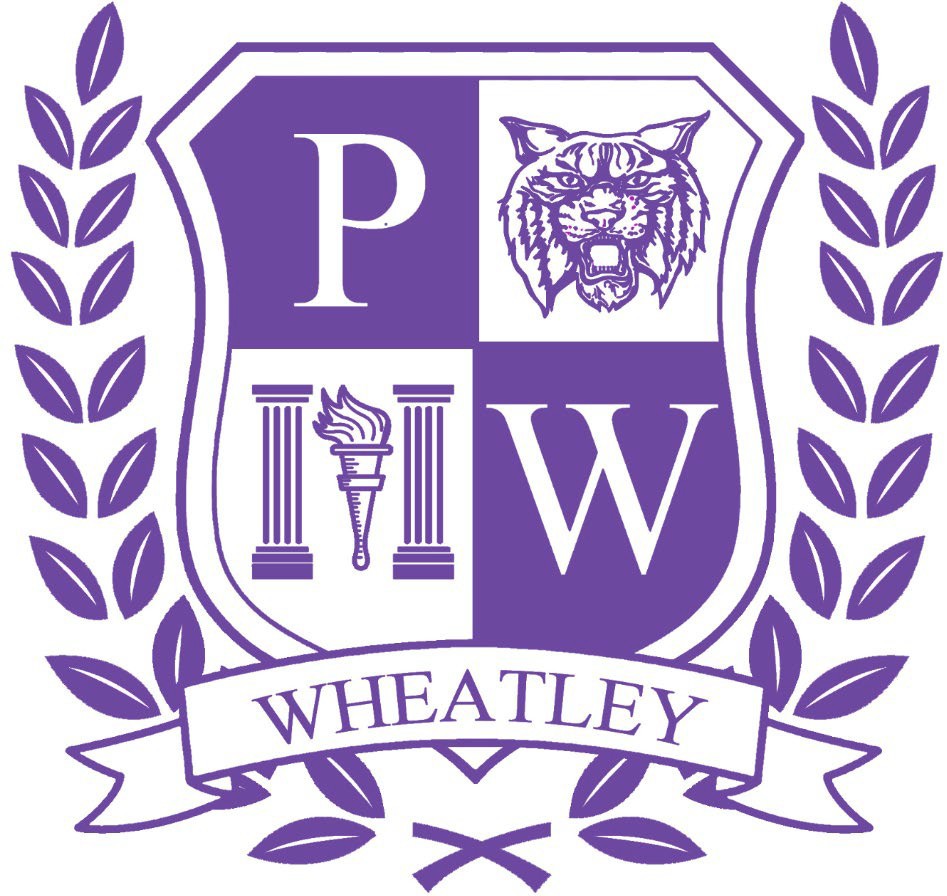
Phillis Wheatley High School



**2022-2023 FACULTY/STAFF HANDBOOK**

4801 PROVIDENCE

HOUST0N, TEXAS 77020

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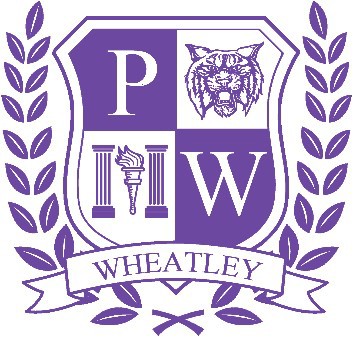
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##### Phillis Wheatley High School Mission, Vision, and Values

**Our Mission**

To ensure that all scholars are college and career ready to protect their freedoms and improve our world.

##### Our Vision

All scholars of Phillis Wheatley High School will graduate in 4 years or less, meet at least one CCMR (college, career, or military readiness) indicator as outlined by the state of Texas, and read on grade level so every scholar will attend a university/college, vocational school, or military upon graduation.

