As our policies and procedures are changed or updated, you will be notified through e-mail and memos. You are responsible for reading the information and following the policies and procedures as outlined. Questions pertaining to this manual or any other publication should be directed to the administrative team.
# Table of Contents

Vision.................................................................................................................. 3  
Mission.................................................................................................................. 3  
Values................................................................................................................. 3  
School Motto....................................................................................................... 3  
HISD Strategic Direction.................................................................................... 4  
Purpose, Strategic Intent, Goals, and Core Values............................................. 5  
The HISD Literacy Plan 2014-16....................................................................... 7  
HISD PowerUp Initiative.................................................................................... 9  
Administrative & Support Staff........................................................................ 10  
Bell Schedule.................................................................................................... 11  
Campus Procedures........................................................................................... 12  
Financial Procedures......................................................................................... 20  
Communication................................................................................................. 22  
Benefits and Employment Guidelines............................................................... 24  
Instructional Practices....................................................................................... 27  
Jane Long Academy Non-Negotiables............................................................... 31  
Grading Practices............................................................................................... 32  
Jane Long Academy Grading Information......................................................... 34  
Jane Long Academy Grade Change Form......................................................... 36  
Students............................................................................................................ 37  
Discipline: Student Dress Code Policy............................................................. 39  
Security Plan..................................................................................................... 44  
Safety Drills and Procedures............................................................................ 47  
Emergency Operation Plan............................................................................. 48  
Fire Drill Procedures.......................................................................................... 50  
Lock Down Procedures..................................................................................... 52  
Shelter In Place Procedures.............................................................................. 54  
Guidelines for Biohazard/Chemical Threats...................................................... 56  
Severe Weather Procedures............................................................................ 57  
Evacuation to Sutton Elementary Plan.............................................................. 58  
Controlled Release Plan.................................................................................. 60  
Government Issued Red Alert......................................................................... 62  
Bomb Threat...................................................................................................... 63  
Bomb Threat Form............................................................................................. 64  
Medical Emergency........................................................................................... 65
JANE LONG ACADEMY

VISION

We are a group of highly talented individuals with a common goal: To create and support a learner centered community of actively engaged students focused on college readiness. To that end, our instructional practices must reflect the rigor and high levels of complex cognitive thinking and application skills.

MISSION

Within a safe, persevering, data driven learning environment, Jane Long Academy ensures all students achieve at high levels in Middle School, High School and College.

VALUES

Longhorns will arrive equipped and prepared mentally and physically. Longhorns will take charge of their learning. Longhorns will contribute to a safe and respectful learning community. Longhorns will be present and persevere.

SCHOOL MOTTO

Good, Better, Best
Never let it rest
Until your good is better
And your better is best
Refining HISD’s vision and goals.

Over a six-month period in 2010, HISD has worked to develop a plan for transforming the district to align with the board’s Declaration of Beliefs and Visions and to meet the needs of HISD’s students and parents and the broader community.

Its purpose is not to list all of the district’s current activities or past accomplishments. Rather, it is to describe as clearly as possible the major areas of focus for HISD over the next several years. Thousands of people—parents, students, employees, and community members—have participated in the process, recognizing the stake that we all have in the success of the district. With their help, we have identified five core initiatives that will together enable us to transform HISD:

- Effective Teacher in Every Classroom
- Effective Principal in Every School
- Rigorous Instructional Standards and Supports
- Data-Driven Accountability
- Culture of Trust through Action

The bottom line for the success or failure of this plan will be student achievement. More specifically, our goal is to ensure that all HISD students graduate from high school ready to succeed in the college and career of their choice. If we do that, we will become the best school district in America.

Transforming HISD is a multiyear effort, and it will require our patience and collective vigilance to stay focused on the issues that have the greatest potential to improve the academic performance of our students.
Purpose, Strategic Intent, Goals, and Core Values

**PURPOSE:** The Houston Independent School District exists to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere.

**STRATEGIC INTENT:** To earn so much respect from the citizens of Houston that HISD becomes their prekindergarten through grade 12 educational system of choice.

**GOALS:** The district’s primary goal is to increase student achievement.

**Primary Goal 1: Increase Student Achievement**
HISD student performance will demonstrate gains as evidenced by scores on TAKS, SAT, and other state and national tests, thus narrowing the achievement gap, and graduating students who are college- and career-ready.

Additional goals are established in support of increasing student achievement, as follows:

**Goal 2: Improve Human Capital**
The district seeks to create a performance culture that values employees who are results-oriented, talented, innovative thinkers; individuals who strive to increase student achievement and contribute to the reformation of public education.

**Goal 3: Provide a Safe Environment**
The district shall create a safe environment conducive to learning for all students and provide safety and security measures at district schools and facilities, and while attending district-related events.

**Goal 4: Increase Management Effectiveness and Efficiency**
The district shall have a decentralized organizational structure that will promote autonomy and innovation in schools. With a districtwide commitment to performance over compliance and a shared accountability system in place, the district shall employ best practices of administrative principles to make optimal use of district resources and taxpayer dollars.

**Goal 5: Improve Public Support and Confidence in Schools**
The schools belong to the people; hence, the board, administration, and support staff are public servants who exist to support the schools and the relationship between teachers, students, and parents. Public confidence will increase as the district increases transparency, accountability at all levels, and meaningful engagement of the community.

**Goal 6: Create a Positive District Culture**
The district’s clearly articulated purpose will serve as the catalyst for creating a powerful sense of community and a shared direction among personnel, parents, students, and the public. Because the district realizes the value of investing in human capital, the district will work to attract and retain the best teachers and staff members, and create working conditions in which their talents can flourish.
CORE VALUES:
Safety Above All Else—Safety takes precedence over all else. A safe environment must be provided for every student and employee.

Student Learning Is the Main Thing—All decisions and actions, at any level, focus on and support “the main thing”: effective student learning.

Focus on Results and Excellence—Each employee focuses on results and excellence in individual and organizational efforts.

Parents Are Partners—Parents are valued partners in the educational process, serving as the child’s teacher in the home. All school and district activities will give proper consideration to the involvement of parents.

Common Decency—The district shall be responsive and accountable to the public and its employees. Community members and employees shall receive respectful and courteous treatment.

Human Capital—Through recruitment, retention, dismissal, and professional-development programs, the district will work to make sure students are served by the top talent available, from teachers to superintendents.
The Houston Independent School District Literacy Plan

OVERVIEW

The Houston Independent School District (HISD) is the largest urban school district in Texas and the seventh-largest in the United States. The district served more than 203,000 students during the 2012-2013 school year and employs approximately 13,000 teachers. The vast majority of the district’s students, 91.8%, come from minority backgrounds. The ethnic breakdown for HISD total student enrollment is 24.6% African American, 62.7% Hispanic, 8.2% White, 3.4% Asian, 0.2% American Indian/Alaskan Native, 0.1% Native Hawaiian/Other Islander, and 0.8% two or more ethnicities. HISD has a high concentration of economically disadvantaged students at 79.7%, based on the 2012-2013 school-level data for children eligible for free or reduced price lunches under the National School Lunch Act. HISD also has a high rate of students identified as Limited English Proficient (LEP) at 29.8% and students acquiring English as a Second Language (ESL) students at 6.8%. Almost 57% of HISD students have been identified as being at risk of educational failure. Approximately 8% of HISD students have disabilities, with 50% of these students identified as having a learning disability. Additionally, about 1,400 students have been identified with dyslexia.

In 2011, Houston Independent School District superintendent Dr. Terry Grier and the HISD Board of Trustees implemented a district-wide Literacy Initiative. The goal of the Literacy Initiative is to address students’ flat reading scores on various standardized assessments. As part of the Literacy Initiative, a Director of Literacy was hired and charged with the task of creating a district-wide literacy plan that can be used by district and campus leadership teams to inform instructional, assessment, resource, and curricular decisions. The Literacy Plan is a living document-- it will continually change to meet the demands and challenges that will be encountered by students, teachers, leadership teams, parents, and community members in the 21st century. The foundation of the Literacy Plan is the HISD Curriculum.

The HISD Curriculum, an aligned, standards-based, balanced, and rigorous curriculum specifies what should be taught at each grade level and subject area to meet state guidelines to prepare students for national, state and local assessments including the State of Texas Assessments of Academic Readiness (STAAR) and to support student academic growth and achievement. The required HISD Curriculum is divided into a core foundation curriculum consisting of reading, language arts, (reading, writing, listening and speaking), mathematics, science, and social studies, and a core enrichment curriculum consisting of
languages other than English, health, physical education, fine arts, and technology applications. Teaching the standards is not an option. The standards in the HISD Curriculum are based on the state framework of Texas Essential Knowledge and Skills (TEKS), College and Career Readiness Standards (CCRS) English Language Proficiency Standards (ELPS) and the Prekindergarten Guidelines (PKG). The HISD Curriculum mirrors the language of the state student expectations.

The Literacy Plan aligns with the goals and recommendations included in the *Barbara Bush Houston Literacy Foundation Blueprint for Community Action*. Both plans have a strong emphasis on school readiness for preschool children, professional development to improve teacher effectiveness in K-3 grades, and support for out-of-school and family literacy. Additionally, both plans recognize the need to reduce chronic absence of students as well as provide educational information to parents so they better understand the impact of chronic absenteeism on academic achievement. Finally, both plans have actions to increase students’ access to books/resources and technology to support personalized learning for all students.

**THE PURPOSE**

The core purpose of the Houston Independent School District Literacy Plan is to support campuses as they develop students into proficient readers, independent thinkers, and effective communicators.

To achieve this goal, the plan centers on:

- Systematic, explicit, and rigorous curriculum and instruction based on national and state standards
- The integration of reading and writing across all content areas
- Instruction addressing content knowledge, language development and vocabulary
- Personalized learning based on student needs and interests
- The integration of digital tools and resources to support literacy learning
- Student centered instruction delivered through a variety of grouping structures, such as small group, whole group, and independent work
- Formative and summative assessment to inform instruction
- Interventions to achieve grade-level literacy expectations
- Development of campus leaders’ understanding of literacy development and ability to coach and support teachers
- Parent and community involvement to support literacy from birth through graduation

The plan is universally designed to address the diversity of the students the district serves, including special education, gifted and talented, and multilingual populations. Family and community involvement plays a key role in the literacy plan.
In order to prepare Houston’s students for a world beyond the four walls of a classroom, HISD has launched PowerUp, a districtwide initiative aimed at transforming teaching and learning. PowerUp is about “powering up” all 282 of our schools to create a personalized learning environment for today’s 21st-century learners and to enable teachers to more effectively facilitate instruction, manage curriculum, collaborate with their peers, and engage today’s digitally wired students. The comprehensive initiative that has three main drivers.

A key component of HISD’s PowerUp initiative is ensuring that our schools, students, and staff have equitable access to technology—including devices, software, and infrastructure—which support 21st century teaching and learning. With greater access to technology also comes the need for educators and parents to work together to help students understand how the digital world works.

About the HUB
As part of the PowerUp initiative, HISD is creating a K-12 digital teaching and learning platform that will eventually become the HUB of collaboration, personalization, curriculum, instruction, and communication for all HISD staff, students, and parents. To help us create the HUB, HISD is partnering with a company called itslearning.
## Administrative Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Keri Wittpenn</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Jesus Martinez</td>
</tr>
<tr>
<td>High School Magnet Coordinator</td>
<td>Roderick Steward</td>
</tr>
<tr>
<td>Dean of Instruction</td>
<td>Diana Hoy</td>
</tr>
<tr>
<td>Registrar</td>
<td>Marjorie Messinger</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>Preeti Joseph</td>
</tr>
<tr>
<td>Instructional Specialist</td>
<td>Abe Ngoma</td>
</tr>
<tr>
<td>SPED Chair</td>
<td>Kimberly Joiner</td>
</tr>
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</table>

## Support Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Secretary</td>
<td>Janie Silva</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Miriam Espinoza</td>
</tr>
<tr>
<td>Student Information Rep</td>
<td>Silvia DeLeon</td>
</tr>
<tr>
<td>LEP Clerk</td>
<td>Guadalupe Calixto</td>
</tr>
<tr>
<td>Discipline Clerk</td>
<td>Elsa Wright</td>
</tr>
<tr>
<td>Records</td>
<td>Luz Melendez</td>
</tr>
<tr>
<td>Attendance Clerk</td>
<td>Rosario Felix</td>
</tr>
<tr>
<td>High School Admin Clerk</td>
<td>Lisa Bledsoe</td>
</tr>
<tr>
<td>School Nurse</td>
<td>Dori Brasher</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Bertha Ontiveros</td>
</tr>
<tr>
<td>Wraparound Coordinator</td>
<td>Maricela Tobar</td>
</tr>
<tr>
<td>Plant Operator</td>
<td>Pedro Ramirez</td>
</tr>
<tr>
<td>Campus Technology</td>
<td>Ali Khakzad</td>
</tr>
</tbody>
</table>
## Middle School Bell Schedule

