consequences: Consequences for excused absences relate to academic performance and investigation of the student's health. Since attendance and participation in all classes is important, students run the risk of missing valuable instruction and receiving a grade that does not accurately reflect their potential. Students are held accountable for schoolwork missed due to any absence. Teachers have the responsibility to offer the students the opportunity to make up work within a reasonable time period. Students have the responsibility of completing the missed work within the designated time period. In addition, if a student has developed a pattern of habitual absence that appears to be due to chronic illness, the principal may request the school nurse to evaluate the student's physical condition. If it is determined that there may be no medical problem or the student is being kept home unnecessarily, the principal may require the student to be given a complete medical evaluation by a private doctor or by a clinic, and the school be sent a copy of the report. If the problem continues, the school social worker shall be requested to review the situation. The principal may also require a medical excuse for each day of absence unless the school's nurse sanctions the student staying home.

Early Release procedures: A student may have to leave school before the end of the school day due to certain situations, medical appointments, or family emergencies. When the early dismissal is not planned, as in the case of a family emergency, or if the parent forgot to send a note, the parent/guardian must come to the attendance office in person and request the early dismissal of their child. Phoned-in early dismissal requests will not be approved.

1. The student should bring a note requesting early dismissal, signed by the parent/guardian and listing a phone number where the parent can be reached, to the attendance office before the beginning of school.
 - a. If the early release is scheduled for between 7:45 and 9:00, the student must wait in line to have his/her early release processed before going to class.

- b. If the early release is scheduled for between 9:00 and 2:30, the student may simply drop the note in the marked box outside the attendance office. The attendance office will process the early release while the student is in class. The student may stop by attendance to pick up the early release pass between classes.
2. The note will be verified by phone before permission is granted for early release.
3. The parent/guardian or designee, as specified in the note, must report to the attendance office to sign the student out. The student will only be released to this adult. Students who have permission to drive must report to the attendance office to sign out. Students who leave or are picked up by their parent/guardian and who are not officially signed out will be considered unexcused absent and may face disciplinary action.
4. Should the student return to school, he/she must report to the attendance office to sign back in.
5. Students who miss more than half a day (2 Blocks) will be considered absent for the entire day, unless approved by the principal or excused with a doctor's note.
6. Students 18 and older who are legally independent of their parents (proof must be on file with attendance, guidance, and the student's assistant principal) will be permitted to sign themselves out with appropriate documentation of appointments, etc.

Telephone Contacts and Notes from Parents/Guardian

The attendance office will attempt to reach parents by phone daily when a child is absent. In addition, parents/guardians are required to provide dated notes stating the specific reason for the absence and signed by the parent/guardian on the first day of return to school. Teachers should not collect absence notes but send the student to the attendance office with it to secure a readmit slip.

Make up Work

Students are held accountable for schoolwork missed due to any absence (including cuts and suspension). Teachers have the responsibility to offer students the opportunity to make up work within a reasonable time period. Students have the responsibility of completing the missed work within the designated time period. It is recommended that when providing students with make-up work, teachers also give the students a reasonable due date in writing.

CURRICULUM



CURRICULUM

The curriculum at Jamestown High School meets the requirements of the Code of Virginia and regulations of the State Board of Education.

Jamestown High School is accredited by the Commonwealth of Virginia and the Southern Association of Colleges and Schools.

Program of Studies

The Program of Studies contains the general course offerings and is available as a separate publication available in the Guidance Office.

WJCC Graduation Requirements for the Class of 2002 and Beyond

The graduation requirements can be located in the Program of Studies publication, which can be obtained the Guidance Office.

GUIDANCE PROGRAM

The Jamestown High School Guidance Department believes that each student is a unique person with individual patterns of growth and is worthy of respect and dignity. Guidance is a continuous process based upon the principles of growth and development, psychology of learning, mental health, and disciplines that seek to assist students in making their own sound decisions rather than having decisions dictated to them. Guidance is a cooperative responsibility requiring the efforts of counselors, teachers, administrators, and other school personnel working in concert with the home and the community.

Counseling

Students are routinely invited to meet with their counselor on a periodic basis. All students are encouraged to initiate meetings with their counselor by contacting the guidance secretary or their guidance counselor. Career counseling, educational planning, personal counseling, crisis counseling, and referrals are all available through the Guidance Department.

Counselors schedule an individual appointment with each student and his/her parents in the spring of the year. Parents and students are encouraged to attend **Chart Your Course Night**, to review the Program of Studies, and to make preliminary decisions about courses they wish to schedule prior to this scheduling appointment. It is important to make sound decisions about course selection to ensure getting first choices. Counselors work with students, their parents, and teachers in making decisions about schedule changes that become necessary during the school year. Adding and dropping of courses can only be accommodated during the first five days of each semester.

Counselors in the Classroom

At various times throughout the year, counselors may need to distribute information, pass out test results, collect survey data, and administer tests through classrooms. Cooperation and coordination between the director of guidance and appropriate department heads, counselors, and classroom teachers are imperative.

In addition, counselors are available as a resource for planning and implementing lessons. Counselors might be particularly useful to the teacher who is preparing a unit of study on careers or decision-making. The Career Room contains valuable information on careers, colleges, and job placement and may be helpful to teachers in planning career-oriented lessons. The Discover Career and College Planning Program are on the school computer network and are available in the Resource Room and the Computer Labs.

Students New to Jamestown

Throughout the year, new students enroll at Jamestown High School. Effort is made to place students in courses corresponding to those taken in the former school. Grades are received from the previous school attended, and teachers should check for these in the Guidance Office before issuing final grades. Counselors will attempt to match courses as nearly as possible.

All staff members are encouraged to make new students feel welcome. New students may be feeling apprehensive and insecure. They do not know our routines, our building, or the students and teachers. Please accept all students, and if there are questions regarding placement, see the appropriate counselor at a convenient time. Do not send new students back to guidance for a schedule change.

Information for Teachers on Students' After High School Plans

Seniors should see their counselor early in their senior year concerning their after high school plans. Students should write to colleges, vocational schools, the military, and employers requesting information, applications, and financial aid sources. Completed applications, with fees and consent to release information are to be turned into the guidance counselor who will check for completeness and accuracy. Often students will need letters of recommendation from teachers. Teachers may send their letters directly to the institution or to the Guidance Department. Letters sent to the Guidance Department are considered confidential. Upon request, these letters will be sent as a part of the application packet. The Guidance Department will process complete application packet. However, transcripts will be mailed at a cost of \$4.00 each.

It is recommended that appropriate tests (SAT, ACT, or ASVAB) be taken by the fall of the senior year. Some schools require SAT II Subject Tests. Students need to determine from the selected institution which tests are required for admission.

Cumulative Records

Guidance personnel maintain cumulative records of currently enrolled students. They are official records of the Students' progress and are indispensable sources of information. Counselors are able to help teachers interpret the information contained in them. Because of their official nature, these records must be maintained in the best possible order and may not be removed from the Guidance Office. (Administrative personnel with official need must sign out the records on the sheet provided in the records room.)

Teachers are encouraged to make use of the information contained in the records as they seek to better understand and provide appropriate learning opportunities for their students.

Testing

The Guidance Department assists with the administration of the state-testing program at Jamestown High School.

Some colleges require the American College Testing (ACT). Dates and registration materials are available in the Guidance Office.

Advanced Placement examinations are available to students interested in the opportunity to earn advanced placement standing in college. Specific dates and times for these examinations are set by the Educational Testing Service and are national test times. Determination of college credit and/or advanced placement is made by individual colleges based on test results.

Information for Teachers Regarding Student Employment

A staff member in the Guidance Office is authorized by the Virginia Department of Labor to issue work permits for students under 16 who wish to work.

As part-time employment opportunities become known, the Guidance Department will make this information available to students through postings and announcements.

Counselors can assist students in contacting military recruiters and employers throughout the year.

Additional Guidance Services

Information about student tutorial assistance is available upon request. Information about summer programs for enrichment and college preparation is maintained in the Guidance Office.

Scholarship information is made available through bulletins and on the school's computer network.

Student Services

The Guidance Office serves as a liaison with Student Services. Teachers who wish to make a referral to Student Services personnel are encouraged to confer with the appropriate guidance counselor to determine necessary interventions.

The guidance counselors refer requests for homebound instruction to Student Services.

LIBRARY SERVICES

The Jamestown High School Media Center is open for student use Monday thru Thursday from 7:30 a.m. to 3:45 p.m. and Friday until 2:45 p.m. There are over 14,000 books, 25 computers, local and national newspapers, popular and professional magazines, as well as a library media specialist available to facilitate student research and reading.

Passes are required for individual students who come to the Media Center during class time and there is a

limit of 6 students per class. However, passes are not required during lunch blocks and after school. Students are asked to sign in and out when they enter and leave the Media Center as a safety precaution in case of emergency. Teachers are welcome to consult the sign-in book to confirm student use of the Media Center.

Teachers can schedule time for class use of the Media Center with the Media Specialist. An advance copy of the lesson plan or the student assignment helps the Media Center Specialist identify appropriate resources. Large classes can be accommodated by using both the computer lab and reading area. As a general rule, student note-taking is preferred over printing and photocopying of textual information, but provision for a reasonable number of free photocopies and computer printouts of graphic material can be arranged. The Media Specialist can also provide an Assignment Alert to the Williamsburg Regional Library for long-term projects that require additional resources.

At the beginning of a scheduled class, the Media Specialist gives a list of suggested print and computer resources to each student. The teacher and the Media Specialist then work together to answer questions and keep students actively engaged in the assignment. With rare exceptions, classes should not be sent to the Media Center with a substitute teacher as questions inevitably arise which are best answered by the teacher who has planned the assignment.

Computers

Use of computers in the Media Center is regulated by the *Network Acceptable Use and Responsibility Policy*, which is posted at every workstation. According to the Williamsburg James City County School Board, the computer network is to be used to “support research and instruction...use for any non-educational purpose...is not acceptable.”