## Phillis Wheatley High School Roster

**2022-2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Assignment** | **Room Assignment** | **Appraiser** |
| **Mr. Thomas** | **9th Grade Administrator** | **221** | **Sabrina Cuby-King** |
|  | New Teacher Coach | 236 |  |
|  | 9th Grade Clerk | 200 |  |
| J. Navarro | Technology/Power Schools | Tech Room | Mario Cantu |
| Sophia Xiong | Math Models | 212 | Tracy Boston McCray |
| Denise Lacy | ESL 1/ Reading | 220 | Bianca Dugas |
| Stacie Waller | English 1/Pre-AP 1/Reading | 137 | Bianca Dugas |
| Juanita Brown | English 1/ AP Lang. | 202 | Bianca Dugas |
| Monica Luna | Algebra 1/ Stat Math | 219 | Ranajee Thomas |
| John Craven | Algebra 1/Pre-AP/ Stat Math | 128 | Ranajee Thomas |
| Tonee Jones | Biology/Pre-AP Biology | 215 | Tracy Boston McCray |
| Laurice Clark | Biology | 214 | Tracy Boston McCray |
| Emanuel Carter | World Geography | 201 | James Johnson |
| Kimberly Stormer | English1/ Reading | 135 | Bianca Dugas |
| Camile Davis | World History/Geography | 203 | James Johnson |
|  |  |  |  |
| **Ms. Fabiana Iarce** | **10th Grade Assistant Principal** | 225 | Sabrina Cuby-King |
| Veronica Pruneda | 10th Grade Clerk | 200 | Fabiana Iarce |
| Tanita Wright | Counselor, Alpha R - Z | 117B | Tracy Boston McCray |
| Falasha Spruiell | Wraparound Resource Specialist | 200 | Charles Sloan |
| Kathryn Natalie | English 2/Pre-AP English 2 | 211 | Bianca Dugas |
| Debra Berry | English 2 | 224 | Bianca Dugas |
| Dexter Smith | Geometry/Pre-AP Geometry | 231 | Tracy Boston McCray |
| Muhammad Khushk | Chemistry/ Pre- Ap | 233 | Fabiana Iarce |
| Jay Warner | World History | 218 | James Johnson |
| Martin Martinez | Grad Lab | 136 | Mario Cantu |
|  |  |  |  |
| **Mr. Mario Cantu** | **11th Grade Administrator** | **200** | Sabrina Cuby-King |
| James Johnson | Teacher Specialist | 222 | Mario Cantu |
| Veronica Pruneda | 11th Grade Clerk | 200 | Fabiana Iarce |
| Shawanna Jasper | Counselor Alpha E -J | 117C | Ranajee Thomas |
| Falasha Spruiell | Wraparound Resource Specialist | 200 | Charles Sloan |
| N. Bell | Avid Teacher | 210 |  |
| Donnie Walker | U. S. History/ AP U.S. History | 206 | James Johnson |
| Rosa Hope | U.S. History/ AP World History | 230 | James Johnson |
| R. Braddock | Physics | 234 | Iarce |
| Denise Lacy | English 3, 4/ESL | 220 | Bianca Dugas |
|  |  |  |  |
| **Ms. Bianca Dugas** | **12th Grade Administrator** | **138** | Sabrina Cuby-King |
| Anita Soto | 12th Grade Clerk | 113 | Bianca Dugas |
| Ms. Miles | Algebra I | 204 | Mr. Thomas |
| Dr. Denise Chevalier | Counselor, Alpha A-D | 113 | Sabrina Cuby-King |
| Bertha Fournier | Registrar | 119 | Ranajee Thomas |
| Stacie Waller | English 4/College Prep Eng. | 137 | Bianca Dugas |
| John Craven | Algebra 2/Pre-Cal. | 128 | Ranajee Thomas |
| Robert Braddock | Anatomy and Physiology | 234 | Tracy Boston Mccray |
| John Lohmann | Economics/Government/ AP | 135 | James Johnson |
|  | **SPED** |  |  |
| **Leisa Jenkins** | **Special Ed. Chairperson** | **122C** | **Sabrina Cuby-King** |
|  | Special Ed. Assistant | 122 |  |
| Y. Calvin | Life Skills | 121 |  |
| Abraham Straughter | Life Skills Aid | 123 | Leisa Jenkins |