### Middle School Mon, Tues, Thurs, Fri

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Minutes</th>
<th>MS 6th grade</th>
<th>MS 7th grade</th>
<th>MS 8th grade</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>8:30 AM</td>
<td>9:25 AM</td>
<td>55</td>
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</tr>
<tr>
<td>2</td>
<td>9:29 AM</td>
<td>10:14 AM</td>
<td>45</td>
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</tr>
<tr>
<td>3</td>
<td>10:18 AM</td>
<td>11:03 AM</td>
<td>45</td>
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<tr>
<td>4</td>
<td>11:07 AM</td>
<td>11:37 AM</td>
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<td>Lunch</td>
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</tr>
<tr>
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<td>Lunch</td>
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</tr>
<tr>
<td>4</td>
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<td>30</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>12:48 PM</td>
<td>1:33 PM</td>
<td>45</td>
<td>5</td>
<td>5</td>
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</tr>
<tr>
<td>6</td>
<td>1:37 PM</td>
<td>2:22 PM</td>
<td>45</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>2:26 PM</td>
<td>3:11 PM</td>
<td>45</td>
<td>7</td>
<td>7</td>
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</tr>
<tr>
<td>8</td>
<td>3:15 PM</td>
<td>4:00 PM</td>
<td>45</td>
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### Middle School - Wed Only

<table>
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<tr>
<th>New Wed Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Minutes</th>
<th>MS 6th grade</th>
<th>MS 7th grade</th>
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<tbody>
<tr>
<td>1</td>
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<td>9:10 AM</td>
<td>40</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>9:14 AM</td>
<td>9:54 AM</td>
<td>40</td>
<td>2</td>
<td>2</td>
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</tr>
<tr>
<td>3</td>
<td>9:58 AM</td>
<td>10:38 AM</td>
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<td>10:42 AM</td>
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</tr>
<tr>
<td>4</td>
<td>11:16 AM</td>
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<td>30</td>
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</tr>
<tr>
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<td>11:50 AM</td>
<td>12:20 PM</td>
<td>30</td>
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</tr>
<tr>
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<td>9</td>
<td>1:08 PM</td>
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<td>ADV</td>
<td>ADV</td>
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<td>1:52 PM</td>
<td>2:32 PM</td>
<td>40</td>
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<tr>
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<tr>
<td>8</td>
<td>3:20 PM</td>
<td>4:00 PM</td>
<td>40</td>
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</table>
## HIGH SCHOOL BELL SCHEDULE

### High School Monday-Thursday

<table>
<thead>
<tr>
<th>HS</th>
<th>Start Time</th>
<th>End Time</th>
<th>Minutes of Instruction</th>
</tr>
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<tbody>
<tr>
<td>1/5</td>
<td>8:30 AM</td>
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</tr>
<tr>
<td>2/6</td>
<td>10:18 AM</td>
<td>11:48 AM</td>
<td>90</td>
</tr>
<tr>
<td>3/7</td>
<td>11:52 AM</td>
<td>1:22 PM</td>
<td>90</td>
</tr>
<tr>
<td>lunch</td>
<td>1:26 PM</td>
<td>1:56 PM</td>
<td>30</td>
</tr>
<tr>
<td>advisory</td>
<td>1:56 PM</td>
<td>2:26 PM</td>
<td>30</td>
</tr>
<tr>
<td>4/8</td>
<td>2:30 PM</td>
<td>4:00 PM</td>
<td>90</td>
</tr>
</tbody>
</table>

**Note: HS PERIODS - MON TO THURS**
*Mon and Wed - Periods 1 through 4*
*Tues and Thurs - Periods 5 through 8*
*Lunch daily, Advisory Mon to Thurs only*

### HS Friday

<table>
<thead>
<tr>
<th>Period</th>
<th>Start Time</th>
<th>End Time</th>
<th>Minutes of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:30 AM</td>
<td>9:25 AM</td>
<td>55</td>
</tr>
<tr>
<td>2</td>
<td>9:29 AM</td>
<td>10:14 AM</td>
<td>45</td>
</tr>
<tr>
<td>3</td>
<td>10:18 AM</td>
<td>11:03 AM</td>
<td>45</td>
</tr>
<tr>
<td>4</td>
<td>11:07 AM</td>
<td>11:52 AM</td>
<td>45</td>
</tr>
<tr>
<td>5</td>
<td>11:56 AM</td>
<td>12:44 PM</td>
<td>48</td>
</tr>
<tr>
<td>LUNCH</td>
<td>12:48 PM</td>
<td>1:37 PM</td>
<td>49</td>
</tr>
<tr>
<td>6</td>
<td>1:37 PM</td>
<td>2:22 PM</td>
<td>45</td>
</tr>
<tr>
<td>7</td>
<td>2:26 PM</td>
<td>3:11 PM</td>
<td>45</td>
</tr>
<tr>
<td>8</td>
<td>3:15 PM</td>
<td>4:00 PM</td>
<td>45</td>
</tr>
</tbody>
</table>
CAMPUS PROCEDURES

Announcements
The Pledge of Allegiance and the Texas Pledge are recited daily at Jane Long Academy at the beginning of the day. Any other announcements will also be made at this time. While students may not be required by law to repeat the pledge, students should remain quiet and attentive during the entire announcement period. Teachers wishing to submit an announcement may do so to the attention of Ms. Silva, on announcement forms to be found in the forms section. It is important to recognize and celebrate our students and staff. Any announcement request must be submitted the day before the morning the announcement is to be made at the circular desk by the intercom. Any signage to be displayed throughout the school should be approved by your grade level administrator.

Teacher Attendance
Regular, consistent faculty and staff attendance is vital to the educational process. No one can do the job of a faculty or staff member as effectively as he or she can, and consistency in routine for our students is a founding principle to their growth. Therefore, it is imperative everyone be present and on time each work day. Duty times are from 8:20 am to 4:05 pm. Teachers who do not adhere to these duty times can face disciplinary action up to and including termination.

Planned Absence:
• Seek approval from the principal 48 hours in advance; email kwittpen@houstonisd.org and place the request in One Source.
• Once the absence is approved, ensure that you email your department chair, grade level administrator, and Janie Silva, school secretary jsilva1@houstonisd.org alerting them of your absence (see chart below for contacts). High school teachers should alert their content department in addition to the grade level administrator.

<table>
<thead>
<tr>
<th>Department Chairs</th>
<th>Grade Level Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: Christy Pennywell</td>
<td>6th grade: Diana Hoy</td>
</tr>
<tr>
<td><a href="mailto:Christy.pennywell@houstonisd.org">Christy.pennywell@houstonisd.org</a></td>
<td><a href="mailto:dhoy@houstonisd.org">dhoy@houstonisd.org</a></td>
</tr>
<tr>
<td>Science: Javier Zamora Sr.</td>
<td>7th grade: Preeti Joseph</td>
</tr>
<tr>
<td><a href="mailto:Jzamora2@houstonisd.org">Jzamora2@houstonisd.org</a></td>
<td><a href="mailto:Pjoseph4@houstonisd.org">Pjoseph4@houstonisd.org</a></td>
</tr>
<tr>
<td>Math: Jessica Jackson</td>
<td>8th grade: Jesus Martinez</td>
</tr>
<tr>
<td><a href="mailto:Jjacks33@houstonisd.org">Jjacks33@houstonisd.org</a></td>
<td><a href="mailto:jmartine@houstonisd.org">jmartine@houstonisd.org</a></td>
</tr>
<tr>
<td>Social Studies: Catherine</td>
<td>High School: Roderick Steward</td>
</tr>
<tr>
<td>Moore</td>
<td><a href="mailto:rsteward@houstonisd.org">rsteward@houstonisd.org</a></td>
</tr>
<tr>
<td><a href="mailto:Cmoore20@houstonisd.org">Cmoore20@houstonisd.org</a></td>
<td></td>
</tr>
</tbody>
</table>
Unplanned Emergency Absence:
In the case of illness, family emergency, off-campus duty, or other situations that result in faculty or staff absences, it is the responsibility of the employee to follow the procedures detailed below:

- All absences should be reported no later than 5:00am on the day(s) you are to be absent
- All faculty and staff should refrain from reporting absences in AESOP for anything less than a full work day, as partial days are difficult to manage and provide adequate coverage. If you need to be out for a portion of the school day, please contact your grade level administrator, department chair and principal.
- Use AESOP to report your absence as soon as you know that you will be out for the day(s)
- Call and text Principal Wittppenn who will then alert the school that you will be absent. This step is imperative in that coverage must be established before the students enter the building and report to class.
- E-mail and call Ms. Silva, the school secretary and copy administration and your department chair to make everyone aware of your absence (see emails in chart below).

<table>
<thead>
<tr>
<th>Department Chairs</th>
<th>Grade Level Administrators</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA: Christy Pennywell</td>
<td>6th grade: Diana Hoy</td>
</tr>
<tr>
<td><a href="mailto:Christy.pennywell@houstonisd.org">Christy.pennywell@houstonisd.org</a></td>
<td><a href="mailto:dhoy@houstonisd.org">dhoy@houstonisd.org</a></td>
</tr>
<tr>
<td>Science: Javier Zamora Sr.</td>
<td>7th grade: Preeti Joseph</td>
</tr>
<tr>
<td><a href="mailto:Jzamora2@houstonisd.org">Jzamora2@houstonisd.org</a></td>
<td><a href="mailto:Pjoseph4@houstonisd.org">Pjoseph4@houstonisd.org</a></td>
</tr>
<tr>
<td>Math: Jessica Jackson</td>
<td>8th grade: Jesus Martinez</td>
</tr>
<tr>
<td><a href="mailto:Jjacks33@houstonisd.org">Jjacks33@houstonisd.org</a></td>
<td><a href="mailto:jmartine@houstonisd.org">jmartine@houstonisd.org</a></td>
</tr>
<tr>
<td>Social Studies: Catherine Moore</td>
<td>High School: Roderick Steward</td>
</tr>
<tr>
<td><a href="mailto:Cmoore20@houstonisd.org">Cmoore20@houstonisd.org</a></td>
<td><a href="mailto:rsteward@houstonisd.org">rsteward@houstonisd.org</a></td>
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</tbody>
</table>

It is important to provide and ensure a safe conducive learning environment for all Jane Long Academy students and teachers. To ensure safety on a daily basis, it is imperative to report absences/emergencies in a timely manner.

Failure to comply with absence reporting procedures/directives may result in disciplinary action, up to and including a recommendation to terminate your employment with the Houston Independent School District.

Waiting to contact the School Secretary the morning of the absence will often result in no coverage for the position. The sooner the School Secretary is aware of the situation, the more likely coverage can be arranged. When no substitute is assigned for a vacancy, teachers may be asked to cover by giving up their PLC/planning period. Everyone is compromised by your unplanned absence. While emergencies do occur, please do everything you can to avoid unplanned absences.

Prior to absence, or upon return, the School Secretary will place an Absent From Duty Form in the employee’s box. It should be completed and returned to the School Secretary as soon as possible.
Please note discretionary leave must be requested and approved by the principal in advance. In accordance with HISD Policy DEC (LOCAL):

Everyone is entitled to 5 days of discretionary leave each year as long as it is approved a minimum of 24 hours in advance by the principal and with a maximum of five percent of the employees taking it on any given day. Discretionary personal leave may not be taken for more than three consecutive days.

**SCHEDULE LIMITATIONS** - Discretionary leave shall not be allowed during or on:
- The first week of a new semester,
- The day before or after a school holiday,
- Days scheduled for end-of-semester or end-of-year exams,
- Days scheduled for STAAR tests, or
- Professional or staff development days.

**Cafeteria**
All teachers play a part in maintaining safety and efficiency during lunch time. Some teachers will be asked to either escort or retrieve their students from the cafeteria. This must be done in a timely and consistent manner throughout the year. Formation of the line coming in along the outer wall from the auditorium while returning students process through the library doors helps to structure traffic. Other teachers, in an effort to balance teaching load and responsibilities, may be requested to cover cafeteria duty. It is imperative that those assigned to cafeteria duty report to their duty stations reliably on time and play an active role in monitoring and controlling student behavior. Students shall enter quietly and be seated, without running or standing around. When food service is ready, table groups will be dismissed to receive their food. Teachers on cafeteria duty are required to make sure students are respectful and appropriate while in line. Additionally, students shall walk and not run, be seated and not wander, speak in an appropriate voice level, not share food, and clean up after themselves. It is especially helpful to have staff circulate with garbage cans and collect waste so that students are not out of their seats excessively, and waste is picked up before it can be problematic.