Photocopying and Printing

The photocopier in the Media Center is intended for student use and costs 10 cents per page. Photocopying charges may be waived by the Media Specialist when arranged in advance with the teacher.

Computer printing is also available at 10 cents per page. Due to the network configuration, all users are asked to alert the Media specialist before printing to avoid network conflicts that can result in lost data. As with photocopying, printing charges may be waived by the Media Specialist for specific assignments.

Book Circulation

Students can borrow up to 4 books for 2 weeks and may renew books. Teachers can borrow as many books as needed for as long as needed, up to the end of the school year. Reference books are to be used in the Media Center, but may be checked out at the end of the day by students or teachers for overnight use at the discretion of the Media Specialist. All overnight loans are due back by 7:45 a.m.

Reserve book trucks are assembled when necessary to provide equitable access to resources, especially when more than one class is studying a topic. Reserve books are not checked out except at the direction of the teacher(s) for whom the reserve book truck was assembled.

There are no overdue fines, but students cannot check out books when they have overdue material. Teachers are asked to hand out overdue notices promptly as report cards are not mailed home to students who fail to return overdue material. Students and teachers alike are responsible for payment of any material that is lost or damaged while checked out in the name.

Audiovisual Services

Audiovisual equipment is located in the Audiovisual Assistant's office in the Media Center. Circulation of audiovisual equipment is based on supply and demand. Overhead projectors are usually checked out to teachers for the entire summer. There are a limited number of carts, which are checked out on a priority basis.

CD and cassette players, TV/VCR/DVD carts, slide projectors, LCD projectors, etc. are limited in quantity and should be scheduled in advance to ensure availability. Equipment is picked up at the beginning of the block and returned before the end of the block. Equipment reserved for the day should be returned by 1:30 p.m.

Students are not to operate or adjust any audiovisual equipment, with the exception of closed captioning for hearing impaired students. Training on audiovisual equipment is scheduled for individual teachers on request. The Audiovisual Assistant at extension 254 handles all equipment questions and problems, from burned-out bulbs to cranky remote controls.

The Audiovisual Assistant also provides videotaping to document classroom activities. The resulting tape can be edited for the WJCC channel. Advance notice is requested to ensure that adequate staffing is available. A camcorder can be provided if the teacher prefers to record the activity, but students should not be allowed to run the camera. Still photography can be taken with the Media Center's digital camera, which is signed out to teachers.

Videotapes for Classroom Use

Videotapes are stored in the Audiovisual Assistant's Office. Titles are checked out overnight for teachers to preview material. If there are restrictions on who can use videotapes purchased by departments to support specific curricula that information appears in the video description on the Ranger system. The department, not the Media Center, establishes the restrictions. The Audiovisual Assistant can advise teachers about videotapes that have not yet been cataloged.

Access to titles and scheduling of videotapes is available in faculty offices on computers with Ranger software. Training on using the Ranger software and the video remote control is scheduled on request. When a substitute is going to show a video, the Audiovisual Assistant should be informed. Substitutes can either request training in advance (not the day of the scheduled video) on how to use the remote control or can call extension 254 to have the video started manually. Improper use of a remote control by an untrained user can cause difficulties with future operation of the remote and the video retrieval system.

Copyright guidelines on showing videos must be followed carefully, so it is best to ask the Media Specialist or consult a published guide to copyright usage when in doubt about whether a video can be

shown. Videotapes are to be used for direct instruction in a classroom setting. Use of videotapes for recreation or reward is specifically prohibited.

Teachers who plan to use a videotape that has been rented, borrowed, taped at home, or otherwise procured from outside the Jamestown High School Media Center are required to complete a permission form available in the Media Center. The Media Specialist must review and sign the form at least one day in advance of the scheduled showing, regardless of whether the video retrieval system or a freestanding TV/VCR is used. If the video is questionable then the principal will be consulted. The videotape should be given to the Audiovisual Assistant prior to first block to be installed in the video retrieval system.

There are students whose IEPs require access to closed captioning, particularly in the case of hearing impairment. The Media Center provides an in-service each semester to inform teachers how to manage the advance planning and equipment necessary to provide access to closed captioning. The Media Center participates in a free video loan program that provides closed-captioned videos for the hearing impaired students. The Audiovisual Assistant has a catalog of closed-captioned videos and will order titles on request. A minimum two-week lead time is recommended.

Suggestions Welcome

The Media Center is constantly evolving to meet the needs of the Jamestown High School community. Suggestions for new book titles and comments on the Media Center procedures can be given to the Media Specialist, who will give them careful consideration. The Audiovisual Assistant takes requests for video titles and passes them on to the department heads that make the actual purchases.

CLASSROOM FACILITIES MANAGEMENT

Some guidelines:

1. Ours is a climate-controlled facility. The system is designed to operate within the comfort range for most individuals.
2. Any malfunctioning equipment (lights, heat, air conditioning, locks, etc.) should be reported in writing to the building maintenance supervisor.
3. We must have a concerted effort on the part of all the staff to see that the furniture, walls, and carpet be kept free from vandalism and unnecessary marking or defacement.
4. Please do not cover door glass in classrooms for safety's sake.
5. Since nearly all classrooms will be shared with other teachers, leave the desktop and wallboard clean when you leave the room. Work out a plan to share display space.
6. Remember, the end of a class signal is a signal to dismiss the class. It is not a signal to the students that they may leave the room.
7. The teacher is responsible for the classroom and the corridor adjacent to the classroom. All teachers must consider themselves on duty between classes. Often, the mere presence of the teacher can cause the desired effect.
8. The classroom dry erase boards require a dry erase marker. Do not attempt to use any other type of marker on the dry erase boards.
9. Students are not permitted to sit on desks or put feet on desks.

STATEMENTS OF CLASSROOM PROCEDURES

Teachers are to design and issue a statement of classroom procedures (see curriculum leaders for samples) to each of the students in the first few days of school. In this document, include classroom expectations, teacher grading standards, homework expectations, make-up procedures, a course syllabus or outline, major course requirements*, and a statement that includes phone numbers, e-mail, and best times to contact you. Furthermore, each student should receive notice that he has the right to:

1. Review his grades
2. See test results promptly
3. Meet with teachers alone or with parents to discuss learning progress and achievement, and
4. Express classroom concerns to the administration

Teachers must secure the student's and parent's signatures acknowledging the receipt of their statement of classroom procedures. A copy of this "statement" must be turned in to the curriculum leader who will review it and forward it to the principal.

*Specifically state any course requirement which must be completed in order to pass the course.

GRADING SYSTEM AND REPORT CARDS

The grading system used by the Jamestown High School faculty is one which reflects achievement within a course and translates into a letter symbol with numerical equivalent.

A = Excellent achievement (90-100)

B = Above average achievement (80-89)

C = Average achievement (70-79)

D = Below average achievement (60-69)

F = Failing (59 and below)

I = An incomplete grade indicates that work for a grading period was not completed because of illness or a valid reason approved by the principal. An incomplete grade must be change before credit for the work can be given. Students will be given two weeks to make-up work.

W = Withdrew

P = Passing (only for courses approved for a P/F grade)

N = Exempt from exam

General Guidelines

Teachers must keep the following points in mind when determining student marks:

- a. All students in all classes have the full range of marks open to them, A-F. We cannot justify or defend a situation wherein the full range of marks is not shown to be available to all students.
- b. It is recommended a daily evaluation be noted and recorded in the class record book.
- c. After a mark has once been recorded on the report card, it must not change without consultation with the Principal except for the processing of "incomplete grades or correction of routing a grade."

- d. Each department will issue to each student a handout in the first week of the course explaining criteria for grading used in the department/course.
- e. In order to pass for the semester, a student must pass at least 2 of the 3 marks.

Grade Change Procedure

In some cases, particularly with an incomplete grade, it is necessary to make a grade change. The following procedure shall be used:

1. Correct the grade in the grade book.
2. For an interim grade, submit the grade change in writing to the Data Entry Operator.
3. For a nine-week grade change, obtain a “Grade Change Form” from the Data Entry Operator. Return form to Data Entry Operator.

Nine-week and final exam grades will be recorded in the teacher’s grade book on a 100 point numerical scale.

Interim Report Scan Sheet Instructions

Use a #2 pencil and bubble marks completely. Bubble each page number (top right corner of each scan sheet). If a student is in your class and is not listed on the scan sheet, complete the “Add Student Form” and return with your scan sheets. If a student is listed on the scan sheet and is not in your class, complete the “Drop Student Form” and return with your scan sheets. Remove perforated edges from each scan sheet. Do not staple, paper clip, or fold scan sheets. Do not soil scan sheets. Dirty scan sheets will not scan.

Projected Grade: Bubble the appropriate grade student earned for the interim grade period.

Valid Grade List:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59	W = Withdrew
A 93-96	B 83-86	C 73-76	D 63-66	P 60-100	Ignore S, U bubbles
A- 90-92	B- 80-82	C- 70-72	D- 60-62	NO INCOMPLETE GRADES!	

Status: Refer to the status key at the top of each scan sheet.

Commendations: (you may choose up to 10)

- 01 Work is commendable
- 02 Shows positive attitude
- 03 Shows improvement
- 04 Actively participates in class
- 05 Completes work consistently
- 06 Shows initiative and creativity
- 07 Meets class expectations
- 08 Enthusiastic in class
- 09 Stays on task
- 10 Works well with groups

Recommendations: Refer to the Recommendation key at the top of each scan sheet.

Deficiencies: (you may choose up to 10)

- 01 Scores low on quizzes/tests
- 02 Student owes class fees or book(s)
- 03 Fails to stay on task
- 04 Does not follow directions
- 05 Creates disturbance in class
- 06 Fails to bring materials
- 07 Assignments late or incomplete
- 08 Is absent or tardy too often
- 09 Does not dress for P.E. class
- 10 Please call for a conference

Make note of the return date for interim scan sheets and return scan sheets to the Data Entry Operator on time. If the scan sheets are not properly completed, they will be returned to you by the principal for immediate corrections.

