KNIGHTDALE HIGH SCHOOL
100 Bryan Chalk Lane
Knightdale, North Carolina 27545
http://knightdalehs.wcpss.net

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KNIGHTDALE HIGH SCHOOL
IMPORTANT PHONE NUMBERS

MAIN OFFICE	(919) 217 – 5350
FAX	(919) 217 – 5356
ATTENDANCE	(919) 217 – 5379
STUDENT SERVICES	(919) 217 – 5400
REGISTRAR	(919) 217 – 5366
CAFETERIA	(919) 217 – 5375
MEDIA CENTER	(919) 217 – 5370
SCHOOL RESOURCE OFFICER	(919) 217 – 5383
ATHLETICS	(919) 217 – 5376
TRANSPORTATION	(919) 217 – 5377
DRIVER'S EDUCATION	(919) 217 – 5378

Knightdale High School
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Knightdale, North Carolina 27545
http://knightdalehs.wcpss.net
Email Us: knightdalehs@wcpss.net

2014 – 2015 BELL SCHEDULE

T/W/TH KNIGHT TIME BELL SCHEDULE

1ST PERIOD		8:05 – 9:30	
2ND PERIOD		9:35 – 11:00	
KNIGHT TIME		11:05-11:25	
A LUNCH 11:25 – 11:52	3RD PERIOD (B) 11:30 – 11:52	3RD PERIOD (C) 11:30 – 12:24	3RD PERIOD (D) 11:30 – 12:56
3RD PERIOD (A) 11:57 – 1:28	B LUNCH 11:57 – 12:24	C LUNCH 12:29 – 12:56	
	3RD PERIOD (B) 12:29 – 1:28	3RD PERIOD (C) 1:01– 1:28	D LUNCH 1:01 – 1:28
4TH PERIOD		1:33 – 3:00	

EARLY RELEASE BELL SCHEDULE

1ST PERIOD		8:05 – 8:55	
2ND PERIOD		9:00 – 9:50	
A LUNCH 9:55 – 10:10	3RD PERIOD (B) 9:55 – 10:15	3RD PERIOD (C) 9:55 – 10:45	3RD PERIOD (D) 9:55 – 11:10
3RD PERIOD (A) 10:15 – 11:30	B LUNCH 10:15 – 10:35	C LUNCH 10:45– 11:05	
	3RD PERIOD (B) 10:40 – 11:30	3RD PERIOD (C) 11:10 – 11:30	D LUNCH 11:10 – 11:30
4TH PERIOD		11:35 – 12:30	

M/F KNIGHT TIME/ADVISOR-ADVISEE BELL SCHEDULE

1ST PERIOD		8:05 – 9:30	
KNIGHT TIME/ADVISOR-ADVISEE		9:35 – 9:55	
2ND PERIOD		10:00 – 11:25	
A LUNCH 11:25 – 11:52	3RD PERIOD (B) 11:30 – 11:52	3RD PERIOD (C) 11:30 – 12:24	3RD PERIOD (D) 11:30 – 12:56
3RD PERIOD (A) 11:57 – 1:28	B LUNCH 11:57 – 12:24	C LUNCH 12:29 – 12:56	
	3RD PERIOD (B) 12:29 – 1:28	3RD PERIOD (C) 1:01– 1:28	D LUNCH 1:01 – 1:28
4TH PERIOD		1:33 – 3:00	

ASSEMBLY (PEP RALLY) SCHEDULE

1ST PERIOD		8:05 – 9:20	
2ND PERIOD		9:25 – 10:45	
A LUNCH 10:45 – 11:10	3RD PERIOD (B) 10:50 – 11:20	3RD PERIOD (C) 10:50 – 11:50	3RD PERIOD (D) 10:50 – 12:20
3RD PERIOD (A) 11:15 – 12:40	B LUNCH 11:20 – 11:40	C LUNCH 11:50 – 12:10	
	3RD PERIOD (B) 11:45 – 12:40	3RD PERIOD (C) 12:15 – 12:40	D LUNCH 12:20 – 12:40
4TH PERIOD		12:45 – 2:00	
ASSEMBLY		2:05 – 3:00	

1-HOUR DELAY BELL SCHEDULE

1ST PERIOD		9:05 – 10:20	
2ND PERIOD		10:25 – 11:40	
A LUNCH 11:45 – 12:05	3RD PERIOD (B) 11:45 – 12:05	3RD PERIOD (C) 11:45 – 12:35	3RD PERIOD (D) 11:45 – 1:15
3RD PERIOD (A) 12:10 – 1:30	B LUNCH 12:05 – 12:30	C LUNCH 12:35 – 1:00	
	3RD PERIOD (B) 12: 35 – 1:30	3RD PERIOD (C) 1:05 – 1:30	D LUNCH 1:05 – 1:30
4TH PERIOD		1:35 – 3:00	

2-HOUR DELAY BELL SCHEDULE

1ST PERIOD		10:05 – 11:05	
2ND PERIOD		11:10 – 12:10	
A LUNCH 12:15 – 12:30	3RD PERIOD (B) 12:15 – 12:35	3RD PERIOD (C) 12:15 – 1:10	3RD PERIOD (D) 12:15 – 1:35
3RD PERIOD (A) 12:35 – 1:55	B LUNCH 12:35 – 12:55	C LUNCH 1:10 – 1:30	
	3RD PERIOD (B) 1:00 – 1:55	3RD PERIOD (C) 1:35 – 1:55	D LUNCH 1:35 – 1:55
4TH PERIOD		2:00 – 3:00	

LUNCH ASSIGNMENTS

A LUNCH	TRAILER 814 (INCLUDING PE CLASSES), 1300, MEDIA
B LUNCH	2500, 2600
C LUNCH	1500, 1600
D LUNCH	GYM, 500, 600
LUNCH ASSIGNMENTS ARE BASED ON 3RD PERIOD LOCATIONS	

ACCOUNTABILITY

INSTRUCTIONAL PRACTICES

INTERVENTIONS

RESOURCES

TEACHING AND LEARNING

ACADEMIC STANDARDS

SAFE & ORDERLY ENVIRONMENT

EXTRA-CURRICULAR ACTIVITIES

PARENTAL INVOLVEMENT
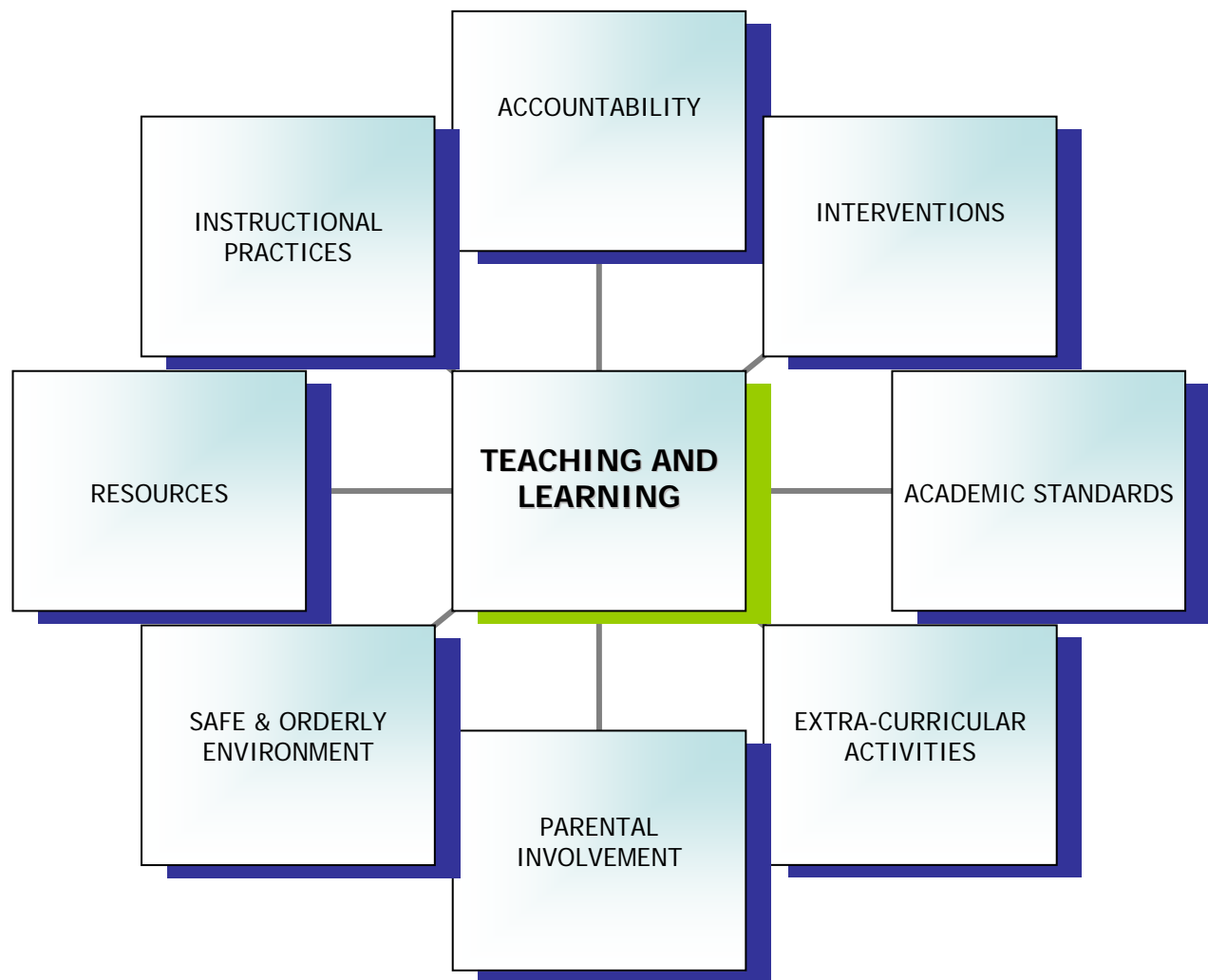
KNIGHTDALE HIGH SCHOOL
FOCUSED ON TEACHING AND LEARNING

A framework for learning and teaching captures the important practices and understandings shared by all members of a learning community. The framework includes a focus on academic success that can be achieved through instructional plans that are based on the desired learning outcomes for students. It includes true professional learning communities that embrace learning rather than teaching and uses formative assessments and results to guide the planning process. It includes timely interventions to provide support for students and it also includes a commitment to involve parents—a commitment not just to share information with parents, but to engage parents in conversations about their child's learning. Most of all, this framework includes accountability. It makes us all acknowledge and assume responsibility for our actions and behaviors that will ensure student success. By creating a framework for learning and teaching, we are identifying vital staff behaviors that are shared by all staff members. This framework is our commitment to do whatever it takes. It's our commitment to Knightdale High School!

ENSURING SUCCESS AT KHS

Our goal at Knightdale High School is to provide educational opportunities that will enhance student learning and improve student achievement. As a staff, we have high expectations for all students and we are dedicated to the academic and social progress of each and every one. We know that professional and caring teachers, enthusiastic students, highly involved parents, and a supportive community are important to the success of our school. Here are a few things that you can do to ensure success at KHS. These efforts can make a difference!

S	SHARED VISION	What separates a learning community from an ordinary school is its collective commitment to guiding principles that articulate what the people in the school believe and what they seek to create.
U	UNITY	All members of the KHS community—staff, parents, and students must develop and work toward a shared vision of what we want our school to be and common goals that benefit all students. Through dedication and unity, our partnership will result in high student achievement and success.
C	COMMUNICATION	We are committed to communication between the home and school that is regular, two-way, and meaningful. We understand that communication is most powerful when it is timely.
C	COMMITMENT	Commitment is the most important factor in our success. It is our pledge to KHS to reach the goals that we have set. Commitment will guide our actions.
E	EXPECTATIONS	We will establish high standards of learning that we expect all students to achieve. It is our responsibility to create an environment that engages students in academic work that results in a high level of achievement.
S	STRATEGIES	We are committed to meeting the diverse of our students. A wide variety of instructional activities and strategies should be planned to meet learning styles of all students and get them involved
S	SAFE & ORDERLY	Making our schools safe and orderly is a shared responsibility. Staff, students, and parents must work together to maintain an environment that is conducive to learning.
A	ACCOUNTABILITY	The obligation to demonstrate and take responsibility for performance in light of agreed expectations. There is a difference between responsibility and accountability: responsibility is the obligation to act; accountability is the obligation to answer for an action.
T	TIMELY INTERVENTION	We will monitor the results of our individual and collective efforts and use evidence of results to guide our processes of continuous improvement.
K	KNOWLEDGE	Students need to know what it takes to make the grade. Clearly communicate your classroom policies, expectations, and standards. Monitor student progress regularly and update PowerSchool weekly. Provide feedback to students and parents. Give them the knowledge they both need to ensure success.
H	HONESTY	Honesty is the awareness of what is right and appropriate in one's role, one's behavior, and one relationship. Maintain your integrity!
S	SCHOOL CLIMATE	At KHS, we will promote a positive school climate by modeling the qualities and characteristics that we hope to instill in our students.

KNIGHTDALE HIGH SCHOOL PROFESSIONAL CODE OF HONOR

The Knightdale High School Professional Code of Honor is a set of principles that all teachers are expected to honor and follow. Our students deserve an effective teacher. As educators, our first responsibility is to our students and to assuring that all students achieve at high levels. As professionals, we also have the responsibility for establishing high personal standards and monitoring our attainment of these standards. As members of school, district, and professional communities, we are responsible for working collaboratively with others to pursue collective goals. Parents and community members are also important partners in pursuing educational goals. The following Code contains core principles that govern the responsibilities and commitments of KHS teachers.

I. CLASSROOM INSTRUCTION AND PLANNING

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. All teachers must be committed to spending the necessary time to plan lessons that will promote success for all students.

The following strategies will be implemented in each teacher's classroom DAILY! Teachers will use a common lesson plan template to incorporate theses 10 Highly Effective Daily Habits.

10 HIGHLY EFFECTIVE DAILY HABITS OF KHS TEACHERS

1. **ESSENTIAL QUESTIONS**. Essential questions are designed to help students understand the intended goal of the lesson. What do you expect your students to know by the conclusion of the lesson?

2. **ACTIVATING STRATEGY**. An activating strategy is something that gets students actively thinking or making a connection with the material being presented for that day.

3. **RELEVANT VOCABULARY**. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. (Refer to and use the words frequently. Also have your students interactively use the words during the lesson.)

4. **LIMITED LECTURE**. Teachers will transition to an interactive activity after 12-15 minutes of lecture. Students should be engaged in some type of activity, even if it's only for a few minutes. (1's talk to 2's….., draw a picture….., write a few sentences summarizing or describing….., within your groups…What questions do you have about….)

5. **GRAPHIC ORGANIZERS**. Teachers will use graphic organizers that allow students to visually categorize new information or review old information.

6. **STUDENT MOVEMENT**. Students need to be mobile at some point during instruction to ensure *active* engagement. (Working in small groups, collaborative pairs, rotation stations, 4 corners, gallery walk, etc).

7. **HIGHER ORDER THINKING QUESTIONS** . Teachers will ask at least 3 higher order thinking questions (HOT Qs) during the lesson.

8. **SUMMARIZE**. Teachers will plan an appropriate summary activity to bring the lesson to a close. Use this activity to assess student's ability to effectively answer the essential questions.

9. __RIGOR__. Teachers will ensure that all lessons are rigorous. The activities should be challenging and move at a "brisk-pace." There should be no opportunities during the block where students get "bored'" or have nothing to do because the entire lesson is an ACTIVE LESSON!

10. __STUDENT-CENTERED__. The entire lesson should be student-centered. Teachers will do all the planning, and students will do all of the working! The use of technology is a critical component as a __tool__. Teachers will provide students with 21st Century skills that are both engaging and relevant to their real-world application.

II. INFORMATION VS. COMMUNICATION

At KHS, we are committed to making a distinction between sharing information and communication. Sharing Information will involve the distribution of information when a response is not necessary or expected. Communication will be a 2-way exchange between the teacher and the parent that results in a plan of action.

SHARING INFORMATION
At KHS every teacher will
- Share information through parent letters, syllabus, handbooks, PowerSchool, newsletters, PBWorks, phone calls, emails, letters, report cards, interims, and the phone messenger system
- Send a parent letter that will include a positive greeting, teacher contact information, request for parent contact information, what the parent and student can expect from the teacher, and a syllabus that contains grading policies, course and classroom expectations
- Collaborate with other teachers in the department/PLT to ensure that parent letters and policies are consistent within content area PLT's
- Distribute the parent letter during the first week of each semester to all students in each class or students on their case load
- Post grades in PowerSchool every week
- Maintain accurate attendance and tardy information in PowerSchool
- Send interims every 3 weeks
- Create a PBWorks wiki page to post all assignment information
- Update the PBWorks page regularly
- Post major assignments such as test and projects at least 2 weeks prior to the due date

COMMUNICATION
At KHS every teacher is required to communicate (2-way exchange that results in a plan of action) with a parent when:
- At the end of 3 weeks, 6 weeks, or 9 weeks if a student's grade is below a C average
- A student has excessive absences and/or tardies in a class
- A student's classroom behavior results in a discipline referral

III. COLLABORATION

Teachers who work together have seen significant improvements in student achievement, behavior, and attitudes. In schools where teacher collaboration is the norm, students can sense program coherence and consistency of expectations. At KHS, teachers will collaborate on a weekly basis to review data and plan instructional activities to meet the needs of all students.