**Cell Phone Use**
Students shall refrain from using cell phones for personal reasons in class, including texting, posting to social media, making or receiving calls, or checking the time. A teacher who confiscates a cell phone from a student takes responsibility for that cell phone, and school practice is to label the phone with the date and the owner’s name and ID, then to turn that phone in to the front office, Ms. Silva, to be logged in. Student cell phones confiscated and turned in to the front office will only be returned to the parent or guardian of the student, on the next Monday, for a fee of $15. Students who adhere to dress code and school policy may use cellphones in the cafeteria during their respective lunch and may listen to music via headphones during lunch. The school is not responsible for students whose cell phones are lost, broken or stolen; students who choose to bring their cell phones to school accept the liability and responsibility of their device. Student may not access cell phones in the hallway during transition time or have headphones visible during transition time or during class.
Should a teacher have a lesson in which students may use their cell phones for research or as a response device, those teachers are encouraged to set up some type of red/yellow/green signal designating no use/partial use/full time use so that both students and administrators are aware. Teachers shall refrain from using cell phones during the work day for personal reasons. Cell phones, headphones/earbuds, and/or blue tooth ear pieces may be used before or after school, lunchtime, or in an emergency situation. Place phones on silent mode when in the classroom, during staff development sessions, and during conferences. It is expected that teachers preserve instructional time by avoiding distracting texts, phone calls, or emails while on duty.

Committees
The school relies upon its teacher leaders to help with the efficient running of many components. There are many opportunities for all teachers to participate in, guide, and lead in the shared accountability for our school. Below is a list of some of the committees, for which teachers sign up and commit to throughout the year:

- Shared Decision Making Committee (SDMC)
- Language Proficiency Assessment Committee (LPAC)
- Campus Referral Committee/Intervention Assistance Team (IAT)
- Admissions, Review, Dismissal/Individualized Education Program Committee (ARD)
- Grade Placement Committee
- Section 504 Committee
- Discipline Committee
- Safety Committee
- Social Committee

Contact Information
Teacher Emergency Contact information is taken at the beginning of the school year. If you have any changes (numbers, addresses, people), please update your information with the School Secretary, Ms. Silva, in the main office as soon as possible. In the event of an emergency it is important to be able to quickly find assistance.

Copies
Teachers may use the copiers in the teacher workroom, located on the 2nd floor of the main building. The copier in the main office is for use of the office staff only. To preserve the teacher space and make sure confidential information is not shared, students are not permitted in the copy room. Copy machines operate by logging in with the user’s employee ID number. Teachers will be given paper which is their responsibility to use reasonably, and reducing and condensing worksheets and double-sided printing are ways teachers have maximized resources. Teachers receive 2 boxes of copy paper at the beginning of the school year in August and one box in January. Excessive use of copying will be noted, especially if the intent is to saturate students with low level worksheets instead of encourage greater rigor, higher order thinking skills, and problem solving.

Duties
All teachers will be assigned am, pm, hall or lunch duty. The safe and efficient running of the school depends upon all teachers consistently attending to their assigned duties. Teachers may also be asked from time to time to cover when another teacher is out and
an Associate Teacher is not available. Mr. Martinez will maintain a rotating schedule for coverage. This duty coverage may occasionally conflict with a scheduled department meeting or parent conference. In such cases, teachers assigned to coverage should take turns stepping out of the meeting.

**Emergency Folder**
All teachers are required to submit to your grade level administrator and content department chair an emergency folder containing at minimum two days’ worth of lesson plans and materials which may be copied and used by your students should the teacher experience an emergency absence. The lesson and materials should be something students may complete independently without outside resources. Teachers must replenish the materials in this emergency folder should the lessons be used, or when the lessons are no longer current or relevant to the timeline.

**Employee Evaluations**
All teachers are required to be assessed and evaluated using the Teacher Appraisal and Development System (TADS) each year in HISD. All teachers must attend a training before they can be assessed. Teachers will have an opportunity to meet with their appraiser and set goals, and review walkthroughs and observations. All other employees are assessed using a different system.

**Faculty and Staff Workday**
The teacher workday is from 8:20 am to 4:05pm. The first bell rings at 8:25 am. Teachers are expected to be in the hall at their door no later than 8:25 am to greet students. The dismissal bell rings at 4:00 pm. Teachers are expected to assist with dismissal by clearing the halls and ushering students out of the building. Teachers are to be on campus supervising student dismissal until 4:05 pm. Teachers are required to be available to students one day each week until 5:00 pm for the purpose of tutoring students. Teachers may also be required to attend content meetings or faculty meetings after school.

Some staff members have varying assigned workday schedules. Supervisors will advise staff members of such varying schedules and assign morning, lunch and afternoon duty daily.

**Faculty Meetings**
Faculty meetings are scheduled the last Wednesday of every month after school. Meetings begin promptly at 4:05 pm in the library unless otherwise directed. All faculty members are required to attend monthly faculty meetings. If you cannot attend the meeting, you must receive prior approval from your grade level administrator and you are responsible for all information discussed or distributed during the meeting.

Other meetings take place on a regular schedule each week and each month, including content meetings, committee meetings, and after school events. You will be expected to meet with your Professional Learning Communities (PLC) daily unless otherwise directed.
Fax Machine
There is a fax machine located in the Front Office. The fax machine is used heavily throughout the school day by numerous departments on campus. The use of the school’s fax machine and fax line for the purposes of personal business is prohibited. Should you need to fax something of a business related nature during school hours, please make arrangements with the School Business Manager, Ms. Espinoza.

Forms
There are a number of forms housed in the front office that may be needed throughout the school year. Some of these forms include: Supply Request Form, Auditorium Request Form, Gym Form, Copy Request, Record of Parent Conference, Professional Development Request Form, Field Trip Forms, etc. The forms are available near the teacher boxes in the Front Office. Feel free to take what you need. Please notify Ms. Espinoza if you take the last copy of a form so that the boxes remain filled.

Jury Duty
Faculty and staff members who are called to serve jury duty must follow the same procedures as for a regular absence from duty. Prior to serving the absence, you must present a copy of the jury summons indicating dates of jury service to the School Secretary in order for the absence(s) to be properly coded and processed. If the jury summons is not presented prior to the absence, the absence will be taken from personal days. At the conclusion of jury duty, a return to work slip must be provided to the School Secretary.

Keys
All keys to the building and to cabinet and other locks are secured and distributed by the school Business Manager, Miriam Espinoza. Keys that are distributed to teachers and staff must be turned in at the end of the school year. In addition to compromising security on campus, lost keys cost us $40.00 to replace. Each lost key replacement will be charged $10.00 to the person that signed for it. Please take every precaution to handle school keys in a secure and responsible manner. In addition, the school secretary will issue each staff member an access card at the beginning of the school year. Access cards can be expected to grant entrance only during reasonable business hours each school day. Please see the school secretary for time specifics. Again, for the security of our campus, it is imperative that a staff member notify the school secretary immediately if a key or access card is lost, so that appropriate security measures can be taken. Lost access cards will be cancelled, and the staff member charged $5 for replacement.

Laminating
The school Business Manager, Ms. Espinoza, is responsible for laminating requests. Complete a request and attach it to the item you would like laminated. Laminating is done infrequently. Please check with her regarding the assigned day for laminating.

Lost and Found
Items such as jackets, purses, etc. with notations included to identify the owner should be sent to the front office. The attendance clerk will hold lost items for one week. Phones and other valuables should be labelled with as much information as possible (date, time, location, likely grade level of the owner) and given to the School Secretary, Ms. Silva, for safe keeping.

**Lunch**
Teachers are guaranteed a 30 minute duty-free lunch period each school day. Any faculty or staff member who chooses to leave campus during this time should sign-out and sign back in on the sheet located in Ms. Silva’s office. Best practice is to make folks aware of your plans in case of an emergency. Any employee who leaves campus during the 30 minute duty free lunch is required to return to campus in a timely manner and be prepared for students at the appropriate time. Teachers are expected to remain on campus and be engaged in work that benefits the school during PLC and planning periods.

**Off-Campus Duty**
Attendance at required or elective workshops, seminars, conferences and in-service during the school day is known as off-campus duty. Faculty and staff members serving off-campus duty must notify the School Secretary at least 48 hours in advance to secure coverage. Due to budget cuts it may be necessary to share substitutes. Therefore, please report back to campus when professional development ends and bring a copy of your certificate or One Source transcript when professional development ends to maximize use of the substitute’s time, and ensure that others are also able to participate in professional development opportunities.

**Instructional Celebrations for Students and Staff Members**
Instructional celebrations of any type are to be held after the instructional day. Requests to hold a celebration must be made to the School Principal for approval. Please submit a request detailing the celebration specifics via email to the school secretary, Ms. Silva. The event will be posted on the main school calendar upon approval.

**Personal Business**
Faculty and staff are encouraged to schedule personal business as much as possible for the summertime, vacation days, or holidays. Personal business includes urgent family matters, legal transactions, or unusual circumstances related to personal, professional, or medical matters.

When it is not possible to delay personal business, personal business days must be requested in advance and approved by the Principal. Please see the School Secretary for the appropriate form/paperwork to request a personal business day.

Personal business days may not be used for extended vacations or scheduled school holidays and will not be granted for that purpose.

**Professional Development**
Jane Long teachers are given the opportunity to attend professional development workshops, seminars, conferences and in-services both within and outside of the district.
Teachers should contact the Principal if interested in attending a professional development activity. Copies of all certificates should be provided to the School Secretary upon completion of each professional development activity. Certificates must be filed in your personnel file. See Forms for a professional development request.

Shared Decision Making Committee (SDMC)
The Shared Decision Making Committee (SDMC) consists of staff members, parents, and community/business members. The SDMC is established to provide insight and input into budget, staffing, curricular, and staff development decision making. SDMC meets and plans collaboratively to work toward meeting campus goals and initiatives. SDMC meetings are scheduled quarterly and are held in the Principal’s Conference Room (PCR). The SDMC minutes will posted on the Jane Long Academy website.

Sign-In and Sign-Out
Faculty and staff are required to sign-in and sign-out each day at the appropriate time for their job assignment via the computer kiosk in the main office. Failure to comply with these guidelines could effect the accuracy of your pay and timelines in which you are paid, and chronic signing in late or signing out early can be grounds for disciplinary action including termination. Should a faculty member need to leave campus during the work day, you must alert administration and sign-in/out on a separate sign-in and sign-out sheet which is kept in Ms. Silva’s office. This is a requirement for all staff members. It is critical that you follow this procedure, as we must be able to contact you in the event of a personal or school related emergency.

Standard of Dress
Employees are expected to dress in a manner that is appropriate for the job assignment and that reflects positively on the District. Teachers and staff are expected to maintain a professional appearance, including tucking in shirts and wearing modest clothes that are not excessively revealing. Our students are required to observe a strict dress code policy; as their role models we should do no less. Administration reserves the right to evaluate and interpret standards of faculty dress in the best interest of the learning environment.

On Fridays, all employees are permitted to wear jeans (full length pants without tears or distracting embellishments), and may participate in college shirt, sports team recognition, or seasonal attire when appropriate. All employees will be given the opportunity to purchase official Jane Long Academy logo wear to be used on Fridays.

Employees shall:
- Wear professional shoes; flip-flops and sandals are not allowed. All shoes must have a heel/ strap that covers the heel. Heels should be reserved for special events and should remain modest, as teachers are expected to ‘teach on their feet.’
- Cover tattoos.
- Refrain from wearing hats and sunglasses inside the building.
- Wear appropriate fitting clothing and ensure clothing is neither too tight nor too loose.
• Ensure that dresses/ skirts are appropriate length and adhere to fingertip length or longer.

Supplies and Materials
Many standard office supplies will be provided at the beginning of the year, and may be available in the Main Office through the School Business Manager. If you are in need of materials or supplies not available in the Main Office, you may request those materials and supplies via email. Supplies and Materials Requests must be made 24-48 hours in advance. Anything that needs to be special ordered may take more than 48 hours.

Simply complete and email Miriam Espinoza with a subject line “Supplies and Materials Request”. Please provide within the body of the email a description and quantity of the supplies or materials you are requesting. Supplies will typically be delivered to your classroom, placed in your box, or available in the Main Office within 24 to 48 hours of request.

Note: Supplies, materials and resources located in any campus workroom should remain in that workroom and should not be taken to a classroom for use.

Teacher’s Lounge
The teacher’s lounge is located on the 1st floor next to the front office. All staff are expected to take care of the teacher’s lounge and clean up after yourself to ensure a neat and attractive area that remains a relaxing place of retreat for all of us. Common courtesies include not leaving personal belongings unattended in the lounge or office areas, discarding or taking home food and containers, and keeping the refrigerator and microwave in clean and uncluttered condition. As the refrigerator will be cleared out every Friday, staff must ensure belongings are removed prior to the weekend. Please label food items that are refrigerated for events or class rewards. Students are not permitted in the Teacher’s Lounge for any reason. Do not send students to the lounge or workroom to get drinks from the vending machines.