Drop/Add forms can be picked up from the Guidance Department.

Dropping or Adding

Drop-Adds must be completed no later than the 3rd day of a class. Only the Principal may grant an exception. Students entering a course after it has begun are responsible for work already covered prior to their entry.

Nine-Week Grading Period Scan Sheet Instructions

Use a #2 pencil and bubble marks completely. Bubble each page number (top right corner of each scan sheet). If a student is in your class and is not listed on the scan sheet, complete the “Add Student Form” and return with your scan sheets. If a student is listed on the scan sheet and is not in your class, complete the “Drop Student Form” and return with your scan sheets. Remove perforated edges from each scan sheet. Do not staple, paper clip, or fold scan sheets. Do not soil scan sheets. Dirty scan sheets will not scan.

Current period mark/class absences column:

Bubble the grade student earned for the nine-week period. Refer to the valid grade list below. The bubbles with numbers are for class absences (optional). If a student was absent in your class, you may bubble the number of days he/she was absent. For example, if a student was absent 15 days in your class, you will bubble the 10 and 5 bubble.

Valid Grade List:

A+ 97-100 B+ 87-89 C+ 77-79 D+ 67-69 F 0-59 W = Withdrew
A 93-96 B 83-86 C 73-76 D 63-66 P 60-100 Ignore S, U bubbles
A- 90-92 B- 80-82 C- 70-72 D- 60-62 NO INCOMPLETE GRADES!

Exam Mark: Bubble exam grade. Bubble “N” for students who are exempt from the exam.

Semester Grade: Bubble final grade for the appropriate semester.

Final Mark: DO NOT BUBBLE A GRADE IN THIS COLUMN!

Commendations: You may choose up to 3 of the following comments (ignore that the scan sheet instructs you to choose up to 2).

- | | |
|------------------------------------|----------------------------------|
| 01 Work is commendable | J Scores low on quizzes/tests |
| 02 Shows positive attitude | K Fails to stay on task |
| 03 Shows improvement | L Does not follow directions |
| 04 Actively participates in class | O Creates disturbance in class |
| 05 Completes work consistently | R Assignments late or incomplete |
| 06 Shows initiative and creativity | T Is absent or tardy too often |
| 07 Meets class expectations | V Does not dress for P.E. class |
| 08 Enthusiastic in class | X Capable of doing better |
| 09 Student owes a fee or book(s) | Y Please call for a conference |
| G Works well with groups | Z Pleasure to have in class! |
| H Does not participate in class | |

Classes with quarter grades will bubble an exam and semester grade at the end of each nine-week grading period. All other classes will bubble an exam and semester grade at the end of each semester. If you have any questions, please see your curriculum leader.

Numeric Grading Guidelines

Nine week and final exam grades will be recorded in a teacher’s grade book on a 0-100 point numerical scale and converted to a letter grade on the report card:

A+ 97-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A 93-96	B 83-86	C 73-76	D 63-66	
<u>A- 90-92</u>	<u>B- 80-82</u>	<u>C- 70-72</u>	<u>D- 60-62</u>	
Grade Points: 4.0	3.0	2.0	1.0	

Weighted Courses and Grades

Some courses, because of level of difficulty and time required for mastery, will carry a weighted grade when final point averages are computed. The course weights are based on the grade standard four-point scale. Grades of A, B, or C in designated weighted courses will receive increased point values (A=5, B=4, C=3). The grade of “D” will receive a weight of one (1) regardless of the course.

Starting with the graduating class of 2004, the weighted courses will include the following: Advanced Placement (AP) courses in English 12, U.S. History, Computer Science, Biology, Calculus AB and BC, American Government, Journalistic Writing, French, Latin, Spanish, German, Comparative Government, Studio Art, Chemistry, Physics, Economics, Music Theory, and other Advanced Placement classes as added.

Other Weighted Courses:

Advanced Contemporary Literature, Honors 11 English, Advanced Spanish Conversation and Composition, Advanced German Conversation and Composition, Advanced French Conversation and Composition, Latin IV, and other approved college courses beyond the high school curriculum continuum.

Quarter Course Grading

Final grades for quarter courses (those that meet only for 9 weeks) will be determined by counting the 9 weeks classroom grade as 80% of the final grade and the final exam as 20% of the final grade. Grades on the report cards will be recorded as letters.

Semester Course Grading

To pass and receive credit for any semester course (those that meet for 18 weeks), two conditions must be met: first, a student must pass at least two of the three marks (9 weeks, 9 weeks, final exam), and second, the final grade must be at least a 60%. The final grades for semester courses will be determined by counting the two 9 weeks grades each as 40% of the final grade and the final exam as 20% of the final grade. Grades on the report card will be recorded as letters.

Final Examinations

Final examinations will be administered at the end of each semester. All examination periods are two hours. All examinations must be submitted to the respective curriculum leader at least one week in advance of the exam for review. Completed exams must be retained one semester after administration and grading. Students absent from exams are permitted to make them up.

Early Exams

Only the Principal may approve the early administration of an exam to any student. The teacher will be informed in writing if the student is permitted an early exam.

Late Exams

The following procedure is followed for students who are absent for the final exam or who are given permission to take an exam late:

- 1) The student's grade is recorded as an incomplete.
- 2) A copy of the exam must be left with the student's guidance counselor.
- 3) The student's teacher will be required to grade the exam and complete the grade reporting.

Incompletes

A student whose grade is listed as incomplete for not completing course requirements and having legitimate reasons must complete the requirements for the course within 2 weeks after the final exam for that course (summer months included) unless an extension has been granted by the principal. All incomplete grades remaining after that deadline will be converted to the appropriate letter grade.

SENIOR EXAM EXEMPTION REQUIREMENTS

Quarter Classes

For a senior to be exempt from taking the final exam in a quarter class, the student must have at least an 80% average for the 9 weeks grade. In addition, the student must not have any unexcused absences and excused absences must not exceed 2 days. Three unexcused tardies to class shall count as 1 unexcused absence for the purpose of exam exemptions. Students are reminded to present absence excuse notes upon their return to school.

Semester Classes

For a senior to be exempt from taking the final exam in a semester class, the student must have at least an 80% average for the two 9 week grades. In addition, the student must not have any unexcused absences, and excused absences must not exceed 5 days. Students are reminded to present absence excuse notes upon their return to school. Three unexcused tardies to class shall count as one unexcused absence for the purpose of exam exemption. In special cases, an exam exemption may be granted by the principal after an appeal process if excused absences exceed 5 days. Absences due to school-sponsored field trips, representation of the school in extracurricular activities, or when on “official” business (as authorized by the principal) shall not be counted against the senior when deciding eligibility for exam exemptions. Official school records will determine attendance information. The final course grade for students granted final exam exemptions would be the 9 weeks average grade for that course.

FINAL GRADE AVERAGING

SOL Courses

- A. Exam exemptions are for students who have passed their SOL EOC tests this current semester or in the past.
- B. Students who pass their SOL: a student’s exemption does not necessarily mean he/she automatically passes the course or that he/she should not take the exam.
 1. In order for exam-exempted students to pass the course, the first 9 weeks grade and the second 9 weeks grade must average to at least a 60%. The calculation is as follows:
$$\frac{(1^{\text{st}} 9 \text{ weeks} + 2^{\text{nd}} 9 \text{ weeks})}{2} = \text{average for the two 9 weeks.}$$
 2. In the case where the two 9 weeks’ average is not at least 60%, the only way for the student to be able to pass the course is to take the teacher’s final.

3. If a student's average for the two 9 weeks is above 60% and he/she is exempt, the student is free to choose whether or not to take the teacher's final.
 - If the student does not take the final because of exemption, he/she passes the course. The course grade will equal the average of the two 9 weeks.
 - The calculation for the final grade when the student takes the final is the same as for non-SOL courses (see Semester Course Grading)
- C. Seniors in SOL courses: The senior exemption policy also applies to seniors in SOL courses regardless of their SOL score. JHS policy determines this exemption.

The handout on the following page may be helpful to your students and/or their parents. Feel free to turn it into letter format if you wish.

SOL Course Name _____ Teacher _____

Student Name _____

1st 9 Weeks' Grade (0-100) _____ 2nd 9 Weeks' Grade (0-100) _____

Average of the two 9 Weeks' Grades = $\frac{1^{\text{st}} \text{ 9 Weeks} + 2^{\text{nd}} \text{ 9 Weeks}}{2}$ = _____

Your final exam testing status is checked below.

_____ Failed SOL. You must take the final exam.

_____ Passed SOL but the average of the two 9 Weeks' scores is below 60%. You must take the final exam.

_____ Passed SOL and the average of the two 9 Weeks' scores is above 60%. You may choose to take the teacher's final exam or not. If you take the final exam, it will be averaged in as 20% of your grade, while the 9 Weeks' average will count as 80%.

Non SOL Exam Courses

- A. Seniors only are eligible for exemption status based on JHS policy.
- B. Students in grades 9-11 are **required** to take the final exam, regardless of their two 9 weeks' average. The average of the 9 weeks (course average) counts toward 80% of the final grade, and the final exam counts for 20% of the final grade.

Calculation Cautions for All Courses

You must be careful to note that **in order to pass the course and be granted credit, the 2 conditions stated under the Semester Course Grading section must be met.** Example: if a student has passing scores for 2 of the 3 marks but the course average is below 60%, the student fails the course. Conversely, in a very rare case, a student could fail 2 of the 3 marks and get a final course grade of a 60% or higher – the student still fails the course.

HOMEWORK GUIDELINES

WJCC School Board Policy

As stated in school board policy IKB, homework is a learning activity assigned by the teacher to students to be completed outside of regular classroom time and to be returned to the classroom for response.

