

Waltrip High School

HOUSTON INDEPENDENT SCHOOL DISTRICT

1900 W. 34TH St.* Houston, Texas 77018

713.688-1361 * 713.556-4297 fax

YOU CAN'T HIDE THAT RAM PRIDE!

2024 – 2025 FACULTY & STAFF HANDBOOK

**Jeanette Cortez, Interim
Principal**

All items within the Faculty and Staff Professional Handbook are subject to change by the principal throughout the year. Updates and associated communications will be made periodically as needed.

TABLE OF CONTENTS

Shared Decision-Making Committee (SDMC).....	2
Campus Administration and Leadership Staff.....	3
Mission and Vision.....	6
Staff Expectations – growth mindset; staff dress; student supervision.....	8
Professionalism.....	13
Reporting Time and Staff Attendance.....	14
Building Positive Relationships – teacher-student relationship; classroom management; tardy policy.....	17
Curriculum, Instruction, and Assessment	23
Grading Policies and Final Exam Guidelines – grades; recording student attendance.....	25
Special Education and 504.....	29
Texas Teacher Evaluation and Support System.....	30
Materials and Inventory.....	31
Standard Protocols – outside student food items; teachers’ lounge; etc.....	32
Building Operations.....	33
Maintenance.....	
Parking.....	
Finances – travel; activity funds; fundraising.....	35
Media Policy.....	40
Counseling and Guidance Services – reports of child abuse and negligence.....	41
School Clinic.....	42
School Security, Safety, and Emergency Procedures.....	41
Faculty/Staff Handbook Receipt.....	50

SHARED DECISION-MAKING COMMITTEE (SDMC)

Board Policy establishes SDMC at every school in the district, and SPM 2652.C describes this important committee. SDMC must meet the district's guidelines established in the policy. Each school year, the SDMC shall assist the principal in developing, reviewing, and revising the School Improvement Plan for the purpose of improving student performance for all student populations. The SDMC shall be involved in decisions in the area of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. The SDMC must approve the portions of the School Improvement Plan addressing campus staff development needs. A Principal shall regularly consult the SDMC in the planning, operation, supervision, and evaluation of the campus educational program.

Membership Designation	SDMC Member
Business Representative	Shirley Evanicky
Campus-Level Professional Staff	Glenda Guidry
Classroom Teacher	Vacant
Classroom Teacher	Vacant
Classroom Teacher	Vacant
Classroom Teacher	Vacant
Classroom Teacher	Vacant
Classroom Teacher	Vacant
Classroom Teacher – Special Education Representative	Eva Vela
Community Representative	Katrina Moore
Community Representative	Laurie Moreland
Community Representative	Wendy Paule
Non-Instructional Staff	Herson Barbosa
Non-Instructional Staff	Accelyn Hickman
Parent	Matt Dowiak
Parent	Scott Moore.
Principal	Jeanette Cortez (Interim)

WALTRIP HIGH SCHOOL ADMINISTRATION AND LEADERSHIP STAFF

Principal	Jeanette Cortez, Interim
Assistant Principal – 9th Grade	Vacant (A-L)
Assistant Principal – 9th Grade	Christian Martinez (M-Z)
Assistant Principal – 10th Grade	Hector Cano
Assistant Principal – 11th Grade	Corey Stoner
Assistant Principal – 12th Grade	Omari Issa
Campus Testing Coordinator	Angel Martinez
Counselor – 9th Grade	Cynthia Thompson-Hendrix
Counselor 10th Grade	Yonsuetta Johnson
Counselor – 11th Grade	Anita Griffin
Counselor – 12th Grade	LaQuanti West
Dean of Instruction – CCMR	Angel Martinez
Dean of Instruction – EOC	Charsheika Berry
Magnet Coordinator	Jennifer Gatica

SUPPORT SERVICES STAFF

Business Manager	Ronnie Joseph
College & Career Advisor	Cynthia Brooks
College & Career Advisor	Clarissa Ramirez/Dianamelena BarriosOcampo
Communities in School	Reestablish in Spring Semester
Media Specialist	Jennifer Gatica
Nurse	Deletea Bradley
Registrar	Darcy Ruffino
Student Information Rep. (SIR)	April Abbott
School Secretary/Office Manager	Ruth M. Perez
Special Education Chairperson	Herson Barbosa
Special Education Chairperson	Anais Charlez

DEPARTMENT CHAIRS / ADMINISTRATOR ASSIGNMENT

Mathematics	Ebony Wallace
Special Education	Herson Barbosa and Anais Charlez
Career & Technology	Jennifer Grimm-McKinley
English Language Arts & Reading	Grant Beatty
Social Studies	Joyce Curry
Science	Angeline Paul
Fine Arts	Shelley Gillis
LOTE	Valerie OtouRaymond
Physical Education & Health	Ashlee Joseph

COLLEGE, CAREER, & MILITARY READINESS

Advanced Placement	Angel Martinez
Armed Forces	Omari Issa and Angel Martinez
Dual Credit Courses	Jennifer Grimm
Graduation Coach	Audrey Williams
Apex Administrator	Omari Issa
CCMR Accountability	Angel Martinez
PGP Accountability	Omari Issa
TEA Industry Certifications	Charsheika Berry
TSI Criteria	Angel Martinez

CAMPUS OPERATIONAL MANAGEMENT

Department	Administrator	Department	Administrator
504	Hector Cano	Keys	Ruth M. Perez
Activity Funds	Ronnie Joseph	Magnet Coordinator	Jennifer Gatica
Advanced Academics (AP, Pre-AP, Dual Credit, GT)	Angel Martinez	Master Schedule	Angel Martinez
Apex/Credit Recovery	Omari Issa	Media Specialist/Library Services	Jennifer Gatica
Boy Athletics Coordinator	Kristopher O'Neal		
Girl Athletic Coordinator	Lacey Mitchell		

		Mentors (Students)	Tony Bunion (Boys)
			Lacy Mitchell (Girls)
Attendance	Glenda Guidry	Mentors, New Teachers, & Onboarding	Charsheika Berry-Keller/ Shelley Gillis
Building and Grounds	Ronnie Joseph		
Bus Transportation	Jennifer Gatica	Nurse	Deletea Bradley
Business Manager	Ronnie Joseph	One Goal	Desahwn Sutton and Ernesto Gonzalez
Calendar (schoolwide)	Ruth Perez/ Ronnie Joseph	PEIMS	Christian Martinez
Canvas Champion	Brandon Salinas	Positive Behavioral Interventions and Supports (PBIS)- C.H.A.M.P.S.	Hendrix
Classroom Supplies	Kimberly Roberts-Flint	Student Information Representative	April Abbott
Clubs & Organizations	Vacant	Registrar	Darcy Ruffino
College Access Coordinator	Clarissa Ramirez Dianamelena Barrios-Ocampo	Safety Captain	Corey Stoner
ESL, LEP, Dual Language	Mar Azcarraga	Social-Emotional Learning	Counseling Team
Field Trips	Ruth M. Perez	Substitute Teachers	Glenda Guidry
Fundraising	Ronnie Joseph	Technology (Power-Up)	Craig Gerhard
Graduation Coordinator	Jennifer Gatica	Testing Coordinator	Angel martinez
ID Badges	Craig Gerhard	Textbooks	Ronnie Joseph
		Title 1	Jennifer Gatica
Inst. Resources & Materials	Deans of Instruction	UIL Academics Coordinator	
Intervention Assistance Team	Yonsuetta Johnson	Plant Operator	Rogelio Medrano
Inventory	Ronnie Joseph		

MISSION, VISION AND WALTRIP SONG

Mission Statement

Waltrip High School fosters a safe and challenging learning environment, preparing students for post-secondary education and a competitive global workforce through rigorous core academic instruction, comprehensive social-emotional supports, an array of quality fine arts and athletics programs, and comprehensive career and technology education.

Vision Statement

Waltrip High School will be the school of choice for those living in and around the Waltrip community and will be widely regarded as the best comprehensive high school in Houston as evidenced by the thoughtful, innovative, and college and career-ready students who graduate from our school.

School Song

"Our Waltrip High"

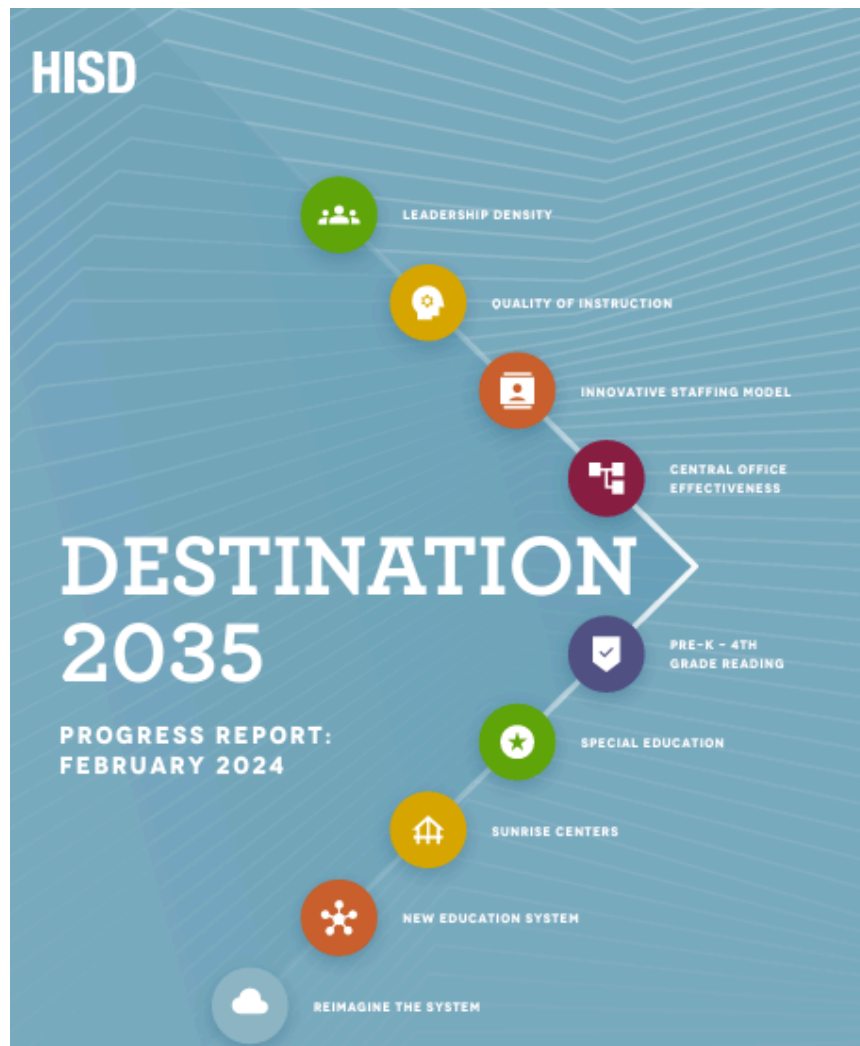
"Waltrip High, we sing to thee, Our loyalty we raise.
Strong and noble always, These tributes we now praise.
Honor, faith and courage, These we testify.
Thee we'll always honor,
Our Waltrip High
Long we shall remember thee, May mem'ries never fade.
Honesty, integrity, These traits we have portrayed.
Qualities we'll cherish, Always glorify.
Thee we'll always honor, Our Waltrip High."

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful 2024-2025 school year. Not all District and campus policies and procedures are included. Those that have been noted have been summarized.

This handbook is neither a contract nor a substitute for the official Houston Independent School District policy manual. It is not intended to alter the status of employees in any way. **It is intended as a guide and a brief explanation of Waltrip High School policies and practices.** District policies and campus policies and procedures can change at any time. Each staff member is required to become knowledgeable with all its contents and to follow all expectations. In addition to the Waltrip High School Faculty and Staff Handbook, the HISD School Guidelines for 2024-2025 are on the HISD website on the Federal and State Compliance department page (<http://www.houstonisd.org/Page/33269>). All teachers and staff should read and be familiar with the information contained therein. For more information, employees may refer to the districts' online policy that are associated with topics and confer with the principal.

To ensure that all HISD students are Global Graduates and ready for the world, teachers must provide them access to personalized learning opportunities that will allow them to develop the skills needed to succeed in today's global economy.

To transform instruction, HISD has created a teacher profile that contains a list of six desired competencies to guide teachers through professional learning, support, and development. Leaders in HISD are committed to ensuring that teachers have the resources, professional development, and support needed to develop these competencies.



STAFF EXPECTATIONS

Have a Growth mindset.....

One of the greatest attributes of an educator is that of high expectations, not only for oneself, but for all students, parents, colleagues, and administrators for whom each teacher is held responsible. Research has concluded that a social emotional learning environment rich with high expectations, and belief in students can achieve greater accomplishments than thought possible. Every student can become a life-long skilled learner, prepared to succeed in a global society.

With this each faculty and staff member should look to sustain a growth mindset, including an overall focus that each student will strive for flexibility and perseverance while promoting the following:

A CULTURE OF COLLABORATION – What is Collaboration? It is a systemic process in which we work together interdependently to analyze and impact professional practice to improve our individual and collective results (Dufour, Dufour, & Eaker, *Getting Started: Reculturing Schools to Become Professional Learning Communities*, 2002).

As educators we recognize that we must work together to achieve our collective purpose of learning for all; therefore, as a campus, we will create and sustain structures to promote a collaborative culture instead of working in isolation. Collaboration is much more than building group camaraderie. It is all of us working in teams, engaging in an ongoing

cycle of questions that promotes deep team learning, which in turn leads to higher levels of student achievement, growth, and progress.

The goal is for the work of improving student achievement to become the routine work of everyone. Each teacher team participates in an ongoing process of identifying the current level of student achievement, establishing a goal to improve the current level, and working together to achieve that goal and providing periodic evidence of progress. It is required for the entire faculty and staff to focus on learning rather than teaching, work collaboratively on matters related to learning, and hold itself accountable for the kind of results that fuels continual improvement.

COLLABORATION TIMES – Attendance at the following collaborations is required by all staff members. In the event you will be absent for a collaboration, meeting, or conference, written notification via email must be submitted at least twenty-four hours in advance to the principal (faculty collaborations), deans of Instruction/assistant principal (department/content collaborations), cluster/grade level assistant principal (cross-disciplinary collaborations, held as needed) or your floor administrator (floor collaborations, held as needed).

PROFESSIONAL LEARNING COMMUNITIES (PLC)- Attendance at professional learning communities (PLCs) is scheduled based on departmental, campus-wide, and student and staff needs. PLCs will be utilized to collaborate on lessons, analyze data and craft action plans, and conduct at-bats to receive and provide feedback from peers. Campus or department leaders may call PLC meetings at their discretion. Participation and collaboration in PLCs are mandatory. If you are unable to attend, you must promptly inform your direct administrator to seek approval for your absence.

DEPARTMENT CHAIRS- Department chairs serve as extensions of the leadership team, assisting with instructional coaching and leading professional learning communities. Teachers should collaborate with department chairs and adhere to their guidance. As members of the campus instructional leadership team, department chairs should be respected and recognized for their roles.