Technology
Teachers may be issued digital device/s to be used throughout the school year, and will be expected to return the device/s at the end of the school year or as directed by administration. Please take every precaution to handle technology devices with care, and secure electronics well when not in use. Misuse, damage, or loss may incur charges to the teacher issued the device. Common problems include misplaced charging cords or computer bags, screens cracked from items placed on top of closed laptops, or electronics stolen from personal vehicles when left overnight. Teachers are expected to use school property for educational/instructional purposes only and adhere to District acceptable use guidelines. The District reserves the right to monitor appropriate usage of its electronic devices, including email and wifi networks, and all staff are advised that misuse may constitute disciplinary action including removal of privileges and termination.
FINANCIAL PROCEDURES

Budgets
Department Chairpersons are to meet with their members to develop a formal budget request. Budget requests are submitted to Ms. Silva for preliminary review before Ms. Wittppen reviews. The purpose of this process is to produce a department budget that reflects the needs of all of its members.

Departments should include three levels of budget requests:
1. What is needed to maintain the department’s programs at the current level of operations;
2. What is needed to enhance or expand the department’s programs for the coming year; and
3. What is needed to take the department to the next level – a departmental wish list.

Administration will consider each level of request along with the total requests from all departments and balance these with all other budget needs. The principal is ultimately responsible for the final decision on the budget.

Purchases
Faculty and staff wishing to purchase items should go through their respective administrator for approval. See Forms for Equipment and Supply Request.

All purchases must follow HISD financial policies and procedures, and be through HISD approved vendors. Any items purchased in violation of the policy may not be paid by the school and are the sole responsibility of the person who made the purchase.

Collecting Monies
A faculty or staff member may collect monies for such reasons as transportation fees, club dues or fees, class pictures, admission tickets or fees, and revenue from fundraising activities. All costs must be paid through HISD approved vendors.

Two forms are necessary in order to provide proper accounting records for the collection of monies. All forms must be completed in ink. Copies of these forms can be found in the Forms section.

1. Form AF-104 (standard form) Tabulation of monies collected by a person other than the Financial Clerk
2. Activity Fund Cash Receipt – (used only with Principal’s approval)

All money collected must be turned in daily to the School Secretary, Ms. Silva. No money may be kept by the teacher and should not be kept overnight in individual
classrooms or offices. Any money lost or stolen is the responsibility of the faculty or staff member collecting the money.

A teacher may not combine a personal account with any money related to a school project or purpose.

**Inventory**

Items such as furniture, computers, and other equipment are formally tagged and catalogued as school inventory. At the end of each school year, classroom and building inventory is updated, and obsolete equipment is moved off campus through a prescribed procedure by authorized personnel. If you need to change the location of any piece of furniture or equipment, you must get prior approval from the School Business Manager and the Principal.

**Classroom Expenses**

The Houston Independent School District reimburses up to $50.00 per school year for classroom teachers. Teachers should request a tax exempt certificate from the School Secretary, as taxes will not be reimbursed by the district. To gain reimbursement, turn all receipts, up to $50.00, in to the School Secretary. For additional questions, please see School Secretary.

**Technology and PowerUp Expenses**

Each year there is a great deal of money spent on ordering classroom technology equipment to replenish technology equipment that is lost, stolen or damaged throughout the school year. **Teachers are expected to return all items checked out to them at the start of the school year upon leaving.** We will be unable to check you out without the items either being returned or paid for. Please ensure that items checked out to you are locked at all times or on your person so as to prevent theft or loss of items.

Below are the costs (in general) of the technology and PowerUp supplies. Please see Mr. Ali in the Library for the most current costs as costs change from time to time.

<table>
<thead>
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<th>Item</th>
<th>Average Price</th>
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<td>Smart Board Tool Kit</td>
<td>$116.86</td>
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<tr>
<td></td>
<td>Dongle: $72.86</td>
</tr>
<tr>
<td></td>
<td>Marker Set: $15.00</td>
</tr>
<tr>
<td></td>
<td>Remote: $29.00</td>
</tr>
<tr>
<td>PowerUp Laptop Bag</td>
<td>$40.00</td>
</tr>
<tr>
<td>PowerUp Laptop Charger</td>
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</tr>
<tr>
<td>PowerUp Laptop Strap</td>
<td>$9.00</td>
</tr>
</tbody>
</table>
COMMUNICATION

Communication that occurs between and among faculty, staff, district personnel, parents and students may take many forms. All forms of communication should maintain the highest level of professionalism.

Parents and guardians are our primary partner in providing a strong education for our students. Caretakers are the first line of support for children. Regular communication with parents and guardians is an expected part of staff duties. Best practice is to keep a detailed log of all communication. Please make sure to proofread all of your written communication to parents, students and others. Misspellings, typographical, and grammatical errors reflect poorly on you as the teacher of the student, and in turn Jane Long Academy. When in doubt, please ask an administrator for approval before sending classroom correspondence home.

Employees may send out staff wide email communication; the communication must pertain to school wide initiatives and events and should be carefully proof read prior to sending. Employees are encouraged to be prudent when using the reply all function; prior to sending determine: 1. Is the content of the message you are sending necessary for the entire staff? 2. Is the content of the message professional, work related, and proof read?

The principal will regularly communicate via a weekly newsletter called the Monday Focus. Faculty and staff are expected to read and contribute to the Monday Focus. To submit shout-outs and announcements to the newsletter, an email should be sent to kwittpen@houstonisd.org by close of business on Friday of each week.

Aside from progress reports and report cards, many parents and guardians welcome contact regarding attendance, discipline, conduct, field trips, after school activities, volunteer opportunities, fundraisers, athletics and other school related events. In the event you are contacting home regarding a negative event, best practice is to sandwich concerns with positive observations, and to follow up negative phone calls with a positive call when the situation improves.

Teachers are also responsible for checking mailboxes for phone messages regularly and responding promptly. Consistent with the philosophy of HISD, all phone calls and emails must be answered within 48 hours, as we are servants to the needs of our students and their families.

Confirmed parent contact is required when significant conduct or academic issues arise, and no student shall receive a failing report card grade or an “unsatisfactory” conduct grade without several documented conversations with the student’s guardians. Pertinent contact information such as telephone numbers and emails can be found in Chancery. If you receive a new contact number or information, please ensure that the front office staff is aware and changes to Chancery can be made resulting in improved
communication for all. Office staff and administration may be good resources to assist with translation, or other means of communication should telephone numbers be invalid.

**Documentation**
It is a strong professional practice to document all contact with parents, verbal or written. Keep a communication log to record all communication with parents.

**Resources in the Appendix**
Code of Ethics and Standard Practices for Texas Educators
Media/News Policy
Acceptable computer Use Policy

**Campus Advisory and Leadership Groups**
School Governance/SDMC
The Shared Decision Making Committee is comprised of the following members; the Principal, who serves as chairperson, parents, community representatives, teachers, professional staff members and a paraprofessional as a representative for the non-instructional staff. Each SDMC member serves a two year staggered term. The SDMC addresses issues related to planning, budgeting, curriculum, staffing patterns, staff development, school procedures and organization in accordance with Texas State law.

**Department Heads/Leads**
Department Heads meet regularly with the Principal as representatives and leaders of each content team. Department Heads serve as liaisons between administration and teachers and have the duty to set direction for each content team. Department Heads are expected to work with the Instructional Specialist, Grade level admin and the Principal regarding curriculum decisions.

**Network Access (Internet And HISD e-mail)**
*Use of the Internet and HISD e-mail should be used for school business only.*

Email should be checked daily. This is the main means of communication with compliance issues and issues from the district. E-mail should never be checked during instructional time. There is no expectation to privacy when using HISD e-mail. Anything sent or received can be made available for anyone to view. Remember to use professionalism when sending and receiving email for HISD business use only.

“Access to the District’s wide-area network, local area networks, and all electronic communications, including the Internet, shall be made available to students and employees exclusively for instructional and administrative purposes and in accordance with guidelines set forth in the Technology and Information Systems Policies and Procedures Manual. Access to the District’s electronic communications system is a privilege, not a right. All users shall be required to acknowledge receipt and understanding of all administrative regulations governing use of the system and shall agree in writing to comply with such regulations and
guidelines. Noncompliance with applicable regulations may result in suspension or termination of privileges and other disciplinary action consistent with District policies. Violations of law may result in criminal prosecution as well as disciplinary action by the District.” Board Policy CQ (LOCAL)-X

Use of the Internet for personal business (including checking personal email) or use of HISD email mail system for sending or receiving non-school based information is a violation of the HISD Appropriate Use Policy and is grounds for disciplinary action up to and including termination.

Electronic mail transmissions and other use of the electronic communications system by students and employees shall not be considered confidential and may be monitored at any time by designated District staff to ensure appropriate use for educational or administrative purposes.” Board Policy CQ (LOCAL)-X

Students are protected under F.E.R.P.A. and their full names should never be used in an email. All emails are the property of the employer providing the email service, and emails of public employees are subject to requests from Open Records Act and legal subpoena. Do not put in an email anything you would not want shared.

Remember that you are a considered a public servant and services such as Facebook and Instagram should not contain information and/or photographs that can be deemed inappropriate by the public. Sometimes personal pages may have been set up before you went into the teaching profession and may be a personal embarrassment as well a professional liability. Always use your professional judgment when attaching your name and pictures to these services.
BENEFITS AND EMPLOYMENT GUIDELINES

Benefits
Each year, employees may sign up for medical, dental, optical, legal, income replacement and other benefits during the Open Enrollment period beginning in November. This is handled at the campus level by the Benefits Coordinator, Nurse Dori Brasher, who will provide you with forms and an explanation of the process and choices available for each option and plan. Any changes in marital or family status should be reported immediately to ensure that employee benefits continue without interruption. Employees may learn more about these benefits, as well as other benefits of employment on the HISD Employee Portal. After logging in to the portal, select Employee Services. Employee Benefits Customer Service can be reached at 877-780-4473, or visit the Benefits Outlook website to enroll or review your benefits at https://www.redbrickhealth.com/consumer/login

Employee Assistance Program
The District provides the Employee Assistance Program to all employees, dependents, family members and members of their household at no cost through a confidential third-party vendor, ValueOptions. The EAP is a confidential resource that can help you resolve personal problems before they harm your health, relationships or your work performance, such as:

- Depression and anxiety
- Legal matters
- Marital and family concerns
- Substance abuse
- Child and elder care issues
- Health issues
- Workplace concerns
- Life planning

You can call the EAP 24 hours a day, seven days a week at 1-866-315-2267. There is no limit on the number of calls you may make. If you feel that you need to speak to an EAP counselor face-to-face about your problem, you and your dependents each have up to six face-to-face visits per problem, per year. The EAP can also help you if you have a financial or legal question. Use this feature for assistance and referrals to community
resources such as the American Bar Association and Consumer Credit Counseling.
The decision to seek confidential assistance through this program is made solely by the employee. No employee can be forced to use the program. Employees who choose to take advantage of this program can be assured that whatever is discussed in the EAP office is confidential and no record of an employee’s use of the program will appear in his or her personnel file.

**Resources in the Appendix**
Drug/Alcohol Testing/Reasonable Suspicion Policy-A-4
Harassment Policy-A-5
INSTRUCTIONAL PRACTICES

Instructional
At Jane Long Academy, it is our firm belief that all children can learn. We use best practices to ensure that all students will learn. If a student did not learn what was being taught, then it was not taught. We incorporate a standards based curriculum and as educational leaders, we have to be sure that our students’ meet standards.

Bell to Bell Teaching
Teaching begins at 8:30 a.m. when the bell rings and continues until the dismissal bell rings. Teachers are to have activities for the students to do during the entire day. Jane Long Academy holds high expectations for our students; we expect our students to meet them, so we don’t wait for students who arrive late to begin instruction. Ten minutes of daily wasted instructional time equates to an entire week of missed instruction during the course of the school year.

Classrooms
Classrooms must be ready and orderly for instruction.
• Teacher and student supplies should be maintained in an organized manner.
• Personal items are not to be stored at school.
• Allow a few minutes at the end of the day for students to clean up their own areas. Do not dismiss students until the room is in order and desks and floors are clean and free of scraps of paper or trash.
• Have students store backpacks under their desk chairs. None of these items should be on the floor as they are tripping hazards. We are obligated to keeping pathways clear in classrooms in the event of a fire or emergency evacuation.

Get rid of supplies and materials in your room that you do not frequently use. For example, do not store old newspapers and/or magazines in closets on shelves that are not being currently used.
• Update bulletin boards monthly.
• Display student made work in your classroom and in the halls weekly.
• Help us to maintain bulletin boards in good order by re-stapling items as they begin to fall off.
• Abide by fire prevention codes.

Remember that your classroom represents you and your professionalism. The expectation is that your classroom is welcoming, safe and conducive to learning.