PLC EXPECTATIONS
At KHS all staff members will participate in the PLT process as defined by these vital behaviors:
- Establish essential learning outcomes-What do we want students to learn?
- Give common assessments—How do we know when they have learn it?
- Respond to results and provide focused interventions—What will we do when they have not learned it?
- Provide enrichment and extensions—What will we do when they have learned it?
- Meet every week to plan, analyze results, and implement timely intervention strategies.
- Establish consistent grading policies

IV. GRADING PRACTICES

Grades are summary symbols that should communicate only about student achievement at a point in time. To be effective, grades must be consistent, accurate, and meaningful, and should support learning.

Each teacher at KHS will
- Report grades that only include achievement and will exclude student behavior
- Set reasonable and clear targets
- Ensure clear communication of tasks
- Support struggling students
- Find out why work is late and assist
- Establish reasonable consequences for cheating
- Allow students to complete missing assignments in a supervised setting
- Communicate with parents when a student does not take advantage of the opportunity to complete missing assignments
- Provide an opportunity for extended timelines
- Use small deductions which do not distort achievement or motivation, not zeros, when all other attempts to fail

V. CULTURE OF CONSISTENCY

The most effective schools have a culture of consistency, where everyone is working collaboratively to help everyone be successful. Everyone is working toward a common goal, striving for constant improvement. KHS will have a set of school wide procedures that must be consistent from classroom to classroom. This consistency makes life easier for the students and the teachers, as everyone knows what to do, what is happening, and what to expect. No one, especially the students, likes surprises. When everyone carries out these practices and procedures, there will be a Culture of Consistency.

Each teacher at KHS will
- Stand outside his/her classroom door during all transitions and greet students in a positive manner as they enter the classroom
- Perform all assigned duties
- Implement and follow the school-wide tardy and hall pass policies
- Review the KHS Student Handbook with students
- Use the first day of class to teach classroom procedures and routines

Mission
Knightdale High School will provide a quality education that prepares students to become productive citizens.

Vision
Knightdale High School is a safe, supportive learning community that sets high expectations for all students.

Values Statements
We believe that every student can learn and achieve; therefore, we are committed to:

1. *Monitoring the results of our efforts, sharing the data with our students and stakeholders, and using these results to guide our improvement.*

2. *Providing differentiated instruction to recognize and meet the individual needs of our students.*

3. *Providing a rigorous educational experience that will allow students to reach their full potential.*

4. *Creating a school environment focused on learning and collaboration to ensure consistency and quality of instruction.*

5. *Integrating 21st century learning skills into all instructional areas.*

6. *Promoting positive relationships among all stakeholders within the learning community.*

7. *Promoting character and responsibility.*

8. *Engaging in continuous professional development.*

9. *Creating an environment where students, teachers, parents, and community take pride in the school and engage in activities beyond the classroom.*

10. *Maintaining effective two-way communication to support the mission and vision of our learning environment.*

KHS SCHOOL IMPROVEMENT PLAN 2014-2016

The School Improvement Plan provides a framework that supports the mission of a professional learning organization. The School Improvement Plan should be a self-renewing document that allows our school to become action-oriented and focused on results in its commitment to continuous improvement. Too often, School Improvement Plans have been developed, set on a shelf, and then forgotten until the next deadline. Sustained school improvement will only happen through an aligned, data-driven, carefully monitored process that starts within the professional learning organization. The State of North Carolina requires that every school participate in the school improvement process; however, school improvement planning must be more than a mandate if we are going to accomplish the goal of public education—learning for all.

Find The Updated SIP plan here:
http://knightdalehs.wcpss.net/index.php?option=com_content&task=view&id=369&Itemid=358

Major Goals:
- By June 2016, Knightdale High School will increase the graduation rate as measured by North Carolina Department of Public Instruction from 78% to 88% and all subgroups will meet their state AMO subgroup targets.

2014 – 2015 KHS CALENDAR

Teacher Workdays
August 15***
August 18*
August 19*
August 20*
August 21**
August 22*
September 25
October 29
January 2
January 20
March 23
June 9
June 10
June 11

Required staff activities scheduled on these days
**WCPSS Professional Development*
***New Staff Orientation*

Report Card Distribution
November 5
January 27
April 10
June 19

Academic Celebration Dates
November 14
February 5
April 17

Early Release Days
September 5
October 17
November 7
February 13
March 6
April 17

KHS Interim Dates
September 15 - 19
October 13 - 17
November 10 - 14
December 8 - 12
January 5 -9
February 9 - 13
March 9 - 13
April 13 - 17

Staff Meetings
September 8
October 6
November 3
December 1
January 5
February 2
March 2
April 6
May 4

Department Meetings
September 22
October 20
November 17
December 15
January 21
February 16
March 16
April 20
May 18

PLT Meetings—Every Wednesday

New Staff Induction Meetings
August 15
September 29
October 27
November 24
February 23
June 1

Senior Parent Meetings
August 11
September 15
October 13
November 17
December 8
January 12
February 9
March 9
April 13
May 11

Leadership Team Meetings
Dept Chairs & SIP
September 15
October 13
November 10
December 8
January 12
February 9
March 9
April 13
May 11

PTSA Meetings
September 8
October 6
November 3
December 1
January 5
February 2
March 2
April 6
May 4
June 1

Beginning Teacher Meetings
September 8
October 6
November 3
December 1
January 5
February 2
March 2
April 6
May 4

MEET-THE-TEACHER NIGHTS
Tuesday, September 23, 2014
(6:00)
Tuesday, January 20, 2013
(10:00-12:00)

Registration Nights
Thursday, February 26

May 11 - 15		

GENERAL POLICIES & PROCEDURES

ANNOUNCEMENTS
Daily announcements will scroll on TV monitors at the end of first period each day. Announcements should be submitted on the KHS Announcement Form by 7:45am each day to the receptionist or media center. The club sponsor must approve club announcements.

Staff announcements will be sent electronically on a weekly basis. Items to be included in the staff *Weekly Bulletin* must be emailed to Tammy Glawson by 12:00 noon every Friday.

ARRIVAL AND DEPARTURE
In order to provide for the proper supervision of students, teachers' minimum workday shall extend from one-half hour (7:35am) before the students' instructional day begins until the students for which they are responsible have departed and the teachers have completed their professional responsibilities to the students and the school.

All staff members must sign in each morning upon arrival. Any staff member who leaves campus between 7:35am and 3:00 **MUST** sign out at the front desk and sign in upon returning to campus. All staff members should use the Lobby Guard kiosk for sign-in and sign-outs.

ASSEMBLY PROCEDURES
Assemblies are an important extension of the classroom experience. They are varied in nature and require special planning, attention to detail, and cooperation. Class meetings, election speeches, cultural arts experiences, awards presentations, and other special events may necessitate an assembly.
- Assembly proposals must be submitted to the appropriate administrator early in the school year to avoid scheduling conflicts with space.
- Upon approval, the event must be posted on the master calendar.
- List of participants must be made available to the staff at least one week prior to the assembly.
- Appropriate arrangements for seating and monitoring of students must be made available to staff at least one week prior to the assembly.
- Facilities must be clean and orderly after the assembly.

ATTENDANCE PROCEDURES
Teachers will be responsible for recording and verifying student attendance. All teachers must record attendance data for **each** period in PowerSchool. Attendance records are considered legal documents and must be accurate at all times. Students should not be given attendance duties. **ALL ATTENDANCE MUST BE ENTERED BY 3:15PM EACH DAY.**

BOARD POLICIES
The WCPSS Employee Handbook is designed to address questions you may have throughout your career in Wake County. Please take time to read the handbook. As an employee, you are responsible for familiarizing yourself with the printed policies of the Wake County Board of Education and for compliance with them. Copies of policies, regulations, and procedures are also available on the WCPSS web site at **www.wcpss.net/policy-files/index.html**.

CALENDAR OF EVENTS

A calendar of events can be found on the website at **http://knightdalehs.wcpss.net**. Please remember that prior approval is needed before scheduling calendar events. All facility use requests and calendar requests must be submitted to administration at least 45 days prior to the event or activity. The KHS request form is located in Google Docs and must be submitted electronically.

CLASS COVERAGE
Knightdale High School understands the value of planning time for teachers. We know that advanced preparation is essential for good instruction. For this reason, we will make every effort not to call on teachers to cover classes during their planning. Unfortunately, there will be times when a substitute teacher is not available and a teacher will be needed to cover classes.

To help you better prepare for these unexpected times, each department will develop a class coverage schedule. We will use this schedule to call teachers when class coverage is needed. We will only call you to cover when you are scheduled. If for some reason you are called and you are not scheduled to cover, please know that it is an emergency situation.

COPY CENTER
We have copiers in all workrooms and in the mailroom. Due to the amount of copied materials needed daily, and the expense involved for repairs and maintenance, the following procedures must be observed:
- Each staff member will be responsible for copying materials for his/her individual classes.
- Staff member should only make enough copies for the number of students enrolled in the class. Handouts and worksheets should provide quality learning experiences for students.
- Copies should be made on the copy machines located in the mailroom and workrooms.
- Students should not be given access codes and should not be allowed to use staff copiers.
- Remember the copyright rules when you are copying materials. Only one-tenth of a book may be legally copied. Workbook pages and music cannot be legally copied unless copyright permission has been obtained from the publisher.
- All copiers require access codes. Each teacher will be given an individual code to access the copiers. Access codes will limit the number of copies per semester.
- Each classroom teacher will be given 10,000 copies per semester.
- All other instructional personnel will be given 5000 copies per semester. Codes will not be reset prior to the end of the semester.
- Additional copiers are located in the main office kitchen area and in student services. These copiers have limited amounts and should only be used by designated users.

DOORS/WINDOWS
All windows must be uncovered and free of obstruction of view. Please do not cover the windows on classroom doors on the windows in classrooms.

DRESS CODE
All faculty and employees of the Wake County Public School System serve as role models for the students with whom they work and as leaders in the community. Consistent with these roles, all faculty and employees shall dress in a manner and have an appearance that is appropriate and professional in light of the environment in which they work, the duties of their jobs, and the impressionable youth they serve.

EMPLOYEE INTERNET AND ELECTRONIC MAIL POLICY
WCPSS offers Internet access and electronic mail (e-mail) for employee use. Access to the Internet will enable employees to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Employees are warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. It is our intent to make Internet access available to further educational goals, to use for valid business purposes, and to provide for efficient communication. Employee use of the Internet shall not interfere with the timely performance of job duties. In addition, employees are expected to act responsibly when using media and information sources. Within these limits, the Wake County Board of Education supports and respects each employee's right to decide whether or not to apply for access. An employee account agreement form has been developed by the school system and must be signed by employees before access is permitted and e-mail accounts are assigned.

Individual users of the Internet are expected to abide by the generally accepted rules of network etiquette. Refer to policy: 2313/3013/4013

Inappropriate use is any violation of this policy and includes, but is not limited to, using another person's ID or password; giving out one's user ID or password; plagiarizing; accessing, producing, storing, posting, sending, displaying, or viewing inappropriate or offensive material, including pornographic, obscene, discriminatory, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, or images of exposed private body parts; displaying email taglines or signature additions; and accessing material advocating illegal acts or violence, including hate literature.

EXAM EXEMPTION

Seniors should prepare seriously for all exams. For some, it could make the difference between graduating and not graduating. Final exams count between 20% (non EOC) and 25% (EOC) of final grades. **Seniors may not be exempt from State Exams—CTE, EOC, or MSLs.** Seniors may be exempt from teacher-made exams only if they meet the following criteria:

> A average with <u>3</u> or fewer <u>excused</u> absences per semester
> B average with <u>2</u> or fewer <u>excused</u> absences per semester
> C average with <u>1</u> or fewer <u>excused</u> absences per semester

- The attendance count includes each instructional day (90 days per semester).
- Attendance will be calculated per class period.
- A student must be present for at least ½ of the period (45 minutes) to be considered present.
- Absences due to school-related activities (school-sponsored trips, field trips, sports competitions) will not be considered absences.
- Board-approved religious holidays, and pre-scheduled guidance appointments **will not** be considered absences.
- College visits and scholarship interviews (except when nominated by the school) **will be** considered absences.
- A student with an unexcused absence will forfeit the privilege, regardless of grade average or total number of absences. This includes suspensions.
- The grade average will be based on the student's average from the beginning of the semester. The average used to determine if a student is exempt will be the anticipated final average for the course.

The grade average will be based on the student's average from the beginning of the semester. The average used to determine if a student is exempt will be the anticipated final average for the course.

FUNDRAISERS

Fund raising is the sale of wares, goods, or merchandise purchased or solicited by a school or school group for the purpose of resale. Fees collected for participation in student activities shall not be considered as fund raising.

A <u>high school shall</u> be permitted <u>one (1)</u> school-wide fund-raising activity per school year. The proceeds of the schoolwide event shall be allocated by the principal to support school activities.

Each grade of a high school shall be permitted one (1) fund-raising activity per school year.

Each high school student council shall be permitted one (1) fund-raising activity per school year in addition to the school-wide event and in addition to individual grade fund-raising activities. The proceeds of the school-wide event shall be allocated to approved school clubs and organizations by the school or student council with the approval of the principal.

All school-sponsored fund raising activities must have prior approval of the principal. Advisors are required to submit Form 1736 for approval. The following activities are not considered fundraisers, but do require the principal's approval:
- School store
- School spirit promotions
- Yearbook/newspaper/literary magazine sales
- School pictures
- Membership fees
- Musical/drama/choral productions
- School Dances

GRADING POLICIES

Grades are a system of both evaluation and feedback to students and parents. Two-way communication is a very important tool for helping students succeed in school. It is very important that parents and students have ample opportunities to have the most positive academic outcomes. Extreme changes in student performance should be discussed with parents and students as the performance is changing. The nine-week grade should not be the first indication that a problem is occurring. Therefore, when a student is failing a class, the teacher should follow these guidelines:

- Have a conference with the student.
- Make a successful parent contact. This can be a phone contact, or a face-to-face conference, or email exchange. Please see the Professional Code for our expectations regarding communication.
- Issue an interim report every three weeks
- Document above steps.
- Notify the student's counselor.
- Teachers will not use a numerical grade below 60 % first or third quarter to determine semester grades.

Failing quarter grades should not be assigned without prior communication with a parent.

GRADING SCALE	A (93-100)	B (85-92)	C (77-84)	D (70-76)	F (Below 70)

GUEST SPEAKERS GUIDELINE

In order to maintain a clear focus on our core business – teaching and learning, the environment of schools and classrooms should be maintained and care must be exercised to respect the diverse views and values of all students. The speaker and the school or district representative agree to the following terms and conditions for speaking to students.

1. A legitimate and reasonable connection between the adopted curriculum and the guest's presentation must be documented on the Request for Prior Approval for a Guest Speaker. In addition, the presentation must be appropriate to the age and maturity level of the student audience.
2. With the exception of school-sponsored fund-raising events, promotion of a business, distribution of advertising, or collection of students' names, addresses, or phone numbers is not permitted.
3. The role of any speaker is education and explanation. Materials and presentations must not denigrate any culture, race, gender, national origin, or religion. Also, while factual information on politics, religion, culture, or ethnicity may be presented, proselytizing is not permitted.
4. Information presented must be accurate and factual.
5. Appropriate attire, language, and behavior are required.
6. School officials have the right and the responsibility to interrupt the presentation with a warning and/or to stop the presentation for any violation of this agreement.
7. Speakers must read and agree to abide by the guidelines on the Agreement for Guest Speaker form, which should be faxed to our school prior to the visit.

HALL PASSES

Students **must** use the required written hall pass when out of class during instructional time. Students who are out of class without the appropriate hall pass will be escorted to ISD. Passes will NOT be issued during the <u>first 15</u> minutes or <u>last 15 minutes</u> of class.

HOMEBASE—POWERSCHOOL—PARENT AND STUDENT ACCESS

WCPSS will no longer use SPAN for students and parents to access student information. The student information system will be PowerSchool. PowerSchool parent s will be able to view schedules, grades, and attendance records online. Parents will also be able to receive school announcements, daily comments from teachers, and much more. Current SPAN users will be granted automatic access. All teachers are required to update grades in PowerSchool on a weekly basis.

HOMEWORK POLICY

Students and parents will be informed of the specific homework requirements and evaluation procedures for a given course in the policies and procedures guidelines issued by each classroom teacher at the beginning of the school year. Since the

successful completion of homework assignments will play an important part in the final evaluation of the student, parents and teachers share a mutual responsibility of encouraging completion of all assignments.