COACHING AND SUPPORT- Waltrip High School promotes a culture of ongoing pedagogical improvement to deliver high-quality first instruction to students. We emphasize a culture of giving, receiving, and applying coaching and feedback. Teachers are expected to regularly seek feedback from peers and leadership and promptly act on it to improve their instructional skills.

OPEN HOUSE COLLABORATION – All faculty members are expected to participate in Open House activities. This is a perfect opportunity to introduce yourself, explain your expectations and spark some enthusiasm for your subject. Be prepared with a complete syllabus that includes contact information, course outline, dates of major projects and any specific expectation related to your course. Outline grading weights and any rules for makeup and retesting. This is your night to initiate a positive school year. Open House is held in the Fall Semester each year. All teachers and administrators are expected to be in attendance. Arrangements should be made in advance with childcare providers, university professors, and part-time employers.

THE WALTRIP WAY – Ultimately, we want Waltrip High School to be known as a place where students and faculty strive for academic excellence and where *everyone* can learn and grow as individuals. A campus where everyone is included in the process of learning. This attitude and behavior **must** start with us.

MAXIMIZING STUDENT ACHIEVEMENT – If we are to accomplish only one goal during the year, it is we increase the achievement level of all students, in all areas. We are a campus committed to teaching literacy and numeracy (reading/writing/math) across the curriculum. All other goals, expectations, desires, hopes, wants, and dreams should be predicated on this primary goal. As an individual and as a team-member, set high expectations, implement research-based instructional strategies, work collaboratively in your PLC, and use data in all forms to help us achieve our goals.

ROLE MODELS – The degree of modeling and behavior observation that takes place between students and teachers is more extensive than most of us realize. Students do look to teachers as examples of proper adult behavior. Do not expect students to be prompt with their work if you do not return their work in a timely manner. Do not expect the students to be on time if you are not at school well ahead of time with your lesson plans complete, instructional framework well organized, and resources ready to use.

Additionally, whether voiced or silent, your colleagues look to your professionalism as a measure of effectiveness toward your work with the PLC. Teachers are expected to be an example of professionalism, control, consideration, work habit, language, and dress. You are the role model for not only your students, but for other adults on campus as well.

STAFF DRESS – Waltrip High School teachers will dress appropriately each day. As professionals, we need to dress in a way that is generally accepted in the non-academic world as professional, and we want the staff to look professional and be role models. Neatness and good grooming are expected. **Sweatpants, wind pants, warm-ups, leggings, cargo style, low rise, spandex or similar tight pants are not permitted** (with the exception for coaches during their season and when they are in their athletics class *only*.)

Our students follow dress guidelines, so we will support and reinforce this policy by following a professional dress guideline.

- Monday through Thursday are business casual dress. **Jeans are allowed on Friday only.**
- Friday will be considered “Ram Pride” day and in order to promote school spirit Waltrip Ram Gear may be worn with jeans. Additional considerations for dress (such as matching department/ PLC t-shirts or Ram Gear) are encouraged and should model professionalism and teamwork.

Clothing should always be neat and clean. Extreme styles are inappropriate if they indecently expose the person or disrupt the educational process. Examples of inappropriate clothing include flip-flops, tights, spaghetti straps, torn or ripped jeans, and hats/head-coverings of any kind.

- For women, this means wearing pants, slacks and/or skirt, - provided they contain no rips, tears, excessive distressing. Skirts/dresses should be knee-length at minimum. Shirts and tops should cover the shoulders. Halter tops, bare backs, tank tops, spaghetti straps, muscle shirts, see-through garments, revealing or provocative necklines are not permitted. Yoga/stretch pants or warm up pants of any kind are not acceptable. All clothing must fit appropriately. Dress shoes and dress boots are acceptable. Flip flops, house shoes, sandals and crocs are not appropriate. Hosiery is optional.
- For men, this means wearing slacks/pants and a collared shirt or a Ram Gear shirt daily. Pants should be neat and clean (jeans on Friday only). All clothing must fit appropriately. Shirts should cover the shoulders. Dress shoes or boots, casual shoes or suede shoes are appropriate. Flip flops, house shoes, sandals, and crocs are not appropriate.

USE OF PERSONAL ELECTRONICS AND CELL PHONES – Excessive cell phone use at work interferes with productivity. Therefore, during work hours your cell phone should be put away and **ONLY used for emergency purposes**. Cell phones **shouldn’t be visible**.

STAFF MEMBERS NEEDING TO CONTACT YOU SHOULD DO SO BY RADIO, EMAIL OR BY REACHING OUT TO YOU VIA YOUR CLASSROOM/OFFICE PHONE LINE. THIS SHOULD BE THE NORM.

Cellular phones are not to be used during the instructional day unless in an emergency. You may use your cell phone during lunch, before, and after school. Do not use your cell phone during instructional time for making phone calls, texting or game playing. During the instructional day, cell phones should be secured and turned off or placed on vibrate. The school is not responsible for the loss of personal property.

- Turn off your ringer by setting it to silence or vibrate.

- Use your cell phone for important or emergency calls **ONLY** on your duty-free time.
- Cell phone usage during breaks or lunch time is fine.

Employees will receive 2 warnings before a conference is held to document failure to adhere to cell phone procedure/policy.

STUDENT SUPERVISION – Teachers are required to supervise students. Teachers must supervise the halls and commons areas during the passing time between classes by being visible at their doors. Teachers must closely supervise their own classes. Classes and/or students are not to be left unattended. You are legally responsible for your students. Students who leave the classroom must have a restroom and/or hall pass from the class they are leaving. Therefore, only one student may leave your classroom at a time. Permits are required to visit the nurse, library, or any administrative office. Please do not release students during the first and last 15 minutes of class. Students are not to be released early for lunch periods or before the dismissal bell.

DUTY ASSIGNMENTS

Expectations for staff regarding duty assignments include:

- Arrive on time for all duty assignments, ensuring that areas are supervised as scheduled.
- Be aware of and prepared for the specific responsibilities and requirements of each duty assignment.
- Remain attentive and vigilant while on duty, actively monitoring student behavior and ensuring safety.
- Perform duty assignments consistently, maintaining a reliable presence in assigned areas.
- Conduct oneself professionally, interacting respectfully with students, parents, and colleagues during duty assignments.
- Fulfill duty assignments responsibly, understanding their importance in maintaining a safe and orderly school environment.
- Be willing to adapt to changes in duty assignments or schedules as needed, demonstrating flexibility and cooperation.
- Communicate effectively with other staff members regarding duty-related issues or incidents that arise.
- Assist colleagues with their duty assignments when needed, fostering a collaborative and supportive work environment.
- Serve as a positive role model for students by demonstrating appropriate behavior and attitudes during duty assignments.

ADMINISTRATIVE SUPPORT – Campus personnel are expected to act in a manner that is in the best interest of our students. I am committed to working with you to ensure that our students are provided the best education possible, and I realize that neither of us can accomplish this goal in isolation. The administrative team is here to serve as a resource, sounding board, and support for the decisions you make in the classroom and for your professional development needs as well. And while we never intentionally humiliate or embarrass our staff in front of students, parents, or peers, do not expect that because you are a teacher that others will automatically say you are right, should you make a poor choice. Think before you act or speak, and do not create situations where, if pressed with the question, “Was the teacher correct in taking that action or speaking in that manner?”, an administrator must say, “No.”

Campus-Wide Instructional Commitments

Classroom Environment	<p style="text-align: center;"><u>On Front Board:</u></p> <ul style="list-style-type: none"> ● Today's Date ● Learning Objective—<i>Students will be able to (SWBAT) make inferences and use evidence to support their understanding of text.</i>
------------------------------	---

	<ul style="list-style-type: none"> ● Demonstration of Learning—Given a brief text and 5 questions, students will (SW) make inferences and use evidence to correctly support their understanding of text 4 of 5 times. <p style="text-align: center;"><u>Functional Areas of the Room:</u></p> <ul style="list-style-type: none"> ● Word Wall with visuals ● Curriculum map marked with arrow on material being covered ● Student Centered Data System ● Anchor Charts ● Student Work ● Student Notebooks/Binders ● Print Rich Environment
Lesson Plans—Due Thursday In CANVAS	<p>Planning with the end in mind. What do we want students to be able to do and say by the end of the lesson?</p> <p>Must include:</p> <ul style="list-style-type: none"> ● a current TEKS/ Learning Objective ● ELPS objective (Language) ● Vocabulary ● Essential Questions/ Demonstration of Learning ● Activity/Lesson for the day ● Intentional Checks for Understanding (Multiple Response Strategies) Every 4-7 minutes ● Small Group Instruction Plan/Classroom Interventions (plan for the week) ● Campus-Wide Writing Plan (all core classes and electives will plan to embed a writing component in the lesson...do-now, exit ticket, activity in the lesson, etc..) <p><u>If using district lesson plans,</u> lesson annotations will be uploaded into CANVAS every Thursday.</p>
Small Group Instruction/ Classroom Intervention	<ul style="list-style-type: none"> ● Non-Negotiable ● Daily based upon DOL ● Planned/Intentional with specific students in mind <u>based on DOL data</u> ● Types of Intentional DOL Small Group Instruction: <ol style="list-style-type: none"> 1. Intervene on Current Concepts from a lesson. 2. Intervene on Spiraled Concepts/Skills from a previous grade level or a previous unit of instruction. 3. Scaffold

	Plan classroom management components (what will other students do while you are engaged in small group instruction?)
Instruction	<p>Must include:</p> <ul style="list-style-type: none"> ● Opening the lesson: (a) stating the Learning Objective of the day and (2) engaging activity or opener to hook students in. ● Model the learning, practice the learning, apply the learning (I-do, We-do, You-do) ● Teacher in the Power Zone (up and about, not behind desk) ● Predetermined vocabulary referenced. ● Intentional Effective Engagement Strategies .Checks for Understanding (every 4-7 minutes). ● Activities aligned with objective and DOL (how are students interacting with the concepts/content?) ● Student dialogue 80-20 ● Exit Ticket (DOL) <p><u>Data:</u></p> <ul style="list-style-type: none"> ● Individual Student Data Tracking & Goal Setting (can be in student notebooks/binders) ● Student data conferences ● Create common assessments with grade level (naming convention)

PROFESSIONALISM

COLLEAGUE RELATIONS: Please reference the Educator's Code of Ethics

Professionalism expectations for staff members with colleagues include:

- Treat colleagues with courtesy, valuing their expertise and perspectives.
- Work effectively together, sharing resources and supporting common goals.
- Communicate openly, providing feedback and addressing concerns promptly.
- Support colleagues' growth by sharing opportunities and offering guidance.
- Respect confidentiality when discussing sensitive matters.
- Collaborate within grade levels or departments, aligning curriculum and supporting initiatives.
- Resolve conflicts respectfully, seeking mutually acceptable solutions.
- Be punctual, responsive, and mindful of colleagues' time and workload.
- Foster a positive work environment where colleagues feel valued and supported.
- Uphold standards of integrity and professionalism, aligning with the institution's mission and values.

VIRTUAL MEETING EXPECTATIONS

During virtual meetings, staff members are expected to:

- Log in to the virtual meeting platform at least 5 minutes before the scheduled start time to ensure you are ready to begin on time.
- Dress appropriately as you would for an in-person meeting.
- Have all necessary materials and documents ready prior to the meeting. Review the agenda and any relevant information beforehand.
- Actively participate in discussions, listen attentively, and contribute meaningfully to the conversation.
- Keep your microphone muted when not speaking to avoid background noise and unmute yourself when you need to speak.
- Keep your camera on to facilitate better communication unless there are technical issues or prior arrangements have been made.
- Choose a quiet, distraction-free environment for the meeting. Avoid multitasking during the meeting to remain focused.
- Use respectful and professional language in both spoken and written communication (e.g., chat function).
- Ensure you are familiar with the virtual meeting platform's basic functions (e.g., mute/unmute, chat, screen sharing).
- Note any action items or follow-up tasks discussed during the meeting and complete them within the agreed timeframe.

By adhering to these professionalism expectations, we can ensure that our interactions and virtual meetings are productive, respectful, and effective.

Please reference the Educator's Code of Ethics

REPORTING TIME AND STAFF ATTENDANCE

DUTY HOURS

- The workday for teachers begins at 8:25 a.m. and ends at 4:10 p.m.
- All other staff will report according to the schedule assigned by the principal.

CLOCKING IN/OUT USING TIMECLOCK PLUS

- Support staff and hourly (non-exempt employees), should clock-in at least in 7 minutes prior to their duty start time; the grace period for clocking late is 7 minutes after your duty start time.
- **CAMPUS LATE ARRIVAL POLICY** - there is a 7-minute grace period for late clock-in (arrival). However, once an employee reflects a pattern of late arrival, personal leave time will be used to cover late arrival.
- Should a support staff member or hourly need to leave campus, and if applicable, returning to duty, during the school day they must clock-out upon their departure and clock-back in upon their return to duty/campus.
- Support staff are required to clock out and back in for lunch.
- A list of employees failing to clock-in or clock-out will be emailed out daily to all administrators.
- A doctor's written excuse must accompany this report when:
 - You have been out three or more consecutive days due to a relative's illness.
 - You have been absent three or more consecutive days due to personal illness.

NOTE: If you are injured on campus and it is outside of your work duty time, you cannot file with Workers Compensation.

ABSENCES – Keep in mind that there is no real substitute for a teacher. No associate teacher will have the knowledge, instructional skills, and relationships with the students for meaningful instruction.

As educators in this school system, **we are essential workers**, meaning it is crucial for all staff members to be present to ensure students receive the highest quality of instruction. When you are absent, students may miss out on valuable learning opportunities. As essential, exempt salaried teachers, we are not paid hourly. Therefore, if the principal or an administrator requests after-school meetings, training, or conferences, everyone is expected to attend. If you are unable to attend, you must inform your direct supervisor or appraiser to seek absence approval.

ANTICIPATED ABSENCES – TEACHERS

- Communicate your anticipated absence with your appraiser, Ms. Perez and Ms. Guidry as early as possible. ****SPED personnel, please inform your SPED department chair as early as possible as well. No need to email or verbally inform the principal, unless he/she is your assigned appraiser.**
- Request time off in OneSource at least 48 hours in advance to get approval from the Principal via OneSource.
- Request a Substitute Teacher in Frontline (Automated Substitute Placement and Absence Management System) as soon as your requested time off has been approved. **PLEASE DO NOT WAIT UNTIL THE NIGHT BEFORE YOUR PLANNED ABSENCE TO REQUEST A SUBSTITUTE TEACHER.** For a planned absence, student work should be ready on the teacher desk with instructions before leaving for the day. You are required to have an associate teacher/substitute folder on file with your department chair/appraiser. **The folder should be organized by grade level and department and updated following an absence and when content needs to be changed.** It should contain generic lesson plans, and instructions for the associate teacher (i.e. lunch times, duty times and locations, etc.).
- Conference periods are part of the teacher's duty schedule, personal errands are not to be conducted during this time.
- You are responsible for monitoring your individual leave hours.