Meaningful homework is a valuable and integral part of the learning process. Homework fosters communication between home and school and makes the student aware that learning takes place everywhere. It can help promote self-esteem, self-discipline, and efficient work-study habits. It can allow for differentiation of assignments according to student needs and abilities.

The purpose of homework is to encourage students to take responsibility for their own learning. Homework may vary according to student needs:

Practice assignments strengthen newly acquired skills or knowledge.

Preparation assignments provide opportunities for students to read, gather and/or organize background materials and information.

Extension assignments allow students to exercise skills of research and application; such assignments encourage student initiative and creativity.

Jamestown High School Homework Guidelines/Philosophy

As teachers, we feel that homework is a necessary part of the learning process because it serves as an extension and reinforcement of the classroom instruction and activities.

In order to make this philosophy effective, we, the teachers and administrators, must support the following guidelines:

1. Homework should be assigned regularly.
2. All homework should be evaluated in some manner.
 - a. Homework should be periodically collected, graded, and returned immediately.
 - b. Homework which requires outside reading should be checked by a pop quiz, oral questioning, or classroom discussion.
4. Homework should count a certain percentage of the nine-week grade.
5. Homework missed because of absences must be made up within a reasonable period of time, as directed by the teacher. (It is the student's responsibility to contact the teacher for any missed assignments.)
6. When students are observed copying another's homework, both papers should be confiscated and turned over to that subject teacher, with explanation.

Note: The individual teacher's homework guidelines must be included in the Statement of Class Procedures which each student will receive within the first three days of school from each classroom teacher. We will request student signatures on these procedure sheets.

CHEATING

Incidents of cheating threaten the integrity of instruction and compromise the character of the individual. At Jamestown High School, we must do our best to promote the realization that only an empty reward is won through dishonest efforts. Toward this end, we can help to prevent cheating by (1) taking the time to stress the importance of honest efforts with students; (2) defining the nature of cheating incidents for specific classes; (3) informing students of the consequences of cheating in each class, and (4) supporting honor practices of fellow faculty members.

Cheating is a serious matter and is included in the Division's Policy on Student Discipline, as a result, a disciplinary referral will be submitted.

Cheating/Plagiarism - Cheating includes the actual giving or receiving of any unauthorized aid or assistance or the actual giving or receiving of unfair advantage on any form of academic work. Plagiarism includes the copy of the language, structure, idea and/or thought of another and representing it as one's own original work.

1. Any evidence of cheating must be saved.
2. The student should be informed promptly of the basis for the cheating accusation in an objective manner (aside from his/her peers).
3. The teacher should listen to and record the student's response.
4. The teacher should work with the guidance counselor to schedule an appointment to include the teacher, the counselor, the parent, and the appropriate administrator to talk with the parent about the incident and relate the repercussions.
5. The incident should be documented on the honor code referral. A disciplinary referral form should also be filled out. The teacher is to bring both forms to the meeting.

6. Students who have been judged guilty of cheating will receive no credit for that work done, although they may still have to repeat an assignment/test in order to be eligible to pass the course. Seniors found guilty of cheating will lose exam exemption privileges for all courses in the semester when the cheating occurred.
7. All honor code referral forms will be filed in the office of the appropriate administrator. The disciplinary referral will be entered into the database.
8. Members of the National Honor Society Committee as well as teachers who have been asked to write letters of recommendations on that particular student will have access to a nominated student's honor code file.

Internet Assignments:

In order to minimize the incidents of cheating on assignments using the Internet, the following practices should be observed:

1. Thoroughly discuss plagiarism and its repercussions.
2. Be very specific in the scope of the assignment, giving detailed instruction as to the subject, the number of sources required and/or the types of sources to be used in the assignment.
3. Whenever possible and/or appropriate, pre-select web sites that the students must use for research.
4. Be sure that all research-based assignments require the student to cite the source(s) of his/her work.
5. Give directions as to how to cite Internet sources properly.

FIELD TRIPS



FIELD TRIPS

School Board Policy (IICAA-Revised 6/5/01): Field trips should be planned and conducted to serve a worthwhile purpose related to the instructional program.

In planning a field trip, teachers will introduce students to the learning experiences they will encounter during the trip.

Organizations such as bands, class groups, clubs, or other recognized groups that are a part of the school may be absent from school and participate in activities that require overnight lodging only with the knowledge and approval of the superintendent.

Approval requests for field trips will be submitted in accordance with the guidelines established by the superintendent. Extended field trips must be approved by the superintendent in advance of commitments to students, parents, commercial establishments, or carriers. The superintendent may give blanket approval to travel associated with sanctioned Virginia High School League and other State Department of Education events.

Field Trip Guidelines and Procedures

Procedures to be followed for regular field trips:

1. Obtain a copy of the "Field Trip Request Form" from the school office, complete the form and submit it to the principal or his designee at least three weeks in advance of the trip.
2. If approved, initiate teacher-student planning.
 - a. Acquaint students with the purpose of the field trip. Formulate questions that will be addressed during the planned visit.
 - b. Secure appointments for the visit.
 - c. Determine appropriate dress and conduct for participants on the trip.
 - d. Become generally familiar with the travel route to be taken, parking facilities, safety hazards, etc.
3. Field trips may not be taken before the end of the second full week of school or after the last school day in May. Field trips may not be scheduled for the two (2) weeks prior to the beginning of Standards of Learning testing. All exceptions to these deadlines must be approved by the principal.
4. Follow all required attendance procedures.
 - a. A list of students attending the field trip should be distributed to teachers FIVE teaching days in advance of the trip.
 - b. A complete list of all students attending the trip and of those students not attending the trip must be submitted to the office at the time the group departs.
5. A "Field Trip Permission Slip" must be completed and signed by a parent for EVERY student. Signed permission slips must be kept on file. Permission slips should remind students that all JHS and WJCC rules and regulations are in force. Permission slips may be obtained from the principal's office. Telephone permission in lieu of a signed permission slip is not permitted. A one-time "Field Trip Permission Slip" for all local field trips may be sent home at the beginning of the school year or when a new student registration form is filed in the office.

This blanket permission will cover all local, daytime field trips throughout the school year. It does not cover any overnight trips.

6. Specific field trips have been designated as a required part of the Division's ongoing curriculum revision effort. In instances where these field trips have been identified and adopted as a regular part of the curriculum, students and teachers are expected to take the trips. Curriculum leaders will assist teachers in making arrangements for designated visits.
7. "Local" field trips to distant cities such as Richmond and Norfolk are discouraged. Students and chaperones using school buses will need to return to school by 2:00 p.m. All of the Division's buses must be available for afternoon runs beginning at 2:20 p.m. When a field trip to Richmond or Norfolk is planned, travel plans should be made to maximize time at the field trip location.
8. The ratio for day field trips is one (1) adult chaperone to 15 students. Chaperone ratio for overnight trips is one (1) to 10.
9. All money collected for field trip tickets and other expenses must be deposited with the school bookkeeper. He/she will issue a check to cover the total amount of tickets and expenses. In order for a check to be processed on time for the field trip, check requests must be submitted to the bookkeeper one full day before the trip. No student may be denied access to field trips due to an inability of the family to pay any required fees. The principal will determine how fees for such students will be obtained. Expenses including cost of tickets, etc., need to be carefully estimated. If any refunds to students are in order following the field trip, the teacher/sponsor, not students, needs to request the refund from the bookkeeper.
10. If a commercial bus line is used, arrangements must be made by the teacher/sponsor. Contracts must be reviewed by the principal or his designee prior to signing.
11. When field trips have been properly planned and approved, make-up opportunities for participating students must be provided.
12. Following the field trip, complete an evaluation form and return it to the principal.

Procedures for Overnight Field Trips

Approval requests must be submitted to the principal no less than six (6) weeks prior to the date of the proposed trip, in accordance with the following guidelines:

1. All overnight field trips must be approved at least six (6) weeks in advance by the superintendent or designee, unless "blanket" approval has been given for VHSL-sponsored activities in accordance with the policy. This approval is required before asking for parent permission forms, raising funds, or collecting fees.
2. Overnight field trips may not be taken before the end of the second full week of school or after the last school day in May. Field trips may not be scheduled for the two (2) weeks prior to the beginning of Standards of Learning Testing. All exceptions to these deadlines must be approved by the principal.
3. All proposed trips must be conducted under the direct sponsorship and supervision of Jamestown High School.
4. An overnight trip must be directly related to the curriculum or be an appropriate school-related function.
5. No trip shall require more than two (2) school days absences for students.
6. A majority of eligible students must plan to participate in the proposed activity.
7. No student may be denied access to the field trip due to limited financial circumstances.

8. Transportation must be provided by a properly licensed and insured public carrier.
9. Chaperone ratio for overnight trips is one (1) adult to eight (8) to ten (10) students.
10. A detailed itinerary must be prepared and submitted with the request for trip approval.

School Bus Use on Field Trips

1. If possible, present the driver with a map and/or written directions to the field trip site when boarding the bus.
2. Students must remain seated and keep arms and head inside the bus at all times.
3. Eating and drinking are prohibited on school buses at all times.
4. Students who are “disciplined” at the field trip site may not be sent back to the bus to be chaperoned alone by the driver. If it is necessary to remove a student from the site, an adult chaperone must return to the bus with the student.
5. All WJCC school buses are mechanically fixed to not exceed 45 miles per hour. Plan travel time, particularly to Richmond and Norfolk, accordingly.
6. All drivers are expected to be back in time to make their afternoon pick-ups at their designated schools. Please cooperate by having students loaded on the bus in ample time to allow for a safe trip home.

Sports Activity Trips

1. Make arrangements well in advance.
2. Distant trips require special planning with the Transportation Office. Keep in mind that laws and regulations restrict the number of hours a driver is allowed to work.