I. Purpose

Homework is an important part of our educational program and should be assigned on a regular basis. Homework assignments should be purposeful and continuations (or extensions) of the instructional program and an integral part of the total evaluation. Homework, appropriate to the student's development level, should be given for the purpose of review, practice, reinforcement, inquiry, application, and enrichment. Homework should help students become responsible, self-directed learners.

II. Time

Although the time required for the completion of an assignment will vary from student to student, teachers should be cognizant of the demands of other disciplines when planning homework assignments. Teachers at Knightdale High School will strive to make homework assignments that do not exceed 120 minutes per day.

III. Evaluation

Students are expected to turn in work on time. Since the successful completion of homework assignments will play an important part in the final evaluation of the student, parents and teachers share a mutual responsibility of encouraging completion of assignments. Homework should be considered in reporting a student's progress to parents; however, homework should not exceed ten percent (10%) of a student's academic grade for a marking period.

Actual time required to complete assignments will vary with each student's study habits, academic skill, and selected course load.

IV. Responsibilities of Staff

Each teacher shall follow the KHS Homework Policy regarding the amount of homework assigned and the length of time required for completion. Additionally, the following procedures should be implemented to ensure homework is appropriately assigned:

- Assign relevant, challenging and meaningful homework that reinforces classroom learning.
- Provide homework assignments that are specific, within the student's ability and have clearly defined expectations.
- Answer and clarify questions pertaining to the completion of all homework assignments.
- Provide specific and timely feedback on homework assignments.
- Communicate with other teachers.
- Involve parents and contact them if a pattern of late or incomplete homework develops.

V. Responsibilities of Parents

Students and parents will be informed of the specific homework requirements and evaluation procedures for a given course in the policies and procedures guidelines issued by each classroom teacher at the beginning of the school year. Students are expected to turn in work on time. The following are suggestions to help develop good homework assignment procedures:

- Set a regular, uninterrupted study time each day.
- Establish a quiet, well-lit study area.
- Monitor student's organization and daily list of assignments in their student agenda.
- Help student find the answer; not just get it done.
- Be supportive when the student gets frustrated with difficult assignments.
- Contact the teacher to stay well informed about the student's learning process.

VI. Responsibilities of Students

Students and parents will be informed of the specific homework requirements and evaluation procedures for a given course in the policies and procedures guidelines issued by each classroom teacher at the beginning of the school year. Students are expected to turn in work on time. The following are suggestions to help develop good homework assignment procedures:

- Write down assignments in an agenda.

- Be sure all assignments are clear. Don't be afraid to ask questions if necessary.
- Set aside a regular time for studying.
- Find a quiet, well-lit study area.
- Work on homework independently whenever possible, so that it reflects student ability.
- Produce quality work.
- Make sure assignments are done according to the given instructions and completed on time.

IDENTIFICATION BADGES
All employees will be supplied with a picture identification badge. These identification badges are required to be worn and displayed at all times when on any WCPSS property. System wide identifications may be utilized as an athletic pass in accordance with the following policies:
1. Can be used at all middle and high school regular season games in Wake County during the 2013 – 2014 school year.
2. Is not transferable.
3. Admits only one.
4. Does not guarantee admission (in case of sold-out games).
5. Is not applicable for playoffs or championship games.
6. Is the only WCPSS identification badge that will admit an employee to an athletic event. Note: As has been done in past years, each middle and high school may allow its employees free admission into home athletic events without the ID.
7. If misused, the employee's privilege will be revoked.
8. Please see Tammy Glawson if you have misplaced or broken your WCPSS ID badge so that a replacement badge can be ordered.

INCLEMENT WEATHER
Each year there is the possibility of severe weather creating unsafe traffic conditions. When such conditions exist, Wake County Public Schools may be closed for one or more days. Announcements regarding school closings will be made on local radio and televisions stations. There will also be a message on the main phone line (919.217.5350) and on the WCPSS web site (www.wcpss.net). Information will also be shared via email when possible. Staff members are expected to call the principal's main phone line (919.217.5368) or check emails for specific instructions.

Any school day missed due to inclement weather is considered a teachers' workday. If road conditions are too hazardous to open the building, the following options are available for making up the missed workday:
- Take annual leave
- Take a non-paid leave day
- Use accumulated comp time (Nonexempt Employees Only)
- Make up the day

You may choose one or more of these options to make up the missed day. If these options are not sufficient, please see the principal who will work with you individually to develop a plan that will best suit your needs.

Each staff member will receive a Make-Up Day Form to document how he/she will account for the missed day. The completed form must be attached to a leave form and submitted by the specified deadline.

Anyone choosing to make up the missed day must do so in one-hour increments starting at 3:15pm following a regular school day. You may also make up the day by working any Saturday that the building is scheduled to be open. **Make-up time cannot be accumulated prior to a missed workday.**

KEYS
Staff members are responsible for their keys at all times. Keys should not be given to students to hold or use. All staff members will be issued keys to the facilities for which they are responsible and are expected to take all necessary measures to keep them secure while in their possession. Duplication of keys is prohibited. Lost and stolen keys must be reported to principal immediately.

LEAVE POLICIES

The Board recognizes the importance of having a low absentee rate among school personnel in order to provide consistent services and instruction to students. Regular attendance is a duty of employment and an essential function of the job for all school system employees.

Policies governing leave can be found in the *2013 – 2014 Employee Handbook* (ONLINE).

- <u>All absences must be documented on Leave Form 1500.</u>
- If sick leave is requested for absences of more than three (3) days duration, a physician's statement or other acceptable proof that the employee was unable to work due to personal illness, medical appointment, illness, death in the immediate family, or adoption will be required.
- Any leave that is scheduled prior to an absence must have prior approval. A leave form must be submitted to the principal **in advance**.
- Failure to turn in leave forms in a timely manner can result in leave without pay.
- **Leave will be keyed as non-paid if a leave form is not received within 3 days following an unplanned absence.**
- Teachers, counselors, and teacher assistants must also report their absences through the Aesop.
- Leave forms must be turned in with the Aesop job number to avoid the absence being keyed as non-paid leave.

LOCKERS
Student lockers and combination locks will be issued through Student Services. Each student will be allowed to choose a locker location based on his/her class schedule prior to the start of school. Students are encouraged to choose locker locations that will minimize travel time between classes. Locker assignments will be for the entire school year. Students who fail to check out lockers and locks before the first day of school will have to check them out before school, during lunch, or after school.

MESSAGES
Phone messages received in the front office will be emailed to the appropriate staff member. Staff members should check email on a regular basis.

PARKING
All staff members should park in spaces designated for staff. Staff members will select a space on one of the opening workdays. This space will be the assigned parking space for the remainder of the year.

PLEDGE OF ALLEGIANCE
The Pledge of Allegiance shall be included in the instructional program. Flags that are donated or otherwise available shall be displayed in each classroom.

Each school shall include a Pledge of Allegiance to the flag daily. Individual students and staff members may choose to refrain from reciting the Pledge but will be expected to maintain proper decorum while others participate.

Knightdale High School teachers will lead their individual classes in reciting the Pledge of Allegiance each day immediately following announcements. Teachers who need U.S.A. or N.C. flags should submit a request to Eva Bridges.

PRACTICE/REHEARSAL
All practices and rehearsals for the arts/clubs/sports need to occur before or after school, or during their scheduled period. These should not occur at any other time during the school day.

PROGRESS REPORTS/INTERIMS
Teachers are expected to communicate the academic progress of students with parents in a timely manner. Early notification and parental involvement will increase a student's chance of success. Interims should be issued at 3 weeks and 6 weeks each quarter beginning September 16, 2013. Report cards will be distributed on a nine-week basis. Teachers are required to communicate with parents at 3 weeks, 6 weeks, and 9 weeks if students receive a D or F at for the marking period. All teachers are required to update grades in PowerSchool on a weekly basis.

PURCHASE CARDS
The purpose of the Purchase Credit Card is to allow card users to conduct transactions in person, by phone and by Internet and to charge payments to a school credit card account which dramatically shortens the traditional requisition and purchase order process. Purchases are limited to $2,500 per transaction, not to exceed $15,000 per month. Cardholders should use

State approved vendors for selected items whenever possible because they generally provide the best value. State approved vendors can be found on the Purchasing/Warehouse website.

KHS PROCEDURES FOR USE OF PURCHASING CARD

1. The Purchasing Card **may not** be used for:
   - Personal purchases or identification.
   - Any single purchase over $2,500.
   - Meals, travel, entertainment, or restaurant expenses.
   - Cash advances.
   - Telephone calls or monthly service.
   - Magazine or newspaper subscriptions.
   - Contractor payments of any kind.
   - Warehouse items.

2. Purchases made with the purchase card:
   - Every employee **must** sign a Purchasing Card *Employee Agreement* form with the bookkeeper.
   - The purchasing card and WCPSS Purchasing Order form may be picked up from the bookkeeper between 7:30am and 3:30pm and returned no later than 8:00am the following morning. The WCPSS Purchasing Order form may also be found online, under "form names."
   - Employee should sign and date the check-out purchasing card log held by the bookkeeper.
   - Purchases can be made in person, by catalog, by phone, by fax, or by the Internet.
   - Employee should fill out the WCPSS Purchasing Order form in detail, including state sales tax (7%) and shipping costs where applicable.
   - Employee will return the purchasing card and the original copy of the WCPSS Purchase Order form. Attach any receipts, if the purchase was made in person. The employee may make a copy of the WCPSS Purchase Order form if they wish.
   - If the order is to be shipped, the employee will return the WCPSS Purchase Order form to the bookkeeper with the confirmation from the vendor (via email or from website). Once the merchandise has been received, the employee will submit the signed and dated packing slip to the bookkeeper (please note that the complete order has been received).
   - Sign and date the check-in purchasing card log held by the bookkeeper.
   - Return of an unsatisfactory shipment or item will be taken care of by the person who initiated the purchase. Please notify the bookkeeper if this must be done and she will explain the procedures.

3. Orders may be faxed. Prior to faxing:
   - Complete the WCPSS Purchase Order form and attach to the fax request to the bookkeeper.
   - Fax order to vendor. Follow the above procedure when the order is received.
   - A catalog form from the vendor may be used as confirmation of order.
   - Turn in completed WCPSS Purchase Order form to bookkeeper.

4. Lost Cards
   - Keep purchase card in a safe place. You are responsible for the purchase card, however if you lose it or it gets stolen, **notify Eva Bridges immediately**. She will contact the purchasing card bank as soon as possible.

RECEIPT BOOKS

Receipt books can be obtained from the bookkeeper. Monies over $10.00 must be receipted in the receipt book. The payee receives the white copy of the receipt and the employee retains the yellow copy of the receipt (in the receipt book). Form 1814 – Collector's Daily Report must also be filled out and returned daily with the receipt book. The total amount of money recorded as being received should balance with the funds you submit. When collecting money, please receipt the exact amount. We do not have change available in the main office. **Students may not bring receipted items to the main office.** Please allow time to meet with Eva Bridges to individually to verify funds collected.

If a parent is knowingly giving more money than required, then this is considered a "donation" and a Gift to the School System Notification Form must be filled out and sent back with the receipt book. The Gift to the School System Notification form is

found online or can be obtained from the bookkeeper. The bookkeeper also needs a copy of the completed donation form to send to WCPSS.

Each time money is collected, the receipt book should be brought to the bookkeeper by **2:00pm of the date the money is collected** along with Form 1814 - Collector's Daily Report. **DO NOT HOLD MONEY OVERNIGHT**. Your receipt book and monies collected should be kept in a secure place. Monies should be placed in a brown envelope before turning in with the receipt book.

If a mistake is made in the receipt book, void, and leave the original receipt in the book. Place your name on the outside of each book issued to you. Receipt books must be returned to the office at the end of the school year. **In the event that Eva Bridges is absent or off campus, please give your receipt book and monies to Tammy Glawson only.**

RETEST POLICY
The Knightdale High School Retest Policy supports the premise that all students can experience success. Students that perform poorly (below 70%) on a test will be allowed to retake up to two tests per quarter. Each teacher/department will determine the maximum grade that a student will be allowed to earn for that re-taken test. Remediation prior to taking the re-test may be required.

SIGNS/POSTERS
Only signs or posters pertaining to school-related and approved activities will be posted on campus. Students must present all signs, posters, and/or decorations to their sponsor/advisor/coach, who will, in turn, present them to administration for final approval before posting. All signs/posters must be displayed on the designed bulletin boards. Signs/posters will not be allowed on glass surfaces, doors, or painted surfaces. All items must be removed immediately following the event.

STAFF/PROFESSIONAL DEVELOPMENT
Professional Leave may be either short-term or long-term. Short-term leaves may not exceed three days for in-state meetings or five days for out-of-state meetings. There is a limit of ten days per school year. Payment for substitutes is by salary deduction unless funding is provided by a budget manager. Long-term professional leave is available to tenured employees for periods of up to one year. This is non-paid leave, and application must be made well in advance (by May 15 for subsequent school year). Due to funding, any teacher requesting leave or reimbursement for professional development must meet with the principal to secure approval prior to registering. Failure to secure approval prior to registration may result in leave without pay and no reimbursement.

eSchools is a state-of-the-art, Web-based software program that Wake County Public School System uses to automate professional development. **eSchools** tracks workshop registration and attendance, manages transcripts, provides evaluations, and generates reports about workshops. Each teacher will be required to use eSchools to document professional development activities. Janice Hodges is the **Staff Development Contact** (SDC) to support staff in using eSchools and tracking their CEUs . She will be responsible for managing courses in eSchools and acting a liaison for information about professional development activities and standards. SDCs also receive regular training and updates about eSchools.

SUBSTITUTE PLANS
Teachers are expected to maintain a substitute teacher folder with specific information regarding classes. Teachers will be given two folders to use for substitute plans. The yellow folder should be kept in the classroom or workroom and must be visible for the substitute. The red folder should be used for emergency absences and should be turned in to the front office by **Friday, August 29, 2014**. Emergency plans should be updated as needed. Emergency lessons should be planned activities that are worthwhile and educational, not busy work.

ALL teachers must register with the Aesop (http://www.frontlineplacement.com/education/) by Wednesday, August 20, 2014 in order to report absences and secure a substitute teacher.   In the case of an emergency, the teacher **must** report the absence to Aesop **and** call the school main line (919.217.5350) to report the absence even if a substitute is not required. A leave form must be submitted to Mrs. Glawson immediately upon the employee's return to school. **All absences must be documented on a leave form**. Failure to submit a leave form will result in non-paid leave.

Here is a Checklist of items, which should be included in your substitute plans:
- School schedule
- School map

- Daily schedule
- Substitute folder checklist and expectations
- General directions for the substitute
- Absentee Sheet
- Comments/Notes form
- Substitute Teacher Exit Form
- Substitute Teacher Evaluation Form
- Substitute teacher assignment (Today's schedule)
- Seating charts
- Class lists
- My Schedule
- Discipline Referral Form(s) or procedures

SUPERVISION OF STUDENTS

Supervision of students is a shared responsibility among administrators, teachers, teacher assistants, and non-teaching staff. We will be successful in providing a safe and orderly school climate if we all work together to reinforce the same policies outlined in the discipline section of this resource guide and in the Code of Student Conduct section of the student agenda. Please refer to the Duty Assignment Roster for specific assignments.

SUPPLY REQUEST

Each department is responsible for purchasing general instructional supplies. Please see your department chair for supply procedures.

TEACHER ABSENCES

- All absences must be registered with Aesop, even if a substitute is not required. A leave form must be submitted to Mrs. Glawson for each absence, including unprotected workdays.
- All requests for class coverage must be arranged within departments.
- Please adhere to WCPSS leave policies when requesting leave. These policies can be found in the Employee Handbook in the back of the resource guide, or on the intranet (www2.wcpss.net).
- Please submit a *Substitute Teacher Evaluation* form each time a substitute teacher is used to cover your class. The completed form should be returned to the front office.
- The following information must be provided when registering an absence with Aesop:
- Dates and times of the absences
- Substitute teacher requirements
- Parking information
- Location of yellow substitute teacher folder
- Special instructions
- Please do not tell the substitute the time of your planning period. The substitute may be needed to cover another class during that time.

TEN-DAY HEAD COUNT

During the first ten days of school, it is crucial that we have an accurate count of students who are in membership at Knightdale High School. The official count date for the state and the system is the tenth day of school. Teaching positions as well as all other per-pupil allotted resources are tied to this date.

We will use first period during the first ten days of school to assure a correct count for enrollment. Resources are tied to this count. It is therefore essential that we count correctly. **Teachers will <u>not</u> record absences in PowerSchool for the first ten days of school.**

Teachers without first period classes may be called on to assist with counting. First period teachers should use the following procedures for membership count:

E1 should be recorded in the box reflecting the first day a student reports.
A <u>RED</u> ink pen must be used for all entries of "E1."