Professional Learning Communities
Jane Long Academy embraces the value of creating small learning communities. Students and teachers are arranged in grade level teams and meet regularly for PLC’s. The six essential characteristics of being a Professional Learning Community are as follows:

1. Shared Mission, Vision, Values and Goals
2. Collaborative Teams - hard work and commitment
3. Collective Inquiry
4. Action Orientation/Experimentation - based on interventions not remediations
5. Commitment to Continuous Improvement
6. Results Focused - removing barriers, student success

PLC’s also maintain monthly calendars to assist students with preparations for upcoming assignments, projects, quizzes and tests. The Houston Independent School District requires the use of the District approved online grade book. Teachers should post grades regularly in Gradespeed in accordance with Jane Long Academy online grade book policies. PLC’s are encouraged to seek contact through a variety of methods, including phone, email, note and face to face conferences. A PLC’s first contact with a parent should not be about a negative issue. PLC’s are encouraged to make a positive initial contact with parents and it is again, best practice to document all parent contact.

Jane Long Academy uses four primary guiding questions:
• What do we want each student to learn?
• How will we know when each student has learned it?
• How will we respond when a student experiences difficulty in learning?
• How will we respond when a student has demonstrated competency?

Instructional Levels
Curriculum is differentiated at Jane Long Academy. We hold high expectations for all students, regardless of academic level. The curriculum should be appropriately challenging and rigorous without being frustrating for students. Teachers are required to differentiate their instruction as appropriate for all students.

Intervention Assistance Team
The purpose of the Intervention Assistance Team (IAT) is to identify students requiring additional support in academics or behavior, after initial interventions were not successful. The goal of the IAT is to map out support at an early stage, to ensure the student will make progress and have the necessary support and skills to succeed. The IAT consists of a Campus Liaison, Administrator, a Social worker, School nurse, and three teachers from each grade level. This team serves as the oversight and support to all teachers who have students struggling with academics and behavior. Please remember that all referrals to IAT must include documented parent contact. Teachers should make referrals to IAT when traditional classroom supports, and the utilization of Tier 2 and Tier 3 are not helping to improve the performance of a struggling student.

Special Education/Section 504/LEP
Special Education students are served in both self-contained and mainstream/co-teach environments. Every Special Education student has an Individualized Education Plan (IEP), and may have modifications and accommodations required by law. Every 504 student has a 504 Accommodation Plan. Teachers must include Special Education and
504 modifications and accommodations in daily lesson plans for all students who require them. IEP’s and 504 Accommodation Plans must be on file and easily accessible by teachers. This is a compliance issue that we are bound by law to follow.

For assistance with special education matters please see the Special Education Chair, Ms. Stowe. For assistance with 504 related matters, please see the 504 Coordinator, Ms. Hewett and for ESL/ELL questions please see Mr. Martinez. The SPED office is located in Room 108A on the first floor of the building.

Lesson Plans
Lesson plans for each instructional level must be written out each week, and available on the teacher desk for review by classroom observers. Weekly lesson plans are to be uploaded and posted on the HUB by 8:20 a.m. each Monday. If a school holiday falls on a Monday, the teacher is to upload the plans by 8:20 a.m. of the following school day.

The adopted JLA Lesson Plan format template will be shared by your grade level administrator. Lesson plans should include TEKS and ELPS objectives to be covered by the content area, including any pertinent information such as a brief description of the lesson, materials and pages to be covered, an explanation of how the teacher will assess whether the objective has been met, and all modifications (Special Education, 504, ES; GT) as appropriate. Lesson plans must show evidence of differentiation and rigor.

Substitutes/Sub and Emergency Plans
When a teacher expects to be off campus, appropriate lesson plans must be left for the associate teacher providing coverage. In addition to detailed lesson plans, all necessary materials and an up to date class roster for every period should be clearly visible on the teacher’s desk. It is the responsibility of the team lead and the department chair to check in with any substitutes in their respective content to ensure that they have everything that they need. A copy of emergency lesson plans are to be turned in to your grade level administrator and department chair and updated every six weeks.

Texas Essential Knowledge and Skills (TEKS)
For a complete and up to date listing of the TEKS visit the Texas Education Agency (TEA) website at www.tea.state.tx.us/teks.

HISD Planning Guides
To provide teachers assistance in creating a balance between customized instruction for individual student needs and a consistent, high quality curriculum, the HISD Curriculum Department has developed planning guides which can be found online. If you would like to access curriculum content for the 2019-2020 school year, please do so within the HUB. For more information regarding the HISD Curriculum, see the Curriculum Document Access Guide.
In addition to HISD curriculum content, you will also complete various District required online trainings through OneSource. Click the "MyHISD" button to navigate to the OneSource login page.

The HISD Professional Support and Development team has a website that provides instructional support for teachers. The website is http://houstonisdpsd.org/. This instructional tool for teachers establishes uniform standards across the district for what students should know and be able to demonstrate by both subject and grade level. It clarifies what is to be taught, how to teach it and how to assess it. It also allows teachers to decide which instructional strategies are most effective. The website is full of planning guides, effective practices, literacy routines, digital resources training opportunities and exemplar lessons as well.

**Tutorials**

Tutorials will be held after school, and teachers will be expected to be available to their students one consistent day per week, from 4:05-5:00, should students require additional personalized assistance. This should be an excellent opportunity to remediate or enrich student learning, and is a good example of the kind of interventions required of teachers prior to issuing a failing grade or unsatisfactory conduct grade on a report card.
In an effort to create a consistent learning environment throughout the school, all Jane Long Academy teachers must implement certain strategies aimed to build a culture of learning for every Jane Long Academy student. The following required strategies will make our teaching explicit to the students, to visitors, to our school and to our peers every minute, every day.

- **Seize the day!** Create urgency with your students; the time we have with them is extremely valuable. Don’t squander it; Every day is a new day; make the most of the time that we have together to impact student’s lives.

- **Participate in Drop Everything And Read** time (during 1st and 4th periods in middle school and during advocacy). Every student in your class should be reading. Ensure that your classroom is conducive to creating this environment by making sure reading materials are presented in an inviting way on the bookshelf. Monitor student reading logs, and model the expectation that everyone read during this time by reading with the students.

- **Lead restorative circles** every Wednesday during our modified 9th period (for high school this period is advocacy). We engage in circle time to build rapport with our students and to instill in them a sense of confidence by teaching them to articulate in front of their peers.

- **Track your student data** and have a mechanism to display data trends in your classroom. Know your student’s data and how to move them.

- **Get to know every student** in your class and build rapport with them.

- **Be punctual** and sign in and sign out.

- **Read the Monday Focus**.

- **Do not allow students to be tested over TEKS they have not been taught.**

- **Send students with a pass every time they leave the room.**

- **Greet them at the door** – Greeting students at the door makes students feel welcome, but also reinforces that learning takes place the minute they step into the classroom. Being present at your doorway also provides vital supervision to students in the hallway. Actively supervise.

- **Make your lesson clear with an objective**, and include a language standard (ELPS). Objectives let the students know what they will be learning in class. They narrow our teaching and focus the students’ attention. A good objective is neither too broad nor too specific and is written in a complete, student friendly sentence. Try using... “You will be able to” or “To be able to” as an objective starter (Example: “Students will be able to use notes to write an essay introduction”; or “To be able to identify metaphors”).

- **Post your lesson agenda, warm up and evaluation** on the board – Lesson agendas make it clear to the student what will be expected of them. Like the objective, make the agenda student friendly. Current, relevant lesson plans must be posted to the HUB and available on the teacher’s desk. The lesson plans need to be updated on a weekly basis in case of emergencies, as well as to ensure administrators and visitors will have quick access upon conducting observations and walk-throughs.

- **Plan for 110% of your class time** – Your lesson plans should account for every minute of time and then some. Your lesson plan should follow the lesson cycle to include instruction, checking for understanding, guided practice, individual practice and closure. Sometimes, teachers have to make use of “Plan B” and even “Plan C” when “Plan A” is unsuccessful. Master teachers are always prepared to extend a lesson, and present information in alternative formats.

- **Use Best Practices** – Use High-Yield strategies in your lesson (based on Marzano), use assessment for learning strategies, use effective cooperative learning, use lead4ward data evaluation strategies, work with your curriculum and use the Hub master courses and planning/pacing guides for resources.

- **Keep lecture time short** – Make lecture times short (10 minutes) so that the students spend a majority of time on independent or group practices. Modeling your expectation during your lesson time is a good way to start, and then have students try what you have taught.
• **Check for understanding** follow the 10:2 rule don’t lecture for more than 10 minutes without checking for understanding- how do you know they got it? Check for understanding both verbal and non-verbal.

- **Teach on your feet/lean into learning** – Teach and model from the front of the class. Circulate among the students while teaching and testing, as well as during independent and group work. Your desk and chair should be used minimally during class time.

- **Reinforce the learning with what you put on your walls** – Post student work on the walls of your classroom to show the students what good work looks like. Have word walls up and use learning walls where students can post their own reminders about their learning. With student work, label it so that students can clearly see what is expected and remember what is expected of them for other assignments. Correct any work that is not perfect. This reinforces effort and shows students that effort, not only perfection, will be rewarded.

**GRADING PRACTICES**

**Teacher Grade Books**
Jane Long Academy teachers utilize the District-provided online grade book, *Gradespeed*. Grade books should be updated frequently, at least every week. Parents and guardians have the ability to check the Parent Student Connect link on our portal to review grades and attendance in real time. Administrators often conference with students and parents and include grades and attendance information, and occasionally students are withdrawn throughout the year and a final grade is necessary upon their leave. Most importantly, frequent and timely grades ensure students and their guardians are aware of their progress, and can take steps to improve. There should be no surprises when it comes to grades and attendance. An important component to a teacher’s duty is to meet the expectations for timeliness and number of grades per grading cycle.

**Graded Work**
Teachers should return graded work in a timely manner, being mindful that each grading period is only six weeks, and a progress report or report card will go home every third weeks.

**Progress Reports and Report Cards**
Progress reports and report cards are issued to students in accordance with District policy and timelines. Grading cycle calendars and timelines are published and available, and reminders are usually sent. It is imperative that a teacher be timely with these reports and not delay the printing of progress reports or report cards.

Teachers may not issue a failing grade to a student on a report card who was at the midpoint progress report without contacting the parent or sending another progress report home with sufficient opportunity for the student to improve the grade. Consistent with Secondary guidelines, if no notice was given, the student will receive a 70 on the report card.

Students should have a sufficient number of graded assignments each six week period so that no single grade is weighted heavily enough to cause a child to fail.
Academic grades should only be issued for academic work. According to Secondary guidelines, conduct or behavior may not impact an academic grade.

**Promotion Standards**
The Houston Independent School District publishes promotion standards each year for each grade level. Please see HISD website for current promotion standards.

**Homework, Tests and Projects**
Teachers are encouraged to work as a small learning community to ensure the homework load is reasonable and that all homework is valuable to the academic program. PLC’s will determine subject area test days to avoid a single day pileup, and collaborate regarding project based assignments requiring extra time.

**Conduct**
Student conduct grades should be reflective of student conduct and behavior during the class period. Sufficient documentation should be available to support a conduct grade. Administrative approval is required before the issuance of "U" as a conduct grade. Consistent with Secondary Guidelines, conduct may not influence or be considered part of the academic grade.

**Late Work Policy**
All teachers and staff responsible for issuing student grades must accept late work. Students turning in assignments past their due date may have points deducted. Late work policies must be pre-approved by the Instructional Specialist, Department Chair and the appropriate Administrator.

**Make-up Work**
Students who are absent will be given an opportunity to make up work missed upon return to school. The number of days afforded to students for make-up work will be equal to the number of days absent beginning upon receipt of the work. It is the student’s responsibility to obtain any work missed during the next scheduled class period after their return. During an extended absence (3 days or more), work may be requested (with 48 hours notice) from the respective Assistant Principal.
JANE LONG ACADEMY
2019-2020

GRADING INFORMATION

Student Information Representative (SIR): Silvia DeLeon
Location: Main Office
Responsible for: Student registration/enrollment, student data management and grade reporting

Grading Submission Procedures

- Jane Long Academy is on a six week grading schedule.
- Approximately every three weeks a grade report is sent home to parents to inform them of their student's academic progress (the first grade report sent home is a progress report followed by a report card).
- Teachers must submit and verify student grades on Grade Speed by each grading deadline per the grading schedule.
- Students must receive a course grade in each grading Cycle in order for Chancery to generate a final grade average and a promotion status on the final report card.
- Teachers must have documentation of a student's poor academic performance and of parent contact informing them that the student is in danger of failing before issuing a report card course grade below a 70 to a student that was given a passing course grade in the previous progress report.
- Please assign student conduct grades for each grading report. Grade Speed does not have a conduct grade default feature nor does it automatically copy previous conduct grades assigned.
- The Progress Report has a conduct comment feature Excellent, Satisfactory, Poor, or Unsatisfactory. It is expected that you utilize this feature to inform parents and administrators of the students conduct progress or decline. Please be reminded that assigning a conduct grade of “U” requires prior administrative consent.
- An “INC” may be temporarily assigned in place of a numeric grade for a progress report or report card if a student has missing assignments and you wish to allow
the student time for make-up. The “INC” grade must be changed to a numeric grade by the next report card grading cycle deadline.

- Student absences are reported on the report card in each grading cycle. It is important that all attendance change slips be submitted to the attendance office daily to reflect accurate attendance data in each report card.