Guest Speakers

Guest speakers must be approved by the principal prior to his or her visit. An evaluation form must be completed after the presentation and returned to the principal.

Field Trip Recommendations

The following recommendations should be used as guidelines when scheduling field trips:

1. Explore local options that will meet field trip goals.
2. Field trips during the school day should be SOL/curriculum related.
3. Consider a student’s attendance at school. Chronic absentees should not be allowed to go on a field trip.
4. Other classroom teachers have the right to object to an academically at-risk student being absent from class to attend a field trip. Teachers with concerns should initiate a discussion with the field trip’s sponsoring teacher to reach a solution that is in the best academic interest of the student.

PERSONNEL POLICIES



CONTRACT HOURS

Teachers are to report to school by 7:30 a.m. Teachers with early morning duty are to report to school by 7:25 a.m. All personnel are to remain on school grounds until 2:45 p.m. Teachers with after school 5th block duty are to remain on school grounds until 4:30 p.m. Personnel who need to leave the school during school hours are to notify an administrator.

TEACHER ORIENTATION

Orientation for teachers new to Jamestown High School will be sponsored by the school curriculum leaders and administration.

DAILY LESSON PLANS

Each teacher will have daily lesson plans. These will be in written form so that in case of an emergency, a substitute could carry on the planned lesson for the class. Teachers needing assistance in planning should discuss problems with their curriculum leader.

Each department has an SOL Template that includes SOL numbers, objectives, assessment, and assessment results. In addition to daily lesson plans, each teacher must have a completed SOL Template for his/her course. The curriculum leader and/or the administrators may periodically check lesson plans and SOL Templates when deemed appropriate. Teachers are encouraged to openly relate appropriate class objectives to their students daily.

LEAVE POLICIES

1. Each teacher is granted an annual sick leave allowance of 10, 11, or 12 days, depending on the contract, without loss of pay.
2. Sick leave, if not used, may accumulate according to division policy.
3. Personal leave may not be used on a day that would immediately precede or follow a school holiday or vacation. Up to three personal leave days can be approved by the principal for each individual.

ABSENCES AND SUBSTITUTES AT JHS

1. Each teacher or staff person who plans to be absent, for whatever reason, must complete the "Request to be Absent" form. It must first be signed by the curriculum leader and then be submitted to the main office for principal approval prior to the absence. The absence is to be reported to the Sub-Finder System and the job number should be on the form.
2. If you are unable to come to school due to an unforeseen emergency that day, you must contact your curriculum leader explaining the reason and also call the absence in to the Sub-Finder System. Be sure to leave or send adequate lesson plans for the substitute to your curriculum leader. Substitutes are not specialists, so please prepare lesson plans that can be carried out by a layman.

ALL ABSENCES NEED TO BE REPORTED TO THE SUB-FINDER SYSTEM.

SUBSTITUTE FOLDERS

All teachers must complete a substitute notebook by the beginning of the third full week of school. These folders should be turned over to your curriculum leader. This notebook must contain information about the teacher's work which would enable the substitute to carry on with a minimum of difficulty. Listed below are some items which each notebook should contain:

1. Class Schedule and Lesson Plans

- a. You need to provide the substitute a copy of your daily schedule. Be sure to include room numbers for each classroom to which you are assigned. Also include a lunch bell schedule and inform the substitute to which lunch your class has been assigned.
- b. You need to provide the substitute a detailed lesson plan. It is recommended that you provide the approximate time it should take for the students to complete each assignment. Also include copies of the worksheets, page numbers, and any other assignment details which would help the substitute to carry out your plans for the day.

2. General Classroom Rules

- a. You need to provide the substitute with a general description of your classroom rules and routines to help the substitute and the students' day run as smoothly as possible.
- b. Also include the consequences (if any) that you would like the substitute to follow if the students do not comply with these rules.

3. Bell Schedule/Maps/Phone Numbers

- a. You need to provide the substitute with a copy of the school bell schedule.
- b. It would be helpful to provide the substitute with a copy of a map of the school, especially if you are a traveling teacher with numerous classrooms.
- c. You need to provide the substitute with a list of important phone numbers, such as the school secretary, security, assistant principals, media center, nurse, etc.

4. Fire and Emergency Plans

- a. You will need to leave the red folder (or a copy of it) which contains detailed information about emergency drills. Please inform the substitute in advance if you know of a planned drill.
- b. Be sure to include a copy of the track with your assigned position highlighted in case of outdoor drills (bomb threats and fire drills).

5. Notes to Teacher

This section should provide the substitute with paper and/or a checklist to let you know how the day went.

6. Student Passes/Referrals/Tardies

- a. Be sure to leave detailed instructions about how to handle restroom passes, lab passes, nurse passes, and media center passes. Inform the substitute on the use of student planners as passes.
- b. Include at least one blank referral, just in case of emergencies. Please leave a brief explanation of how/when to use them.
- c. Inform the substitute of your tardy policy and consequences.

7. Emergency Plans

It is a good idea to leave generic emergency plans which can be used in case of an unforeseen/unplanned absence. These plans could be used at any point during the semester by a substitute in case you are unable to make specific plans in advance. These plans should cover a 90-minute block for each of your classes.

PLANNING PERIOD FOR TEACHERS

Teachers are normally scheduled for three blocks of teaching or supervisor activities and for one period of planning. The planning period is the time set aside for the collection, creation, and production of materials; the organizing of learning experiences; the evaluating of the outcome of instruction; the recording of student progress; and for conferring with parents, students, and other teachers. Every teacher is assigned a separate work station in which to operate during this period. The planning period is provided for a specific purpose as stated above. It is part of the workday and should be utilized as such.

ADMINISTRATIVE PATTERNS FOR DETERMINING TEACHER LOAD

In an attempt to distribute the work of the school in an equitable manner, the following points will be taken into consideration:

The basic responsibilities of all staff members are:

1. The teaching assignments and related after-school work with students.
2. Attendance at all professional meetings (staff, department, etc.)
3. Supervision of the halls between class periods.
4. Supervision of restrooms, cafeteria, and bus loading areas as assigned.
5. Sponsorship of an extracurricular activity.

Consideration will be given to the following:

1. All teachers will be asked in the spring to list sponsorship preferences for the coming year.
2. New teachers without extracurricular assignments will be called together in August and asked to volunteer to sponsor or co-sponsor activities.
3. Seniority will be used on some occasions in assigning preferences; rotation in sponsorship will follow whenever possible. Student preferences for a sponsor will be sought and whenever possible followed.
4. Teachers who are not compensated for after-school activities will not be released from responsibility for sponsorship of an activity if the need arises for the services.

STUDENT ACTIVITIES

The following clubs and activities are offered at Jamestown High School depending on student interest. Teachers are expected to sponsor, co-sponsor, or assist with extracurricular activities as needed. For information about stipends for sponsoring some of the activities, please see the principal.

The Aerie

After School Program

American Field Service (AFS)

Art Club

Asian Awareness club

Black Culture Club

Chorus and Performance groups

Class Play Competition

Dance Team

Debate

Delta Epsilon Phi

Distributive Education Clubs of
America (DECA)

Drama Club/Stage Crew

The Eagle Eye

Ecology Club

Flag Squad/Majorettes

Forensics

French Club

Freshman Class

Future Business Leaders of America
(FBLA)
Future Homemakers of America (FHA)
Future Problem Solving Bowl
German Club
Health Occupations Students of America
(HOSA)
InterAct
It's Academic/Scholastic Bowl
Jamestown Band
Jazz Ensemble
Junior Class
Key Club
Latin Club
Leo Club
Light, Sound, and Stage Crew
Literary Magazine
Math Club/Mu Alpha Theta

Model UN
National Honor Society (NHS)
National Latin Honor Society
Parent-Teacher-Student Assc. (PTSA)
Peer Partners
Photography Club
Robotic Club
Science Club
Senior Class
Societe Honoraire de Francais
(French National Honor Society)
Sociedad Honoraria Hispanica
Federico Garcia Lorca (Spanish
National Honor Society)
Sophomore Class
Spanish Club
Spring Musical/Fall Production
Step Team
Student Council Association (SCA)
Student Academic Recognition (STAR)
Students Against Drunk Driving
(SADD)
Technology Student Assc. (TSA)
Varsity Club
Virginia Kapital Kappa (German
National Honor Society)
Virginia Math League
Vocational Industrial Clubs of America
(VICA)
Wrestling Club

FUNDRAISING

All requests for approval to raise funds (including those by the Athletic Department) must be approved by the ICC, the treasurer, and the principal before the fund-raising activity commences. Fundraiser forms may be obtained in the treasurer's office and placed in the SCA Sponsor's mailbox when filled out. The SCA Sponsor will forward the request and a signed copy will be placed in your mailbox upon approval. Upon completion of the fundraiser, the bottom section of the form must be filled in, stating profit and expenses.

Please note that fund-raising activities cannot be conducted for the sole purpose of producing revenue. There must be a specific purpose noted for each fundraiser, such as the purchase of equipment, uniforms, designated field trip expenses, etc.

The following rules and regulations apply to all fund-raising sales approved at JHS:

1. School Board Policy prohibits door-to-door selling.
2. No sales are permitted in classes. Selling is permitted before school, during lunch, and after school.
3. No cash prizes may be offered.
4. Only the principal is authorized to sign any contracts entered for fundraising.
5. **Proper purchasing procedures** must be followed for all expenses incurred through fund-raising. This means that no debt can occur before a Purchase Order signed by the principal is on file with the treasurer.
6. Monies must be receipted under the regulations governing School Activity Funds using designated receipt books and deposit tickets. The receipt books are obtained through the treasurer's office and must be signed for by the sponsor.
7. **Monies must be deposited daily with the treasurer.** Under no circumstances should money be left unattended or in a classroom overnight.
8. All students who sell products must have these regulations explained to them by the class or club sponsor before selling begins.