NS should be recorded daily as long as a student fails to show for the class.
A #2 PENCIL must be used for all entries of "NS."

A should be recorded once a student has been coded (E1) and is later absent.
A #2 PENCIL must be used for all entries of "A."

Teachers will begin recording absences in PowerSchool on the eleventh day of school (Tuesday, September 9, 2014). Each teacher will be required to go back and enter attendance for the first ten days after the 10th day (September 8, 2014).

TEXTBOOKS
Textbooks are a valuable tool for instruction, remediation, and enrichment. Textbooks are also very expensive. All textbooks (new, used, or undistributed) must be imprinted with the Knightdale High School stamp and given a serial number.

It is the responsibility of each staff member to catalog, issue, assess, and collect all textbooks and fees for their classes and to record this information in our electronic system.

Department chairs will be responsible for the following:

At the beginning of the year:
- The number and name of each textbook available in the department.
- The serial number of each book.
- The number of books each department member was issued.
- The storage of all new books not issued to teachers in the bookroom. These books must be stamped and cataloged.

At the end of the year:
- The number of books returned, lost or stolen, and the fees assessed.
- The projected number of books needed for the next year.
- The storage of all textbooks in designated areas.

Each teacher is responsible for posting fees for damaged and/or lost books in PowerSchool. **Additional books issued to replace lost or damaged books will be issued only to the respective teacher.** Please do not send students to the office for book replacements. Instead, see your department chair.

Please be extremely conscientious in accounting for books assigned to you. Take time to make book reports accurate. A list of book prices can be obtained from your department chair to aid in the proper assessment of fees for lost and/or damaged books.

Each year, new books in excess of a teacher's student count will be housed in the bookroom. Requests for additional books should be submitted to David Newkirk.

CLASSROOM INSTRUCTION AND PLANNING

Good lesson planning is essential to the process of teaching and learning. A teacher who is prepared is well on his/her way to a successful instructional experience. The development of interesting lessons takes a great deal of time and effort. All teachers must be committed to spending the necessary time to plan lessons that will promote success for all students.

The following strategies will be implemented in each teacher's classroom DAILY! Teachers will use a common lesson plan template to incorporate theses 10 Highly Effective Daily Habits.

10 HIGHLY EFFECTIVE DAILY HABITS OF KHS TEACHERS
1.   **ESSENTIAL QUESTIONS**. Essential questions are designed to help students understand the intended goal of the lesson. What do you expect your students to know by the conclusion of the lesson?

2. **ACTIVATING STRATEGY**. An activating strategy is something that gets students actively thinking or making a connection with the material being presented for that day.

3. <u>**RELEVANT VOCABULARY**</u>. Keep your vocabulary limited to what your students are able to handle and make sure that it is actively used in context throughout the lesson. (Refer to and use the words frequently. Also have your students interactively use the words during the lesson.)

4. <u>**LIMITED LECTURE**</u>. Teachers will transition to an interactive activity after 12-15 minutes of lecture. Students should be engaged in some type of activity, even if it's only for a few minutes. (1's talk to 2's….., draw a picture….., write a few sentences summarizing or describing….., within your groups…What questions do you have about….)

5. <u>**GRAPHIC ORGANIZERS**</u>. Teachers will use graphic organizers that allow students to visually categorize new information or review old information.

6. <u>**STUDENT MOVEMENT**</u>. Students need to be mobile at some point during instruction to ensure *active* engagement. (Working in small groups, collaborative pairs, rotation stations, 4 corners, gallery walk, etc).

7. <u>**HIGHER ORDER THINKING QUESTIONS**</u> *.* Teachers will ask at least 3 higher order thinking questions (HOT Qs) during the lesson.

8. <u>**SUMMARIZE**</u>*.* Teachers will plan an appropriate summary activity to bring the lesson to a close. Use this activity to assess student's ability to effectively answer the essential question.

9. <u>**RIGOR**</u>. Teachers will ensure that all lessons are rigorous. The activities should be challenging and move at a "brisk-pace." There should be no opportunities during the block where students get "bored'" or have nothing to do because the entire lesson is an ACTIVE LESSON!

10. <u>**STUDENT-CENTERED**</u>. The entire lesson should be student-centered. Teachers will do all the planning, and students will do all of the working! The use of technology is a critical component as a **tool**. Teachers will provide students with 21st Century skills that are both engaging and relevant to their real-world application.

(The following is a sample lesson plan that includes the 10 Daily Habits)

SAMPLE LESSON PLAN	Course Name--Period
LEARNING OBJECTIVE	By the end of this period, ■ Student will be able to identify the characteristics of a third party candidate…
LEARNING TARGETS	Students can explain the effect that Ross Perot, a third party candidate, had on the election of President Bill Clinton.
ESSENTIAL QUESTIONS	What credibility should candidates from major political parties give to third party candidates?
MATERIALS	Power Point Data Projector Post-It Notes Pens/Pencils Video Markers Articles Handouts Laptops
WARM-UP ACTIVITY/**ACTIVATING STRATEGY** 10 Minutes	TACOS & TOSTADAS (SAMPLE ACTIVITY INCLUDED) <u>Directions</u> There are several pictures displayed on the screen. Analyze the pictures in each group. On a Post-It notes, describe the pictures in group #1. On a separate Post-It note, describe the pictures in group #2. Use a third Post-It to describe similarities and differences. Arrange yourselves by birth months in descending order. (<u>**STUDENT MOVEMENT**</u>) After everyone is in place we will form a human taco by having the last person pair with the first person and so on. Share the information on your Post-it notes with your partner. I will now arrange you all into groups of 5 (tostada). In your groups, discuss ways … Return to your seats.

LESSON ACTIVITIES Include times for each segment of your lesson	**RELEVANT VOCABULARY** 1. Term 1 2. Term 2 3. Term 3 4. Term 4 Ask students to take out their vocabulary sheet—4 column graphic organizers During the lesson, I will review these terms. Please use your sheet to define each term, draw picture or symbol, explain the meaning in your own words, and use the term in a sentence.
LIMIT LECTURE TO 12 – 15 MINUTES	INSTRUCTIONAL PRESENTATION: Discuss the 4 types of…. Use Power Point Presentation—first 4 slides. After slide 4, pause and allow students to work in groups to 1. HOT Q # 1 2. HOT Q # 2 3. HOT Q # 3
INCLUDE MULTIPLE **HIGHER ORDER THINKING QUESTIONS** (HOT Q's) MAKE SURE YOUR PRESENTATION IS **STUDENT CENTERED** AND INCLUDES **RIGOR**	Assessment Prompts (AP) AP #1 Group #1 – discuss type 1 can give me 3 examples and explain why these examples describe this type. Group #2—discuss type 2…. Use the paper to organize your discussion 4. HOT Q # 4 5. HOT Q # 5 6. HOT Q # 6 <u>Discussion</u> Identify one person from the group to report out. The reporter should stand next to the poster and briefly describe the article and highlight key points. INSTRUCTION: Next four slides—explain how Provide pictures in the PPT. 7. HOT Q # 7 8. HOT Q # 8 9. HOT Q # 9 AP # 2—I will show you several video clips or cartoons… Use your graphic organizer to ….. 10. HOT Q # 10 11. HOT Q # 11 12. HOT Q # 12 INSTRUCTION: Next 3 slides…. AP #3—Think-pair-shair—Turn to your neighbor and discuss how you would… 13. HOT Q # 13 14. HOT Q # 14 15. HOT Q # 15
USE **GRAPHIC ORGANIZERS**	
CLOSURE/**SUMMARIZE** 5 minutes	EXIT TICKET Reflect on today's session. Did the presentation meet the learning objectives? 3-2-1 Activity. #3 things you learned today, 2 things that were interesting, 1 question you have about today's lesson
HOMEWORK	Go to GoAnimate and create a cartoon to describe the effects of…Post your cartoon on Edmodo. Post one comment on a classmates posting.
RIGOR	Rate the level of rigor
STUDENT-CENTERED	Rate the level of student engagement

CORE TIME

CORE is Classroom Opportunity for Remediation and Enrichment. High school students have different learning styles and various academic needs. Knightdale High will provide a weekly remediation and enrichment time(CORE) during the school

day that will allow students to receive the academic assistance needed to improve academic performance or enhance learning. Core time will be held every Wednesday in every period during the first 45 minutes of class.

PROFESSIONAL LEARNING TEAMS

The following checklist outlines all expected tasks. Please review this list carefully and discuss how the documentation will be stored. It is recommended that each PLT keep a notebook with completed tasks, minutes, copies of formative assessments, data, and other evidence of your work. PLTs will be required to submit these documents each week following the PLT meetings.

PROFESSIONAL LEARNING TEAM FAQS
When do teams meet?
- Teams meet at least once per week.
- For best results, teams should meet a minimum of two to three hours each week.

What do teams do?
- Determine a goal. What do team members want this team to accomplish?
- Develops an initial plan to increase teacher expertise and knowledge and the quality of instruction.
- Engages in a process of questioning, studying, planning, designing, and/or implementing new teaching strategies, assessing progress, reflecting, revising, and documenting.

What kinds of documentation do teams keep?
- Each team keeps written records (logs) of all meetings. These include summaries of conversations and activities during the meeting.
- All learning team meeting conversations and activities should pertain to the team's instructional goal.

PLT CHECKLIST			
#	PLT TASKS	What to Bring to Meeting	√
1	Establish roles, responsibilities, and meeting schedule	Calendars Initial Meeting Sheet	
2	Establish norms/Code of Collaboration and protocols to guide us while working together		
3	Establish team values/purpose/mission	Shared Values Activity	
4	Analyze student achievement data and identify strengths and weaknesses	Data Mining/Use the Data Reflection Sheet	
5	Establish SMART Goals for the team	Data	
What do we expect our students to learn?			
6	Establish essential learning outcomes for the course in general	Learning and Teaching Guide for curriculum	
7	Establish essential learning outcomes for each quarter	Learning and Teaching Guide for curriculum	
8	Establish essential learning outcomes for each unit	Use the Clarifying Essential Learning Sheet	
9	Align the essential learning outcomes with state and local standards	Learning and Teaching Guide for curriculum	
10	Identify course content and/or topics that can be eliminated in order to devote more time to the essential curriculum	Learning and Teaching Guide for curriculum	
11	Agree on how to best sequence the course and revise the pacing guides	Curriculum Objectives	
How are we going to know they know it?			
12	Identify the prerequisite knowledge and skills students need to help achieve the intended essential learning outcomes for each unit	Common Formative Assessments	

13	Identify strategies and create instruments to assess whether students have the prerequisite knowledge and skills	Curriculum Objectives	
14	Develop strategies and systems to assist students in acquiring knowledge and skills when they are lacking in those areas	Best Practices	
15	Develop frequent common formative assessments that help us to determine each student's mastery of essential learning outcome	Curriculum Objectives	
	What are we going to do if they don't learn?		
16	Establish the proficiency standard you want each student to achieve on each skill and concept assessed with common assessments	Assessment Data	
17	Identify students who are not proficient and establish an intervention plan through CORE	Who Met the Mark?	
18	Analyze student performance data	Data Mining Sheet Who Meet the Mark?	
19	Develop common summative assessments that will help assess the strengths and weaknesses of your program	Activities for Unit of Study Test/Quizzes for Unit of Study	
20	Create and implement CORE remediation plan for students who are not at proficiency	Who Met the Mark?	
21	Establish the proficiency standard you want each student to achieve on each common summative assessment		
22	Agree on the criteria your team will use in judging the quality of student work related to the essentials learning outcomes for your course		
	How do We Ensure the Work gets Done?		
23	Evaluate our adherence to and the effectiveness of our team norms	Use Quick Check or Revisiting the Team's Norm Worksheets	
24	Use the results of common assessments to assist each other in building on strengths and addressing weaknesses as part of a process of continuous improvement designed to help students achieve at higher levels	Assessment Data	
25	Continuously evaluate the progress on goals	Use PLT Reflection Survey/Measuring Our Success Plus Delta	
26	Celebrate small and large successes!		

Clarifying Essential Learning in Your PLT

To clarify Essential Learning for your curriculum, have your PLT address the following questions:

1. What is it we want all students to know and be able to do as a result of this course, grade level, or unit of instruction?
2. How can we be sure each student has access to the same knowledge and skills regardless of who is teaching the course?
3. What knowledge and which skills in our curriculum pass the three part test: Endurance, Leverage, and necessity for success at the next level?
4. What material can we eliminate from our curriculum?
5. Is our curriculum preparing students for success on high-stakes test?
6. Is our curriculum preparing students for success at the next level?
7. How should we pace the curriculum to ensure that all students have the opportunity to master the essential learning?

Initial Meeting Worksheet

Directions: In your initial PLT meeting, be sure to address the following questions to ensure that your team has a solid foundation that will ensure successful meetings throughout the school year.

Questions to Consider	Answers/Notes
Who will facilitate our meeting?	
How will we collect and organize the work that we do throughout the year?	
Who will be responsible for that work?	
Where will we meet?	
What decision making procedures will we use?	
What expectations do we have for team members?	
What rules will govern how we talk together?	
Other concerns?	

Norms of High Performing Teams
- Considers others perspective
- Willingness and ability to evaluate the team's own effectiveness
- Proactive problem solving
- Willingness to confront members who violate norms
- Awareness of how the team contributes to the purpose and goals of the larger organization
- Maintaining a positive outlook and attitude

Tips for Establishing Your Norms
- Norms are commitments to act/behave in certain ways
- Norms are reviewed until they are internalized
- Less is more
- One norm should require team to assess effectiveness of the team
- Violations of norms must be addressed

DATA BRAINSTORMING
What data are we analyzing today?
What does this data tell us?
What doesn't this data tell us?
What are we going to do about it?

REFLECTING ON THE DATA

Directions: Think about what you learned from examining student information and data, and discuss these questions with your team members.

- What sources of data did we examine?
- What parts of the data really caught our attention?
- What differences, if any, are there in grades, attendance, and behavior among our students?
- Do some groups of students achieve at higher levels than others? If so, to what degree?
- What students are not working to potential?
- Which groups need instruction more tailored to their learning styles?
- What parts of the data encourage you the most?
- What parts concern you the most?
- What other questions does the data raise for you?

Who Met the Mark?

Please review common assessment results and list student's proficiency according to your PLT's standards for proficiency. What is our plan for the students in each group?

NOT PROFICIENT	APPROACHING PROFICIENCY	PROFICIENT

Getting SMART with Goal Setting

Strategic	The largest gap between vision and current reality. The area where the greatest gains can be made. Should be data driven.
Measurable	Focus on summative measures. Frequent, ongoing review of student performance. Incremental adjustments in instructional processes with formative assessments.
Attainable	Worthy of your commitment. Almost, but not quite within our reach so we must stretch to achieve. Based on the gap, and the degree of focus, energy, time and resources to be devoted to attaining the task.
Results Bound	Concrete benchmarks. Motivation to continue making forward progress toward the desired result.
Time Bound	Builds internal accountability and commitment. Encourages motivation

Questions for team reflection

Strategic/Specific:

- Who is involved?
- What do we want to accomplish?
- Identify requirements and constraints.
- Identify specific reasons, purpose, or benefits in accomplishing the goal.

Measurable:
- How much?
- How many?
- How will we know when it is accomplished?
- Benchmarks?
- Milestones?

Attainable:
- Financial capability
- Abilities & skills
- Attitudes
- Doable steps

Results Oriented:
- Exceed our reach, not our grasp.
- Conditions to accomplish the goal.
- Willing and able to work.

Time Bound:
- Can experience with senses.
- Can imagine vividly.
- Specific action steps.

Clarifying Essential Learning in Your PLT

To clarify Essential Learning for your curriculum, have your PLT address the following questions:

8. What is it we want all students to know and be able to do as a result of this course, grade level, or unit of instruction?
9. How can we be sure each student has access to the same knowledge and skills regardless of who is teaching the course?
10. What knowledge and which skills in our curriculum pass the three part test: Endurance, Leverage, and necessity for success at the next level?
11. What material can we eliminate from our curriculum?
12. Is our curriculum preparing students for success on high-stakes test?
13. Is our curriculum preparing students for success at the next level?
14. How should we pace the curriculum to ensure that all students have the opportunity to master the essential learning?

Beliefs and Assumption Discussion

Directions: Use these questions to analyze the PLT's beliefs and assumptions about a learning and teaching topic. Use the questions to encourage participation and reach consensus within your team on the topic.

Focus/Topic:

1. What specific needs do our students have in this area?
2. What do we believe about accomplished teaching in this area? What does it look like?
3. What are our current instructional practices in this area?
4. What assumptions about teaching, learning, and students drive these practices?
5. Is there a gap between what we believe and what we do? What keeps us from changing?

Design a Plan for Learning & Action

Directions: Use these questions to design a Learning Plan for your PLT. Use the questions to encourage participation and reach consensus within your team on the topic.