Grade Changes

- Teachers will not have access to make grade changes on Grade Speed after the grade submission period closes. To request a grade change, use the Grade Speed change form and submit it to the SIR. The SIR will submit the grade change request to the Principal for approval and will be changed once approved by the Principal.
- Grade changes can be made for the previous grading cycle ONLY; grade changes to any other prior cycles are not admissible.

Please check your mailbox and email daily. Important information and grading reminders are sent to you in advance to assist you in meeting the grading deadlines.

JANE LONG ACADEMY
GRADE CHANGE FORM
Student Last Name: __________________________  First Name: __________________________  HISD ID#: __________________________

Course Name: __________________________  Teacher Name: __________________________

(print)

ENTER ONLY THE INFORMATION TO BE CHANGED:

1st Six weeks: from ______ to ______
2nd Six weeks: from ______ to ______
3rd Six weeks: from ______ to ______
Final Exam (sem. 1): from ______ to ______

Reason for correction (check one):

____ An incomplete grade was posted.

Any grade reported as “Incomplete” must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. (HISD Guidelines, Chapter XV-40)

The only reasons for changing a student’s grade after it has been recorded are listed below. All such changes must be initiated by the teacher assigning the grade and must be approved in writing by the principal and the rationale for the change kept on file. All changes must be made before the end of the next grading period. (HISD Guidelines, Chapter XV-3)

____ An error was made in the computation of the student’s grade or absence.

____ An error was made entering grades into Chancery Grade Files.

Date of request: ____________  Teacher Signature: __________________________
This grade change request is: _____ Approved _____ Denied

Date: _______________ Principal’s Signature: _______________

Forward to Registrar Computer Entry Date: _______________

The Registrar must keep this form on file after the computer record has been corrected for at least one year

Long Academy

SEME STE R  2

School Year: ________________

________________________________________________________________________

Student Last Name First Name HISD ID#

Course Name: _______________ Teacher Name: ____________________________

(print)

ENTER ONLY THE INFORMATION TO BE CHANGED:

4th Six weeks: __________________ from _______ to _______

5th Six weeks: __________________ from _______ to _______

6th Six weeks: __________________ from _______ to _______

Final Exam(sem. 1): __________________ from _______ to _______

Reason for correction (check one):

_____ An incomplete grade was posted.

Any grade reported as “Incomplete” must be resolved before the end of the next grading period. It is the responsibility of the teacher issuing the Incomplete to determine the reasonable timelines for the completion and assessment of the missing material and to promptly report the grade. (HISD guidelines, Chapter XV-40)

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_____ An error was made in the computation of the student’s grade or absence.

_____ An error was made entering grades into Chancery Grade Files.

Date of request: _______________ Teacher Signature: ____________________________
STUDENTS

Before School
Students are supervised before school beginning at 8:00 am in the courtyard, cafeteria, and commons (high school only). Teachers are expected to provide supervision on a rotating basis according to the respective morning duty schedule.

During School Hours
Teachers should never leave students unattended. All teachers including substitutes, are asked to supervise the hallways and restrooms during passing periods. Students are not permitted to leave during the first and last 10 minutes of your class unless it is a major emergency.

Cafeteria Behavior
Students are allowed to remain in the cafeteria, or go to the library during lunch to access resources and materials or complete work. Students may not eat lunch in any other part of the building without adult supervision. Students wishing to meet with a teacher during the lunch period must have a pass from the teacher.

Assemblies
Every six weeks, Jane Long Academy students will attend an assembly. Prior to each assembly, classroom teachers should remind students of specific behavioral expectations, as well as the purpose of the assembly. Teachers are responsible for walking their students to the assembly, maintaining order and decorum during the assembly, and escorting their students back to class when the assembly is over.

Student Attendance
Daily attendance is extremely important for both educational and funding purposes. Teachers are expected to take attendance at the beginning of each class period and maintain accurate records in Chancery.

All written excuses for absences should be sent to the Attendance Clerk, Ms. Felix, in the main office. Teachers should notify the appropriate Administrator of frequent or lengthy student absences.
It is the responsibility of the Attendance Clerk, using Secondary Guidelines, to determine if an absence is excused or unexcused. Teachers should refrain from making such determinations.

Regardless of the determination (excused or unexcused), the opportunity to make up work must be afforded.

**Tardies**
Students who arrive at school after the tardy bell rings must report to the attendance officer for a permit to class.

Students arriving late on an HISD bus should not be penalized for arriving late. Late Bus Permits will be issued to those students.

**Dress Code**
Students are expected to follow dresscode at all times while on campus. This includes before and after school while students are physically standing on school grounds. Any student who reports to school wearing any article of clothing that is prohibited is subject to having the article taken up by a teacher or administrator. Please see *Confiscation of Items* for specific details.

**Cell Phones**
Because Long Academy is grades 6-12, high school students (and some 8th grade AP students receiving high school credit) receive a laptop device through the PowerUp program for educational purposes. For this reason, the use of technology for instructional purposes is HIGHLY encouraged all over campus. While Long Academy maintains a no cell phone use policy for students, there are times that teachers will allow students to use their device for a classroom or educational activity. **Students are NOT to use cell phones unless they have been permitted to use it in class for the purposes of supporting instruction and the teacher has given the approval.** Any student caught using a cell phone outside of these approved guidelines is at risk of having their cell phone confiscated. Please see *Confiscation of Items* for specific details.
## Discipline
### Student Dress Code Policy

#### 2019-2020 Jane Long >FUTURES Academy

Standardized Dress Code Policy

Jane Long >FUTURES Academy is charged with the responsibility of maintaining an atmosphere conducive to learning. Dress should never distract from school activities or prove a hazard to the student’s safety or the safety of others. Since it is impractical to list every possibility of dress and grooming, final decisions concerning acceptable dress are left to a building administrator. Any form of dress that attracts undue attention, disrupts school, or detracts from the learning process, is not acceptable.

<table>
<thead>
<tr>
<th>Styles</th>
<th>Materials</th>
<th>Colors</th>
<th>Specifics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Shirts</strong></td>
<td>Polo-style with the Jane Long Academy logo</td>
<td>6th- navy blue 7th- royal blue 8th- sky blue High School-grey</td>
<td>All shirts must be appropriately sized  All shirts must be tucked in so belt is visible Any tight fitting polo-style shirt is prohibited</td>
</tr>
<tr>
<td><strong>Undershirts</strong></td>
<td>Solid White</td>
<td></td>
<td>Should be worn under the uniform clothing The only visible underclothing showing should be around the neck unless wearing a long sleeved undershirt for inclement weather No writing, pictures or designs should be on any undershirt</td>
</tr>
<tr>
<td><strong>Pants</strong></td>
<td>Blue Jeans only</td>
<td>Denim</td>
<td>Pants must fit snugly at the waist, be hemmed, and not touch the ground Stretch and spandex are not permitted Capri, gaucho, and Bermuda style pants are not allowed No hip hugger and low riding pants are allowed Pant legs are not to be tied, twisted or rubber banded at the ankles. Pant legs are not to be tucked inside of the shoes or boots</td>
</tr>
<tr>
<td><strong>Skirts</strong></td>
<td>Must be below the knee</td>
<td>Solid Navy</td>
<td>Skorts are not permitted Shorts are not permitted No hip hugger skirts are allowed</td>
</tr>
<tr>
<td><strong>Belts</strong></td>
<td>Must be sized and worn appropriately</td>
<td>Leather only Canvas only</td>
<td>Belts must be worn at the natural waistline Suspenders are not permitted No sashes or ribbons No large belt buckles with names, slurs, studs, descriptions, etc. No belts w/ old English lettering</td>
</tr>
<tr>
<td><strong>Sweatshirts Sweaters J	acers (light weight)</strong></td>
<td>Must be long sleeved</td>
<td>Cotton</td>
<td>Must be the appropriate size- the only sweatshirts that can be worn are those purchased from the school.</td>
</tr>
<tr>
<td><strong>Shoes</strong></td>
<td>Must have back No open toe No boots allowed No Heelys or shoes with skates allowed Flats only</td>
<td>Any color</td>
<td>No house shoes No flip flops Tennis shoes must be laced and tied or Velcro must be strapped and closed Only white, black, or brown shoe strings are allowed to be worn with tennis shoes or shoes</td>
</tr>
<tr>
<td><strong>Coats/Jackets (heavy outerwear)</strong></td>
<td>Solid color; only colors permitted are gray, blue, navy. Jackets must have a zipper and remain unzipped.</td>
<td>Students may wear light jackets that have zippers, buttons/ can be left open in the front to where the student’s school polo can still be seen. These jackets may have hoods, but hoods MAY not be worn at anytime at school. While the jacket may have a brand (Nike, Aeropostole, etc.) the jacket MUST be a solid color of the following color: Navy, blue, or gray. Any of these colors may be worn on top of school polo for any grade level as long as hoods are left down/ jackets are left unzipped in the front to where school uniform may be seen. If hoods are worn/ jackets zipped up, students will have their jackets confiscated by the school. All other colors of jackets besides solid blue, navy, or gray will be in violation of the dress code policy.</td>
<td></td>
</tr>
<tr>
<td><strong>Jewelry</strong></td>
<td>Chains must be worn inside the shirt No red or blue accessories allowed</td>
<td>Facial piercing jewelry (tongue, lips, nose, eyebrow, etc..) is prohibited Teeth grills are not permitted Chains connecting wallets to pants cannot be worn Only earrings are permitted and may be no larger than quarter size Males are prohibited from wearing earrings of any size</td>
<td></td>
</tr>
<tr>
<td><strong>Hair</strong></td>
<td>Must be well-groomed Hair must not cover the eyes</td>
<td>Hair coloring or dying of hues that do not occur in any natural human hair is prohibited No headgear such as hats, caps, sunglasses or bands/bandanas/scarves can be worn</td>
<td></td>
</tr>
</tbody>
</table>
Confiscation of Items
Students should not bring anything to school that detracts from the educational process nor should they take these items on the school bus or on field trips. Examples of these items include skates and skateboards, sports cards or any type of collective item, toys, and dice or gambling paraphernalia. If these articles are detracting from the educational process they may be confiscated and turned in to the Main Office. Teachers should not leave any item confiscated from a student in a non-secure area. HISD allows students to carry electronic communication devices, including beepers, cell phones and pagers. These devices must be turned off. There is no requirement that cell phones be concealed. All electronic devices can only be used outside the building during non-school hours.

Should you believe a student’s property be searched or examined, please contact an Administrator. At no time should anyone other than a school administrator or HISD officer search students, their property or a school locker.

Confiscated items should be delivered to Ms. Silva in the Main Office before the 4:00 pm bell each day where they will be held until the following Monday.

Confiscated apparel can be picked up at the end of the week on Fridays. Anything that is not picked up by this time will be donated. Confiscated phones are given back only to parents, on Mondays, with a $15 fee.

Cameras
Cameras and other recording devices should not be used on school grounds without express instructional purposes such as photography and yearbook.
**Discipline**
There are two levels of disciplinary consequences at Jane Long Futures Academy, teacher level and administrative.

The *HISD Code of Student Conduct* includes the rules and regulations governing discipline infractions and consequences. Each student has been given a copy of this book to take home. Parents and students are expected to review these rules together, and students are to sign a statement indicating they have read and understand the *code*, and that they agree to abide by its contents.

Teachers are encouraged to follow these guidelines:
1. Classroom level intervention – level I & II infractions should be handled by the teacher in the classroom, followed by a phone call home.
2. Referral to Administrator – level III and above: teacher completes a discipline referral which must contain documentation of interventions as well as record of parent contact.

**Social Service/ Social Emotional Learning Assistance**

A second level of support available to students is the school Social Worker, Wraparound Services Coordinator, Communities In Schools Counselor, and other supporting partnerships. Jane Long’s SEL team can support students through difficult social or familial events.

A request for student support from the SEL team should be via email to the appropriate SEL team member.

**After School events:** It is the responsibility of the Teacher/Coach/Sponsor to ensure students are safely dismissed/picked up from the respective event.
“CALL-BACK BUTTONS – IN CLASSROOMS”

The building is equipped with a call-back system. A call button is installed in each classroom in the building. It should be used only for emergency situations, in the following manner:

1. One push and release of the button will ring a telephone in the office within four seconds. When answered, two-way conversation begins between the room and the telephone.
2. Please speak clearly and distinctly and state your reason for the emergency, what help you need, and the room number.
3. Four (4) rapid and successive pushes and releases of the room button will override the system and connect that room to the telephone immediately (even if in use), sounding an alarm and flashing a “HELP” signal at the base unit.
4. When a “HELP” signal is received, office staff will immediately contact all administrators and the campus police officers (by two-way radio), asking them to report to the indicated room.
5. Each teacher should identify two responsible students per class who would operate the button (in the event that the teacher was disabled) or go to the nearest administrative office with a message (in the event the system was not operating).