EMERGENCY/SAME-DAY ABSENCES

- For an emergency or unexpected absence, put absence into Aesop, and contact your appraiser prior to 6:30 a.m. **It is in the best interest of the school for you to make-a-decision prior to 6:30 a.m.** This gives us adequate time to plan for coverage. The earlier you can inform us, the better. ****SPED personnel, please contact your SPED department chair prior to 6:30 a.m. as well.**
- **EMERGENCY LESSON PLANS** – Teachers need to leave lesson plans that can be followed by the associate teacher, including student rosters, schedule, and seating charts. Instead of your regular lesson plans, you may wish to have the associate teacher follow an emergency plan. Be sure that activities are relevant to your course of instruction. Alternate lesson plans for five days should be on file in your substitute folder with your department chair/appraiser. These plans should be updated each six- week period.
- **EMERGENCY CLASS COVERAGE** – *When an associate teacher is not available to cover your absence.* *First, notify your absence to the floor administrator, department chair, your appraiser, Ms. Perez, and Ms. Guidry via email to request coverage for classes.* This action can be in one single email.
- Grade level clerks will provide split rosters as needed. They will be utilized if an associate teacher cannot be secured.
- If your absence will extend beyond one day, contact the school or email your appraiser by 2 p.m. the afternoon before each additional day of absence.
- If an emergency arises during the school day requiring you to leave campus, immediately notify your floor administrator and your appraiser so that coverage can be arranged, or your classes can be split.
- If you will be running late, please contact your appraiser so that adequate coverage may be provided.
- **Administrator will be contacting Mrs. R. Perez, Mrs. Guidry, and other Admin Team Members to inform them of the absence so coverage can be solidified.**

OTHER STAFF MEMBERS (TEACHER ASSISTANTS, CLERKS)

- SAME DAY ABSENCES: Prior to 6:30 a.m. on the day of the absence, contact your appraiser AND Ms. Perez. **SPED personnel, please contact your SPED department chair prior to 6:30 a.m. as well. No need to email or verbally inform the principal, unless she/he is your assigned appraiser.
- Anticipated Absences: Follow the same procedure as Teachers (see above)
- Teaching Assistants should request a substitute in Frontline.
- Planned absences (including late arrival or early departures) should be communicated via email to your appraiser, AND Ms. R. Perez at least 48 hours in advance.
- Unplanned absences should be communicated via email to your appraiser, AND R. Perez prior to 6:30 a.m.
- Requests for anticipated absences, late arrival or early departures should be submitted into OneSource by the employee at least 48 hours in advance after approval is received from their appraiser.
- Unexpected early departures or late arrivals should be submitted on OneSource before the employee leaves or upon the employee's arrival to campus.
- Overtime, Flextime and/or compensatory time (*allowed only for administrators and support staff*) must be approved in advance by the Principal or Ms. Perez. NO EXCEPTIONS.
- Records of late sign-ins will be given to your administrator/appraiser.
- If you arrive late or leave early, regardless of the reason, your time will be subtracted from your leave balance accordingly.
- You are responsible for monitoring your individual leave hours.

COMPENSATORY TIME (APPLICABLE FOR ADMINISTRATORS AND SUPPORT STAFF ONLY)

Compensatory Time must be **PRE-APPROVED** by the Principal or designee.

Administrators (Exempt Employees)

By the nature of their positions, administrators are often required to work beyond a "typical" forty- hour workweek. Compensatory time is not intended to be used to compensate for each incremental hour worked beyond forty hours per week; rather, compensatory time is intended for use in recognizing work beyond the normal scope of duties required by the position.

Regular status exempt employees are eligible to earn and accumulate up to five (5) compensatory days up to a maximum of 40 hours each year for work significantly beyond the scope of the employee's normal duties. The administration of compensatory time is at the discretion of the principal/department manager. Compensatory time must be used by the end of the school year in which it was earned. Unused compensatory time may not be carried over to successive school years.

Administrative Support Staff-Clerks (Non-exempt Employees)

Regular non-exempt employees are eligible to earn compensatory time at the straight time to forty hours, and time and a half for time worked over forty hours. Compensatory times should be used in the same pay period as earned or within reasonable period or converted to overtime pay as defined by law.

Guidelines for Compensatory Time:

- Prior request (verbally or via email) to earn comp time must be received from the Principal at least three days in advance.
- Prior request (verbally or via email) for using allocated comp time must be received from the Principal at least three days in advance.
- Per HISD guidelines, only 40 hours of comp time are allowed for administrators per school year.
- Original comp time sheet must be used until form is fully completed. When using a new form please ensure balance from the first form is carried over and noted on the new form.
- All earned comp time must be used in the same school year earned.
- Original comp time sheet will be kept in the payroll folder in the School Secretary's office.

THE FOLLOWING ARE ACCEPTABLE FOR ABSENCES

- **APPROVED SHORT LEAVE** – Used for professional business leave, professional consultation, and grievance meeting attendance. Employees must be preapproved to use this leave type by submitting an application for leave to Human Resources at least six weeks in advance of request. ONLY the time recorder should report this type of leave on OneSource.
- **FAMILY ILLNESS** – Employee's immediate family only; this includes husband, wife, child, brother, sister, father, mother, grandparents, or grandchild — the relationship may be by blood or marriage. employees' immediate family only. Immediate family includes spouse, children, siblings, parents, grandparents (relationships may be blood or by marriage).
- **FMLA (Family Medical Leave Act)** – Employees must be preapproved to use this leave type by submitting an application for leave to Human Resources at least six weeks in advance of request. ONLY the time recorder should report this type of leave on OneSource.
- **FUNERAL LEAVE** – Maximum of three days for mother, father, husband, wife, or child, current parent-in-law or any person residing in the employee's home at the time of death. These days will not be deducted from your sick bank. However, if additional days are needed, those days will be considered personal leave.
 - o Death of a relative: A maximum of three (3) days for parents, spouse, and children.
 - o Funeral Leave: (extra days): a maximum of up to five (5) days may be used for any one occurrence
- **JURY DUTY** – Prior to your assigned jury duty day, you must provide a copy of the jury summons to Ms. Perez and notify your appraiser that you have jury duty.
 - o If the employee is released from jury duty before noon, he or she must report to work.
 - o If the jury duty is scheduled for noon or after, the employee must report to work in the morning. Bring a copy of the affidavit or work release verifying the number of days served when you return to work.
 - o These days will not be deducted from your leave bank.
- **PERSONAL ILLNESS** – Sick day
- **PERSONAL LEAVE** – Other than personal illness; please be very specific when entering the reason for absence.
 - o Personal Business Leave: Three (3) days per year are allowed.
 - o These days may not accumulate from year to year.
 - o They may not be taken the day before or the day following a holiday according to Board Policy.
 - o Personal Business Leave days are deducted from your accumulated sick days.
- **VACATION** – 12-month employees only

DISCRETIONARY STATE PERSONAL LEAVE – A notice of request for discretionary state personal leave shall be submitted to the principal/work location supervisor or designee in advance of the anticipated absence; discretionary personal leave shall be granted on a first-come, first-served basis, with a maximum of five percent of campus employees in each category permitted to be absent at the same time for discretionary personal leave.

The principal or designee shall notify the employee in advance whether the request is granted or denied. Discretionary personal leave may not be taken for more than three consecutive days. 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 state-mandated assessments, or
- Professional or staff development days.

PROFESSIONAL DEVELOPMENT – All professional development trainings must follow the following procedures:

- Submit a Professional Development form request **at least 7 days in advance** to your appraiser.

- If the appraiser approves, he/she will submit to the Principal for final approval by forwarding the form to the attention of the school secretary.
- A copy of the approved form will be emailed to the employee once all approvals/signatures have been completed.
- A response to the request will be emailed to you and, if approved, you must notify the floor assistant principal, Ms. Guidry and request your sub.
- For professional development with a cost associated, the request must be submitted to your appraiser **at least 15 days in advance**.
- Please be aware that if the request is not made in advance within the timeframe days advised you will not be able to attend.
- Failure to secure appropriate administrative approval prior to Off Campus Duty (OFCD) will result in time being deducted from personal leave.
- Once all approvals/signatures have been obtained the school secretary will email a copy of completed form to employees. This action is the go ahead for employees to submit requests for Off Campus Duty (OCD) leave via OneSource AND submit a request for a substitute teacher in AESOP for the day(s) you will be off campus.
- OCD request MUST note information for leave (meeting/training name, start/ending time, and location)

BUILDING POSITIVE RELATIONSHIPS

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

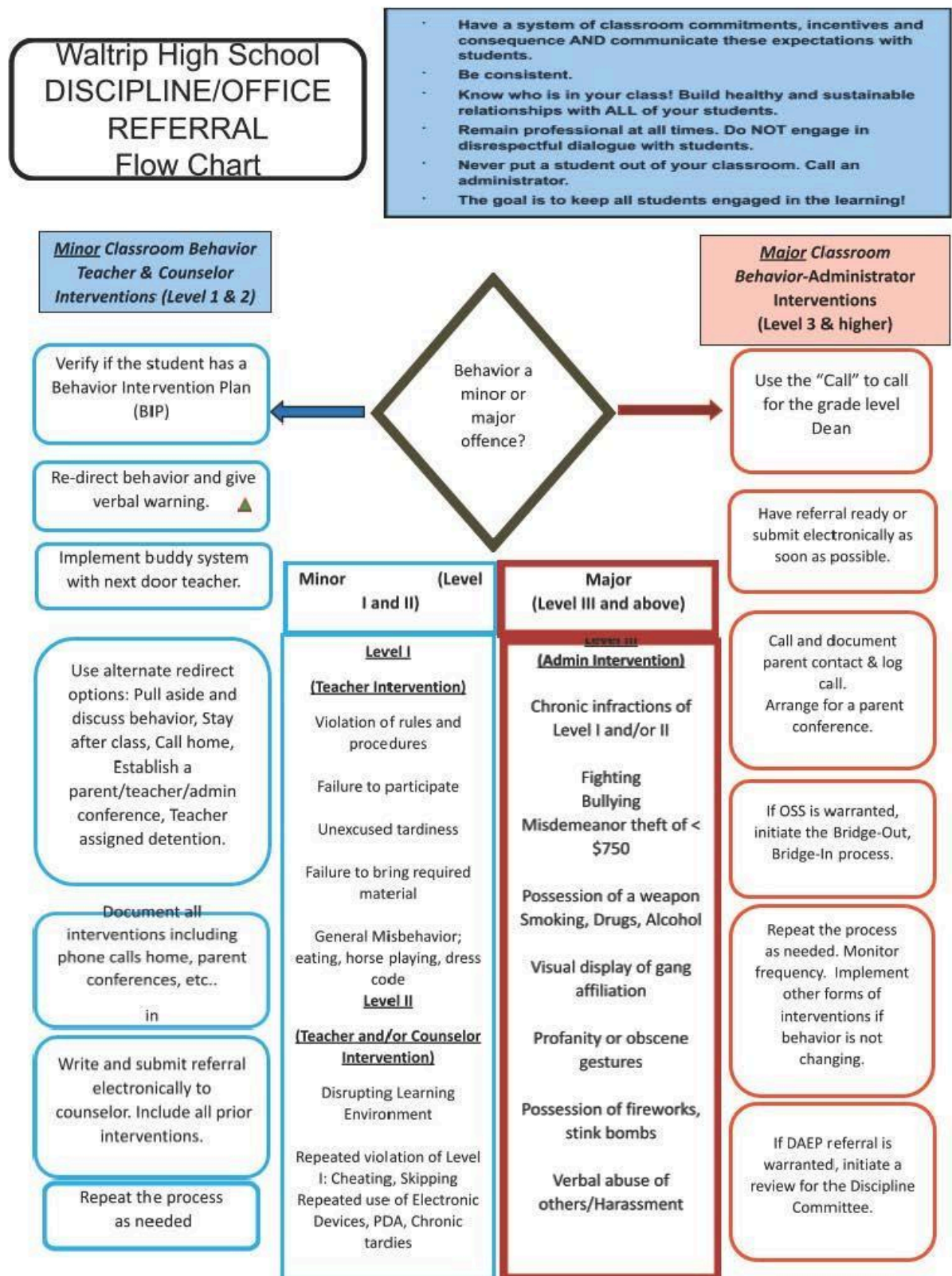
TEACHER-STUDENT RELATIONSHIP – You have no doubt heard that “students won’t care what you know until they know that you care.” You will need to be student-centered to be successful at Waltrip High School. The expectation is for staff to be caring, consistent, and clear with every decision that they make.

It is expected that you will be a teacher who genuinely cares about the well-being and education of your students. It is also expected that, as a professional, you can relate to students, invest in their education, and never blur the line between “teacher” and “friend”. As a role model for students and colleagues, it is campus policy for you to set clear expectations and boundaries, both inside the classroom and out, and to act in a way as to never find yourself in a situation where those boundaries are questioned.

CLASSROOM MANAGEMENT/DISCIPLINE – Teachers are to be caring advocates for their students and are expected to implement positive behavior Interventions and supports to establish the social culture and behaviors needed for all students to achieve both social and academic success. That means clearly defining behavioral expectations at the beginning of the semester, differentiating instruction for behavioral needs, and collaborating with colleagues to create a team- based comprehensive assessment of student needs when necessary. Establishing discipline through clear and consistent expectations is one of the most effective contributions you can make to your students’ education. Likewise, the most effective person to handle discipline is YOU...the classroom teacher. Students will be disciplined with appropriate consequences and action plans to correct any problem. All teachers are expected to use a positive- based classroom management plan and implement effective instructional practice to minimize the occurrence of discipline problems. However, once you have provided interventions and the student has not favorably responded, please know that the administrators will work with you and your students to improve the classroom climate.

*All classroom rules and expectations should be available in writing to all students at the beginning of each semester and revisited as needed throughout the school year. **Teachers should utilize the school's discipline flow chart and document all behavioral interventions provided. The discipline flow chart is below.***

Additionally, note that discipline is the responsibility of all Waltrip faculty and staff. Everyone from the custodians to the teachers to the administrators to the office personnel are not only to be aware of student conduct, but to correct, on the spot, inappropriate behavior, language, and attitude. We will not ignore behavior that is counter to our campus expectations. And while the administration is the ultimate judge and arbitrator of consequences for students referred to them, **all** persons are expected to handle improper student behavior in a calm, firm, and fair way.