Focus/Topic:

1. What knowledge and experience do we already have in this area?
2. What do we need to know, explore, learn, and be able to do in order to reach our goal?
3. How and where will we get this information or skill?
4. What resources will we need?
5. How will we use CORE time?

Design a Plan for Learning & Action

Directions: Use these questions to design an Action Plan for your PLT. Use the questions to encourage participation and reach consensus within your team on the topic.

Focus/Topic:

1. What specific task do we need to accomplish by the end of the semester?
2. What are our main tasks to get done first?
3. What kind of timeline do we propose for the remainder of the tasks?
4. How will we celebrate our accomplishments?

Conversation Guides

Directions: The following guides can be used to keep your PLT conversations focused, productive, and on track. Use the questions to help facilitate the discussion.

<u>Discuss the Results of a Teaching Activity:</u>
1. What teaching method/strategy are we currently working on?
2. What do we want this strategy to accomplish?
3. What worked well with this activity?
4. What frustrations are we experiencing?
5. What surprised us about the way students responded to the activity?

6. Is this activity a "keeper"?
7. What modifications does the activity need?
8. What are our plans for using the activity again?

Examine Student Responses:
1. What did students say about this activity?
2. What are your personal impressions of the activity?
3. What did students learn from the activity?
4. What did they not learn that you expected them to learn?
5. What data do you have related to this activity?
6. What conclusions can we draw about this activity?
7. What are our next steps?

Plan for the Next Meeting:
1. What do we want to accomplish at the next meeting?
2. What are the major tasks that need to be done before the next meeting?
3. Who will be responsible for each task?
4. Who will be the facilitator for the next meeting?
5. Who will be the recorder for the next meeting?

Assess Team Progress:
1. What tasks did we plan to accomplish by this time?
2. Which of these tasks remain to be accomplished?
3. Which remaining tasks are important to accomplish?
4. What possible barriers need to be resolved to accomplish these task?
5. What resources could help us accomplish our tasks?
6. What are our next steps?

Meeting Reflection

Directions: At the conclusion of a team meeting, take two or three minutes to reflect on what happened. This conversation should move quickly. Your PLT can use the chart to help determine if the team is focused and on target.

Not There Yet	Are We on Target?	Doing Great
	Working together smoothly as a team	
	Maintaining a regular meeting schedule	
	Reading and sharing current research and best practices	
	Using new teaching strategies in the classroom	
	Maintaining a focus on our goals	
	Seeing changes in student performance	

COLLABORATIVE TEAMS IN A PROFESSIONAL LEARNING COMMUNITY

CHECKLIST
- Form collaborative teams
- Establish meeting schedule
- Create team norms that will guide collaboration
- Focus on key questions
- Establish specific and measurable performance goals (SMART)
- Review curriculum objectives and pacing guides and clarify essential knowledge and skills needed to master the intended outcomes
- Align daily instruction with specified learning objectives
- Share best practices
- Develop common assessments
- Analyze results of common assessments
- Use results to identify areas of weakness
- Develop improvement strategies
- Create systems to ensure students receive additional time and support if they are not learning
- Submit PLC feedback sheets to team leader

CHARACTERISTICS OF A LEARNING COMMUNITY
- Shared mission, vision, values, goals
- Collaborative teams
- Collective inquiry into "best practice" and our "current reality"
- Action orientation/experimentation
- Commitment to continuous improvement
- Results orientation

KEYS TO EFFECTIVE TEAMS
- Collaboration embedded in routine practices
- Time for collaboration built in school day or scheduled regularly
- Teams focus on key questions
- Products collaboration are made explicit
- Teams norms guide collaboration
- Teams pursue specific and measurable performance goals
- Teams have access to relevant information

CRITICAL QUESTIONS: IF WE BELIEVE ALL KIDS CAN LEARN…
- What is it we expect them to learn?
- How will we know when they have learned it?
- How will we respond when they don't learn?

THE "BIG IDEAS" THAT SHOULD DRIVE YOUR PLC EFFORTS
- We accept learning as the fundamental purpose of our school and therefore are willing to examine all practices in light of their impact on learning.
- We are committed to working together to achieve our collective purpose. We cultivate a collaborative culture through development of high performing teams.
- We assess our effectiveness on the basis of results rather than intentions. Individuals, teams, and schools seek relevant data and information and use that information to promote continuous improvement.

KHS PLT MEETING MINUTES TEMPLATE
PLT AGENDA

Knightdale High School   **PLT:** Date   **Time: 3:15-4:30**

* Code of Cooperation:
*

SMART Goal:

Desired Outcomes—At the end of this meeting we will have:

Roles
Facilitator:
Recorder:
Time:

What	Who	Time	Minutes	
Celebrations and Review of Code of Cooperation				
Question 1 Discussion: What do we expect them to know? •			-	
Question 2 Discussion: How will we know that they've learned it? (Student Names, Student Data) •				
Question 3 Discussion: What do we do when they haven't learned it? (Student Names, Student Data)			-	
Question 4 Discussion: What do we do when they already know it? (Student Names, Student Data)				
Next Agenda Items:			Agenda will be done by next week Minutes will be done by Time Keeper will be	
Plus /Delta				

PLUS	DELTA	MEMBERS PRESENT

MANAGING STUDENT BEHAVIOR

We are committed to providing a safe and orderly learning environment that promotes academic and social growth for all students. Students, parents, and all school personnel share in the responsibility of maintaining a positive school climate.

Many problems with student behavior can be prevented. The major goal of this section is to help you prepare by implementing classroom procedures and routines that will teach students behaviors that are needed to be successful in your classroom. By using some of the suggestions in this section, you can significantly reduce inappropriate behavior.

PREVENTING PROBLEMS
- Create a physical environment that is warm and inviting. Arrange student desks to encourage collaboration as well as independent work.
- Establish and clearly communicate rules and procedures that students are expected to follow.
- Plan instructional lessons that will keep students actively engaged the entire block.
- The first ten minutes of every class are crucial in getting students off to a constructive start. Set the tone of the class by providing a predictable routine/activity to get students focused on learning.

DEALING WITH PROBLEMS ONCE THEY OCCUR
- Address the problem quickly in order to gain control of the situation.
- Contact parents or guardians as soon as possible.
- Use available resources to assist in dealing with the problem. Resources include teacher intervention, counselor intervention, or administrative intervention.
- Reflect. What procedures or routines can be put in place to prevent future behaviors?
- Refrain from lecturing, arguing, fussing, threatening, and giving undue attention to rule-breakers. Enforce the rule.
- Choose your words carefully. Avoid using "why questions", and the words "you", "no" and "don't".

HARMFUL PRACTICES TO AVOID
- Giving a student your keys
- Having a student run errands for you
- Having a student copy and recopy sentences or definitions
- Corporal punishment
- Making a student stand in a corner
- Teacher temper tantrums—screaming or shouting
- Insulting a student and his/her work
- Slamming doors, books, anything
- Calling a student names
- Cursing at a student
- Forcing a student to stay after school with nothing to do but sit

- Throwing a student out of class
- Taking points from a grade
- Daring or threatening a student
- Playing favorites
- Confronting a student in front of the entire class
- Punishing the entire class/group for the misbehaviors of some
- Touching an angry student
- Wasting time to prove that you are right and the student is wrong
- Assigning work as punishment

ADMINISTRATIVE REFERRAL PROCEDURE

In cases of severe or persistent violation of school or classroom rules, the student should be referred to an administrator. When a student is referred to the office for discipline, the teacher should submit a referral. An administrator will process the referral and write a brief description of the action taken. Each assistant principal will be assigned a caseload of students to monitor and counsel when disciplinary actions are needed. The following is the caseload assignment:

Administrator	Counselor	Alphabet
Ryan Rosendahl	Stanley Purvis	Students (A-F)
Liz Stevenson	Valerie Hines	Students (G-L)
Hilda de Leon	Jackie Arnold	Students (M-S)
David Newkirk	Judy Cohen	Students (T-Z)

- Once it has been determined that a referral is needed, prevent a bad situation from becoming worse by maintaining the student's dignity and privacy in front of classmates.
- When talking with a student about an infraction, don't threaten or bully the student even if you are angry. Calmly state the policy and the consequences for misbehavior.
- Calm down before writing the referral. Language should be professional and as objective as possible. Write the referral in language that is behavior-oriented and factual. Avoid stating opinions about the student's behavior or sinking to name-calling.
- Call the student's parents or guardian by the end of the day to inform them of the incident and of the referral to an administrator.
- Make sure the student is also told about the referral.
- Once a student has been referred to the office, let go of it emotionally. By submitting a referral, the matter has been put into someone else's hands. Administrators may take a different approach to solving the problem than the teacher. Don't try to second-guess administrators when they need to make decisions about the best course of action to take.
- Go back and examine the actions that led to the referral. Was there anything that could have been done early in the student-teacher relationship to prevent this misbehavior from reaching the final point?

If you are not sure whether a student should be referred to an administrator, here are some guidelines that can help you decide what to do about a specific misbehavior.

BEHAVIORS THAT SHOULD BE REFERRED TO AN ADMINISTRATOR

- Habitual tardiness
- Persistent disruptions
- Skipping
- Violent or aggressive behavior
- Threats
- Substance abuse
- Weapons
- Deliberate profanity toward staff member
- Vandalism

BEHAVIORS THAT SHOULD BE HANDLED BY A TEACHER BEFORE INVOLVING AN ADMINISTRATOR
- Talking
- Not working
- Eating gum or candy
- Poor work habits
- Inattention
- Cheating

Infractions that can result in out of school suspension (OSS) should be referred to an administrator immediately.

POSITIVE TEACHER ATTITUDES THAT PROMOTE STUDENT SUCCESS (SEEING RED CARS)
Here are some attitudes you can adopt today that will immediately make a difference in your classroom. The benefits of taking control of your attitudes are numerous and satisfying.

1. While goals keep your students focused on the big picture, you also need to develop professional goals for yourself. Having a few worthwhile goals will provide direction and focus to your school day.

2. Make it your goal that every one of your students will have a positive attitude about your class every day.

3. Make it your goal that you will begin each school day with a positive attitude about your career, your students, and your daily responsibilities.

4. Being an optimistic person doesn't mean that problems don't exist or aren't serious. A positive attitude just means you are working on a solution in a productive and efficient way.

5. Take responsibility for your attitude about your class and about your teaching duties. When you realize you are the most important factor in creating a solution to some of the discipline problems that you experience, then you are on the right path to that solution.

6. Problems move you forward when you choose to work to solve them. When you experience discipline problems, don't be discouraged; they stimulate you to use your creativity and talents to create a well-disciplined classroom.

7. Show your students that you believe learning is enjoyable and worthwhile activity and that you expect them to share this attitude.

8. Spend your energy on the larger problems first and allot less of your energy for the small ones. Choose to deal with those problems that will give you the greatest benefit right away. Prioritize to save you energy.

9. Small attitude changes often create bigger patterns of success. For example, many teachers claim that one of their classes is a terrible class. When they stop to look at the situation clearly, they do not have a terrible class. What they have is a class with many well-behaved students in it and just a few who are not.

10. It is important that you earn the respect and affection of your students. Students who like their teachers will be much more willing to cooperate with them.

11. Since discipline problems are inevitable. You will do well to accept them as challenges and not as stumbling blocks to success.

12. Teachers must genuinely like their students and see them as worthwhile beings. You must not only appreciate their individual differences, but in order to be a successful teacher, you must communicate your appreciation, affection, and acceptance to your students.

WHAT YOUR STUDENTS REALLY WANT FROM A TEACHER
The ideal teacher:
1. Enjoys students
2. Doesn't just hand out assignments, but teaches the material.

3. Emphasizes the material and doesn't push, push, push grades.
4. Gives students a syllabus.
5. Uses lots of different techniques such as skits, films, computers, cooperative groups, etc…
6. Has a great sense of humor.
7. Understands pupil problems and tries to help.
8. Acts like an adult and not a child.
9. Keeps promises.
10. Makes sure everyone understands the instructions for an assignment.
11. Is not too strict.
12. Makes everyone feel welcome in a class.
13. Is organized.
14. Spends time after school to help students who need it.
15. Returns papers promptly.
16. Offers extra credit to raise grades if necessary.
17. Is friendly and fair.
18. Uses a pleasant voice.
19. Knows the subject matter.
20. Admits when he or she is wrong.
21. Stays open-minded.
22. Is enthusiastic about the subject.
23. Is willing to listen to both sides of an issue.
24. Has a reputation for giving challenging work.
25. Isn't a pushover. Keeps misbehaving students in line.
26. Keeps everyone busy.
27. Learns everyone's name right away.
28. Does not have favorites.
29. Gives students a voice in class decisions.
30. Is polite to everyone all of the time.

WHAT IS PBIS?

PBIS is a team-based, systematic approach in teaching behavioral expectations throughout the school. It is based on a proactive model which teaches the behaviors, reinforces and recognizes students who are able to model these behaviors and has systems in place to support students who have a difficult time or may present with more challenging behaviors. The team approach is what truly makes this system work.

Instead of using a patchwork of individual behavioral management plans, we will use a school-wide discipline system that addresses the entire school, the classroom, areas outside the classroom (such as hallways, restrooms, offices, cafeteria, playground/school grounds etc.).

Every person who works in the school needs to be aware of the behavioral expectations and will be expected to ensure students are consistently getting the same message, regardless of the setting they are in or the adult they come in contact with.

KEY ELEMENTS

- PBIS is a research-based, school-wide systems approach to improve school climate and create safer and more effective schools.
- PBIS IS a process. PBIS IS NOT a program or a curriculum.
- The process focuses on improving a school's ability to teach expectations and support positive behavior for all students.
- PBIS provides systems for schools to design, implement, and evaluate effective schoolwide, classroom, non-classroom, and student-specific discipline plans.
- PBIS is a team-based process for data review, data-based problem solving and intervention, ongoing planning, and monitoring of interventions.
- PBIS implementation includes school-wide procedures and processes intended for: ALL students, ALL staff and in ALL settings. This includes individual classrooms and teachers AND non-classroom settings and related staff.

WHAT DOES PBIS LOOK LIKE AT SCHOOL?

- Discipline DATA are used to help track progress and identify areas to target for intervention
- CONSISTENT discipline referral PROCESSES & PROCEDURES exist throughout the school
- Use of school-wide EXPECTATIONS & RULES in specific settings to TEACH students appropriate behavior
- A REWARD SYSTEM to encourage appropriate behavior and EFFECTIVE CONSEQUENCES to discourage inappropriate behavior

The following chart is the KHS PBIS Behavior Matrix. All teachers are required to teach these expectations to students during the first week of school.

KNIGHT'S CODE OF RESPECT

		ALL SETTINGS	CLASSROOM	CAFETERIA	PARKING LOT	HALLWAYS	BATHROOMS	BUSES/STOPS
R	*Respect* **SELF**	• Accept responsibility for your actions • Use appropriate and respectful language • Be a leader and a positive role model. • Dress for success	• Be prepared, be focused, and give your best effort • Show pride in your work • Practice academic honesty • Challenge yourself	• Clean up after yourself • Pay for your items • Follow your lunch schedule • Use appropriate language and volume	• Arrive on time and exit vehicles immediately • Come prepared and leave prepared • Report problems immediately • Use parking tags as intended	• Use appropriate language • Display your hall pass while in the hallways during instructional time • Know and comply with all hall pass policies • Know the tardy policy	• Wash your hands • Use bathrooms for designated purposes only • Manage your time wisely during class changes to allow for bathroom breaks • Use the restrooms closest to your classroom	• Use appropriate language • Be on time for pick-up and departure • Know your route number and designated stop • Ride your assigned bus
E **S** **P** **E**	*Respect* **OTHERS**	• Place all electronic devices in the off position and make sure they are not visible • Be polite and courteous at all times • Interact positively with adults and others and follow all directions • Avoid physical and verbal conflicts	• Arrive on time, prepared and ready to work • Participate and remain attentive and on task the entire period • Honor personal space • Use appropriate and respectful language	• Keep your table area clean • Stay at your table and remain seated during lunch • Know your lunch number • Wait your turn in line	• Park in designated areas and assigned space • Be a courteous and responsible driver • Avoid damages to the personal vehicles of others • Avoid parking in unauthorized areas such as nearby neighborhoods, schools, or businesses	• Walk with purpose and keep moving during class changes to avoid blocking hallways • Keep your hands to yourself • Use appropriate language • Respect others' personal space	• Respect the privacy of others • Flush the toilet after use • Keep the bathroom clean • Wait your turn	• Be on time or early • Find a seat and sit down quickly and quietly • Use your quiet voice and avoid distracting the driver and others • Place all trash in the appropriate containers
C **T**	*Respect* **SCHOOL**	• Follow all rules and procedures • Represent KHS in a positive manner during all school activities and events • Show school pride • Maintain a positive school environment	• Make learning a priority • Take care of books, computers, desks, and other classroom materials and equipment • Maintain a positive learning environment • Graduate on time	• Clean your table and dispose of trash properly before returning to class • Place all trash in the appropriate containers • Remain in the cafeteria • Avoid physical and verbal conflicts	• Place all trash in the appropriate containers • Follow all parking guidelines and promote safety • Maintain posted speed limits • Use the designated exits and entrances at all times	• Keep hallways clean and place all trash in the appropriate container • Consume food in designate area—the cafeteria • Display hall pass while in the hallways during instructional time	• Dispose trash and keep facilities clean • Keep the area free of graffiti • Report problems • Avoid physical and verbal conflicts	• Know the policies • Avoid physical and verbal conflicts • Maintain a safe environment • Avoid distracting the driver and others

CLASSROOM MANAGEMENT SYSTEM

Knightdale High School practices a school wide discipline plan, which is based on communicating clear behavioral expectations to students and following up with defined consequences. The result is a proactive, student-centered behavioral management plan that creates a safe and caring environment for the students and staff. Knightdale's school wide discipline plan is intended to protect the rights of our students and allows our teachers to focus on learning. Anytime a student has violated and/or threatened the rights of others, he/she will be disciplined.