FINANCE – INTERNAL SCHOOL ACTIVITY FUNDS

School activity funds are classified as all funds received from extracurricular school activities and from any and all activities of the school involving personnel, students, or property. The State Board of Education has developed regulations governing school activity funds. In compliance with these regulations, the Williamsburg-James City County School Division has developed a School Activity Funds Accounting Manual for the management and use of these funds. School Activity Funds are audited annually.

The school activity fund bookkeeper maintains the accounting for these funds, and all activity for these funds is processed by that office. Faculty sponsors are responsible for the immediate supervision and direction of the financial affairs of the activities they sponsor. Listed below are the responsibilities teachers have in the collection and accounting for all monies.

Deposits and Receipt Forms

Properly receipt all money collected. Deposit all money with the bookkeeper **daily. A teacher will be held personally responsible for funds not deposited with the bookkeeper.**

A "JHS Activity Fund Deposit Ticket" is to be used with the deposit of funds. Individual receipt numbers must be recorded and the funds deposited must balance with the receipts written by the collector in the student receipt book(s). The school bookkeeper will issue an official receipt for the deposit. All official receipts must be filed with the receipt book.

Only one person will collect funds to be recorded in any one receipt book at one time. The receipt will be prepared in duplicate – the original given to the payer and the duplicate remaining in the book. Funds for deposit and receipts issued must balance.

Receipt Books

Receipt books are used to receipt monies collected from individuals by teachers and sponsors of school activities. Entries must be accurate and legible. **“VOIDED”** receipts should be so marked and **both** copies left in the book. Receipt books will be given only to sponsors, as the sponsor's signature is required for each book signed out. A master log is maintained for all receipt books issued.

Do not use the same receipt book for several activities: Fees, lost books, field trips, etc., must be recorded in separate books. Each book must balance with funds deposited for those receipts issued.

Receipt books must be totaled and returned to the school bookkeeper when filled or an activity has been completed. **Do not keep them until the end of the year.**

Purchase Requisitions and Orders

Teachers, organizations, or activity fund sponsors may not commit school activity account monies for the purchase of any item without an approved Purchase Order or Requisition. Please see the school bookkeeper for these forms. Purchase orders are issued by the bookkeeper at the direction of the principal. **Anyone making purchases without the approval of the principal or his designee will be held personally responsible for payment.**

All requisitions for the purchase of materials or supplies must have a full description of the articles requested as well as quantity, unit price, and cost. All price comparison quotes should be documented on the back of the form. Any contract or other data related to the purchase must be submitted with the requisition. After approval, the original of the Purchase Order will be processed to the vendor and a copy will be retained by the bookkeeper.

Orders for student-purchased paperbacks and periodicals (all types) must be accompanied by an approved Purchase Order. Invoices for these items will not be paid until all monies have been collected from the students. Collection will be made within a reasonable time.

Any order made by telephone or fax machine (this includes all fund-raising materials, athletic equipment, films, books, etc.) must be in compliance with purchasing procedures and must have the approval of the principal or his designee. **Failure to obtain prior approval for orders may result in the teacher being personally responsible for payment of the purchase.**

Check Requisition Requests

All requests for payment of goods and services will be submitted to the school bookkeeper. All invoices and packing slips must be verified by signature and dated.

Requests for reimbursement will also be made on the expenditure voucher.

Receipts and/or invoices which document the expenditure must be attached to the request.

Fund-Raising Requirements – Clubs/Classes/Sponsors

All fund raising activities must follow school board policy regulations and require ICC and school administrative approval. This includes clubs, classes, athletic coaches, and booster clubs.

Approved ICC forms must be on file with the school bookkeeper. The sponsor must prepare the Profit/Loss Statement on the ICC form at the conclusion of the fundraiser.

All purchases must be made in accordance with activity fund procedures and must have proper approval for the expenditure of funds. All contracts, agreements, etc. must be on file in the bookkeeper's office.

Money should be turned in daily for deposit by the school bookkeeper to ensure proper security and procedures. In addition, money lost, stolen, or not totally accounted for during fund raising may have to be repaid by the sponsor personally.

Sponsors are responsible for providing necessary training to students who are assigned responsibilities for handling funds to ensure that they know the requirements for accounting and control.

Budgets for School Activity Fund Accounts

The sponsor of a school activity fund is responsible for submitting an annual budget plan to the Assistant Principal for student activities.

All accounts must have an approved budget on file before funds may be utilized.

Report of Ticket Sales

The report of ticket sales will be prepared in duplicate by each ticket seller whenever tickets are sold for various school functions. The ticket seller will list the first and last numbers of each type of ticket unsold. Both copies will be certified by the ticket seller and the original will be turned over with the money to the box office manager.

Consolidated Box Office Report

The box office manager will complete this report after receiving the report of ticket sales from each ticket seller. This report will be totaled and certified by the manager and submitted to the school bookkeeper.

When tickets are sold for night activities, the sponsor will obtain a night deposit bag and key from the school bookkeeper.

Internal Accounts – Athletic Director

The athletic director acts as the principal's designee for the management of the athletic school activity accounts. In this capacity, the athletic director's responsibilities are defined in the WJCC Public Schools School Activity Funds Management Manual.

FINANCE – INSTRUCTIONAL BUDGET

Those activities recognized as part of the regular high school program must be submitted for inclusion in the budget to the principal for review **before October of the school year.**

The principal serves as the cost center manager for the school budget, which is appropriated by the governing bodies and is included in the operating budget for the school division.

Curriculum Leaders serve as managers for their department and are responsible for the management of funds and budget requests to be included in the principal's budget package.

The accounting secretary/school activity fund bookkeeper coordinates all purchase requisitions, invoice payments, reimbursements, and budgetary monitoring for the instructional budget. Forms and inquiries regarding the school instructional budget may be directed to that office.

SEXUAL HARASSMENT/SEXUAL VIOLENCE

School Board Policy GBCC/JBCC

Sexual harassment/sexual violence is a form of sex discrimination, which violates Section 703 of Title VII of the Civil Rights Act of 1964, as amended.

Sexual harassment/sexual violence may include but is not limited to written and/or verbal harassment or abuse, indecent propositions, subtle pressure for sexual favors, unwelcome touching or sexual advances, indecent exposure, or inappropriate physical contact of a sexual nature which conduct substantially interferes with a student's (employee's) performance or creates an intimidating, hostile, or offensive school/work environment. The School Division will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment/sexual violence and to discipline any student or employee who sexually harasses or is sexually violent to a student or employee of the school division.

Any person who believes he or she has been the victim of sexual harassment or sexual violence by a student or an employee of the School Division, or any third person with knowledge or belief of conduct which may constitute sexual harassment or sexual violence should report the alleged acts immediately to the building principal or directly to the Director of Student Services or Director of Personnel. These individuals are designated as being responsible for receiving oral or written reports of such alleged inappropriate behavior.

TEACHER EVALUATION

All teachers are responsible for reading and understanding the Teacher Evaluation Handbook issued by WJCC Public Schools. The most recent edition is 2001. A summary of evaluation activities for both non-tenured and tenured teachers follows.

NON-TENURED TEACHERS

<u>Year</u>	<u>Info. Procedure</u>	<u>Form Required</u>	<u>Responsibility of Administrator</u>	<u>Responsibility of Teacher</u>	<u>Completion Date / Requirements</u>
Year 1	3 observations: 2 scheduled 1 unscheduled	TE-2	X		Administrator discretion
	3 Performance Review conferences	TE-2	X		Required within 5 working days of observation
	Portfolio dev.	TE-4		X	Ongoing, 1 st review 2 nd semester
	Student/Parent surveys	TE-5-9		X	Required: Parents and students in November and April
	Summative eval. conference	TE-12	X		Prior to last week of school
Year 2	2 observations: 1 scheduled 1 unscheduled	TE-2	X		Administrator discretion
	2 performance review conferences	TE-2	X		Required within 5 working days of observation
	Portfolio dev.	TE-4		X	Ongoing
	Student/Parent surveys	TE-5-9		X	Required: Parents and students in November and April
	Summative eval. conference	TE-12	X		Prior to last week of school
Year 3	2 observations: 1 scheduled 1 unscheduled	TE-2	X		Administrator discretion
	2 performance review conferences	TE-2	X		Required within 5 working days of observation
	Portfolio dev.	TE-4		X	Ongoing
	Summative eval. conference	TE-12	X		Prior to last week of school

Performance Improvement: Non-tenured teachers may be placed on Improvement Assistance Plan TE-13.

TENURED TEACHERS

<u>Year</u>	<u>Info. Procedure</u>	<u>Form Required</u>	<u>Responsibility of Administrator</u>	<u>Responsibility of Teacher</u>	<u>Completion Date / Requirements</u>
Year 1	Portfolio dev.	TE-4		X	Ongoing
	Student/Parent surveys	TE-5-9		X	Required: Parents and students in November and April
Year 2	2 observations: 1 scheduled 1 unscheduled	TE-2	X		Administrator discretion
	2 performance review conferences	TE-2	X		Required within 5 working days of observation
	Portfolio dev.	TE-4		X	Workable one must be made available by Oct. 1
	Student/Parent surveys	TE-5-9		X	Optional: Parents and students in November and April
	Interim eval. conference	TE-11	X		Prior to last week of school
Year 3	Portfolio dev.	TE-4		X	Ongoing
	Student/Parent surveys	TE-5-9		X	Optional: Parents and students in November and April
	Summative eval. conference	TE-12	X		Prior to last week of school

Performance Improvement Plan:

A teacher *may* be placed on an Improvement Assistance Plan (TE-13) any time a teacher's performance does not meet expectations. Teachers are generally placed on Improvement Assistance Plans by January.