BELL SCHEDULE



WALTRIP HIGH SCHOOL

Magnet School for Research & Technology

BELL SCHEDULE 2024 - 2025

A Day (Periods 1, 3, 5, 7)

B Day (Periods 2, 4, 6, 8)

BLOCK SCHEDULE			ASSEMBLY SCHEDULE		
TIMES			TIMES		
8:30 - 10:20	1st 2nd Period	110 mins (ADA 9:45)	8:30 - 9:15	1st Period	45 mins (Announcements - 10 minutes)
10:25 - 10:55	A Lunch	30 mins	9:20 - 9:55	2nd Period	35 mins (ADA 9:45)
-----	-----	-----			
11:00 - 12:35 (A) 10:25 - 12:00 (B)	3rd 4th Period	95 mins	10:00 - 10:35	3rd Period	35 mins
-----	-----	-----			
12:05 - 12:35	B Lunch	30 mins	10:40 - 11:15	A Lunch	35 mins
			-----	-----	-----
			11:20 - 12:25 (A) 10:40 - 11:45 (B)	4th Period	35 mins (Intervention 30 mins)
			-----	-----	-----
			11:50 - 12:25	B Lunch	35 mins
12:40 - 2:15	5th 6th Period	95 mins	12:30 - 1:05	5th Period	35 mins
2:20 - 4:00	7th 8th Period	100 mins (Announcements - 5 minutes)	1:10 - 1:45	6th Period	35 mins
Monday Flex Day - Alternating A/B Day Tuesday & Thursday - A-Day Wednesday & Friday - B-Day			1:50 - 2:25	7th Period	35 mins
			2:30 - 3:05	8th Period	35 mins (10 minute transition between)
			3:15 - 4:00	RAM Rally	45 mins

FINAL EXAM SCHEDULE

TIMES	Day 1	Day 2	Day 3	Day 4
8:35 - 10:40	2nd Period Final	1st Period Final	5th Period Final	6th Period Final
10:45 - 11:30	A Lunch	A Lunch	A Lunch	A Lunch
-----	-----	-----	-----	-----
11:35 - 1:45 (A) 10:45 - 12:55 (B)	4th Period Final	3rd Period Final	7th Period Final	8th Period Final
-----	-----	-----	-----	-----
1:00 - 1:45	B Lunch	B Lunch	B Lunch	B Lunch
1:50 - 2:50	1st Period Review	5th Period Review	6th Period Review	Advocacy Final
2:55 - 4:00	3rd Period Review	7th Period Review	8th Period Review	
Lunch is Based on 3rd, 4th, 7th & 8th Period Locations.				

DISTRICT HOLIDAYS	POSSIBLE MAKE-UP DAYS	GRADING CYCLES	REPORT CARDS	CBAs
September 2nd - Labor Day October 4th - Fall Holiday November 25th - 29th - Thanksgiving Holiday December 23rd - January 3rd - Winter Break January 20th - MLK Holiday February 17th - Presidents Day March 10th - 14th - Spring Break March 31st - Chavez Huerta Day April 18th - Spring Holiday May 26th - Memorial Day June 19th - Juneteenth	June 6th - June 12th PROFESSIONAL DEVELOPMENT / STAFF PLANNING September 3rd October 3rd November 6th January 6th February 14th May 2nd June 5th	Cycle 1 August 12th - September 20th Cycle 2 September 23rd - November 1st Cycle 3 November 4th - December 20th Cycle 4 January 7th - February 21st Cycle 5 February 24th - April 17th Cycle 6 April 21st - June 4th	Cycle 1 September 27th Cycle 2 November 11th Cycle 3 January 13th Cycle 4 February 28th Cycle 5 April 25th Cycle 6 June 13th (HS)	CBA 1 September 16th - 19th CBA 2 October 28th - 31st CBA 3 December 12th - 16th CBA 4 February 18th - 21st CBA 5 April 14th - 17th CBA 6 May 24th - June 4th

Waltrip High School – Tardy Framework & Reduction Plan 24-25

GENERAL TARDINESS

To provide the most effective instruction, students are expected to be on time to classes each class period.

1. Teachers will consider punctuality in class to be a certain percentage of the participation grade.
2. A student who is tardy must go immediately to the designated locations on the floor in which the student's class is located to obtain an admit slip for class, as teachers may not allow a tardy student to enter the class without one. Tardy students who are sent to the tardy stations must return to their class within 2 minutes of receiving the slip (time received will be written on the slip).
3. Excused Tardies: There are some instances when students are late to class for valid reasons. The following are considered to be valid reasons for being late to class:
 - a. The student is late to class because he or she is meeting with a teacher, counselor, or administrator. These students must always obtain an admit slip by presenting a Waltrip Tardy Pass from that teacher, counselor, or administrator before returning to class.
 - b. The student is late due to an accident on a roadway that can be verified by a traffic report.
4. Unexcused Tardies: All other reasons.

EXPECTATIONS -

The expectation is for all students to be in class on-time and in class throughout the class period. There should be no roaming the hallways and teachers are required to give their pass to a student leaving the room.

No students should be allowed out of class for the first 15 and last 15 minutes of class (15/15); no passes should be given unless there is an emergency or a student is leaving to go home. **GOING HOME PASS - Purple Passes**

Students need to know:

- 5-minute transitions between classes.
- Tardies are cumulative (not per class).
- Tardies start over each grading cycle.

FRAMEWORK -

First Period Tardies: Clerks will be positioned in the cafeteria to provide tardy passes to students arriving between the times of 8:35 – 8:50. Clerks will have their laptops and number pads for student ID entry. Students will only receive the tardy pass from the floor in which their current class is located on their class schedule.

Other Class Period Tardies: Every floor will have two tardy stations. Clerks will man these stations with laptops and number pads for student ID entry.

Every floor tardy pass will be a color code reflecting the floor colors (1st Floor – Green, 2nd Floor – Yellow, 3rd Floor – Blue). Students will only receive the tardy pass from the floor in which their current class is located on their class schedule.

Tardy Station Location (outside of following locations)

1. 4-Corners (Abott)
2. TED Hall – between cafeteria & sliding door.
3. Gym/Performing Arts Wing – between Practice Gym & Auditorium
4. 2nd Floor Long - 2215
5. 2nd Floor Short - 2115
6. 3rd Floor Long - 3218 (Molina)
7. 3rd Floor Short – 3107

Closed/Locked Door Policy:

- Threshold: Teachers will stand outside their classes during transitions to actively monitor hallway activity and welcome students. Once the bell rings, teachers should close their doors, take attendance promptly, and begin instruction immediately.
- Doors are to be locked and no students should be allowed in. Students are prompted by campus administrators and clerk staff to report to tardy stations for passes.
- Students are not allowed into the room unless a pass is handed to the teacher.

Tardy Pass Process:

1. Bell rings for class to begin; teachers close locked doors preventing students from entering the class.
2. Hall monitors (admin & clerks) are vigilant and are directing students to target stations for passes to return to class.
3. When arriving at the correct tardy station, students will type in their student ID using the touchpad and hit enter. Tardy station clerks / admin will enter date and time students receive the pass on the **Tardy Tracker**.
 - a. As the information is being input into the digital tracker, the student is filling their name on the paper tardy pass they will deliver to the teacher.
 - b. Tardy station clerk will write the time the pass is received. Students have 2 minutes to return to their class and deliver the pass to their teacher.
4. When students arrive to class with a pass, the teacher collects to check the time on pass; teachers are encouraged to keep the passes for their records. Teachers will have access to a column in the Tardy Tracker and are to log on to the tracker and input if the student arrived within the 2-minute time limit.
 - a. If students arrive to class after the 2-minute grace period, the teacher will contact home to notify the guardian of the tardy and being unsuccessful with arriving to class after receiving the tardy pass.
 - b. Clerks will provide students with the 1st and only warning of missing the grace period.
 - c. If a student misses the grace period again, the student is required to attend after school detention. If missed, appropriate next steps will be taken.
5. Grade Level Clerks will be responsible for checking for students reaching the threshold for consequences.
 - a. Grade level clerks will be responsible for adding new students as they enroll and removing as they withdraw.

Tardy Sweeps: There will be unscheduled tardy sweeps conducted both during the transition period and during classes. Students are expected to be in class to receive high quality instruction throughout the day.

DISCIPLINE: Waltrip High School has a progressive discipline policy that would assist with reducing tardiness.

Waltrip Tardy Ladder - The following are the steps of discipline for tardiness:

1. 1st Tardy – Verbal Warning.
2. 2nd Tardy – Verbal Warning w/ Notification to Guardian.
3. 3rd Tardy – After-School Detention w/ Notification to Guardian.
4. 4th Tardy – ISS for class period w/ Notification to Guardian, Assigned to Mentor to complete Tardy Intervention & Reflection.
5. 5th Tardy - ISS for day, Conference with Grade-Level Dean, Counselor & Mentor with Guardian to complete Tardy Intervention & Reflection.
6. 6th Tardy - ISS for day or Saturday School, Guardian-Administrator-Student Conference.
7. 7+ Tardies - appropriate action will be taken (OSS).

Student Mentors -

Chronic tardy individuals will be connected with a campus mentor to provide support with self-reflection, creating a plan to assist with getting to class, and provide positive reinforcement/motivation.

CURRICULUM, INSTRUCTION & ASSESSMENT

Effective planning is critical to your success as a teacher and ultimately the success of your students. You may have heard the old adage, *"Failure to prepare, is preparing to fail."* Teachers will prepare using the approved curriculum guides as they are related to the courses they are teaching. These may be obtained through the Texas Education Agency website, HISD Master Course offerings in The Hub, industry certification boards, and other instructional resources. Instructional planning should reflect the Texas Essential Knowledge and Skills (TEKS) and associated student expectations (SE) and appropriate assessment data (STAAR, campus common assessments, District benchmarks, TELPAS, College Board data, etc...). Teachers who teach core classes will follow the scope, sequence, and lessons set forth by the HISD Curriculum and Instruction Department.

This year's instructional focus will be Writing across the curriculum, Interventions, Alignment and Rigor of lessons and questioning, and Data Collection and Response.

CLASSROOM LOOK-FORS

- Classrooms are neat and organized; ready to be used for purposeful instruction and learning. Student data is displayed and understood by students and teachers alike. Agenda boards are easy to find and the following items clearly posted: (1) Date, (2) Learning Objectives, (3) Language Goals, (4) Do Now, (5) Learning Activities, (6) Demonstration of Learning, (7) Homework.
- Learning Objective (Student will be able to...) is current and posted in student-friendly language; clearly aligned to the TEKS being taught with verbs evident and TEKS identified in brackets. *Example: [4A or 19B].*
- Learning activities should be rigorous and aligned with the learning objective and will lead students to mastery of the Demonstration of Learning.
- Demonstration of Learning (Given...students will...) is aligned to the learning objective and could be utilized to assess student learning and guide the next steps of instruction.
- Teacher in the Power Zone working with students; checking for understanding, reteaching in small groups, etc. (*not at desk grading or planning during instruction*)
- If there are available seats, **no students should be seated in the Red Zone.**
- Students are actively engaged in the lesson (*Purposeful Academic Discourse, etc.*) and can articulate the objective and what it means.

INSTRUCTIONAL EXPECTATIONS

- Begin classes immediately and use time productively throughout the entire period.
- Ensure 100% engagement with all students by using Effective Engagement Strategies and other engagement techniques.
- Regular integration of the learning management system *Canvas*.
- Know and deconstruct the lesson and learning objectives and ensure that students learn them.
- Demonstration of Learning (DOL) and DOL Response Lessons facilitated with fidelity, daily.
- Demonstrate respect and sensitivity towards students.
- Promote a creative learning atmosphere, promote students taking risks, and learn from our mistakes.
- Monitor every student's understanding by "being in the learning."
- Graded student work should be posted in PowerSchool within three days of the assignment due date.
- Keep presentative samples of student work for reference and documentation.
- Support, collaborate and cooperate with the members of campus teams and the general faculty.
- Be available to students for individual academic assistance.
- Monitor assessments, papers, projects, and documents carefully to ensure academic integrity.

LESSON PLANNING – Lessons should be internalized by teachers and customized to fit the needs of their students without altering the learning objective or demonstration of learning. All teachers in a subject area team are expected to plan collaboratively, submit lesson plans per the campus lesson plan calendar to the WHS Lesson Plans folder in Canvas, and develop and analyze the results of common assessments. **Teachers on a subject area team are expected to all be teaching the same student objectives within two days of each other.** Lesson Plans will follow a sound, research-based lesson framework and be vetted through PLC's.

TECHNOLOGY USE- Teachers are expected to seamlessly integrate technology into lesson plans to enhance learning and support curriculum goals. They should maintain proficiency with relevant educational technology, creating engaging, interactive activities. Ensuring all students have access to necessary technology while teaching responsible digital citizenship is essential. Teachers should use technology for assessments to track progress and provide feedback. Additionally, they should encourage student collaboration through digital platforms, stay informed about emerging technologies, and experiment with new tools. Ongoing professional development is crucial, and teachers must provide guidance and promptly address any technical issues students encounter.

COMMON ASSESSMENTS – All core and non-core teachers ELA, math, science, and social studies are required to conduct common assessments based on an established assessment calendar. The CA's will provide teachers with data that will inform their instructional practice. To ensure a faster screening process, a hard copy of these assessments along with their answer documents will be turned into the department chairperson and the department assistant principal prior to being administered. Each teacher is expected to review, analyze, and share their student data.

- Regular Campus Benchmark Assessments are used to inform teacher planning, teaching, reteaching, and learning.
- They are NOT informal classroom assessments which are used for checks for student understanding.
- CBA's will be created during PLC planning and attached to the Lesson Plans for each unit.
- CBA's will be administered and scored through the OnTrack system.
- Data from the CBA's will be disaggregated and posted in your classroom using the Quintile process.

LEAD4WARD – Teachers are to use lead4ward tools, resources, and professional development throughout the entire school year. When you are planning your instruction for students think of learning in two ways: "Tools To Know:

- Stimulus" and "Ways to Show: Thinking." Use the planning field guides to build students' content knowledge. Teachers are to have their students utilize the student learning reports as one of the ways to have students track their own data.
- During the 2024-2025 school year work will include a focus on Student Intervention and Leading Learning with a continued focus on student progress in order to meet student achievement, student progress, and campus performance goals. All HISD lead4ward Resources including task cards and helpful documents can be found at www.HoustonISD.org/lead4ward

FILMS AND VIDEO IN THE CLASSROOM – All video material must be approved by the content administrator for use with the common lesson design for which there is a correlation between the content of the video and the student expectation taught. The correlation must be documented in your lesson plans. School computers and laptops play DVDs; a projector may be needed as well as speakers. Videos should be short clips and not entire videos.

Carefully selected materials can illustrate points or trigger discussion in ways that other instructional techniques cannot. However, indiscriminate use of A/V materials and commercial films can work to the detriment of effective learning. Planning and coordination with the lesson's objectives are the keys.

STANDARDIZED TESTING – Teachers are required to attend scheduled in-services on test security and administration prior to the administration of such tests. The teacher will be required to sign an oath, review the test procedures, read the administration manual, and comply with all testing procedures.

GRADING POLICIES & FINAL EXAM GUIDELINES

GRADING POLICIES AND PRACTICES – Teachers are required to verify their PowerSchool gradebooks on time per the deadlines that will be announced throughout the year. Graded student work should be posted in PowerSchool within three days of the assignment due date (the teacher must be logged on as the computer user). Parents and students have viewing access to grades at all times. **Two grades must be recorded for each week of instruction, and the electronic grade book must be kept up to date with grades posted each week.** Teachers should allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.

Waltrip High School operates on a six-cycle grading period with progress reports for all students issued after the third week of instruction in each grading period. Each student should receive a numeric grade in every subject on the three-week progress report. Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student's performance indicates the *level of mastery of the designated objectives* (see *TEKS and district planning materials*). *The student's mastery level shall be a major factor in determining the grade for a subject or course.*

Six Weeks report cards are issued to students on the following dates. The final report card is mailed home.