Students are responsible for their own actions in the classroom. When students choose behaviors that are not consistent with a positive learning environment, they are subject to disciplinary consequences. The following proactive system has been established to provide an opportunity for students to make adjustments in behaviors that will prevent administrative intervention.

INFRACTION	WARNING	EXPLANATION
1st Disruption	Warning	First warning for inappropriate behavior
2nd Disruption	Warning	Second and final warning
3rd Disruption	Administrative Intervention	Teacher will call Discipline Office for administrative assistance. The disruption may result in removal by the administrator.
Severe Infraction	Immediate referral to administrator for immediate discipline action.	

GUIDELINES FOR ISSUING WARNINGS

Giving a non-verbal or a mild verbal warning when a student is disruptive will usually end the disruption. When giving warnings, move closer to the student and be businesslike and firm. Try to be positive instead of negative. "Open your book and begin working" will be more effective than a negative command such as "Stop playing around this instant." Don't allow the student to argue with you or to engage you further in an attempt to seek inappropriate attention. Be firm and friendly when redirecting students.

- Use positive and respectful ways to lead students into displaying appropriate behavior.
- Use non-verbal techniques, such as eye contact or hand movements, to express disapproval of behavior. This technique seems most useful for mildly inappropriate behaviors.
- Use proximity control. The physical presence of the teacher acts as a source of control for student. This presence may range from teacher standing near student to actual touching of student on shoulder or arm. This technique allows intervention without verbal identification of student experiencing difficulty, and permits saving face.
- Choose your words carefully. Avoid using "why questions", the words "you", "no" and "don't". Use "I messages" when possible.

SCHOOLWIDE EXPECTATIONS

- Every student has the right to learn and teachers have the right to teach!
- Follow directions and respond to a request.
- Be on time and be prepared to learn.
- Be in your designated area.
- Use appropriate and respectful language.
- Respect self, respect others, and respect school.

STANDARD OF CLASSROOM BEHAVIOR

- Be in class on time, and prepared to work.
- Bring the needed materials to complete your work in the classroom.
- Respect everyone's right to learn, and the teacher's right to instruct.
- Respect all rights and property of others.

STUDENT EXPECTATIONS

- Students will refrain from disrupting class to discuss why the warning has been issued.
- If the student wants to discuss the warning, he/she will wait until after class and ask the teacher to discuss the matter privately.

- Students will not challenge or confront the teacher about a warning. An administrator will be alerted and the student will be removed if the student challenges or confronts the teacher about a warning.
- Students who receive a third warning will be removed from class and sent to ISD (1613).

TEACHER EXPECTATIONS
- Teachers will develop and communicate a set of clear, specific, classroom rules and procedures.
- Teachers will issue warnings for disruptive classroom behavior. Warnings will be issued one at a time to the individual student, not the entire class. Students must be given an opportunity to correct the behavior.
- Teachers will give students an opportunity to comply and behave appropriately after issuing a warning.
- Teachers will issue warnings in a positive, non-disruptive, and non-confrontational manner. Teachers will not lecture, argue, fuss, or give undue attention to disruptive students.
- Teachers will be fair and consistent when issuing warnings. Teachers will not ignore behaviors. All students will be treated the same way.
- Teachers will call the discipline office when a student needs to be removed.
- Teachers will contact a parent/guardian each time a student has to be removed from the classroom for disruptive behavior.
- Teachers will enter a discipline referral each time a student has to be removed by an administrator. The referral must describe the behavior that resulted in each warning. The referral must be submitted by the end of the day of the incident.
- Teachers will only use the warning system for minor disruptive classroom behavior.
- Teachers will alert administrators immediately for severe violations.

CONSEQUENCES FOR RECEIVING DISRUPTIONS REFERRALS
Students who have been removed from a classroom for disruptions will be escorted to ISD and will stay for the remainder of the class period. Administrators will document and monitor the frequency of disruption referrals per semester. Additional administrative consequences will be issued for repeated removals due to disruptive behavior.

Disrupting, disturbing, or interfering with the teaching of students in a public or private educational institution is a violation of law and may result in criminal charges.

REMINDERS
- It is always the student's choice. Students can always choose behavior that will not lead to removal from class.
- The warning is for the entire period.
- Every day is a new day, a new beginning.

CONSEQUENCES FOR RECEIVING DISRUPTIONS REFERRALS
Students who need to be removed from a classroom for disruptions will be escorted to ISD by an administrator and will stay for the remainder of the class period. Teachers should not send students to ISD without calling 1613. Administrators will document and monitor frequency of disruption referrals per semester. Additional administrative consequences will be issued for repeated removals due to disruptive behavior.

TARDY POLICY
Regular and punctual school attendance is one of the most critical factors in a student's academic success. Punctuality is essential to promoting a learning environment that is free of classroom interruptions. Students are expected to arrive to school and all classes on time. A tardy will be recorded for each student who arrives after the official start time for each class period. Students are required to monitor transition time between classes. The following tardy policy (aka Sweep & Keep) will be implemented to avoid classroom disruptions, maximize student learning, and to instill the basic principle of responsibility and common courtesy.

SWEEP & KEEP PROCEDURES
- Teachers will be positioned outside of classrooms and in the hallways during all class changes and transitions.
- Teachers will monitor the official school time and will enter the classrooms and close doors when the class period is scheduled to begin. (Review the bell schedule for exact times)
- Students who are not in the classroom after the door closes will be considered tardy.

- Additional staff members will be posted throughout the building and will escort all tardy students to ISD. Late students will remain in ISD for the entire period.
- Students will receive an immediate consequence (ISD) for each tardy.
- ISD will notify teachers each period and teachers will record the tardies in PowerSchool daily. ISD will document the period detentions.
- Parents will be notified through the phone messenger system each time a student is tardy for class. Parents can also check PowerSchool for more information.
- Students with excessive tardies are subject to more severe consequences.

Students who report to school after 8:05 am are considered tardy. Students who miss more than half of the instructional day or period will be counted absent. The following procedures should be followed for late arrivals:

Students who arrive to school after **8:05am** should report to the attendance office to receive an admit slip. The attendance clerk will determine if the tardy is excused or unexcused.

Teachers will enter **unexcused** tardies in PowerSchool. All tardies are considered unexcused unless a note is presented per Policy 6000.3. Please review the Tardy Policy.

Students who arrive on late buses will not be counted tardy. Students will be issued a late bus pass to present to their teachers.

Students who arrive late will not be allowed to eat breakfast prior to reporting to class.

ATTENDANCE INTERVENTION PLAN

The KHS Attendance Intervention plan is designed to improve student attendance when a student's cumulative absences are considered excessive. The following chart explains the required action steps for staff, students, and parents based on the total number of cumulative absences for each block.

Total Absences	School Actions & Responses	Student Actions & Responses	Parent Actions & Responses
3	• Mail attendance notification letters to parents	• Determine reasons for each absence and submit proper documentation for excused absences	• Monitor absences and provide proper documentation for excused absences
6	• Mail attendance notification letters to parents • Schedule conferences (I) with students and parents • Develop an attendance agreement	• Determine reasons for each absence and submit proper documentation for excused absences • Attend mandatory attendance conference (I) to develop attendance agreement • Provide a student statement for absences	• Monitor absences and provide proper documentation for excused absences • Attend mandatory attendance conference (I) to develop attendance agreement • Provide a parent statement for absences
10	• Mail attendance notification letters and Invitation to Conference letters to parents • Schedule mandatory parent conferences (II) to review and modify attendance agreements • Revoke student privileges (after school activities, parking, off campus lunch, athletic and other school events • Reinstate privileges after 10 consecutive days without tardies or absences	• Determine reasons for each absence and submit proper documentation for excused absences • Attend mandatory attendance conference (II) to revise attendance agreement • Implement improvement strategies and complete all recommended attendance recovery requirements	• Monitor absences and provide proper documentation for excused absences • Attend mandatory attendance conference (II) to develop attendance agreement • Monitor the implementation of improvement strategies and the completion of attendance recovery requirements
11 or more	• Notify parents and students of potential loss of academic credit • Inform parents of the Attendance Appeal Process • Schedule an Attendance Appeal Hearings	• Review the attendance appeal procedures and submit the request for an attendance hearing • Provide supporting documentation • Provide a student statement explaining absences and corrective	• Review the attendance appeal procedures and submit the request for an attendance hearing • Provide supporting documentation • Provide a statement of support explaining student absences and

	• Withdraw students with 10 consecutive absences • Make referral to social worker or file court petitions for truancy • Monitor attendance and compliance with appeal panel recommendations	actions	corrective actions
All	• Send daily phone messenger calls to report absences and tardies • Distribute monthly attendance summary reports to students • Identify student who had excessive absences during the previous semester/year and send letters to review attendance policies and procedures	• Monitor attendance and submit all notes documenting excused absences in a timely manner • Monitor academic progress and submit make-up work in a timely manner • Alert teachers when errors are made • Maximize instructional time but limiting tardies and absences	• Monitor attendance and provide proper documentation for excused absences in a timely manner • Monitor academic progress and make sure missing assignments are submitted in a timely manner • Contact teachers and counselors with concerns

FIELD TRIPS

School Trips are an extension of the curriculum and the total school program. They should be used to support and enhance the educational progress of all children. All school trips must be approved by the board or school administration (refer to Board Policy 5430).

The following list is a few of the guidelines for school trips (refer to Board Policy 5430).
- All proposed school trips for the 2014 - 2015 school year must be submitted to David Newkirk by Friday, September 19, 2014 for committee approval.
- Assessment for approval of school trips by the Leadership Team will be based on their effectiveness of meeting the curriculum, amount of school time lost, safety and supervision, cost, and transportation. Additional criteria may also be used.
- Once trips are approved it is the responsibility of the sponsor to put the trip information on the master calendar.
- Field Trip sponsor must notify Ms. McLamb by 2pm the day prior to the trip so it can be added to daily announcements.
- No school trips will be approved for the two weeks prior to or during Exams.
- The teacher/sponsor of a proposed school trip must complete a "School Trip Request" for each proposed school trip and submit it with an itinerary.
- The teacher/sponsor of a proposed school trip must complete a "School Trip Cost Estimate" form for each proposed trip. This form is available on the shared folder. Please complete online, print, and submit with the School Trip Request form. A copy of the "School Trip Cost Estimate" form is in the back of the Resource Guide.
- Completed transportation requests must be submitted to David Newkirk four weeks before the trip. All field trips that require yellow school bus transportation must take place between 9:30am and 1:45pm. Please see David Newkirk for any exceptions.
- Parental Consent forms accompanied with itineraries must be sent home at least two weeks prior to the trip.
- All forms can be found on the Intranet as well as in the Resource Guide.
- All monies collected for field trips must be receipted and turned-in daily. Provisions must be made for students unable to pay. Please refer to the section on collecting monies in the Resource Guide.
- Requests for funds to pay for approved school trips must be made to Eva Bridges at least **one week** prior to when funds are actually needed. Requests for funds usually cannot be granted in one day.
- Notify the cafeteria manager at least three weeks in advance if a school trip will result in students missing lunch. Also requests for bag lunches should be made to the cafeteria manager in writing three weeks prior to the school trip.
- New transportation regulations require that bus evacuation drills be held prior to each school trip. Please account for this in your time.
- CTE teachers need prior approval for field trips before securing county funding.

5430 SCHOOL TRIPS 5430

School trips designed to stimulate student interest and inquiry and to provide opportunities for educational growth and development can be appropriate extensions of the classroom. To the extent that a school trip provides a highly effective means for accomplishing the objectives of the curriculum and that disruption of other classes is kept to a minimum, it may be considered for approval. Additional criteria for assessing the advisability of a proposed trip are the amount of school time lost, issues of student safety and supervision, and any additional demands placed upon student time to raise funds to finance the trip.

5430.1   The superintendent shall be responsible for development of procedures for the request and approval of desired school trips.

5430.2   A school trip is defined as a student or a group of students leaving a school campus under the sponsorship of the school and under supervision of school employee(s) to extend educational experiences consistent with the general goals and objectives of the total school program. A school trip must be related to the curriculum of the school or to a co-curricular activity (e.g., clubs, student council). Any trip made by school students that has not been approved by the board or school administration in accordance with Policy 5430 shall not be considered to be a school trip.

5430.3   A non-school sponsored trip is defined as a trip organized by a school employee acting as an independent agent, without the sponsorship of the school or school system. School employees who organize non-school sponsored trips involving school students must inform parents and students that the trip is not sponsored by the school system and that the school system and school officials assume no responsibility or liability for the trip. The employee must notify the employee's supervisor and the principal(s) of the students involved in the trip and provide documentation that the parental notice has been given. In addition, no school time, equipment or facilities may be used to plan or organize non-school sponsored trips.

5430.4   Students should not be charged a fee for any required class school trip for which credit is granted. All assessments for voluntary class or co-curricular school trips shall be closely scrutinized at the time the trip is approved. The sponsor of that trip must certify to the school principal that provisions have been made for group members unable to pay the assessment.

5430.5   The principal shall appoint a committee of faculty members representing curricular and co-curricular areas of the school to serve as the school trip committee. The principal or designated administrator shall chair this committee. The committee shall review and consider for approval all school trip requests. The committee shall ensure that all school trips are an integral part of the curriculum, that student safety and supervision needs have been addressed, that loss of school time is kept to a minimum, and that provisions have been made for students unable to pay any assessments for the trip. The committee shall obtain input from all those on a staff who are affected by such trips. The committee shall also develop an annual plan for all school trips and provide the plan to the appropriate area assistant superintendent with the school's annual work plan.

5430.6   At the end of each school year, the school trip committee shall present to the appropriate area assistant superintendent a summary report of all school trip activity during that year.

5430.7   General guidelines for school trips include:

    A.   Elementary and middle school trips shall not involve an overnight stay.

    B.   Elementary and middle school trips shall not exceed one hundred twenty-five (125) miles one way.

    C.   Elementary and middle school trips out of system shall not involve competitions or adjudications.

    Deviations from these guidelines require prior approval of the area assistant superintendent.

5430.8   General guidelines for overnight school trips include:

    A.   **Trips that include male and female students shall have male and female chaperones.**
    B.   Student accident insurance shall be in force on each student.

5430.9	Elementary school trips to amusement parks are prohibited. Middle and high school trips to amusement parks require prior approval of the area assistant superintendent. No middle and high school trip will be approved unless it provides a unique educational opportunity that directly relates to the curriculum or to a co-curricular activity. If the trip includes multiple locations, all components of the trip must meet these requirements.
5430.10	School trips that involve water related activities such as swimming, diving, boating, sailing, cruise ship travel, etc. require prior approval of the area assistant superintendent. No such trip will be approved unless it provides a unique educational opportunity that directly relates to the curriculum or to a co-curricular activity. In addition, a detailed plan to address supervision and safety needs of students must be submitted.
5430.11	School trips out of the continental United States require prior board approval.
5430.12	Students remain subject to all school and district policies and rules of conduct, including disciplinary consequences, during the school trip.
5430.13	When privately-owned vehicles are to be used for transporting students, parents of the students are to be notified and the owner of the vehicles and the parents must acknowledge in writing that they have received notice that the board's liability insurance does not cover the use of private vehicles to transport students for school activities.
5430.14	The parent/guardian should be notified of any significant change in plans prior to the school trip.
5430.15	School trips may be cancelled when necessary by the principal, superintendent, or board of education. The school system cannot guarantee reimbursement when such cancellations occur.

TECHNOLOGY

WEB PAGES
- All staff members will be required to create a PBWorks wiki web page.
- Web pages may include course assignments, expectations and policies, and grading procedures.
- Web pages should be updated regularly and provide current information.
- Geof Duncan is the contact for web page assistance.