Teachers *must* be placed on an Improvement Assistance Plan (TE-13) if at the Summative Evaluation (TE-12):

1. A teacher receives 2 or more Needs Improvement ratings in responsibilities in any 1 of the major areas of responsibility (Instructional Skills, Assessment Skills, Management Skills, or Professionalism) or,
2. A teacher receives 3 or more Needs Improvement ratings overall, or
3. A teacher receives a rating of Unsatisfactory for any responsibility.

GENERAL INFORMATION



SCHOOL HEALTH PROGRAM

The goals of the School Health Program are to: link student, home, school, and community; help students seek an optimal level of physical, mental, and social development appropriate to life stage, and work actively to eliminate barriers which hinder student learning.

Each school clinic is staffed by a professional registered nurse whose role and responsibilities are many and varied. The school nurse will attend to students' illnesses, accidents and emergencies, inform and advise parents, and do preventive screenings at certain grade levels for vision and hearing. In addition, the school nurse will function as a linchpin between health and education, serve as a student's advocate, and develop and implement specialized plans for student and school community.

Vision and hearing tests are mandated by the state of Virginia for all 10th grade students as well as all new entries and transfers. Teachers at any grade level may refer suspected health problems or concerns regarding vision, hearing, scoliosis, fine or gross motor concerns to the school nurse for evaluation or follow-up if parental permission is obtained prior to the evaluation or testing. This is important for all non-grade level screening.

For injuries or illnesses occurring during school hours, students need to be issued a pass from the teacher to the clinic unless it is an emergency. After being evaluated, the student will be sent back to class, allowed to rest briefly in the clinic, or sent home if indicated. The school nurse may only administer medications during school hours following the School Board Policy.

In case of serious injury or illness the immediate concern is the injured or ill student. Immediately contact the school nurse at extension 106 and the nurse will come to your location to assess the student. If the nurse does not answer 106, call security (ext. 100) and they will locate the nurse on the 2-way radio. Depending on the seriousness of the injury or illness, the student may be transported by the parent/guardian or in extreme cases 911 may be called for the ambulance service. If the ambulance transports the student to the nearest emergency room, the nurse will contact the parent/guardian and give notification of the situation. The student emergency card filled out at the beginning of the school year is extremely important for health information as well as emergency contact information. If applicable, an accident form will be filled out by the school nurse or appropriate personnel.

Guidance will send new pupils to the school nurse for an entrance interview and the initiation of a student health record. If a student transfers or leaves school, he/she must see the nurse to allow closure of the student health record and enable records to be transferred as needed.

All students who, for medical reasons, request excuses from physical education classes are to be referred to the school nurse for planning. Home visits may be made by the school nurse as necessary. Social as well as health information may be obtained as an aid to other services. Requests for home visits should be discussed with the nurse.

The school nurse is also available for teacher/staff assessment. Some examples are blood pressure screenings, cardiac and respiratory assessments, etc. All information given to the school nurse is confidential.

Students with serious disabilities will be referred by the nurse to the student's counselor before school begins. The guidance counselor will arrange for counselor/teacher conferences. An administrator, teacher, or counselor, hearing of new cases will inform the nurse. Teachers noting particular difficulties a child is having in class will contact the nurse or guidance counselor to discuss the problem. Information disseminated is strictly confidential.

STUDENT ASSISTANCE

The school offers a variety of opportunities for students to get assistance. If you notice a student not performing up to his/her abilities:

1. Notify the parent and let him/her know help is available.
2. Let the parents know what type of help is available.
 - a. After school help with the teacher.
 - b. Tutoring is available free of charge from several sources, such as NHS students. Guidance can assist in arranging this help.
 - c. After-school-program, SAMS, where students commit to participating in the program for assistance in a wide variety of areas.
3. You might suggest a brief meeting with the parent, guidance counselor, student, and the teacher to look into what problems are occurring and what assistance the student needs. Guidance staff can suggest other programs and forms of assistance that are available.
4. When several attempts at assistance have failed, refer the student to the Child Study Committee for consideration.

Child Study Committee

The Child Study Committee (CSC) is required to be in each public school within the Commonwealth of Virginia to assist school personnel in meeting the needs of individual children who are having difficulty in school. The problems may be academic, developmental, behavioral, social, or emotional. The committee is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodation to extensive intervention and may be available within the public school system or elsewhere in the community.

Procedure for Requesting Assistance from the CSC:

- Staff may refer a student case to the CSC simply by filling out the referral form available from the CSC Chair, Jan Boykin, Assistant Principal, 259-3605, office is Room 127. Forms are also available in the mailroom or in the Guidance Office. It should describe the academic/developmental, behavioral and/or social/emotional concerns and document attempts already employed to remedy the problem(s).
- The CSC Chair will schedule a meeting with the parent and the CSC Committee members within 10 days of receipt of the referral.
- The CSC Committee will meet and will analyze the problem(s).
- The CSC Committee will generate possible solutions, plans, or referrals to other school-based or community programs.

Requests for Student Progress Information

There are several instances in which teachers will be requested to fill out a form on a student's progress. These requests for information are not considered optional; they may be a requirement of a specific plan, program, 504, IEP, academic and behavior monitoring system, to determine eligibility for services, or for a discipline hearing. Please fill these out as requested and return the report on time to the office/person requesting the information. If you have questions or concerns, see the person making the request.

Requests for Class Assignments or Work

There are several instances in which teachers are requested/required to provide a list of assignments or materials (handouts, worksheets, etc.) for a student. We urge you to honor the requests from parents via guidance when a student is on suspension or will be absent for a period of time. Requests for assignments from the teacher of homebound students are not optional. Please respond professionally and in a timely fashion to these requests. Please be aware that while some students may not be in your class physically, we are still required to provide them with an education while they are at home, in the hospital, receiving psychiatric care, or in juvenile detention. Whatever the reason, they all need your assistance, patience, understanding, and cooperation.

HALL PASSES/PLANNERS

Teachers must sign a student's planner when it is necessary for that student to be away from his/her assigned classes or duties. Students must use their own planner and it must have their name written on all hallway pass pages. A student who does not have his/her planner may "borrow" the teacher's planner according to the teacher's class policy. The student's destination and time of departure must be filled out prior to the teacher signing the planner. (No initials, please. Use ink.)

Students who are eligible for "STAR" passes must staple their passes onto the hallway pass page of their planner.

Students must not be in the halls during class periods without proper authorization. Careful evaluation of the situation or request involving a hall pass should be exercised to cut hall traffic to an absolute minimum.

Students are not to be issued passes during the first and last twenty minutes of class.

Permanent hall passes or substitutes for the planner passes are not to be issued.

Teachers may not issue passes to the parking lot or off school grounds.

TRAFFIC REGULATIONS

Persons driving on school property are to observe all traffic rules and regulations of the Commonwealth of Virginia that pertain to educational areas.

Parking for students and faculty is in designated parking lots. There are reserved handicapped and visitor's parking spaces adjacent to the flag pole in front of the school.

SCHOOL INSURANCE

School insurance is offered with an insurance company selected by the School Board. This insurance is available at the beginning of school to students, teachers, and administrative staff. Persons new to the school are to be informed about this insurance and are eligible to purchase it. It may be purchased at any time during the school year.

PERSONAL EXPENSES OF PUPILS

Student Photographs

Arrangements for senior portraits, student and faculty yearbook pictures, are made by the faculty sponsor of the yearbook.

Student Fees

Student fees at Jamestown High School are those involving art, consumable workbooks, technology education, gym suits, and books used in courses that become permanent possessions of the student. There are also fees for replacement of lost planners, parking, and transcripts.

Laboratory Fees

The only fee charged in the school science laboratories is for breakage.

MISCELLANEOUS

Special Services

James City County and the City of Williamsburg provide voting registrars to enroll new voters. This service is worked in cooperation with the senior government classes, and the registration takes place on school property.

TRANSPORTATION

Bus transportation is provided for all pupils of the school. Just as the attendance at school is a privilege so is bus transportation. Proper appreciation of the bus privilege is an excellent area of learning opportunity in developing good citizenship traits. Other areas of concern include the following: (1) the bus driver is in charge of the bus and should receive the respect of all students, (2) noise on the bus is a threat to the safety of all of the students on the bus; therefore, all unnecessary noise should be eliminated, (3) the cost for maintaining service as well as repair when damage is done should be emphasized. Students will be denied this privilege when they fail to exercise proper behavior.

Use of Division Vehicles

Arrangements may be made with the principal's secretary to reserve a division vehicle for school related trips. Arrangements may be made with the athletic director to reserve a division vehicle for athletic related activities. If students are to be transferred, the sponsor or regularly employed school employee must drive and hold a CDL license.

Rules and Regulations

1. Check fluid levels (gas, water, oil) and tire pressure.
2. Fill tank with gas from maintenance before loading students. For extended travel, obtain credit card from the Athletic Director. Credit cards and receipt(s) must be returned to the Athletic Director within one (1) workday. Do not use credit card at a Williamsburg gas station unless on Saturday or Sunday.
3. Do not allow any student to operate vehicle.
4. Complete Travel Log for gas mileage.
5. Lock the vehicle and all temporary JHS logo signs when parking.
6. Clean the vehicle thoroughly upon its return.
7. Secure the vehicle at designated area and return the keys and credit card to the Athletic Director.
8. All occupants must wear seat belts.

FACILITIES AND EQUIPMENT



BULDINGS AND EQUIPMENT

The condition in which the teacher maintains the equipment assigned to the classroom is an indication of the ability to serve as a disciplinarian and classroom manager. It also reflects the teacher's interest in students and their respect for the teacher.

The physical setting for learning has been provided at considerable expense to the taxpayers of Williamsburg-James City County. All who use the building share the very serious responsibilities for the care of this investment. This is especially true of the professional staff. One of the important lessons that we wish our students to acquire is thoughtful appreciation and careful use of public property. In our supervision of the property this lesson should constantly be kept before us.