September 27th	November 7th	January 10th
February 28th	April 25th	June 13th (HS)

Teachers are responsible for:

- Having a fair, valid, and consistent grading procedure.
- Ensuring that conduct grades are maintained separately from academic grades.
- Norming grading expectations with PLC and vertically with the Department (AP, Pre-AP, Montessori, Capstone, Dual Language, and On-Level (Regular).
- Understanding that participation cannot be used as a daily grade.
- Using grading procedures to encourage students' success.
- Exercising a high level of professional judgment in evaluating student achievement; and ➤ Documenting the resulting grades in PowerSchool.

The teacher is responsible for reviewing what he or she has entered and for making any needed changes. Once the deadline has passed, the teacher must submit an official grade change form that is signed, dated, and submitted to Ms. April Abbott, SIR personnel.

Grading of student work should be based on state and district-required learning standards (Objective) and should provide clear expectations for **mastery** (Demonstration of Learning). Expectations for grading should be clearly defined through rubrics, criteria charts, or other evaluative tools. The following is an example of grade weights used to determine six-week grades:

Classwork/Homework	50%	[minimum 6]
Test/Project/Quiz	30%	[minimum 3]
Daily Participation	20%	[minimum 6]

Grades should be provided to students and entered into PowerSchool in a timely manner (i.e., within 3 days of submission). A minimum of two (2) grades should be recorded each week and Tests/Projects/Quizzes which may carry a heavier weight should be offered at least twice in a grading cycle so that students have ample opportunity to show mastery of content. Appraisers will assist by monitoring PowerSchool for compliance with the grading policy.

Waltrip High School grading and assessment policies are to be followed at all times in every course. Teachers will adhere to the prescribed grading system and assessment policies as established by Waltrip High School and HISD. Department Chairs will head the campus-based Grading Policies Advisory Committee (G-PAC).

FAILURES AND MAKE-UP WORK – Teachers should meet with students and parents/guardians of students who are not academically successful to devise a plan of action to assist the student in becoming successful. The team should revisit the plan of action periodically with the student, parent/guardian to revise the plan accordingly.

Written notice must be provided to students and parents/guardians when the student's grade falls below a 70. In the event that the student's grade falls below a 70 after the progress reports have been issued, written notice must be provided to the student and their parent/guardian for the student to receive a failing grade on their report card.

Awarding a zero as a grade for late work is not a best practice and there it is recommended that a parent call/notification be made prior to recording a grade of zero (especially for students for whom the zero will result in a failing grade). Efforts should be made to assist students in completing missed work.

At Waltrip High School, students who are failing before semester grades are posted should be given a recovery project or assignment, providing them with an opportunity to improve their grades to achieve proficiency.

TEXAS EDUCATION CODE OF NOTE: SB 2033 adds TEC §28.0261 requiring that a school district adopt a grading policy before the start of each school year. The policy (1) must require a classroom teacher to assign a grade that reflects the student's relative mastery of an assignment; (2) may not require a classroom teacher to assign a minimum grade for an assignment without regard for the student's quality of work; and (3) ***may allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade.***

WHOLE COURSE CREDIT (COMPOSITE GRADING) – Whole-course credit applies to all two-semester sequential courses (designated "A" and "B") and does not apply to any one-semester course. Students whose first semester grade is a 60 or above and whose total points for both semesters is 140 or above are eligible to receive one credit upon successful completion of the second semester with a grade above 70. A student who fails the second semester is not eligible to receive credit under this rule. Students moved from a Pre-AP, Pre-IB, AP, or IB course into a corresponding regular course for the second semester will not receive quality points for either semester.

GRADE CHANGE PROCESS – Should you find it necessary to change a student's grade from a previous reporting period, the process is completed in two steps.

- Provide Ms. Abbott with a completed grade-change form, signed by the principal.
- Once the form has been provided, she will unlock PowerSchool in order for teachers to make the appropriate change(s) to the grade in the system.

Once the report cards are printed, you may still make changes using the blue grade change forms. Those forms may be picked up from Ms. Abott's office or the registrar's office. They must be filled out completely. The form must have the current grade on record and the new grade. All forms must be signed and dated by the teacher and an administrator. Current year grade changes may be turned into Ms. Abbott or Ms. Ruffino. Prior year grade changes must be submitted to Ms. Ruffino in the registrar's office.

The only reasons for changing a student's grade after it has been recorded are:

- If there was an error in the computation of the student's grade:
- If an error was made marking the grade sheet.
- If there was an Incomplete recorded

All grade changes must be initiated by the teacher assigning the grade and must be approved in writing by the Assistant Principal and the rationale for the change kept on file. All changes must be made before the end of the next grading period.

NOTICE TO PARENTS OF UNSATISFACTORY GRADES – Waltrip issues a school wide Progress Report for every student. The Progress Report is handled like a Report Card which is generated through PowerSchool and is issued to second period classes the third week of every six-week grading cycle. The Texas Education Code requires that the parent or a legal guardian must be notified if the student is failing. The Progress Report must be posted in PowerSchool and be issued if a student's progress in any one of the subject areas is unsatisfactory. **Simply posting grades in PowerSchool and PowerSchool is not proper notification. The parent or a legal guardian must be notified if a student's grade is below 70 in any course.** If a student's average falls below 70 or the absence limit is exceeded after the school-wide Progress Report is issued in the third week of the grading cycle, the teacher must send a report home immediately. It is imperative that extra efforts be made to give parents/guardians advance notice of pending failing grades or of excessive absences in a class before the reporting period is over. **Documentation must be kept on all parent phone calls and emails.** Notification on the last day of the 6-week period is not proper notification for a failure grade.

U.I.L. GRADING – Remember that students are not allowed to participate in any UIL activities if they have any six-week grade of a designated course fall below 70 or an "I" Incomplete in designated courses. These are the eligibility rules for all extracurricular participant after the first six weeks of the school year:

- A student who has a grade average lower than 70 in any designated courses or has an incomplete grade shall be suspended from participation in any UIL/extracurricular activity.
- A no pass/no play suspension period is three school weeks. 19 TAC76.1001 (b) defines a school week as beginning at 12:01 a.m. or the first instructional day of the calendar week and ending at the close of instruction on the last instructional day of the calendar week, excluding holidays.
- A 3-week period is defined as 15 class days. In the event 2 or 3 of the 3 weeks in a 3-week period are shortened, one of the shortened weeks may be counted as five days with ten other actual days to make the fifteen total class days.
- The student must be passing all courses other than the identified honors/advanced classes at the end of the three-week evaluation period in order to regain eligibility. Suspended students must wait seven (7) calendar days after they meet eligibility requirements to regain eligibility.
- Students who were eligible shall not lose eligibility until seven (7) calendar days after the end of grading period. Example: Grading period ends on Friday at 4:00 p.m. Students shall not regain or lose their eligibility until the following Friday at 4:01 p.m.
- The semester average has no bearing on eligibility. Grades for the last grading period of the semester determine eligibility.
- A student's attendance record has no bearing on eligibility. If a student has a grade average of 70 or above in all courses, he is eligible to participate in all UIL/extracurricular activities even though he may have exceeded the district's absence limit.
- Students with an "Incomplete" grade are ineligible until the "I" is replaced with a passing grade.

Blank grades or those other than numeric grades also result in student ineligibility.

- Students who pass all courses for the grading period remain eligible throughout the next grading period.
- Students who are ineligible due to no pass/no play may practice or rehearse with other students.

FINAL EXAM GUIDELINES – Final exams are administered at the completion of each semester. PLC's should work to create a final exam for each course taught during the semester. Best Practice states that you should always "teach with the end in mind." Therefore, final exams should be completed prior to the beginning of each semester. The following guidelines should provide guidance on the final exam process.

- Final exams count for 10% of the student's overall semester average.
- A copy of the content area final exam must be on file in the principal's office prior to the beginning of each semester.

- PLCs should create the rubric/guideline for grading the final exam. This rubric should be attached to the final exam on file in the principal's office.
- Students who are absent for the final exam will be given an opportunity to take the exam upon their return to campus. If the student fails to return prior to the end of the semester, a zero must be recorded in the gradebook. *The final exam category cannot be left blank, otherwise the student will receive NO credit for the course.*
- Exemptions from final exams are only allowed in the spring semester. Guidelines for exemption are as follows:
 - a. An 85 average or higher in the course
 - A. No more than 3 absences (both excused and unexcused *combined*)
 - B. The semester average replaces the Final Exam grade in PowerSchool following an exemption.

POWERSCHOOL – Teachers are required to submit semester course averages of the gradebook at the end of each semester. PowerSchool is our expected way of tracking and submitting student grades. When a teacher selects the Verify button in the grade book, this is the teacher's electronic signature that the grades are complete and correct. Each recorded grade in PowerSchool should denote the weighted value of each type of grade, i.e., test, homework, oral presentation, daily assignment, etc. If the teacher is not available for a parental challenge of a student's grade, the final report must contain adequate documentation to determine the final grade.

Absences should be recorded on appropriate days and documented as to excused, unexcused, extracurricular etc.

Instructional accommodations for students with disabilities, 504 accommodations must be recorded in PowerSchool to document implementation of the modifications.

PowerSchool's built-in reporting feature should fulfill all grade reporting and attendance needs. Teachers will be able to enter grades, record attendance, create simple printed reports, and finalize their grade book for progress report or report card printing.

Teacher class lists are created from the interface with PowerSchool. Attendance is extremely simple to enter for teachers using either the attendance page or the seating chart. Non Academic considerations such as attendance, behavior, or participation in extracurricular activities should not be used in determining grades. Conduct "cuts" in a class should be recorded in the Conduct section of the PowerSchool. *Under no circumstance may conduct infractions be used to affect the student's academic grade.*

INCOMPLETE GRADES – District policy states that a student who makes an "Incomplete" grade has until the end of the next grading period to make up the "I". A student who makes an "I" on the last grading cycle will be given a 0 until that student completes the work by the end of the summer, at that time the grade will be changed. This applies to both last cycle grades and final exams.

GRADE VERIFICATION – Please follow the numbers from the following outline, and the corresponding numbers on the graphic for grade verification instruction. Choose the VERIFY GRADEBOOK icon

- To change the "Computed Cycle Average", enter the desired grade
- Enter a conduct grade in the provided spaces
- Consult the comments and their code numbers
- Enter the code numbers for those needing comment in the provided spaces
- After changes are done, click UPDATE
- **Do not check** the ALL CLASSES box unless you are ABSOLUTELY SURE that all your classes have been completed.
- Click the VERIFY button for this class---and repeat the entire process for each class until all classes are complete.

CONDUCT GRADES – Any teacher who wants to issue a "U" in conduct must refer the student's conduct grade to the Principal or Assistant Principal/Dean of Students for administrative review. For each student so referred, a detailed discipline report should be prepared by the teacher and signed by the Assistant Principal, stating specific

incidents and dates. Approval for the “U” will be issued only when reviewed and approved by the Assistant Principal. Under no circumstances may conduct infractions be used to affect the student’s academic grade.

Conduct grades are given to each student at the end of each grading cycle. When conduct grades reflect a “P” (Needs Improvement) or a “U” (Unsatisfactory), be sure that you kept appropriate and relevant documentation. In the case of a “U” administrative permission must be obtained. You should be able to explain to each student and/or parent/guardian the specific reasons for individual conduct grades, just as you do for academic grades. You must keep a system of written documentation regarding the inappropriate behavior of your students. The issuing of “blanket” conduct grades to all members of a class should be avoided because it is difficult to justify. The following criteria should be used as a guideline in determining conduct grades at the close of each grading cycle:

- **“E”** (Excellent): The student has an exemplary attitude. The student is cooperative and conforms to all school and classroom rules.
- **“S”** (Satisfactory): The student occasionally violates a school or classroom rule, but behavior is generally acceptable. The student usually conforms to classroom rules.
- **“P”** (Needs Improvement): The student commits frequent infractions of either school or classroom rules. The student frequently violates the Student Code of Conduct. The student has been referred to the Assistant Principal. The student’s parent/guardian has been contacted and informed about his/her unacceptable behavior.
- **“U”** (Unsatisfactory): The student has a poor attitude, is uncooperative and disrupts the school and/or classroom activities. The student shows little respect for school or classroom rules. The student has been suspended from school as a result of behavior exhibited in your classroom. A “U” may only be given with administrative approval.

Please contact the appropriate Dean of Students and/or Assistant Principal prior to issuing a “U” for a student. A “U” places a student on administrative probation (up to three weeks at administrator’s discretion). Any additional UNSATISFACTORY behavior, during or after the period of probation, will restrict the student from participation in student activities for the remainder of the 6-week grading cycle. Students suspended from school may be given an Office Conduct Grade of “U” (Unsatisfactory) for the 6-week cycle in which the suspension occurred.

STUDENT ATTENDANCE IN POWERSCHOOL – You must take attendance for each class, every day. This is recorded in PowerSchool and is an auditable document. Student criteria for graduation is contingent upon accurate attendance being taken.

- ADA time is 9:45 each day.
- A student is TARDY when he/she enters class within 30 minutes.
- A student is ABSENT when he/she enters class after 30 minutes.
- To make an attendance correction, please see Mrs. Guidry in the attendance office.

SPECIAL EDUCATION & 504

Special Education Services are provided to eligible students in accordance with applicable federal law and regulations, state statutes, and the rules of Board Policy, Chapter 89.

CAMPUS REFERRAL COMMITTEE – The referral process for assessment is part of the state-mandated general education referral or screening system and Child find system. In HISD, the Campus Referral Committee (CRC) handles this process. Every school has an intervention Assistance Team that meets regularly to consider the needs of students who experience any type of school-related difficulties.

INTERVENTION ASSISTANCE TEAM – The Intervention Assistance Team (IAT) is established to identify instructional recommendations for students having learning difficulties. The committee will look at documentation from the teachers, collect data, and determine if any intervention can be put in place before referring a student for testing. IAT should consider all support services available, such as tutorial, remedial, compensatory, and other services. The IAT may help the teacher with instructional strategies or may make program and/or placement recommendations.

ARD/IEP -- The ARD Committee makes decisions concerning the educational program for students who are eligible to receive special education services. Among other responsibilities, the ARD Committee develops and reviews the student's IEP regularly.

504 SERVICES – The 504 Coordinator, Michelle Dean, meets with the 504 committee to make placement decisions. The committee must be knowledgeable about the child, the meaning of the evaluation data, the placement options, the least restrictive environment requirements, and issues related to comparable facilities. Decisions about Section 504 eligibility and services should be documented in the student's file and reviewed periodically.

Students who are labeled under section 504 are served with accommodations in the general education program. Students who qualify for SSD (Services for Students with Disabilities) may have accommodations when taking college-board tests. Each case must be reviewed and needs to be determined on an individual basis. Section 504 disabled students must always be served in the least restrictive environment. (LRE).