HOMEBASE/POWERSCHOOL
PowerSchool provides teachers with an easy way to communicate and share information with parents and students via the Internet. Individual, password-protected accounts, let students and parents view classroom information. Detailed summary of student progress includes grades, attendance, and discipline referrals. By using the PowerSchool grade book, parents can monitor student progress regularly, which can result in improved student achievement and allow for early intervention.

- All teachers are required to maintain and publish grades to PowerSchool every week
- A printed interim must be provided for parents every 3 weeks
- At the end of each semester a complete grade book report must be submitted to David Newkirk. This report must include all grades (tests, quizzes, homework, final grades, exam grade, etc.).

LOTUS NOTES/DOMINO WEB ACCESS
A copy of the user manual for Lotus Notes Domino Web Access can be found on the website at http://lotusinfo.wcpss.net . The following are tips to help with basic information.

Getting Started
- You can log onto Lotus Notes from anywhere (office, home, etc.) by visiting http://webmail.wcpss.net/ .
- Type in your **USER NAME** and **PASSWORD** into the spaces provided. Sign In.
- **IMPORTANT NOTE:** Your password is **CASE SENSITIVE**. If you use all capital letters for the password, then you must always type the password in capital letters. User name and password can not be he same.

- Click the **Sign In** button.
- If this is the first time you have logged into Lotus Notes, you will be presented with a screen forcing you to change your initial password.
- Type in your **OLD PASSWORD** (employee ID number).
- Type in your **NEW PASSWORD** and then type it again in the **CONFIRM PASSWORD** field. Passwords must be at least 6 characters long and cannot be a dictionary word. Remember they are case sensitive!

Changing Your Password
- **SIGN-IN** with your current password.
- Click the **PREFERENCES LINK** located in the upper-right side of the screen.
- Click the **SECURITY** Menu option from the menu on the left side of the Preferences screen.
- Click the **CHANGE…** button at the top of the screen.
- Type in your **CURRENT PASSWORD** into the **OLD PASSWORD** field.
- Type a **NEW INTERNET PASSWORD** in the space provided and type it again in the type again field. (Please remember that passwords are case sensitive.)
- Click the **OK** button.

Reading Existing Email
- Click the **MAIL** tab.
- A list will appear and you will select **INBOX**. Messages in red are new, unread messages. Messages in black are read messages.
- **DOUBLE-CLICK** any part of an email message to open it. It will open in a new window.
- To close the email message, click the **X** button on the right side of the toolbar. Please notice that there are icons on the toolbar to print (looks like a printer) and to trash (looks like a garbage can) emails. **Please be very careful with using these two icons. At this time, once a message has been placed in the trash, it cannot be retrieved.**

Addressing Your Email Message
- Click the **TO:** (or **CC**: or **BCC:**) button
- The contact search page is located. Select "Staff's Directory" from the Search menu.
- Select from the options below:
- **Search for a staff member by name:** Type the name of the staff member into the FIND field. Click the SEARCH button. The email address should pop up.
- **Browse for a staff member alphabetically:** Type a few letters of the staff member's last name into the FIND field. Click the SEARCH button. A list of staff members will appear in the bottom window. Scroll the list to SELECT the staff member. (Hint: If you are unsure this is the correct staff member, select DETAILS. This will give you more information about this staff member such as location.)
- **Browse for a staff member by department:** Select NOTES NAMES HIERARCHY from the list at the bottom of the window. Click the arrow next to WCPSS. Scroll through the list to find the desired department. Click the arrow next to the desired department to see the members.
- **Search for a student:** Select "Student's Directory" from the Search Menu. Type in the name of the student in the FIND field. Click the SEARCH button. (Please note: Students are not able to view the Staff Directory).

Managing Your Contacts (Making a Private Mailing List)
Contact is the Domino Web Access term for your personal address book. The contact functionality allows you to customize Domino Web Access by adding your own email, address and phone contact information for specific people. To creating a new contact
- Sign in. Click the **CONTACTS** tab.
- Click the **NEW** button.
- Type the name information for your new contact into the provided fields. Personal information can be added for each contact by selecting the pertinent tabs (Home, General, Work). You may fill as many or as few of these as you would like.
- Click the **SAVE AND CLOSE** button when you are satisfied with your entry.

Add a Contact from a Message Received
- With the email message open, click **TOOLS** to **ADD SENDER TO CONTACTS.**

- The Contact information screen will appear.
- The sender's name and email contact information will be added automatically.
- Continue adding contact information as desired.
- Click the **SAVE AND CLOSE** button when you are satisfied with your entry.

Creating a Private Mail Group: Email groups allow you to create a list of recipients that can be addressed as a single group. Email groups come in both public and private types. Public email groups can be accessed by anyone from the staff directory but are created by request to the Help Desk. Private email groups can be accessed only by the person that created the email group. To create a private email group:
- Click the small arrow on the **CONTACTS** tab.
- Select the **NEW EMAIL GROUP** menu item.
- Type in the **GROUP NAME** of your private email group.
- If you like, type a description for the group so you will remember why this group was created.
- Click the **MEMBERS** link.
- **Select members** for the mailing list in the same way you select recipients for your email messages.
- Type **email addresses** for the recipients into the spaces provided **separated by commas**.
- Click the **SAVE AND CLOSE** button when you are satisfied with your list. You may edit this email group in the same way you edit your other contacts.

MEDIA CENTER SERVICES

The Knightdale High School Media Center is an outstanding academic library equipped with the latest technology. We are staffed with specialists who are eager to assist students and teachers to meet individual and curricular needs.

The hours of operation are:
- Mondays, Tuesdays, and Thursdays: 7:35am—4:00pm
- Wednesdays, and Fridays: 7:35am—3:30pm

CLASS USE
Please sign up your class for reference/library time. We would like you to complete a media reservation form and discuss your plans and the library schedule with a media specialist. If we have a 3-day notice, we will certainly be able to gather all the materials needed.

BOOK CHECK-OUT
Books will circulate to students for 2 weeks and can be renewed for 2 weeks. Reference books are not available to be checked out. We encourage students to use the coin-operated copier for reference materials.

TEACHING RESOURCES
The Media Center has a professional room with a desktop computer, work tables, professional books and educational magazines. This collection includes classroom management, instruction, and discipline information. Next door to the media specialists' office is a video library and file cabinets with a growing collection of teaching supplements available for teachers' use.

GENERAL ATMOSPHERE
It is the duty of the media center staff to maintain an atmosphere conducive to student study and instruction. Therefore, we reserve the right to prohibit facility use to students and faculty who choose not to conform to media center rules.

LAMINATING AND POSTER MAKER
Laminating is done on Tuesdays and Fridays and posters are made on Wednesdays and Fridays. Please drop off your materials the day before and be sure to include your name and room number. Your laminations will be delivered to your room or mailbox as soon as possible.

ANNOUNCEMENTS
If you need to post an announcement, come by and pick up an announcement form from the front desk and turn it in by 2:30

pm the day before the announcement is to run. The announcements are put together the afternoon before they are shown on TV. Due to the morning traffic in the media center, it is difficult to continue adding last minute announcements on a regular basis. If it is something that needs to go on the announcements the next day and you can email it to jhodges@wcpss.net from home.

WIRELESS LAPTOP CARTS

Wireless laptop carts are available for check out through the Media Center, if you are interested in using them for your class, please stop by and check the availability schedule with the media staff. The media staff and pick up the carts, students are not allowed to transport equipment unless they are a student media assistant.

EQUIPMENT CHECKOUT

Tape recorders/players, DVD players, VCRs, slide projectors, tripods, digital cameras, video cameras, and document cameras are available. Equipment assigned to you should be kept in your classroom. You are responsible for keeping your equipment clean and secured against falling from carts. ANY equipment assigned to you that you no longer need must be returned to the media center to be reassigned to other teachers. We will not checkout any equipment to a student.

DATA PROJECTORS

LCD projectors are in high demand. At this time, we need to coordinate sharing the equipment we have in order to best serve the students and allow all teachers the opportunity to supplement their lessons with projection presentations. Each department has an LCD projector checked out to its department chair. The department chair is responsible for coordinating a schedule for the use or projectors among the department. However, if there is an overlapping need to use a projector, you may come to the media center where we have two projectors that are checked out on a daily basis. You can pick up the projector before school and it must be checked in at the end of the day. Do not send a hot bulb with a student, just send the bulb number.

VIDEOS

Videos are to be a part of the instructional process and not for entertainment. Video use should be indicated in your lesson plans and please avoid use with a substitute. As per copyright laws, videos are used only during the instructional day. Use before and after school, constitutes entertainment and is not acceptable under copyright law.

See http://www.copyright.gov/circs/circ1.html for more information.

Teachers may check out videotapes for a 3 day period. Please return them to the media center and do not pass them on to fellow teachers. Videos that are not in the school's library must be approved by an administrator. PG and PG-13 videos require parental consent forms. R-rated videos are not allowed.

RESEARCH GUIDE

KHS Media Center goal is to prepare students for academic success by providing a systematic plan for information skills by grade level culminating in a senior research paper and project.

Freshman: Topic: teacher choice
- Develop a simple outline
- Note taking skills
- Summarize information
- Attack plagiarism
- Build vocabulary
- MLA citation format
- At least two sources, including one print and non-print.

Media Center Activities

Freshman Orientation: On-line searching skills learning to locate a book in Athena software by subject, author, title and subscription database training.
(NCSCOS Goal 2.04)

Sophomores: Topic: teacher choice
- Use pre-writing strategies
- MLA bibliographic format
- How to cite when quoting, paraphrasing, and summarizing

- Parenthetical citation format
- Variety of sources emphasizing books, subscription databases, and quality websites.

Media Center Activities:
Sophomore Orientation on print and non-print sources
Demonstrate MLA format, Boolean searching, website evaluation.
Discuss the format for quoting, paraphrasing, and summarizing.
(NCSCOS Goal 2.03)

Juniors: One formal paper, teacher directed topic with student choice, researching the diversity of the American experience.
- Research should be inquiry based. Essential questions are developed
- Write a thesis statement from the researchable question
- Avoid plagiarism by proper citation of source material
- MLA bibliographic format
- Variety of sources, including both primary and secondary materials, reference books, journal articles, and approved websites.
- Works cited page with reliable, balanced, and quality resources.

Media Center Activities:
Explain advanced search strategies, sample works cited page, and developing the essential question.
(NCSCOS Goal 2.01)

Senior Paper: Senior paper directly corresponds to the portfolio, product, and presentation for the Senior Project. As KHS Senior Project guidelines are developed, they will be added.
- Seniors will select a topic to research within issues of public or personal concern
- Devise an essential question on the topic and form a thesis statement.
- Use a variety of quality sources to answer the question.
- Write a paper according to MLA guidelines.
- Parenthetical citation format
- Submit an outline from note cards.
- Works cited page with reliable, balanced, and quality resources.

Media Center Activities:
Media Specialists are mentors for all seniors in developing their projects.
Explain advanced search strategies and sample works cited page.
(NCSCOS Goal 3.01)

CLUBS AND ORGANIZATIONS

Please take the time to read all information contained in this section. It is important to note that this information is both selective and general in its coverage of school system policies and procedures. All club advisors are responsible for being familiar with the printed policies of the Wake County Board of Education and for compliance with them. Copies of the *Wake County Board Of Education Policies, Regulation and Procedures* are available on the Wake County Public Schools web page.

EXPECTIONS FOR ADVISORS & COACHES
1. All clubs advisors are required to comply with policies established by the Wake County Board of Education and Knightdale High School.
2. Advisors are responsible for keeping parents, students, staff, and administration informed about club policies and guidelines, fees, requirements, meetings, projects, and events.
3. Advisors are responsible for securing administrative approval for any activity or event that involves or expects student participation and/or the use of facilities at Knightdale High School.
4. Advisors are responsible for following proper procedures for collecting and receipting money.
5. Advisors are expected to submit copies of the following items to the administrator responsible for monitoring clubs and organizations:

- Membership roster
- Rules, policies, or bylaws (local and national)
- Schedule of meetings (time, date, location)
- List of activities, projects, events, competitions, etc.
- Membership criteria, selection and elimination procedures

6. Advisors are required to report violations, misconduct, conflicts, or problems to the administration as soon as possible.
7. Advisors are responsible for informing the administrators of any special honors and/or rewards so the school and the media can properly recognize students.
8. Advisors are responsible for making sure that members have paid all school fines or debts before they are allowed to participate in club activities.
9. Advisors are expected to remain and supervise all students at the conclusion of a club-sponsored event or activity. Advisors are relieved of duty only when all students have left campus.

PLANNING ACTIVITIES AND EVENTS/ MASTER CALENDAR

Knightdale High School has established a master calendar of events to keep parents, students, and staff informed about upcoming events. This calendar can be viewed on the school's web page http//knightdalehs.wcpss.net. It is extremely important for advisors to refer to the master calendar before selecting dates for activities and events. When selecting dates, please avoid dates that conflict with previously scheduled events, testing, and holidays. Advisors are asked to avoid changing dates once they are posted on the master calendar.

The Principal must approve any activity that involves or expects student participation before it will be placed on the master calendar. To secure a date on the master calendar, advisors must submit use the Google Doc calendar request form. If the Principal approves the event, it will be placed on the master calendar. Activities that conflict with previously scheduled events will not be approved. If approval is denied due to scheduling conflicts, advisors may resubmit the request with an alternate date.

FACILITY USE

Knightdale High and the Wake County Board of Education welcome the use of school facilities to promote school spirit, community involvement, and to enhance educational opportunities for students. The proper use of school facilities will be permitted when such use does not interfere with instructional time or functions normally carried on in such school facilities.

Any club or organization that is interested in using the school for an activity or event must get prior approval. Clubs and organizations requesting to use the facilities at Knightdale High School must also request administrative coverage and custodians. Clubs are responsible for clean up and damages.

FUND RAISERS

Fund raising is the sale of wares, goods, or merchandise purchased or solicited by a school or school group for the purpose of resale. Fees collected for participation in student activities shall not be considered as fund raising.

A high school shall be permitted one (1) school-wide fund-raising activity per school year. The proceeds of the school-wide event shall be allocated by the principal to support school activities.

Each grade of a high school shall be permitted one (1) fund-raising activity per school year.

Each high school student council shall be permitted one (1) fund-raising activity per school year in addition to the school-wide event and in addition to individual grade fund-raising activities. The proceeds of the school-wide event shall be allocated to approved school clubs and organizations by the school or student council with the approval of the principal.

All school-sponsored fund-raising activities/events must have prior approval of the principal. Advisors are required to submit Form 1736 for approval. The following activities are not considered fundraisers, but do require the principal's approval:
- School store
- School spirit promotions
- Yearbook/newspaper/literary magazine sales
- School pictures
- Membership fees

- Musical/drama/choral productions
- School Dances

COLLECTING MONEY
The following procedures should be used when collecting and receipting money:

Individual receipts of $10.00 or more:
1. Collect funds from payer (student, parent, etc.). Collect the exact amount – we do not have change available in the main office.
2. Prepare receipt.
3. Give the original receipt to payer.
4. Retain duplicate in receipt book as a record of transaction.
5. Complete form 1814-Collector's Daily Report and turn in with receipt book.
6. Items should be placed in a brown envelope and kept in a secure place before turning into the bookkeeper.
7. Money must be turned in by 12 noon of the day it is collected to the bookkeeper. If the bookkeeper is unavailable, please turn in your receipted items only to the lead secretary.
8. Students may not bring receipted items to the main office.
9. Please allow time with Eva Bridges to individually to verify funds collected.

Individual receipts of $10.00 or less:
1. Collect funds from payer in the exact amount – we do not have change available in the main office.
2. Record payer name, amount, and purpose of payment on Form 1823-"Receipt Records: $10.00 and Under."
3. Total receipts on this form and sign before delivery to the bookkeeper.
4. Items should be placed in a brown envelope and kept in a secure place before turning into the bookkeeper.
5. Money must be turned in by 12 noon of the day it is collected to the bookkeeper. If Eva Bridges is unavailable, please give the receipted materials to Tammy Glawson only.
6. Students may not bring receipted materials to the main office.
7. Please allow time with the bookkeeper individually to verify funds collected.

Summarize receipts by account on Collector's Daily Report (Form 1814) and prove money to total of receipts. Take collections, Collector's Daily Report, receipt book, and/or Receipt Record form to the bookkeeper.

All monies collected must be properly receipted and turned in DAILY to Eva Bridges!!!! Due to the fact that collection of monies from clubs or other after school events will take place late in the day, monies should be turned in to the bookkeeper as soon as possible after the club meeting or event. **DO NOT HOLD MONEY OVERNIGHT.** The collector of funds is responsible for the custody and safekeeping of the funds until deposited and receipted properly by the bookkeeper.   Monies should be placed in a brown envelope before turning in with the receipted materials.

Admission fees to athletic events, drama performances, etc., are accounted for by the use of pre-numbered theater-type tickets. The bookkeeper keeps a Perpetual Inventory of Tickets (Form 1824). The person in charge of sales for each event should sign for the roll or rolls issued and the bookkeeper should sign to acknowledge return of the unsold tickets and verify the "Stop" numbers.