Teachers should be alert to detect any defacing of the desk tops, writing on walls, loosening of screws and bolts, etc., and report this in writing to the building supervisor. However, the primary disciplinary responsibility rests with the classroom teacher. The teacher is responsible for the areas assigned. A daily survey of the school plan and equipment must be made to evaluate the care with which the areas have been used. Any abuse detected by this survey will result in fines levied for the purpose of repairing or replacing the damaged property. These fines, whenever possible, are charged against the individual responsible for the damage.

The custodial staff will attempt to maintain the facilities in an efficient manner. Requests for additional custodial services or requests which alert the custodian to a problem not easily seen must be made by contacting the administrator in charge of the building. Due to the size of the staff, custodians have been instructed not to honor requests for service made directly to them.

Equipment and furniture assigned to a room will remain in the room and must not be transferred from the room except through the administrator in charge of the school plan. Furniture within a department may be moved at the discretion of the chairperson.

Classrooms will be equipped accommodate the largest class possible.

The teacher's personal desk and cabinet are subject to search in case of bomb threat. It is suggested by the administration that personal items that may cause embarrassment to the owner if found in the desk or cabinet be kept elsewhere.

At no time is cupboard ware to be taken out of the cafeteria.

Key Policy

The designated assistant principal will issue all keys necessary for use. Each member will sign for each key issued.

Teachers are reminded that keys are not to be given to students under any circumstances.

Room Security

The teacher leaving a room prior to time when the room will be unoccupied is responsible for the locking of the door in those rooms with locks.

NO duplicate keys are to be made under any circumstances. When keys are misplaced or lost, the Assistant Principal for administration and operation is to be notified immediately. In rooms without locks, teachers are responsible for placing equipment in a place of security (at the direction of the department chairperson).

Reservation of School Facilities

The appropriate principal must approve reservation of any school facility for afternoon or evening use. Teachers in charge must be physically present or in the immediate area at all times and are requested to leave the area as clean as possible, with all furniture or equipment returned to its normal place. Be sure that the lights are turned off and the windows are closed upon leaving.

As added protection of school property and facilities, members of the custodial staff have been instructed not to open any rooms or facilities during the school day or in the evening unless authorized to do so by the administrative staff or upon receiving notification by building permit form.

Lighting (stage) will be operated by an individual in charge or a person trained and designated by the lighting technician. A master schedule for using the building and other activities is maintained by the principal's secretary, Ms. Miller. Requests by teachers for this use should be made as soon after plans are made as possible but no later than three (3) days in advance. Student groups without supervision will not be permitted to use the building. The building is officially closed at 4:30 p.m. daily. Pupils who are not a part of an organized, supervised group and who must stay after 4:30 p.m. will wait outside of the building.

The "Activity Information" form must be completed before final approval is granted.

Use of Facilities

Non-Jamestown High School Activities

1. The representative of an outside group will secure an application (Use of Facility Form) and a copy of the School Board Policy EC – Use of Building and Grounds from Ms. Miller in the principal's office.
2. The "Activity Information" form must be completed before final approval is granted.

**SAFETY
REGULATIONS AND
EMERGENCY
PROCEDURES**



SAFETY REGULATIONS AND EMERGENCY PROCEDURES

Safety Regulations and Emergency Procedures to be followed in case of the following:

Emergency Procedures
Fire Drills
Fire
Power Failure (Blackout)
School Bus Safety Drills
Bus Regulations for Students
Tornado Watch
Tornado Warning
Severe Thunderstorm
Severe Snow Storm
Bomb Threat
Disturbances or Demonstrations
Utility Emergency Communications Procedures
Accidents Involving Hazardous Material
Serious Injury or Illness
Nuclear Emergency Evacuation

EMERGENCY OPERATION PLANS

Fire Drills

Fire drills are to be held once a week during the first month of school and at least once a month thereafter.

Faculty members and administrators are responsible for supervising the orderly evacuation of the building and the orderly re-entry to the building. Evacuation routes must be posted in each room.

Fire

In the event a fire is detected within the school building, proceed according to the following plan:

1. Sound the fire alarm by pulling the alarm system located in the halls or in specific rooms.
2. Be sure the building is evacuated with occupants at least 300 feet from the structure and out of the fire department's operational area.
3. Render first aid as necessary.
4. Notify James City County Fire Department – Telephone 911.
5. Notify James City County Sheriff Department – Telephone 911.
6. Confine the fire by closing the door to the area involved.
7. Custodial staff and teachers trained in the use of fire extinguishers may fight small fires. Do not endanger life.

8. Notify utility companies of a break or suspected break in lines which might present an additional hazard – Virginia Power telephone: 1-888-667-3000.
9. Keep access roads open for emergency vehicles.
10. Take roll call.
11. Notify principal – office telephone 259-3601 (internally dial ext. 401 or 402).
12. Notify superintendent's office – telephone 253-6762.
13. Students and staff should not return to the school, the principal shall determine which of the foregoing instructions, if any, are required.
14. In the event of a fire near the school, the principal shall determine which of the foregoing instructions, if any, are required.

Electrical Failures

Please observe the following procedures in the event of electrical failure:

1. Keep students in your classroom. Do not change classes. Emergency lighting is in all classes.
2. Do not leave your class unattended.
3. Send students out of class for emergencies only and remember to issue a completed pass.
4. If students are not in classes (i.e. between classes or before 8:00 a.m.) all personnel will help to move students into classes or appropriate area.
5. All teachers on planning periods, and all other professional personnel who are not responsible for a group/class of student, report immediately to the teacher's lounge for instructions. Should the P.A. system fail, communication will be made through those teachers on planning period.
6. Assistant principals circulate and supervise hallways in their "home base" area. Make flashlights available to key areas. Coordinate personnel in your area.
7. Custodial crew report to assigned locations with flashlights.
8. Security personnel maintain exit points.
9. For other emergency procedures such as tornados, storms, disturbances, and evacuations, check the remaining pages of this handbook.

Severe Weather Conditions

In case of severe weather conditions, the principal or his designee will monitor the following sources. All staff should be familiar with this information.

- The emergency receiver or local radio stations: **2WD-101.3 FM, Z104 FM, WHRO – 90.3 FM, XL102/Q94 FM** in Richmond – phone 889-9400 or 881-9476. Additionally, information can be obtained through the **WJC School Hotline – 872-6535, the Daily Press 1 Line – 928-1111,** television stations: **Channels 3, 10, and 13, and Channels 12 and 8 in Richmond.**

Tornado Watch

1. Upon receiving notification of a tornado watch, the principal or his designee should alert each staff member of the situation.
2. The principal should assign a teacher or teachers to be lookouts during their non instructional period.
3. The students should be retained if the weather is threatening at dismissal time.

Tornado Warnings (High Wind Alert)

1. The public warning signal – a 5-minute steady blast on emergency preparedness sirens.
2. The tornado warning alert will be disseminated to other schools from warning point Jamestown High School or from warning point to Jamestown High School.
3. Jamestown High School warning signal is a continuous series of short bells.
4. The staff should proceed with all students to the interior hallways. Avoid windows, auditoriums, or other structures with wide, free-span overheads. Use north and east hallways in preference to south and west.

Severe Thunderstorm

1. Upon receiving notification of a severe thunderstorm, the principal or his designee should alert each staff member of the situation.
2. The students should be retained if a storm occurs at or near dismissal time, until danger has passed.

Severe Snow Storm

1. Upon receiving notification of a severe thunderstorm, the principal or his designee should alert each staff member of the situation.
2. The students should be retained if a storm occurs at or near dismissal time, until danger has passed.

Bomb Threat

1. Upon receiving a bomb threat, the receiver of the call should immediately call the principal, telephone 259-3601 (internally dial ext. 400, 401, or 402). In the Principal's absence, one should refer to the continuity of administration.
2. The principal will, or instruct his designee to, call:
 - a. Police Department – telephone 911
 - b. Fire Department – telephone 911
 - c. Superintendent – telephone 253-6762
3. The Principal will, or instruct his designee to, pull the fire alarm.
4. The Principal will give special instructions to his administrative staff and the receiver of the bomb threat call.

If you receive a threatening call, make note of the exact time the call came in and attempt to engage the caller in a conversation for two reasons: (1) to keep that person on the line as long as possible; (2) to gain as much information as possible in order to report accurately on the caller's voice, exact words, background sounds, etc.

A suggested script is posted by each office phone. Please read it and keep it near your office phone. PLEASE BE PREPARED BY REVIEWING THIS SCRIPT. Report any calls at once to Mr. Wagner.

Serious Injury or Illness

In case of serious injury or illness, the immediate concern is to the injured or sick student. The following procedures are to be used as general guidelines only.

Identification of injury or illness.

1. Immediately contact the Nurse and building Principal if possible.
2. A designee will immediately attempt to contact the parent or legal guardian.
3. If available, obtain assistance of qualified personnel in the building. The top qualified first aid person(s) in this building area:
 - Kristin Ruiz, nurse, (clinic – ext. 106)
 - Tom Dolan (Gym/Athletic Director’s Office – ext. 154)
4. The Nurse shall determine the seriousness of the injury. Care and consideration must be taken in rendering assistance to the injured.
5. Based on the above determination, the injured may be taken to the hospital. Depending on the seriousness of the injury, one of the following procedures may be used to transport the injured to the hospital.
 - a. Parent/Guardian(s) will come to the school and transport the injured in his/her personal car.
 - b. Ambulance service may be obtained calling 911. The Nurse will follow to the hospital and wait for parent/guardian(s).
6. An accident report form shall be filled out for all injuries and forwarded to Central Office.

COMMENTS

This handbook will be revised every year to correct any errors. If you notice anything that needs correcting (from typographical and grammatical errors to errors in formatting or information), please document the error on this page and place it in the SDM box in the mailroom. Your comments will be taken into consideration for the next printing of this handbook. Thank you in advance.

Page number of error _____

Suggested correction _____

Comments _____