DYSLEXIA SERVICES – The State of Texas requires school districts and charter schools to provide assessment and instructional services for students in grades K-12 identified as at-risk for low reading achievement and as having dyslexia or a related disorder. Relevant instructional strategies should utilize individualized, intensive, and multi-sensory methods as appropriate.

TEXAS TEACHER EVALUATION & SUPPORT SYSTEM

Appraisal periods are established each year by the school district. Timelines will be given to each teacher at the in-services at the beginning of each school. Appraisers will be assigned at the beginning of each school year with notice given to teachers prior to beginning formal observations. Teacher appraisals will be conducted through the Texas Teacher Evaluation and Support System (T-TESS).

In the school year 2024-2025, the T-TESS Student Performance component will continue to be used for student growth data. The Goals Worksheet will require each teacher to input the following predetermined data for each student: Evidence 1 and Evidence 2, Level of Preparedness (LOP) and Goals. Teachers are to identify data that will serve as a source of evidence (BOY Diagnostic and historical data - such as previous years data) and identify the scale of the current year's EOY Student Performance (SP) measure assessment (assessment/performance task). Teachers will determine the goals and the goals must be aligned with the scale of the current year's EOY SP measure assessments for the assessment/performance task. Teachers are to check that the goals are ambitious but feasible and differentiated for each Level of Preparedness category. At the designated time, teachers are expected to submit the completed Goals Worksheet to measure student progress.

It is hoped that each teacher will view T-TESS positively. The objective is to maximize teachers' professional learning experiences and opportunities to positively impact students' achievement and progress.

Appraisal periods are established each year by the school district. Timelines will be given to each teacher at the in-service at the beginning of the school year. Appraisers will be assigned at the beginning of each school year with notice given to teachers prior to beginning formal observations.

No formal observations will commence before teachers have been notified of all changes that will apply to assessments for the current school year. T-TESS is a comprehensive assessment of the teacher. The task of each observer will be to provide each teacher with instructional feedback for professional growth and the enhancement of the quality of the learning environment. The objective is to maximize the learning potential for our students, which is our focus.

For further information refer to the Instructional and Professional Practice Guidebook and the Student performance Guidebook on suggested artifacts, sources of evidence, documentation, and student learning goals for different types of assessments.

MATERIALS & INVENTORY

SUPPLIES AND MATERIALS – For classroom supplies you will submit a request to Mrs. Roberts-Flint via email. She will advise you of ordering supplies not in inventory by using the appropriate requisition forms. For instructional materials, requests are submitted to *your appraiser* for approval prior to being sent to the business manager. Complete a requisition form with the vendor's information, ordering details and the total cost. Some instructional materials are kept on hand, such as supplemental materials for textbooks.

TEXTBOOKS – State textbooks and other materials will be signed out to teachers. Teachers may request class sets but are not required to do so. Teachers are responsible for the books in the class sets. Books should not be left out in the open or loaned to students informally. Teachers are also responsible for issuing textbooks to students on an as-needed basis. See Mr. Joseph if you need to check out textbooks.

AUDIO-VISUAL EQUIPMENT – All audio video equipment must be requested from the library or the department chairperson. Request forms must be filled out and submitted to the library for processing. All equipment should be returned to the library unless approval has been granted.

STAFF IDENTIFICATION – All employees are required to wear their HISD (or Waltrip) ID badges so that it is always clearly visible when on campus. Lost ID cards will have a \$5.00 replacement fee.

KEYS – Classroom keys are checked out by School Secretary, Ruth M. Perez, the first day that the teacher reports and returns the last day of duty.

- If a teacher is working summer school, and staying in their assigned classroom keys are to be turned in at the end of the summer school session. Otherwise, the room key must be returned.
- Lost keys should be reported to the school secretary. Replacement fee for lost or stolen keys is \$25.00.
- **Do not allow students access to your keys.** This is a violation of HISD policy.
- All teachers with personal locks on cabinets etc. must give a copy of the combination or key to the school secretary.

PARKING TAGS – All faculty/staff are required to display a parking decal that is to hang on the rear-view mirror of the vehicle. You are to register your vehicle with Ms. Perez. Vehicles with no parking tag will receive three (3) warnings. After three warnings have been exhausted, a citation may be issued. Towing may be enforced. Lost tags and access card replacement is \$10.00.

SECURITY RADIOS – All staff that have a radio must sign out the radio for the new school year with the business manager, Mr. Joseph. There is a \$150.00 replacement fee for all lost radios.

FIXED ASSETS (INVENTORY) – A physical inventory of fixed assets shall be conducted each semester. The following apply:

- Maintain equipment records including description, HISD Tag number and serial number.
- Report missing items immediately to Mr. R. Joseph or Mr. Gomez.
- Obtain administrative approval from the campus Business Manager, Mr. Joseph via email before removing equipment from the building or moving from one place to another.
- Furniture request/exchange: an email request for furniture needs should be emailed to Mr. Joseph.
- Do not trade equipment/furniture with anyone or take these items without seeking approval from Mr. Joseph to Custodian have been advised to not move furniture without prior approval/directive from Mr. Joseph.
- **NEVER** throw out equipment belonging to the school or district. A PC-2 form must be filled out to take the equipment out of the building and off the inventory list.

- A request for equipment to be removed must be submitted to Mr. R. Joseph via email prior to custodial request to remove items.

STANDARD OPERATING PROCEDURES

STUDENT EARLY RELEASE – A student will not be released from school at times other than regular dismissal hours, except with an administrator's approval and according to the campus sign out procedures.

MESSAGES AND GIFTS FOR STUDENTS – Emergency telephone messages to students should be forwarded through the student's Assistant Principal's office. Important messages from parents will be taken and an attempt will be made to deliver them to students as soon as possible with the least interruption to instruction. Calls from other persons other than a parent/guardian are not accepted. All deliveries of balloon bouquets, floral arrangements, and/or tributes for students are not to be delivered or brought to school for students at any time. These are considered nuisance items and may be confiscated by school personnel. They will be held in the Assistant Principal's office until the end of the school day. Students will be notified of their delivery by message during the day.

OUTSIDE FOOD ITEMS – Commercial food deliveries are not allowed (i.e., Pizza Hut, Uber Eats, etc...) unless pre authorized by Principal. Parents are asked not to bring students lunch during the school day so that instruction is not interrupted – this includes during the lunch periods.

COMMUNICATIONS – Parent contact is very important. Communications through PowerSchool, notes, phone calls, emails or conferences help parents in their supporting role. As a rule, it is expected that calls and emails will be *returned within 48 hours*. If you suspect a problem, you may notify the department chair, assistant principal, and/or counselor. Many times, the parent will contact the counseling office when their child has been ill and must make up work. It is expected that teachers will get the missing work to the parent, AP, or counselor the day of the request.

Waltrip has many ways to keep students, teachers, parents, and community members informed. Some of these forms are through the Waltrip school website, the school Twitter account, the school newsletter, the school Facebook page, and the Remind app. In 2024-2025 the Remind app is the preferred use of messaging to students and parents about school activities. Everyone is encouraged to visit the school website and become familiar with it.

Verbal announcements are made each day over the intercom at ADA time and must be approved in advance by the Principal. Forms to request an announcement, which are due by 8:30 am the day of the announcement, are found in the front office. All posted material must be approved by the Principal or your appraiser before being displayed. Flyers may be posted in classrooms, on approved bulletin/information boards, on the outside walls leading to the cafeteria, and in the cafeteria. It is the responsibility of the individual student or the club sponsor to remove all material within 48 hours after the event has concluded. All materials posted in unapproved areas or without official signatures will be promptly removed.

See the Media Policy and/or Appendix B for further detail on communications.

TEACHERS' LOUNGE – Teachers are not to send students to the teachers' lounge. Please keep the lounge clean and tidy. The telephone is available in the lounge for parent contact.

MAILBOXES – Please check your mailbox before and after school as well as during your conference period. Administrative approval must be given prior to placing any information in staff mailboxes.

ANNOUNCEMENTS – Please use the announcement request located in the main office for information to be announced at ADA time. Keep your message short, to the point, and with all pertinent information such as room number and time of meeting etc. All forms should be submitted to the front office 24 hours in advance. General announcements may run a maximum of three days.

SMOKING – Smoking is not allowed on campus or at any HISD facility.

TEACHER PARKING LOT – Teachers need to register their vehicles and pick up a parking permit from the School Secretary. It is also important to notify the office or police officer, if you are driving a different vehicle to school and using the lot. Towing is subjected to enforcement.

VISITORS – Only students of the school and school/district employees conducting school business are permitted on campus. Others having business on the campus must check in with the receptionist in the main office. School age visitors, toddlers or infants are not permitted on campus unless accompanying a parent who has checked in with the main office receptionist and received a visitor's badge. All visitors must present a valid ID.

POSTERS, FLIERS, ADVERTISEMENTS – All posted material must be approved by your appraiser and/or Principal before being displayed. Flyers may be posted in classrooms, on approved bulletin/information boards, on the outside walls leading to the cafeteria, and in the cafeteria. It is the responsibility of the individual student or the club sponsor to remove all material within 48 hours after the event has concluded. All materials posted in unapproved areas or without official signatures will be promptly removed.

V.I.P.S. – Volunteers in Public Schools is an HISD sanctioned program that encourages parents and community members to volunteer their time to help their school. Waltrip has a very active VIPS program with volunteers assisting extracurricular activities, the college center, the main office, field trips, tutoring and many other areas that may benefit our students. Any adult who volunteers their time and is directly involved with students and student activities must sign up with the VIPS program through Ms. Villanueva (713-688-1361). Legally, parents may not spend time with any student other than their own child if they have not been approved by the VIPS Department. Direct all volunteers to check in at the main office. Do not plan a field trip or after school activity with adult volunteers unless they have been approved by the VIPS department.

PATRIOTISM – Schools are required to fly the Texas state flag and the United States flag on all regular school days. The flag will be raised/lowered by members of the Waltrip JROTC.

Texas Government Code 662.102 establishes March as Texas History Month, in honor of historic Texans and events in Texas history.

TEC 25.082 directs school boards to require students to recite the pledges to the United States and Texas flags once each school day. A district shall excuse a student from reciting a pledge on request of the student's parent or guardian. The law also directs school boards to provide for a minute of silence following the pledges during which students may reflect, pray, meditate, or engage in other silent activity that is not distracting to other students. There are no provisions to excuse a student from the moment of silence.

BUILDING OPERATIONS

The building hours are 7:00 AM to 6:00 PM on school days. This includes the main building, auditorium, grounds, and field house. The campus is not open after 6:00 PM or on weekends or holidays except for:

- Pre-approved events submitted on the electronic Facilitates Request Forms or as a part of an Athletic Schedule.
- Individual use by teachers on scheduled Saturdays from 8:00 AM – 2:00 PM provided you:
 - o Email Associate Principal by Thursday at 4:00 PM; and
 - o 2. Sign in and out in the Main Office.
- Use by teachers and students (such as but are not limited to practices and rehearsals) on *scheduled* Saturdays from 8:00 AM – 2:00 PM provided you:
 - o Email Business Manager, Ronnie Joseph, by Wednesday at 4:00 PM prior to the Saturday you want approved.

- o Receive email confirmation of approval.
- o Sign in and out of the main office.
- o Submit sign-in sheets for students to the main office before leaving.

EXCEPTIONS

GAMES: Athletic game schedules are used in lieu of electronic **Facilities Request Forms**. Schedules must be submitted through the electronic Facilities Request Forms a minimum of (3) weeks prior to the start of the season. These are posted on our website and calendars; you must Business Manager, Ronnie Joseph and copy School Secretary on any changes made to the schedule after it was submitted! All Non-District Tournaments require an electronic Facilities Request Forms

ATHLETIC PRACTICES during regular building hours should be scheduled through the Athletic Coordinator. These practices are governed by guidelines of UIL rules.

PERFORMING ARTS REHEARSALS in the Auditorium or Black Box during regular building hours should be scheduled with the Business Manager, Ronnie Joseph, and submitted via the electronic **Facilities Request Forms** to be posted on the facility calendar. These practices are governed by guidelines of **UIL Rules**.

As a general rule of thumb, all activities taking place outside the regular classroom should be scheduled through Business Manager, Ronnie Joseph, so that she can cross-reference your request with the building calendar. No electronic Facilities Request Forms are needed unless custodial services and/or equipment is required.

REMINDERS

- You may incur **expenses** for supplies, custodian and/or police related to your event. These will be noted on the electronic Facilities Request Form.
- It is the responsibility of the person who reserves the space to make the request and follow up with any technology needed to **Craig Gerhard**.
- You may NOT “**piggyback**” on someone else’s building reservation without following the protocol stipulated above.
- Please understand the inconvenience and unnecessary expense if you **change or cancel** without notifying the administration.

COMMON SPACE INCLUDES – Auditorium, Black Box, Auxiliary Gym, Performance Gym, Cafeteria, Library, Natatorium and Fields and Field House when used by someone other than the assigned faculty during the school day or **anyone** after 6:00 PM. Requests for the Natatorium & ALL events for non-Waltrip students must go through HISD Rentals and must be scheduled with Business Manager, Ronnie Joseph, prior to approval.

When an event requires **classroom use**, the number needed must be indicated on the electronic Facilities Request Form. Associate Principal assigns specific classrooms on the form and will notify teachers via email the **Monday** prior to event use. It is recommended that teachers note their classroom set-up and post it on the back of their classroom door. It is the responsibility of the event contact individual to reset classrooms. Teachers who have any issues or concerns following the event should notify the Business immediately via email.

Requests for tables in the common areas during lunch are handled by the Plant Operators. Please notify the School Secretary via email 48-hours in advance if you require a table.

STAFFING – Custodial and security services must be secured by the sponsor and approved by the Principal. Custodial and security services are paid for by the requesting organization. Sponsors of events which take place during the school day are responsible for managing the teacher/staff sign-up for the event and providing participating members with event information.

Our calendars are used by administration to assign administrative duty to selected events, by our HISD officers to provide appropriate coverage, for our custodial staff, and by the public to check date, location, and time of events. Please understand the inconvenience and unnecessary expense if you change or cancel without notifying us. For questions, please contact Ronnie Joseph.

ASSEMBLIES – If you plan an assembly, follow these steps:

- Schedule the program on the school calendar
- Invite audience/ teachers

If you receive confirmation to attend an assembly, follow these steps:

- Notify your students at least one day in advance, discussing proper assembly behavior.
- Be sure to have a ticket for each student you are taking.
- Accompany students to assembly and sit with your group. Unaccompanied students will be sent back to the classroom.