A representative other than the ticket sales person should collect the tickets to assure attendees pay admission fees. The ticket sales person should prepare a Ticket Sales Report (Form 1825) to reconcile total cash with expected receipts based on sale, plus beginning change fund. The bookkeeper should verify this report when received with the return of any unsold tickets. **In the event that Eva Bridges is absent or off campus, please give the receipt book and monies to Tammy Glawson to lock up in the safe.**

BANNERS/POSTERS/SIGNS
Only signs or posters pertaining to school-related and approved activities will be posted on campus. Students must present all signs, posters, and/or decorations to their sponsor/advisor/coach, who will, in turn, present them to an administrator for final approval before posting. All signs/posters must be displayed on the designed bulletin boards or bricked areas. Signs/posters will not be allowed on glass surfaces, doors, or painted surfaces. All items must be removed immediately following the event.

BOARD POLICIES
All club advisors are responsible for knowing and following the Wake County Board of Education policies. Printed copies are available on the WCPSS web page. This resource manual includes copies of most policies and procedures that concern student activities, fund raising, and facilities use.

FORMS
This resource manual includes copies of forms that will be needed throughout the year. Most of the WCPSS forms can be copied from the system's Intranet site (www2.wcpss.net). Copies of some of the WCPSS and all of the Knightdale High School forms can be found in our mailroom or on the KHS server.

EMERGENCY AND SAFETY PROCEDURES

STUDENT INJURY
A student accident or illness that occurs at school during school hours should be reported to the main office. If the accident or illness occurs during a school-sponsored event report it to an administrator or our SRO. Extreme caution should be used if it becomes necessary to move an injured student.

When there is a critical injury or illness, the person in charge must act in a reasonable manner and must render whatever aid or assistance is necessary in order to preserve the well being of the student. Parents or guardians will be notified as soon as possible.

PROCEDURES FOR SERIOUS MEDICAL EMERGENCIES/INJURIES
Notify the main office of a medical emergency via the intercom phone, if applicable. Otherwise, a teacher's designee should go to the office to notify the principal or designee and the school nurse, if applicable. Contact off site emergency services (9-911). If possible, have the following information ready:
- Location of the incident or the injured parties
- Nature of the injury, cause and severity
- Victim's age and name, if possible
- Any known medical information (allergies, medications, etc.)

The principal or designee and the school nurse should promptly respond to the location of the incident and communicate relative information to the office by radio or cell phone, if available.

- All personnel should remain calm and composed; hysteria is contagious.
- Keep all non-essential personnel away from the scene.
- Take appropriate actions to care for the injured. Use your red emergency bag!

Do not move the injured individual(s) unless they are in a life-threatening situation. Keep the victim(s) calm and reassure that help is on the way. Office personnel can begin to attempt to notify the parents/guardians and inform them of the incident. Office personnel should also maintain telephone communication with emergency responders. **Have an administrator or faculty member meet the emergency responders to lead them to the scene of the emergency.** The following notifications should be made:

- Contact the WCPSS Risk Management Department.

- Contact the WCPSS Communications Department.

- Notify school Crisis Team leader regarding any needs for intervention for student witnesses.

- Contact the school psychologist or the lead psychologist for backup, if needed.

In the event of an injury, the supervising teacher must complete a Student Accident Report Form (Form 2903). Forms are available in the office and should be turned in to the lead secretary when completed.

FIRE DRILLS
- When the fire alarm sounds, teachers will escort the students from the room.
- The door to the room will be closed, but not locked.
- The teacher will bring his/her WCPSS Red Emergency Bag with all of the students' names, phone numbers and parent names.

- Students will exit the building and be orderly and quiet for the duration of the drill.
- Teachers will take students to assigned locations and will take attendance to be certain that all students are accounted for.
- Teachers and students re-enter the building when given the all-clear signal or prepare for relocation.
- Students in wheelchairs should be taken to nearest stairwell and supervised by an adult (teacher on planning) until EMS arrives.
- Elevators should not be used during emergencies.

RED BAGS

The following emergency procedures are located in the "WCPSS Emergency/Crisis Guide" flip guide, which is provided to every teacher in their red emergency bag:

1. Lockdown Codes
2. General Emergency Plan for Teachers
3. Threats of Violence
4. Out of Control Students
5. Death in Student's Immediate Family
6. Media Procedures
7. Threat of Runaway or Confirmed Runaway
8. Suicide Attempt at School
9. Hazardous Material Spills
10. Gas Leaks
11. Severe Weather
12. Evacuation Procedures
13. School Bus Accident
14. Missing Students
15. Basic Procedures for Taking Cover
16. Bomb Threat Response Plan
17. Bomb Threat Information
18. Hostage Situation
19. Reported Student/Staff Death(s)
20. Dangerous Intruder on Campus/Police Emergencies
21. Suicide Threats
22. Fire
23. Serious Medical Emergencies/Injuries
24. Requirements for Contacting Law Enforcement

BOMB THREAT PLAN

- Immediately record the call ID number located on the Caller Identification screen (if applicable).
- The person receiving the call should obtain as much information as possible from the caller (bomb location, detonation time, group taking responsibility, reason, etc.). Record this information on the Bomb Threat Information sheet.
- The person receiving the call should immediately notify the principal or designee.
- The principal or designee should immediately call the applicable law enforcement officials **(9-911)** and the WCPSS Security Department.
- **DO NOT UTILIZE ANY OF THE TWO WAY RADIOS THAT HAVE BEEN ISSUED TO EACH SCHOOL.**
- If there is any indication of imminent danger, evacuate immediately.
- If a decision is made to evacuate, standard fire drill procedures will be followed. If time allows, staff should be notified to utilize the red and green card procedure for bomb threat. Be sure occupants are evacuated to a safe distance away from the building.
- Notification to staff will need to be made by an administrator, **NOT** by an announcement.
- If a suspicious parcel is observed, **DO NOT TOUCH,** evacuate immediately, and notify appropriate law enforcement personnel.
- If the building is evacuated, WCPSS Security, school personnel, school administrators, and law enforcement officials will then conduct a search.
- Occupants should return to the building only when directed by WCPSS Security staff.
- WCPSS Security staff will notify the appropriate cabinet members of the situation.

<u>LOCKDOWN CODES</u>

- <u>CODE RED</u> – **"Students and staff, we are in a code red, please lockdown now."** This means there is an immediate threat to the school.

- <u>CODE YELLOW</u> – **"Students and staff, we have a code yellow community lockdown."** This means there is something in the community that poses a possible threat to the school, i.e., bank robbery, shots fired, police chase, etc. All outer doors must be locked and lockdown signs hung on entrance doors. Students can move within a building if needed. They cannot leave the building to go to another.

- <u>CODE GREEN</u> – **"Students and staff, we are now back to code green, please return to your normal activities."** The threat or potential threat no longer exists and school activities can resume as normal. CODE GREEN also means there will be a mandatory staff meeting after school.

<u>The lockdown color codes have nothing to do with the red, green and blue cards</u>. You still utilize the cards in the event of a CODE RED LOCKDOWN.

<u>CODE RED PROCEDURES</u>

- The teacher will immediately determine if all of the students in his/her class are accounted for. The teacher should use the intercom to notify the office of any missing students.
- The teacher will lock the door, turn off the lights and move the students away from the doors and windows. The teacher and students should get under tables and/or desks if necessary.
- <u>No one will leave the room.</u>
- The TV and Internet computers will be <u>turned off</u> and <u>remain off</u> until the CODE GREEN message is given.
- The main consideration will be to keep the students calm, quiet, safe, and alert.
- These procedures will stay in place until alerted by school or emergency personnel or the CODE GREEN message is given.
- Follow the red/green/blue card procedures below.
- If the students are in the gym or locker room, they will remain in the gym or locker room and the teacher will follow the above procedures.
- If the students are outside, the teacher will contact the main office to see if the class will come back inside the school. Otherwise, the class will remain outside, away from the building, in a safe location.

<u>CODE YELLOW PROCEDURES</u>

- If the school is called to lockdown for a dangerous situation in our area, the outside access doors will be immediately locked.
- Anyone with classes outside will be asked to return to the building immediately.
- Posters will be placed on the doors announcing that we are in lockdown mode and no one can enter or exit the building.
- The CODE YELLOW announcement will be made stating that the school is on lockdown.
- School activities will proceed inside the building as usual, with the exception that no one will be permitted to enter or exit the school building.

<u>CODE RED LOCKDOWN – RED/GREEN/BLUE CARD PROCEDURES</u>
In the event that the lockdown code is announced and lockdown procedures are in place, we will utilize the following procedures:

- <u>GREEN CARD</u>– The classroom teacher will display one **GREEN** card in the door window and one **GREEN** card in an exterior window to alert emergency responders that everything is **NORMAL** in the classroom. If there is no door window, the teacher will slide the GREEN card under the door.

- <u>RED CARD</u>– The classroom teacher will display one **RED** card in the door window and one **RED** card in an exterior window to alert emergency responders that **EMERGENCY SERVICES ARE NEEDED ASAP.** For example: injured/ill student, or an unknown, suspicious device found. If there is no door window, the teacher will slide the RED card under the door.

- **BLUE CARD**– The classroom teacher will display one **BLUE** card in the door window and one **BLUE** card in an exterior window to alert emergency responders that they have a student who is **immobile or visually impaired**. Emergency responders will then send in trained personnel to assist in this circumstance. If there is no door window, the teacher will slide the BLUE card under the door.

- **NO CARD** – In the event that **NO CARD** is displayed, emergency responders will assume that an intruder is in the classroom and a police tactical team will enter the classroom.

MAJOR CRISIS EVENT/CRITICAL INCIDENT RESPONSE PLAN

In the event of a critical incident and the lockdown plan is initiated, the plans incorporated in the Major Crisis Plan shall be implemented by each school's crisis team. The plan consists of:

1. School Responsibilities
   a. Readiness Procedures
   b. Initial Procedures
   c. Red, Blue, and Green Card Utilization
   d. Procedures if Relocation Not Needed
   e. Procedures if Relocation is Needed

2. WCPSS Security Department Responsibilities

3. Cabinet Responsibilities During Incidents
   a. Emergency Phone Bank

4. Communications Department Crisis Communication Plan

5. Transportation Responsibilities

6. Student Support Services Counseling Responsibilities
   a. Key Personnel and Roles
   b. Immediate: First Day Response
   c. Immediate Response
   d. Long Term Response

All employees should be familiar with all emergency plans. See the section in this resource guide for "Safety" regarding our school's emergency plans.

SEVERE WEATHER

- **Weather Watch***- Weather conditions are favorable for severe weather to develop during the next 24-36 hours. No severe weather currently exists within the county; therefore, no action other than preparation is required at this time.

- **Weather Warning*** - Weather conditions have produced severe weather within Wake County. Actions should be taken to protect lives and property.
  * As issued by the National Weather Service, Raleigh, NC Forecast Office

Types of Severe Weather and Recommended Protective Actions When a "Warning" Has Been Broadcast:

TORNADO WARNING:
   a. If outside, return to the building and shelter in predetermined safe areas of the building.
   b. If inside, stay away from windows and skylights. Shelter in predetermined areas of the building.
   c. Use "head tuck" position when appropriate to protect from flying objects.
   d. Avoid gyms, auditoriums, cafeterias, or any other area with wide roof spans. These are dangerous areas during this type of weather activity.

SEVERE THUNDERSTORM WARNING
   a. If outside, return to the building for protection and shelter.
   b. If inside, stay away from windows in case high gusty winds occur with the storm, which may cause windows to implode into the room.

WINTER STORM WARNING

Issuance of a Winter Storm Warning indicates some form of frozen precipitation (snow, sleet, freezing rain, etc.) is occurring within Wake County, which will provide significant accumulation of frozen precipitation on the ground. Remain indoors and calm students. The WCPSS Transportation Department will work with the school administrators to provide direction on handling of students and/or transport of students to their homes.

> **NOTE:** Information regarding severe weather will be broadcast on the Nextel emergency radio system; therefore it is imperative that all users be familiar with the operation of these radio units.

REPORTS OF SUICIDE THREATS

- Take **ALL** threats seriously.
- Notify the principal or designee.
- Suicide screening of the student by appropriate school personnel, i.e., school counselor, psychologist, social worker, or nurse (Refer to Handbook on Screening At-Risk Students For Suicide available at each school's guidance department).
- Take necessary steps to keep student safe in school:
    - o Confiscate pills/weapons.
    - o Search locker.
    - o **Do not leave student alone at any time.**
    - o **Do not permit student to leave campus without adult supervision.**

- Take appropriate action based on results of suicide screening, i.e.:
    - o Conference with parent at school.
    - o Link parent with appropriate community resources, i.e., mental health, medical, etc.
    - o Sign release of information to talk with child's therapist.
    - o Accompany student and parent to or communicate with appropriate community services for suicide assessment for hospitalization or other needed services.
    - o If safety issues are involved, notify the WCPSS Security Department and/or law enforcement (**9-911**).
    - o Appropriate school personnel, i.e., counselor, psychologist, social worker, teachers should monitor the student after his/her return to school.
    - o Document all actions taken, noting time and names of those individuals involved in actions taken.

EVACUATION PROCEDURES

For the protection of all occupants of the building, it is important that everyone is informed and understands what to do in the event of a fire, gas leak, or other type of emergency requiring the evacuation of the building.

The following evacuation procedures should be discussed with your classes:

- Occupants should remain silent. Directions and important instructions cannot be heard if teachers and students are talking.
- Occupants should clear the building immediately through a predetermined exit and report to predetermined area. Teachers should take WCPSS Red Emergency Bag with them.
- Relocate as far from the building and the emergency vehicle access area as possible to the previously designated area. Attendance should be taken to account for all students.
- The principal or designee will give a verbal or manual "all clear" to return to the building after all areas have been determined safe.
- If an area is barricaded, the next nearest exit should be used.
- If relocation to another site in necessary, the relocation will be facilitated by the Principal and/or the WCPSS Security Department.

FIRE AND LIFE SAFETY VIOLATIONS

The following information is from the *Wake County Fire/Rescue Services* and should be maintained at all times.

Evacuation

Upon notification of any fire or hazardous situation in a school building, the fire alarm system shall be activated by the first available staff member. All occupants shall immediately evacuate. Upon any fire alarm activation or other possible hazardous

emergency, the fire department shall be immediately notified by calling 9-911. No one is allowed to re-enter the building until authorized by the responding fire department.

Exits

Every exit in classrooms, corridors, and other areas must remain completely free of obstruction at least the width of the doorway. Aisles or passageways to exits must remain unobstructed as well. In addition, classrooms without a secondary exit door directly to the exterior shall have an operable window maintained free and clear of all obstructions for emergency escape and rescue.

Rated Doors, Fire/Smoke Doors

Doors to corridors and between building sections, designed to be closed, must not be blocked or held in the open position by the use of wedges or other non-approved device. (Rated doors can be easily recognized by the installation of a self-closing device attached to the door, wire located inside the glass of the door and by a label attached to the hinged edge of the door and frame.)

Extension Cords

Extension cords may serve only one portable device. However, extension cords are for temporary use only. Extension cords are under no circumstances to be used as a replacement for permanent wiring, such as for refrigerators, computers, or other non-portable electrical appliances. Cords shall not pass through or be attached to doorways, ceilings, walls or floors.

Multi-Plug Adapters

The use of multi-plug adapters is prohibited. The use of approved type "Power-Strips" providing over-current protection is permitted. Each "Power-Strip" used shall be plugged directly into a receptacle outlet. "Power-Strips" shall not be run in series or plugged into another "Power-Strip".

Combustible Materials on Walls and Windows

Walls of corridors shall not be covered with greater than 20% coverage of paper or other combustible materials. Combustible materials should not be hung on windows and blinds. Curtains or other fabrics may be removed or treated with an approved flame retardant chemical solution. If treated, accurate and current records shall be kept on hand and available to the Fire Official upon request for his review. Records of treatment shall include the following information:

- Locations of materials treated,
- Chemical solution used,
- Dates of last treatment and
- Person(s) responsible for treatment.

Items Suspended from Ceilings

No items shall be suspended from classroom ceilings. Non-combustible items may be allowed in other areas at the approval of the Fire Official.

Evacuation Plans

Fire evacuation plans are required to be posted in all usually occupied areas and should be conspicuously located near the entrance to the area.

Storage of Combustible Materials

Storage of combustible materials must be orderly, not be excessive, and is not permitted within twenty-four inches of the ceiling. Combustible materials shall not be stored in boiler rooms, mechanical rooms or electrical equipment rooms.

Obstruction of Electrical Panels

All electrical panels, regardless of location, must remain unobstructed at all times. A minimum of 36 inches clear space must be maintained in front of the panel.

Portable Heaters

The use of portable heaters is prohibited.

Fire Extinguishers

Fire extinguishers shall be inspected monthly throughout the school.