It is the teacher’s responsibility to ensure this emergency button system is used responsibly. Please monitor students to ensure emergency communications are not initiated needlessly.

VOIP PHONES in Classroom

Every classroom in the building has a VOIP phone. This is meant to benefit teachers

- With the ability to call parents or leave a message with extension, during conference time and without use of a personal phones
- As families can also call and leave voicemail and teachers can call them back during conference times.

Teachers please be mindful that the phones may be a distraction to the learning environment.

- Ringers need to be silenced during instruction.
- No phone use during class time.
- Students shouldn’t use the phone unauthorized.
- ONLY THE OFFICE HAS THE AUTHORITY TO MAKE 911 CALLS.

The teachers are required to set up voicemail and return calls from parents within 24 hours.
Administrative Offices – Campus Police Officer

Administrative offices have been located on each floor of the main building and in the high school. These are indicated on the fire drill maps provided to each staff member. All of the administrators and police officers are equipped with two-way radios.

Before School Security

School personnel (as indicated on the attached duty schedule) and the police officers will patrol the campus from 8:00 a.m. Teachers may also be assigned breakfast duty (see Breakfast Duty) on a rotating basis.

Please refer to duty assignments, but administrators and teachers will patrol the following areas:

- Rookin Patio
- Courtyard Loading Dock Area
- Bus Zones
- Parking Lot Gate @ Rookin
- Courtyard
- Gym
- Science Building/Clinic
- Cafeteria

During School Security

All visitors, including parents, must sign in and out at the main office before visiting any area of the school. Each visitor will be provided with a badge. School personnel will ask all visitors without a badge to report to the main office.

All teachers should stand at their doorways during ALL passing periods, including before and after cluster/conference periods. Some teachers (see attached Duty Schedules) will be assigned, on a rotating basis, to restrooms, stairwells, and other problem areas.

The campus Police Officer will patrol the campus (and be in radio contact) throughout the entire school day.

Lock Down Situation

If an emergency situation occurs on or around the school campus that may pose an unsafe situation to the school personnel and students, a call over the PA will be made, “Faculty be advised we are under lock down, repeat, the school is under lock down at this time. Please secure all students and lock your classrooms.” When that occurs, teachers are instructed to immediately lock classroom doors (NO students should be allowed to leave classroom) and listen for further instructions. ALL BELLS SHOULD BE IGNORED UNTIL FURTHER NOTICE. Once the imminent danger is over, an announcement over the PA will be made to return to the normal schedule. During Lock down, please open your e-mail. Teachers are instructed to secure students that may be in the hall way during lock down. If a teacher has a student in class that does not belong there, the teacher will e-mail the student’s regular teacher to
inform them that student is safe. All teachers need to account for every student in their classroom during lock down.

**After School Security**

School personnel (as indicated on the attached Duty Schedule) will patrol the campus from 4:00 p.m.

Administrators, teachers, and the campus police officer will patrol the following areas from 4:00-4:30 p.m.

- Rookin Patio, Bellaire, Bus Zones, Loading dock, Rookin, Science E Building and HS Office, Courtyard, Gym

Please refer to duty schedule

**Special Situations**

Certain days and/or time periods (holiday periods, closing of school) may require additional supervision. Periodically, specific plans for those situations will be developed and distributed to the faculty.

**Police (HPD or HISD) Contact**

Administration has the responsibility for the school, and since “emergency” is a subjective condition, all school contact with authorities (HFD, HISD, HPD, 911) must be approved by an administrator.

Safety, Security, and Emergency Preparedness Committee

Administrators: Wittppen, Martinez, Joseph, Hoy, Steward, Messinger
Police Officer: Campus Police Officer
Medical Staff: Campus Nurse – Nurse Dori
Plant Management: Pedro Ramirez
Cafeteria Manager: Lois Bell
Faculty/Staff Rep’s Janie Silva, Miriam Espinoza and other teachers representing different geographic areas of the school and grounds

A hall pass must be used at ALL times when a student temporarily leaves the assigned classroom. Please do not allow students to leave your class the first or last 10 minutes of class unless it is an emergency.

All required information on the hall pass MUST BE filled out.
Fire Drills

(There is no such thing as a “false alarm.” All alarms must be treated seriously.)
Fire Drills are required, and are conducted for the safety and the protection of students and every adult in the school building. It is essential that the building be evacuated quickly and in an orderly manner.
Teachers MUST account for ALL their students. Have updated rosters ready.

I. Signals

A. Fire alarm (continuous throughout evacuation of buildings). March out, quickly, of the building in an orderly fashion. NO TALKING, STAY WITH CLASS

B. Return to Building: Bell. Do not return to the building when the fire alarm is turned off. Wait for the bell.

II. General Information

A. Each room should display a fire drill escape map with primary routes in red and secondary routes in blue. Each room should have a red Emergency Folder in which the teacher has placed updated rosters, which is brought out during a fire drill.

B. NO TALKING DURING THE DRILL. CLASSES SHOULD STAY TOGETHER.
C. Two monitors are to be appointed for each class period, whose duties are to lead the group of the building and to assist the teacher in discipline. This means NO TALKING, and a straight, orderly line (no line breaking). Monitors are to watch for a blocked passage. Each member of the class will about-face and proceed to the nearest available alternate. One monitor will close the door.

D. Gathering points are either the back basketball court or the front faculty parking lot (not the near administration parking lot but the far lot)

E. Once arrived at the assigned gathering point, teachers must assemble their students in a straight line and immediately take roll.

F. Either “all present” or the names of missing students should be written on the Fire Drill Attendance form. These completed forms should be displayed, together with a green card (all accounted for) or a red card (missing students) so that an administrator may easily see and collect.

G. Once all attendance has been taken and once all students have been accounted for, the bell will be rung to return to class.
Emergency Operation PLAN

JANE LONG ACADEMY
6501 Bellaire
Houston, Texas  77074-6428
Tel: (713) 778-3380
Fax: (713) 778-3387
Switchboard hours: 7:00 am - 5:00 pm
www.houstonisd.org
Jane Long is committed to ensuring the safety of all students and faculty. The purpose of our Emergency Plan is to heighten our awareness, take a balanced approach to safety and implement sound strategies to limit or control points of entry to the learning environment.

- In the event of a crisis, communication with teachers throughout the building will take place in five (5) possible ways: a.) announcements b.) email c.) Administrative team d.) telephone and e.) Panic Buttons

- On your Evacuation Map, the Red route is the primary route, and the Blue route is the secondary route
- Items needed in Teacher Emergency Folder: Evacuation map, tags (green and red), teacher sign, Evacuation attendance forms, class rosters, daily attendance sheets, and Evacuation procedures
- Every person must participate in any emergency drill procedure, and all people are required to exit the building.
- Teachers with conference/planning periods and without prior duty commitments will report to the administrator in the Main Office and await further directions
- When planning an absence, please leave your EOP (Emergency Operation Plan) on your desk and instructions for your substitute to review the plan before the start of the school day. Request that the sub leave the plan on your desk at the end of the day.
- Be ever mindful of substitutes in your area and be prepared to help them with any phase of this plan.
- There is to be no talking while engaged in drill.
- Students on the second floor in wheelchairs or on crutches should be taken to the designated Fire Safe area located above the Main Office (Elevator Stairwell).
JANE LONG ACADEMY
FIRE DRILL PROCEDURES

Fire Drill Signal
1. Automatic fire alarm buzzer with strobe light.
2. Two bells: students return to the building.

A. CLASS IN SESSION (NO LUNCHES)
- Close and lock windows.
- Get red folder (the EOP, Emergency Operation Plan, should be in the folder).
- Lock your door and leave green door tag on the door as you leave.
- Lead class safely and quickly through pre-determined route(s).
- Contain and maintain students.
- Check roll using updated copies of your class rosters.
- Account for any missing students.
- Fill out Evacuation Attendance Form and turn it in to an administrator in your area.
- Notify office/administrator of any missing students.
- Await further instructions.

B. CLASS CHANGE IN PROGRESS
- Students and staff should exit the building at the nearest safe exit.
- Administrators/Pre-determined staff members will exit, after clearing their area, to give instructions to teachers and students once they have left the building.
- 6th graders will be directed to the backfield on the Basketball Court.
- 7th graders will be directed to the backfield behind the E Building.
- 8th graders will be directed to the Faculty Parking Lot.
- Teachers will then gather class groups of students together by their Advocacy class.
- Designated administrative staff will exit the building with extra activity rolls and give these to teachers for student accounting.
- Teachers without Advocacy classes will assist in moving students to safety, locating their teachers, and helping substitute teachers.
- After all students and staff are accounted for, everyone will await further instructions from the appropriate agency.

***Teachers that have Multi-grade level activity classes will instruct their students to report to the 8th grade area in the Faculty Parking Lot.

C. DURING LUNCHES
- Teachers in class, exit the building by your pre-determined evacuation group.
- Students in lunch will be directed out to the back field on the Basketball Courts.
- Teachers in lunch will exit the building through the nearest safe exit and then walk around to the back field to meet students.
- Teachers will then gather class groups of students together by their next period class:
  If 6th graders are at lunch teachers will gather students by their 5th period class
If 7th graders are at lunch teachers will gather students by their 5th period class
If 8th graders are at lunch teachers will gather students by their 5th period class

- Teachers will check attendance with class rosters brought by pre-determined administrative staff.

**Students in wheelchairs or on crutches** on the second floor should be taken to the designated **Fire Safe area** located at the **Main Office stairwell (Elevator Stairwell) where there is a transfer chair.** The alternate location is at the top of the **stairwell just across from the Teacher’s Workroom/Copy Room.** There will be a wheelchair at the base level of the Main Office Stairwell for any student that needs to be transferred from a motorized wheelchair or has a need.

**Teachers in Faculty Parking Lot will report and give evacuation forms to Brown and in the back to Levy (or Wittppenn).**
Announcement:

A Lockdown drill would be used anytime students need to be contained and protected inside the building. A lockdown is a Shelter in Place that it is dealing with criminal activity such as an armed intruder inside the building. Principal or his/her designee will announce over the public address system (Lockdown).

A. Class in Session (no lunches in progress)
- Check the halls and stairwells for staff and students and direct them to the nearest classroom.
- Close all windows, blinds, and lock doors.
- Place a cover over the window on your door.
- Take cover away from doors and glass.
- Your room should be as dark and quiet as possible.
- Check roll and account for any missing students with your Evacuation Attendance Form in the red folder.
- Notify office/administrator of missing students utilizing email, direct contact with an administrator or telephone (use telephone as a last resort as we do not want to tie up the lines or put anyone in harm’s way). Please copy the Main Office staff (i.e. Administrative Assistant, Secretary, Counselor’s Secretary or Textbook Clerk) on your messages. The Main Office staff will convey your message to the appropriate administrator.
- Ignore all school bells until further notice.
- No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
- If we need to evacuate the building, an announcement will be made.

B. Class Change in Progress
- Check the halls for students and direct them to the nearest classroom.
- Close all windows, blinds, and lock doors.
- Place a cover over the window on your door.
- Take cover away from doors and glass.
- Your room should be as dark and quiet as possible.
- Use your Evacuation Attendance Form in your red folder to make a list of students in your class.
- Ignore all school bells until further notice.
- No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
- Slide colored strip under door if able:
  - **Green** card means the room was evacuated per directions
  - **Red** card indicates someone in the room is injured and medical assistance is needed.
- If we need to evacuate the building, an announcement will be made.
C. During Lunches

- Students in the cafeteria/courtyard are directed to the gym, auditorium or cafeteria by the lunch duty staff. (Teachers in lounge, remain there until further notice.)
- Check the halls for students and direct them to the nearest classroom.
- Close all windows, blinds, and lock doors.
- Get Emergency Operation Plan/Crisis Plan located in Red/Green folders.
- Close all windows, blinds, and lock doors.
- Use your Evacuation Attendance Form in your red folder to make a list of students in your class.
- Ignore all school bells until further notice.
- No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
- If we need to evacuate the building, an announcement will be made.

***Administration will check the restrooms in their area before securing their rooms:
Announcement:

A Shelter in Place drill would be used anytime students need to be contained and protected inside the building. A chemical spill, for example, could put students and staff at risk of toxic inhalation if allowed outside. An unarmed intruder inside the building can also be cause to implement the lock-down procedure, separating the intruder from students. In this case a Shelter in Place drill may also help to prevent confusion, and to make it easier for staff to account for all students, as it is simpler to determine if a student is missing when the students are at least standing still.

Principal or his designee will announce over the public address system that a Shelter in Place is in effect.

A. Class in Session (no lunches in progress)
   • Check the halls for students and direct them to the nearest classroom.
   • Close all windows, blinds, and lock doors.
   • Get Emergency Operation Plan/Crisis Plan located in Red folders.
   • Stay away from doors and glass.
   • Check roll and account for any missing students.
   • Notify office/administrator of missing students.
   • Ignore all school bells until further notice.
   • No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
   • If we need to evacuate the building, an announcement will be made.