FACILITY MAINTENANCE

- All maintenance repairs or requests (light bulbs out, AC/Heat, water leak, etc.) can be reported by either using a Maintenance & Furniture Request form OR via an email to Business Manager, Ronnie Joseph, with a copy to School Secretary, Ruth M. Perez. **NO NEED TO EMAIL PRINCIPAL.**
- Furniture Request - all furniture request items, including removal of furniture from classroom must be submitted to Ronnie Joseph, either by using a Maintenance and Furniture Request form or OR via an email addressed to Ronnie Joseph with a copy to Ruth M. Perez. **NO NEED TO EMAIL PRINCIPAL**
- Plant Operator and/or custodians have been instructed to adhere to only fulfilling furniture requests by Mr. Joseph and/or Ms. Perez
- **Please ask for assistance when moving heavy furniture to avoid floors from being scratched or damaged.**
- Furniture located in open spaces, hallways, large common areas and conference rooms are off **OFF LIMITS** and require approval from Principal Honore' and/or Mr. Joseph or Ms. Ruth M. Perez and can ONLY be moved by custodial staff. **NO EXCEPTIONS.**

PARKING

- Parking spaces located along the student parking fence in the front of the school are for campus guests.
- Handicap parking requires a handicap permit.
- **ONLY** employees (Administrators and selected personnel) with reserved parking spots are permitted to park in the assigned parking spaces. **NO EXCEPTION.**
- **PARKING AT BACK OF SCHOOL BY CAFÉ area is assigned for cafeteria and custodians ONLY.** For safety and security reasons these parking slots are assigned to our custodial and cafeteria employees. Cafeteria employee's duty time starts at 6AM (all females) and our custodian's duty ends at 10:30PM.
- **ALL OTHER FACULTY AND STAFF** members are required to park in the parking lot.

FINANCES

BUDGET REQUISITION REQUEST

Requests for instructional materials are approved by your department's assistant principal. Budget requests are to be placed in the Business Manager mailbox upon completion and appropriate signatures. Any budget requisition forms that are not completed correctly with the appropriate signatures (must have the department chair and the Assistant Principal's signature) will be returned to the person that submits the requests. Please confirm prices with the vendor before submitting. Any price errors will delay order.

After the budget requisition form has been submitted, please allow 48 hours for the request to be processed at the school and two weeks to be processed by the procurement department (HISD District Office).

Please note that if you do not receive the item(s) requested within three weeks of submission, the request may be pending or unapproved due to limited budget.

TRAVEL PROCEDURES

- Travel Authorization Form must be submitted for travel approval 30 days in advance. Form must be completed with exact dates and times of travel. Name of conference/workshop (attach registration form Cost of expenses (estimate if exact amount not known) if travel location is in Texas, travelers are responsible for submitting Hotel Occupancy Tax Exemption Certificate to hotel.
- Depending on destination and per diem rate prepaid lodging can only be requested for amounts over \$300.00.
- All out of state travel must be submitted to the principal and approved by the Senior Executive Director and Division Superintendent.
- If a travel request is submitted after 30 days for approval, out of pocket cost will apply, then reimbursed to the traveler.
- Meal receipts must be itemized, and employees must submit an itemized hotel invoice.
- Receipts must be turned in on Reimbursement Receipt Form. All receipts must be submitted by the end of the week when the employee returns from their trip. Receipts must be submitted by date order. All receipts must be submitted by the end of the week when the employee returns from the trip.
- Each traveler must have his/her own receipts. Copies of receipts will not be reimbursed.
- Any alcohol must be blacked out on receipt but do not black out dollar amounts. Adjustments will have to be done.

Pro-Rated Meal Per-Diem

- A Travel Day is a 24-hour period divided into Quarters of 6 hours each.
- Midnight — 6am = 25 % of the Per Diem Rate
- 6am — Noon = 25 % of the Per Diem Rate
- Noon — 6pm = 25 % of the Per Diem Rate
- 6pm — Midnight = 25 % of the Per Diem Rate

Travel info and Per Diem Rates can be found on the HISD website under Materials Management then click on the Travel @ HISD.

The Hotel Occupancy form can be found under Accounting (HISD website); click on forms to locate Hotel Occupancy.

TRAVEL REQUEST WORKFLOW PROCESS

Below is a step-by-step explanation of how travel requests get processed by the district.

BEFORE THE TRIP

- Employee completes Travel Worksheet (PDF), gathering all relevant information.
- Employee (or designated SAP operator) enters trip details into SAP Travel Module
- Requests will be sent electronically to principal or department head for approval. Employees will receive an e-mail notice once a request is formally approved or denied.
- If approved, the request is forwarded to Procurement Services for processing. The Procurement Service will send an e-mail with a final quote to the employee making the request with trip details for confirmation.
- Once a quote is confirmed by the requesting employee, airline tickets are purchased, and registration fees are paid by the district (e-mail will be sent to employee)
- Check is cut to the hotel by Accounts Payable and held in Customer Service (1W) for pick-up by the employee (e-mail will be sent to employee)

AFTER THE TRIP

- Employees submit receipts for reimbursement of meals, incidental expenses, parking, and/or mileage. An email will be sent to the employee once the reimbursement is processed. Please allow at least 10 days, once accounting has all receipts in their office for reimbursement.

THE ROLE OF OUTSIDE ORGANIZATIONS/BOOSTER CLUBS

- Money-raising activities of outside organizations must be conducted outside of school hours and may not involve students or teachers during the regular school day.
- Outside organizations, such as parent band booster and parent drill squad booster clubs, in conducting their money-raising activities may not involve students, a student body or a school-sponsored group or its sponsor as contributors or money-raisers.
- Note: If students or employees are involved as contributors or money-raisers, then the funds are to be handled through the school activity funds accounts as a school or club function.
- Outside organizations should be valid stand-alone organizations with their own identities. There should be no confusion of their identity with that of the school's. They should never use the school's address or tax ID or names of school employees in conducting their business.
- Outside organizations conducting money-raising activities shall manage their own finances and may make donations to the school or an individual student club as they elect. Such contributions may be designated either for a specific purpose or for expenditures at the discretion of the principal.
- The principal, the financial clerks, sponsors, or other staff may not be involved with receiving, depositing, or accounting for activities of any outside organization.

A sponsor or other district employee may not have signature authority on an outside bank account for an outside organization, such as a parent club, nor may he/she commingle in a personal checking and/or savings account or maintain a bank account and/or savings account in which money that rightfully belongs to an outside organization is kept. Also a sponsor or other district employee may not commingle in a personal and/or savings account or maintain a bank account and/or savings account and/or safety deposit box for any money which is related to any school project or purpose. (Source: *Section 317b-HISD Finance Procedures Manual*).

FUNDRAISING PROCEDURES – Waltrip High School is required to maintain accurate records of all fundraising activity. Aside from the financial record keeping, this protocol also allows us to avoid duplication and minimize the number in progress at one time which would dilute your efforts.

All fundraisers of any sort must be approved. Please obtain the forms manual at the finance office. Submit the paperwork to Mr. Joseph, the Business Manager, who will forward it to the principal for approval. Paperwork for this activity MUST be on file in the business office. Do not proceed with the fundraising activity until you have received approval. An AF108 Permission Request form and an AF104 Tabulation of Monies form which lists the names from whom the monies were received and the amounts of monies that each submitted, should be turned in to the financial clerk the day of collections or at the end of each day if collections last longer than a one-day period.

WHS STUDENT ACTIVITY FUND

- All fundraisers that involve student participation must run funds through the WHS Activity Fund. This section also applies to parent-run fundraisers not handled by the PTO, ABC or MBC (see II below).
- When planning your fundraising activities for the year, please remember that students may only participate in two fundraisers per organization per school year. The maximum duration of any fundraiser is two weeks.
- If you are selling any item other than food, please remember to figure sales tax into the price charged for the item being sold. Sales tax will be taken out of the money turned into Mrs. Roberts-Flint at the time it is received and will be deducted from the amount put into the activity account.
- All bills for fundraisers should come to Mrs. Roberts-Flint for payment from the activity account that is doing the fundraiser. Profits will be determined after all bills have been paid pertaining to that fundraiser.
- Form AF-104 must accompany collection of funds.
- Only food items that are pre-ordered and delivered at a time when they will not be consumed on campus will be approved. (Examples would be cookie dough or pies baked to order.)

- Submit the [WHS Fundraiser Approval Form](#) and HISD Permission Form AF-108 at least two weeks prior to the commencement of your event. You will receive a copy of the WHS form once approved. The HISD form is required by the district and provides documentation to code the deposits and disbursements to the proper student activity account.

PTA, ABC AND MUSIC BOOSTERS

Parent-run fundraisers not involving student participation may alternatively be handled by the WHS Parent- Teacher Organization (PTO), Athletic Booster Club (ABC) or Music Boosters if eligible.

- All deposits and disbursements related to the fundraising event will be handled by that organization's Treasurer. The organization's guidelines related to handling proceeds apply.
- Only food items that are pre-ordered and delivered at a time when they will not be consumed on campus will be approved.
- Submit the **WHS Fundraiser Approval Form** at least two weeks prior to the commencement of your event. You will receive a copy of the WHS form once approved.

Forms are available from, and should be returned to, Mrs. Roberts-Flint in the Main Office. Once approved, the event is recorded, Form AF-108 (if applicable) is initiated and given to Mr. Joseph and a copy of the Fundraiser Information Form is returned to the sponsor, coach, director, or organization president.

After your event has been approved, you may publicize the fundraiser during morning announcements, on our bulletin boards in the cafeteria (Commons), in the weekly news and/or on our website. If you need a facility reservation, please complete the required form.

ACTIVITY FUNDS – COLLECTION OF FUNDS: teachers or other personnel may collect money for student activities or fund-raising projects. Any monies collected must be received on Form AF-104 and “Tabulation of Monies Collected by a Person other than the Financial Clerk”. As money is deposited with the teacher or club officer, the payee must sign the form in ink and enter the amount of his/her deposits on Form AF-104. It is important to emphasize that any money collected by teachers or club officers must be listed on this form which must accompany the deposit. These forms are available outside the Business Office. Deposit the money along with the completed AF-104 with the Financial Clerk as soon as possible.

The following must NOT be done when collecting money:

- Do not use any other receipt books, even those supplied by the money raising company.
- Do not keep money for any reason.
- Do not spend any of the collections. Do not use collected funds to make any payments for reimbursements of purchases.

DISBURSEMENTS OF FUNDS – Teachers must have prior written authorization from the business manager before any expenditure may occur.

School personnel making any purchase in the name of the school without getting prior written authorization from the principal may be held personally responsible for the purchase. “Request for Purchase” forms are available outside the office of the Business Manager. Once approval is received, the “Request for Purchase” form will be returned to the person requesting the expenditure. Once the purchase is made, the original invoice or receipts should be attached to the request and submitted to the financial clerk for payment. Do not make any purchase unless sufficient funds are available in the proper Activity Fund and will be available when payment is due. The following are things to be considered when requesting payment:

- Supporting documentation detailing the purchase or service rendered is always required for any expenditure.
- Reimbursements may be made when proper receipts are submitted. Remember that we are a tax- exempt organization, and sales tax will not be reimbursed.

FUND RAISING ACTIVITIES – The following guidelines apply for all fundraising activities:

All organization/sports leaders who will oversee the fundraiser must complete mandatory training prior to the start of the fundraiser. This training will include proper data entering on all forms that are to be turned in to the district. Failure to attend this training will result in cancellation of all fundraising activities for the semester.

All clubs/organizations will be allowed to fundraise based on need while maintaining equity amongst the campus fundraisers. Generally, the standard time limit for the sale will be two weeks.

- In September your club/organization will be asked to provide Mrs. Roberts-Flint, with a description of your choices of fundraisers for the coming school year. These will be entered on the fundraising calendar maintained by Mrs. Roberts-Flint in the order received. It is imperative that you work with your club’s officers to determine the activity which will provide the maximum profits for your organization.
- Money collected from activities done in the school’s name becomes the property of the club/organization conducting the event. If students or faculty are involved in the collection of their monies, then the funds are to be handled through the school activity fund account as a club function. This is HISD policy and will be strictly enforced.
- Any club/organization found to be conducting a fundraiser on or off campus in the name of Waltrip High School without prior approval will be subject to penalty. This will involve forfeiture of all profits from the fundraising activity. All monies collected without approval will be deposited into the school’s general account. Any fundraising activities, even those held off campus, are extensions of the school program and all funds raised are considered school funds subject to these guidelines.

It is in our best interest to make sure that our fundraising activities comply with all HISD and UIL regulations. As sponsors, your job is to oversee the activities or your club/organization and ensure that all rules and guidelines are followed for collecting monies on this campus.

COURTESY FUNDS – A courtesy fund may be established for the purpose of remembering fellow members of the faculty and staff and their immediate families at times of bereavement, illness, or special occasion such as weddings and births. Each member contributes an amount to this fund as the need arises. Faculty/Staff/Administration contributions for faculty and staff should be submitted to the finance clerk, David Martinez.

MEDIA POLICY

NEWS MEDIA PROCEDURES – The Media Relations Department shall coordinate news coverage of the school district. The department is responsible for overseeing official communications between the school system and the news media by initiating story ideas as well as facilitating requests for news coverage from media representatives and district personnel.

The Media Relations Department provides assistance to school administrators regarding effective relations with the news media.

The superintendent of schools (or a designee) serves as the primary spokesperson for the district on all matters of district wide interest. The president of the Board of Education serves as the primary spokesperson for the board. The chief school officers are the primary spokespersons regarding issues related to the schools in his or her individual office. The principal is the primary spokesperson regarding issues related to his or her individual school.

All news conferences and public events of a district wide nature in which news coverage is requested must be coordinated by or through the Media Relations Department. District personnel should submit story ideas to the Media Relations Department as early as possible prior to the desired coverage date. These items should be submitted by e-mail to: news@houstonisd.org

NEWS MEDIA ACCESS TO DISTRICT SCHOOLS AND FACILITIES – News reporters and other communications representatives must initiate their requests to interview, film, videotape, and/or photograph students and/or district personnel on district property through the HISD Media Relations Department.

- No media representatives will be allowed on campus without approval of the principal.
- **NEWS MEDIA INTERVIEWS AND PHOTOGRAPHY** – Interviews, filming, or videotaping on district property may not occur without prior approval from the building principal. Approval may be in the form of an e-mail.
- District personnel must adhere to the following general guidelines when working with the news media: The privacy of a student or employee is the foremost concern when working with the news media and must be considered prior to the release of any information.
- If there is no prior clearance from the Media Relations Department or the Executive Director, names of students should never be released under any circumstance without prior parental consent or the consent of the student if he or she is 18 years of age or older.
- Names of victims are not to be released; news media should be referred to the receiving hospital or Police Department for such information.
- Home addresses and telephone numbers of students, private citizens, and those HISD employees who have restricted home addresses and telephone numbers are not to be released to the media.
- Media requests for district records shall be submitted in writing and referred to the Media Relations Department. Costs of providing copies of records shall be in accordance with HISD Board Policy and Administrative Procedures.

Another aspect of being prepared is simply to exercise common sense. In working with the media, you, as an HISD employee, should always remain composed, courteous, and thoroughly professional. Here are a few tips that will ensure good relations with media representatives.

- Respect reporters' deadlines. Be sure to contact the Media Relations Department to return their calls as soon as possible.
- Be truthful, be accurate, and keep it simple. Get right to the point, and keep your statements brief, especially for broadcast media.
- Be confident. Remember, you are a seasoned professional in your own right. If you are composed and straightforward, reporters will respect your authority and appreciate your cooperation.

Let the HISD Media Relations Department personnel help you. They are communications specialists with wide experience in the different news media, and they are personally acquainted with the media representatives. They work closely with them every day. Contact department personnel ahead of time and let them arrange all coverage of a given event for you.