| Debra Iyayi | Life Skills | 123 | Leisa Jenkins |
|  | Life Skills Aid | 123 |  |
| T. Butler/D. Rogers | Inclusion-Science/Office | 120 |  |
| Roland Osuagwu | Inclusion-Social Studies | 124 | Mario Cantu |
| Lonnie Reynolds | Inclusion-English | 156 | Bianca Dugas |
| A. Bishop | Inclusion-Math | 124 | Leisa Jenkins |
| Keisha Harris | Inclusion-English | 142 | Leisa Jenkins |
| Lonnie Reynolds | Inclusion- English | 156 | Bianca Dugas |
| Serita Johnson | PSI | 129 | Leisa Jenkins |
| Elizabeth Alejandro | PSI/ Teacher Assistant | 126 | Leisa Jenkins |
| Paul Richard | BSC | 118 | Leisa Jenkins |
|  | BSC | 118 |  |
| Ricky Warren | 18+ | 125/127 | Leisa Jenkins |
| Britt Trahan | Employment Specialist (18+) | 125/127 | Leisa Jenkins |
| Willie Shannon | Employment Specialist (SLL) | 121 | Leisa Jenkins |
|  | **CTE** |  |  |
| Secret Brown | Culinary Arts | 100A | Young |
| Brianna Edwards | Hospitality &Tourism/ Culinary Art | 130 | Young |
| C. Reed | Career Prep/ Animation | 209 |  |
| Linda Hopson | BIM | 205 | Young |
| C. Banks | Arts and A/V | 116 |  |
| Quynh Mai | Automotive | 199- Autoshop | Young |
| Larry Ho | Automotive | 199-Autoshop | Young |
|  | Government and Public Administration | 235 |  |
|  | **Electives** |  |  |
| Chief Taylor | JROTC | 149C | Mario Cantu |
| Rene Loredo-Galvan | JROTC | 149A | Mario Cantu |
| Abraham Martinez | Spanish | 139 | Fabiana Iarce |
| C. Gerard | Spanish | 207 |  |
| Cristian Lara | Band | 152 | Young |
| Tiana Johnson | Art | 250 | Fabiana Iarce |
| Lionel Kinsey | Health | 142 | Young |
| Lakeisha Davis | Child Development | 153A | Young |
| Jason Salinas | Theatre Arts | 160 | Young |
|  | **Athletics** |  |  |
| **Cornelius McFarland** | **Athletic Coordinator/Thinkery** | **144** | **Sabrina Cuby-King** |
| David Burrell | Physical Education | Gym | Mario Cantu |
| Ernest Carswell | ISS/Physical Education | Gym | James Johnson |
|  |  |  |  |
| **Sabrina Cuby -King** | **Principal** | **102** | **Lock Simmons** |
| Fabiola Delgado | Secretary | 111 | Sabrina Cuby-King |
| Bianca Dugas | Associate Principal | 138 | Sabrina Cuby-King |
| Veronica Pruneda | Front Office Clerk 10th Grade | 200 | Fabiana Iarce |
| Patricia Montoya | Registrar Clerk | 119 | Sabrina Cuby-King |
| Ms. Soto | Student Information Representative | 106 | Sabrina Cuby-King |
| Rose Ross | Front Office Clerk | 100 | Sabrina Cuby-King |
| Carolyn Jackson | Nurse | 109 | Sabrina Cuby-King |
| Nichole Rodriguez | Attendance Clerk | 104 | James Johnson |
| Tracy Bookman | Dedicated Associate Teacher | TBD |  |
|  | Dedicated Associate Teacher | TBD |  |
|  | Campus/Community Liaison | 152 |  |
| Patricia Laster | Librarian | Library | Bianca Dugas |
|  |  |  |  |
| James Taylor | Campus Police Officer | 148 |  |
| Iliana Fernandez | Campus Police Officer | 148 |  |
| Craig Winfrey | Plant Operator | 190 |  |
|  | Lock-up Custodian |  |  |
| Henry Thompson | Custodian |  |  |
|  |  |  |  |
| Gloria Massie | Cafeteria Manager |  |  |
| Ms. Campbell | Specialist Reading | 226 |  |
| Testing Room |  | 227 |  |
| T. Crawford | Specialist | 232 |  |
|  |  |  |  |
|  |  |  |  |