**500 Classes should report to the Auditorium if time permits, otherwise shelter in place. Classes in T-Buildings shall shelter in place.

B. Class Change in Progress
   • Check the halls for students and direct them to the nearest classroom.
   • Close all windows, blinds, and lock doors.
   • Get Emergency Operation Plan/Crisis Plan located in Red folders.
   • Stay away from doors and glass.
   • Make a list of students in your class.
   • Ignore all school bells until further notice.
   • No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
   • If we need to evacuate the building, an announcement will be made.
   • Teachers, be at your classroom door and lock it as soon as the students have arrived.
   • Ignore all bells until further notice.
   • If we need to evacuate the building, an announcement will be made.

C. During Lunches
   • Students in the cafeteria/courtyard are directed to the auditorium by the lunch duty staff.
     (Teachers in lounge, remain there until further notice.)
   • Check the halls for students and direct them to the nearest classroom.
• Close all windows, blinds, and lock doors.
• Get Emergency/Crisis Plan located in Red folders.
• Close all windows, blinds, and lock doors.
• Make a list of students in your class.
• Ignore all school bells until further notice.
• No one is to leave the classroom until an “All Clear” announcement is made by an administrator.
• If we need to evacuate the building, an announcement will be made.
Guidelines for Bio-Hazard/Chemical Threats

- Staff and students should "Shelter in Place" unless they are outside.
- Get Emergency Operation Plan/Crisis Plan located in Red folders.
- Move near an inside wall, away from windows and doors.
- Keep activity to a minimum
- Turn off any fans. A/C or Heat will be turned off centrally. T-Building must turn off their own A/C or Heat.
- Any staff and students outside the main building should quickly enter the building (ie. Auditorium).
- Classes in T-Buildings should enter Auditorium if time permits. Hang green tag on door and take safety folder with you. If time does not permit, shelter in place.
- Students in Cafeteria should be moved to the Auditorium
- Account for all students. Do not allow students to leave your area unless directed to do so.
- Ignore all bells and hold students until further instructions are given.

During a Secure in Place drill, it may be necessary to move all exterior classrooms to a designated place inside the building (ie. Auditorium). If this is the case, the principal or his designee will make the announcement directing those teachers to bring their students to their designated location. The designated locations are as follows:

<table>
<thead>
<tr>
<th>Vulnerable Area</th>
<th>Designated Secure Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education- fields/gymnasium</td>
<td>Locker rooms</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>Auditorium</td>
</tr>
<tr>
<td>600’s temporary buildings</td>
<td>Auditorium</td>
</tr>
<tr>
<td>500’s</td>
<td>Library</td>
</tr>
</tbody>
</table>
JANE LONG ACADEMY
SEVERE WEATHER PROCEDURES

Announcement:

In the event of severe weather, a tornado watch, or tornado warning, the principal or designee will notify the staff via P.A. system to be aware of a possible drill. Areas of large roof expanses (the gym and the cafeteria), and areas with considerable glass should not be used as shelters. The safest shelters are interior windowless rooms and hallways.

TORNADO WATCH. No funnel clouds have been sighted.

Principal

- Advise teachers that a tornado watch is in effect.
- Designate staff person to monitor television broadcast for additional information.
- Advise teachers to review the Tornado signal and designated areas of shelter.
- Advise teachers to close windows and blinds.

TORNADO WARNING. A funnel cloud has been sighted in the area.

Tornado and Violent Storm Signal

1. A pulsing emergency bell will start the drill.
2. One signal: students stop.
3. Two signals: students return to normal activity.

Teacher Checklist

- Slightly open windows or outside door. Draw blinds or shades.
- Students will move near an inside wall, away from the windows, and get under strong tables or desks.
- Students are to cover their eyes with one arm and place the other over the back of their neck.
- Students are to move out of areas such as the cafeteria or any classroom where there is an excessive amount of glass into the Auditorium.
- Any students who may be outside should be quickly brought into the building. Should time not be available, students should go into a ditch or other low place and lie down until the storm has passed.

500 Classes and T-Bldgs. - Move your students into the Auditorium if there is time, if not move students to a secure area of the room.

P.E. Classes – Move students to the appropriate locker rooms in the Gym.
JANE LONG ACADEMY
EVACUATION TO SUTTON ELEMENTARY PLAN

Announcement:

An evacuation to Sutton Elementary would only be initiated after the students have exited the building by following normal FIRE DRILL PROCEDURES. At that time the Principal or designee would decide if the students would be safer off the school campus. If this is the case, the following procedures will take place.

PRINCIPAL
- Decision to move to Sutton Elementary will be initiated by Principal or designated person.
- Sutton staff notified, HISD Police notified, Area Superintendent notified.
- Visual signal given by all administrators and relayed from teacher to teacher
- Temporary office/communications center established in Main Office
- HISD Transportation notified if needed.
- Staff and students proceed via pre-planned routes or by safest way possible.

TEACHERS
- Move quickly and safely to the meeting point - the parking lot of Sutton Elementary.
- Students sit in Sutton’s Cafeteria by the class they were in prior to evacuation (or homeroom class if in between classes).
- Teachers will remain with their class (if in between classes teacher will gather by homeroom class groups) in Sutton’s Cafeteria in order to account for all students.
- All teachers check roll for each class, using their red folders.
- Account for any missing students using the red folder signal.
- Notify office/administrator of any missing students.

COUNSELORS
- Bring copies of grade level rolls and activity rolls.
- Report to Sutton Elementary via quickest route.
- Help direct traffic into the parking lot until relieved by teachers
- Report to grade level area in the Sutton Cafeteria and assist with students and staff.

TEACHERS NOT IN CLASS
- Help direct traffic across parking lot into assigned areas in the Sutton Cafeteria.
- Help counselors and teachers with class in their specific areas.
- Meet at the Sutton Cafeteria for further instructions.
- Assist where needed.

CLINIC STAFF
- Bring emergency kit and clinic emergency cards to Sutton Elementary.
- Set up temporary clinic at Sutton Elementary.
LIBRARY STAFF
• Report to the nurse, assist with temporary clinic.

OFFICE STAFF
• Take emergency packet to Sutton Elementary.
• All school alpha roster by grade level.
• Activity rosters for each class.
• Rosters with parent phone numbers.
• Attendance records for the day.
• Set up emergency operations in Sutton Elementary’s Main Office

CUSTODIAL STAFF
• Assist with traffic until all students are across the street.
• Report to Principal in the main office
• Assist where needed.

CAFETERIA STAFF
• Report to Principal in main office
• Assist where needed
Announcement:

In the event of a National disaster, severe weather, or any other emergency situation where a parent may wish to pick up their student prior to the end of the school day, the following actions must take place.

SCHOOL PROCEDURES
- All exterior doors to be locked and faculty parking lot closed to limit people coming in to the main entrance.
- Students will report to 3 locations by grade level with an administrator assigned to each area. Tables will be set up in each area.
  - 6th Grade in the Library
  - 7th Grade in the Cafeteria
  - 8th Grade in the Gymnasium
  - Life Skills students will remain in their rooms

Procedures for Student Pick-Up
- An Emergency Supply box will be located in the Main Office with the supplies that will be needed. Grade Level rosters and attendance lists will be run immediately by assigned personnel and they will be placed with the grade level emergency supplies.
- Visitors will wait outside the Main Office entrance in the queue line. Faculty/staff will distribute pens and Emergency Student Check Out Forms.
- There will be check out lines by alpha with the enrollment card binders
- Faculty/staff will gather controlled release forms for each grade level to be placed on the appropriate table in the designated areas.
- Faculty/staff will be runners to escort students to the Auditorium. A runner will take the form to get the student and will turn in the form when they drop off the student in the Auditorium.
- We will bring 10 visitors inside at a time.
- Direct all parents to the Auditorium.
- Parents must show a valid driver’s license and initial the release form for each student(s) that is being picked up.
- A runner will take the Emergency Student Check Out Form to get the student and will turn in the form when they drop off the student.
- Students will be escorted to the Auditorium and released to their parent/guardian(s).
- As students are picked up, their name will be highlighted on the grade level list that is in each grade level location.

TEACHERS IN CLASS
- Resume normal activity in class as best as you can.
- Do NOT let students use the classroom telephone or cell phone to call parents.
- Do NOT allow students to leave your classroom for any reason. (If there is any emergency, please call the office for assistance.)
• Please be visible in the hallways during passing periods.

TEACHERS NOT IN CLASS
• Anyone not teaching a class must report to the main office to be assigned a station.

For dismissal of students not being picked up prior to the end of the day (Inclement or Severe Weather), students will be released in this order by PA system:
• Walkers will be released 10 minutes prior to the bell (i.e. 3:05).
• Car riders will be released 5 minutes prior to the bell (i.e. 3:10) to the Front Drive for pick-up.
• Bus riders will be released at the regular dismissal time (i.e. 3:15) into the Auditorium. The students will await instruction from an administrator as for when to leave this area for their bus.
Announcement:

During a government issued RED ALERT, Jane Long Futures Academy will put the following actions in place:

ADMINISTRATION RESPONSIBILITIES
- Principal will make announcement to the faculty and students regarding the red alert and the actions taken by the school
- Lock all exterior doors
- Main front doors locked at all times
- No visitors allowed in the school unless authorized by a Principal
- All visitors must enter the building through the main entrance
- Check all mail, packages and deliveries.
- Cancel field trips.
- Curtail all athletic and outside activities.
- Cancel all after school activities (ie. sporting events, tutoring, clubs, etc.)
- Conduct daily radio tests of the E.R.S.

TEACHER RESPONSIBILITIES
- Close and secure all windows, doors and vents.
- Xerox class rosters, including activity class, and place them in red emergency folder.
- Remain in the halls during passing period.
- Close and lock doors at the end of each passing period.
- Assume a non-activity bell schedule until further notice.
- Encourage students to use the bathroom during passing periods.

*These actions will be in effect until further notice. If the red alert remains in effect for an extended period of time, adjustments may be made through the district police and the Principal.
JANE LONG ACADEMY  
Bomb Threat

Signal: Fire Alarm

If you receive a Bomb Threat, communicate immediately with the Principal or any Administrator in the Main Office. Fill out the Bomb Threat form to the best of your ability.

Procedures:

- Get Red folder (with rosters) and sign out sheet
- Do not turn anything off or on! Do not use any type of device that uses an electrical charge for activation
- Close classroom door
- Place green door tag on door
- Exit building according to evacuation map posted in your room (consider alternate exits)
- Be aware of anything unusual you can report to aid authorities
- Account for all students using Evacuation Attendance form
- Ignore all bells and hold students until further instructions are given
JANE LONG ACADEMY
Bomb Threat Form

Should you receive a bomb threat please complete the bomb threat form.
  o Note the phone number if there is caller ID. If no caller ID is shown, note what number was called and the exact time. ________________________________
  o Notify the principal immediately. Fax form to Police at 713-892-7777.

Write down the exact wording of the threat: ________________________________

Threat Communicated by: [ ] phone [ ] email [ ] mail [ ] note left in school [ ] rumor

Record phone number/email address/location note found/who found the note or other details about the threat: ________________________________

Date and time of threat: __________________ Duration of call: ________ minutes
Caller ID (if applicable) reads: ________________________________

Questions to ask the caller:
<table>
<thead>
<tr>
<th>When is the bomb going to go off?</th>
<th>Where is the bomb right now?</th>
<th>What does the bomb look like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When kind of bomb is it?</td>
<td>What will cause the bomb to explode?</td>
<td>Did you place the bomb? Why?</td>
</tr>
<tr>
<td>Where are you calling from?</td>
<td>What is your address?</td>
<td>What is your name?</td>
</tr>
</tbody>
</table>

Try to take note of what the caller is like.

<table>
<thead>
<tr>
<th>Male or Female</th>
<th>Race</th>
<th>Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Caller’s voice</td>
<td>Soft</td>
<td>Calm</td>
</tr>
<tr>
<td>Loud</td>
<td>Excited</td>
<td>Lisp</td>
</tr>
<tr>
<td>Cracking voice</td>
<td>Disguised</td>
<td>Accent</td>
</tr>
</tbody>
</table>

If familiar voice who did it sound like? ________________________________

Record any background noises you heard

<table>
<thead>
<tr>
<th>Street noise</th>
<th>School noise</th>
<th>Voices</th>
<th>Office noise</th>
<th>Athletic noise</th>
<th>PA system noise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td>Factory noise</td>
<td>Animal noise</td>
<td>Motor noise</td>
<td>Call from cell phone?</td>
<td></td>
</tr>
</tbody>
</table>

Any additional notes: _____________________________________________

________________________________________

Name of person completing form: ______________________________________

Names of others with information about this threat: ____________________________
Announcement:

Procedures if emergency is in your room:
• Call clinic ext. 305
• If no answer, call office ext. 316
• Reassure student help is on the way
• If necessary, take steps to move your class
• Send student to get neighboring teacher
• Ask neighboring teacher to take your students
• Do not leave the injured student or staff member unattended