COUNSELING & GUIDANCE SERVICES

The Waltrip High School Counseling Department provides comprehensive counseling and guidance services to support the achievement of all students and prepare students for post-secondary college and career opportunities. The mission of the counseling and guidance program is to assess and address the needs of the student body and to heighten communication between counselors and the Waltrip High School Community. Counseling is a joint effort of counselors, teachers, parents, administrators, and students.

COUNSELING OFFICE GUIDELINES

- Students in need of specialized or intensive services should be referred to their counselor.
- Initial referrals to our school social worker should be made through the student's counselor.
- Disciplinary interventions for Level 1 offenses should include a referral to the counselor after sufficient parent contact and prior to referral to the student's assistant principal.
- Students should be given a permit to visit the counselor during a class period only in emergency or crisis situations. *If the student is visibly distraught or has indicated thoughts of self-harm, the student should be escorted to the counseling office.*
- Students are encouraged to limit walk-in visits to the counseling office to either before school (8:00 – 8:30a.m.), after school (4:00 – 4:30 p.m.), or during the lunch period.
- To request to meet with their counselor, students should complete and submit to the Counseling Office a Counseling Department Student Referral Form.
- If the student is not involved in a collaborative activity or test administration, students should be released to visit the counselor when a counselor request form is delivered to the student. If the student is unable to visit when requested, please return the permit to the student's counselor and indicate the reason for the student's unavailability (i.e. - absent, testing, group assignment).

REPORTS OF CHILD ABUSE AND NEGLIGENCE – When a student informs a teacher of a situation involving child abuse or neglect, teachers must report this to the Texas Department of Protective and Regulatory Services – Children's Protective Services (CPS). To report child abuse or neglect, call 1-800-252-5400. For situations that do **not** require a response within 24 hours you may report through the CPS secure web site: <https://www.txabusehotline.org>.

- Child abuse and neglect are against the law in Texas, and so is failure to report it.
- If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Family and Protective Services or to a law enforcement agency.

- You are required to make a report within 48 hours of the time you suspected the child has been or may be abused or neglected.

Abuse is mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child. Neglect includes (1) failure to provide a child with food, clothing, shelter and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liability for innocent persons who report even unfounded suspicions, as long as your report is made in good faith. Your identity is kept confidential. If you have reason to suspect child abuse, but are not positive, make the report. If you have any doubts about whether or not it is abuse, call the hotline. They can advise you on whether the signs you have observed are abuse.

Be advised that this does NOT negate your responsibility to report the abuse to CPS.

SCHOOL CLINIC

- Clinic Hours: 8:30am –4:00pm
- Students feeling ill will be limited to 20 minutes in the clinic. Students staying longer or going home will be at the discretion of the school nurse. Due to limited space and the number of students seen in the clinic, no student will be permitted to stay an entire period, unless deemed necessary by the nurse. The clinic is not to be used for socializing. Students not adhering to the rules may be sent to the assistant principal's office.
- Students will only be seen with a Nurse Referral (unless it is an emergency). It must be a clinic specific referral, not a restroom or hall pass. Students cannot come to the clinic between classes (unless it is an emergency) they are to report to their next period teacher for a permit.
- Staff: if you need Nurse Referrals, please send me an email and let me know which period(s) you prefer receiving the referrals and they will be delivered to you or you may request them to be put in your mailbox.
- Please make sure the top portion of the referral is eligibility complete including the student's first and last name and your signature. All referrals need the time the student left class. The referral will be returned to you via the student unless the student is released to go home. If feasible, the student will be allowed to return to your classroom to gather their personal belongings.
- Students must sign in and out on the Nurse's Daily Registry, showing the time they arrived and the time they left the clinic. If the student does not sign in, then they have not been in the clinic.
- Do not allow students to call their parents to pick them up from your cell phone or their cell phone. This is counted as an unexcused absence if the nurse is not sending them home. The nurse completes a nursing assessment on students that come to the clinic and will send them home if it is determined that they are truly ill or are in danger of spreading illness to you and other students.
- Please submit a written request (email) if you feel a student needs a vision or hearing screening or needs any other medical attention.
- If I am dealing with an emergency or if the clinic is too full for any more students (which does happen) they might be sent back to your room and told to return in 30 minutes.
- We will have students on campus with asthma, diabetes, seizures and other chronic health conditions. Emergency plans for these students will be sent out to all teachers once I am aware of all students who are enrolled.
- If you are planning a field trip, please give me a list of all students attending with enough notice, so the nurse can plan for medications and other medical needs.
- In accordance with district policy no medication (even over the counter) will be distributed by the school nurse to staff members.
- All teachers will be given a first aid kit. Please utilize these for small cuts/scraps to minimize missed instruction time for the student. If you need a new kit or new supplies at any point during the school year email the nurse or come to the clinic
- Please allow students who are taking medications to come to the clinic at scheduled times. You will be informed of those students and when to send them.

- No over the counter medication (ie. Tylenol, Advil, Cough drops) will be kept in the clinic.
- Students must strictly adhere to the medication policies adopted by the HISD school board. A student may not carry medication with them except for emergency medication (epi pen, asthma inhalers). All other medication will be kept locked in the clinic. A medication form completed by the physician and signed by both the physician and parent/guardian must accompany all medications, including emergency medications the student is carrying and over the counter medication. Each medication must be in its original container, not expired, with an affixed prescription label from a pharmacy (including over the counter medication).
- Please be mindful of pregnant students. They do have special needs. If you have any concerns regarding attendance, please contact the Nurse's office. When these students are receiving CEHI (Home Instruction) it takes your cooperation to make this work. Our goal is to help them graduate.

EMERGENCY MEDICAL RESPONSE PLAN

The purpose of this procedure is to ensure the high-quality care of a student/staff member during a time of medical emergency. Staff members, including but not limited to administrators, office staff, nurses and teachers who will be able to identify their individual role during a medical emergency.

MEDICAL EMERGENCY IN THE CLINIC

- The nurse (and whoever is 1st responder) will determine whether a situation is a medical emergency.
- The nurse or 1st responder designees will call 911 and the student's parents and make 2 copies of the student's emergency card: one for the paramedics and one for the designee going to the hospital.
- At least one, if not more, administrator(s) will remain on the scene until he/she is no longer needed by the nurse, the student is taken home by parent, or student taken in the ambulance.
- An administrator, or his/her designee, should accompany the ambulance to the hospital if there is not a parent on the scene.
- A designee will manage the clinic until the nurse is free of the emergency to resume her duties.
- The nurse, or designee, will inform an administrator of the outcome of the medical emergency.
- The nurse will follow up either that day or the following school day with the student and his/her parents to update the appropriate staff.

MEDICAL EMERGENCY OUTSIDE OF THE CLINIC

- **Anyone can call 911 for situations such as unconsciousness, no pulse, not breathing, or excessive bleeding. Do not wait for the nurse to make the call.** If in your professional opinion the situation seems life threatening, call 911. All other situations wait for the nurse or administrator to decide to call 911.
- A member of the medical response team will send for the AED, if applicable.
- The staff member (or their designee) will then call the student's parents and make 2 copies of the student's emergency card: one for the paramedics and one for the designee going to the hospital.
- At least one, if not more, administrator(s) will remain on the scene until he/she is no longer needed by the nurse, student is taken home by parent, student is taken in the ambulance, or student taken to the clinic.
- An administrator, or his/her designee, should accompany the ambulance to the hospital if a parent is not on the scene.
- A designee will manage the clinic until the nurse is free of the emergency to resume her duties.
- The nurse, or her designee, will inform the front office of the outcome of the medical emergency.
- The nurse will follow up either that day or the following school day with the student and his/her parents to update the appropriate staff.

CONSIDERATIONS

- Call 911 early. Time is of essence. For example, within 4-6 minutes of a cardiac arrest brain damage can occur due to lack of oxygen.
- For every minute that passes without defibrillation—chance of survival diminishes 10%.
- Never leave the victim unless you are the only one available to go and call 911.
- All students should be removed from the scene, especially if CPR is being performed.
- Give as much information as you can—your name, victim's name, what is wrong, and your location.
- Know the address of the school.

- Know the AED location.
- Know who the members of your medical emergency team:
 - o D. Bradley, RN, School Nurse
 - o A. Williams-Hickman, Assistant Principal
 - o M. Moreno, Nurse's Assistant
 - o C. Stoner, Safety Captain
- The ambulance does not charge unless the child is transported. The family pays for the ambulance - not the district.
- Don't stop CPR unless:
 - o Someone relieves you
 - o EMS arrives and takes over
 - o You are too exhausted to continue
 - o Victim has a heart rate and has started breathing K. Stay Calm.

SCHOOL SECURITY, SAFETY & EMERGENCY PROCEDURES

ACTIVE MONITORING – Teachers must be at their classroom door to monitor the hall by 8:25 a.m. Please stand at your door and monitor the hall during each passing period to help maintain a safe environment. Encourage students to continue moving to their next class.

Students may not be left unattended for any reason. Do not leave your door unlocked if you are not present to monitor students entering your room. Do not leave your students unattended for any period.

If you see visitors on campus without an ID, stop them immediately and escort them to the front office or alert an administrator.

STUDENT/STAFF MEDICAL EMERGENCY:: During student medical emergencies there is a heightened sense of concern and it is important that we follow the protocol below to ensure clear lines of communication and provide timely support to students.

Whenever responding to any emergency, please ensure that all of the following staff members are notified of incident immediately:

****Nurse**

****Office Manager**

****Principal**

****Police Officer**

School Nurse, School Officer and/or Principal (or designee) will be the only ones that may make the recommendation to call 911.

Generally, the school nurse will be the one making the 911 call as she may need to convey important medical details to the 911 representative. These cases will be rare as ideally the nurse should be meeting the immediate medical needs of the students.

Upon 911 being called, the office manager will direct a member of the front office staff to wait on EMS in front of the main building. Designee will notify the main office by radio when EMS arrives and escort them to the appropriate campus location.

The Assistant Principal (or designee) will contact the student's parent/guardian and give notification of the incident.

NOTE: Due to HIPPA requirements, all communication shared with parent/guardian should be made in private and kept confidential.

- Once EMS is with the student, the nurse and an administrator should remain with the student during the medical examination.

- Should EMS determine that a student must be transported to hospital, the name of the hospital should be confirmed and notification of this information must be related to principal, assistant principal over student, and office manager.
- If applicable, an administrator will accompany the student to hospital, if parents have not arrived on campus at the time of transporting the student.
- Once the situation has been handled, details must be provided to the principal and office manager: medical condition, current status of student, student name, grade, etc. and as many details regarding the incident as possible. Principal will report to the North Division.

EXTERIOR DOORS – For safety and security purposes, all exterior doors are to remain locked. All visitors are to enter through the main office *only* and check-in upon arrival and the front desk. All students are to enter through the designated student entry doors by the bus ramp and at the front of the school *only*. At no time should anyone open an exterior door for someone on the outside.

EMERGENCY EVACUATION PROCEDURES – Waltrip will conduct monthly fire drills, including one the first week of school. It is important that all staff are knowledgeable about the procedures and policies for emergency drills.

Expected time frame for a drill:

- 3 minutes to clear the building
- 2 minutes for attendance reporting
- 3 minutes to return to the classroom

EVACUATION MAP – Post evacuation map near the front of your classroom and review with all students.

FIRE DRILLS

- As the alarm sounds, leave the classroom immediately, turn out the lights, and close the door without locking. TAKE YOUR EMERGENCY PROCEDURES HANDBOOK AND YOUR CLASS ROSTERS PER PERIOD WITH YOU.
- Remove anything that obstructs the view of the room through the door window.
- In advance, know the path your class should follow to get to the area designated for your room. Move your students as far away from the building as possible.
- Maintain order and take attendance as soon as you are in the assigned area. Stay with your class throughout the drill.

In the event that you must activate the fire alarm, please remember that removing the cover may cause an alarm sound but it does not activate the school warning system. You must remove the cover and pull the alarm. There is a criminal penalty and fine for pulling the alarm when it is not needed.

LOCKDOWN

- Quickly check the hallway and any student that is nearby, get them into your classroom whether they are in your class at that time or not.
- Lock your door, turn off lights, keep students away from windows and/or open areas.
- Keep students calm and absolutely quiet.
- Close window blinds, cover glass door panes with construction paper (or what you have). We are ordering something, but for now get some bulletin board paper or something to have it ready.
- Do not open your door. Proper authorities will have keys.
- Do not open the door until you have an all-clear announcement.
- If you are evacuated by police, please take a class roster.
- Advise police immediately of any missing persons.

EMERGENCY RESPONSE PROCEDURES

- Classroom Emergency Procedures can be found in the (red) Emergency Procedures Handbook.
- Procedures Handbook located in each classroom. Consult in case of emergency.

EMERGENCY RESPONSE TEAM

Interim Principal	Jeanette Cortez - Sound alarm to evacuate students, faculty and staff Assume a position in the front of the Main Office
Assistant Principal	Corey Stoner - Assist in the building's evacuation
Assistant Principal	Hector Cano - Assume a position outside of the building's south entrance (34 th St.)
Assistant Principal	Omari Issa - Assume a position outside of the building's east entrance (Ella Blvd.)
Assistant Principal	Christian Martinez - Assist in the building's evacuation
Assistant Principal	Vacant - Assist in the building's evacuation
Dean of Instruction	Charsheika Berry - Assist in building's evacuation
Dean of Instruction	Angel Martinez -Assist in the building's evacuation
Police Officers	As Assigned to The Campus - Assume their assigned positions by the building's main entrance.
Plant Operator	Rogelio Medrano - Assist by checking the area around the boiler room and air conditioning unit - secure the areas
School Nurse	Deletea Bradley Assist evacuation and administer first aid as needed
Coaches	Assist in the evacuation and with crowd control as needed.

NOTES:

[illegible]

Waltrip High School



The strength of the **TEAM** is each individual member.

The strength of each member is the **TEAM**.

[illegible]



2024 - 2025 FACULTY & PROFESSIONAL HANDBOOK

Employee Name
(PLEASE PRINT)

EMPID#

My signature below indicates that I have received a copy of the *Waltrip High School Faculty and Staff Professional Handbook* for the 2024-2025 school year. I understand that it is my responsibility to follow the guidelines set forth in this document and that my failure to do so may result in disciplinary action.

I further understand that it is my responsibility to ask the appropriate administrator clarifying questions when and if necessary.

The information in the handbook is subject to change. As changes occur in the district, policies may supersede, modify, or eliminate the information summarized in the handbook, either hard copy or online version. As the District and campus provide updated policy information, I accept responsibility for reading and abiding by the changes.

It is my responsibility to read the handbook and familiarize myself with the information contained therein. I understand that I am expected to comply with the rules and procedures contained in this handbook. Additionally, I also accept responsibility for contacting the principal or associate principal if I have questions, concerns, or need further explanation.

Employee Signature

Date

Please complete and return this form to the School Secretary before Friday, August 9th, 2024.

Waltrip High School

YOU CAN'T HIDE THAT RAM PRIDE!