Contact and Communication

##### Wheatley High School 4801 Providence

**Houston, Texas 77040**

##### 713-671-3900

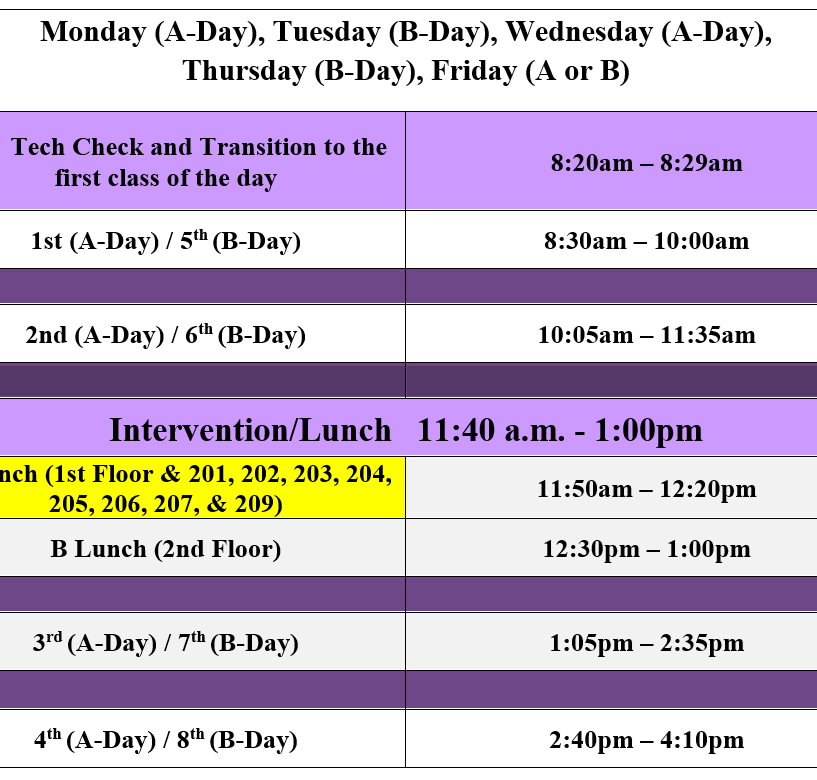
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| --- | --- |
|  | |
| Wheatley High School Website | <https://www.houstonisd.org/wheatley> |
| AESOP absence management | [***http://www.aesoponline.com/***](http://www.aesoponline.com/) |
| Help Desk | Phone: 713 892-7378  Email: [servicedesk@houstonisd.org](mailto:servicedesk@houstonisd.org) Website: [https://servicedesk.houstonisd.org](https://servicedesk.houstonisd.org/) |
| Learning Management System (LMS) | <https://www.houstonisd.org/hub> |
|  | |

|  |  |  |
| --- | --- | --- |
| **NAME** | **TITLE** | **EMAIL ADDRESS** |
| Mrs. Sabrina Cuby-King | Principal | scuby[@houstonisd.org](mailto:JWILLI38@houstonisd.org) |
| Fabiola Delgado | Secretary | [FDELGAD1@houstonisd.org](mailto:FDELGAD1@houstonisd.org) |
| Ranajee Thomas | Associate Principal | RThoma24@houstonisd.org |
| Fabiana Iarce | Assistant Principal | Fabiana.Iarce[@houstonisd.org](mailto:ESILVALE@houstonisd.org) |
| Mario Cantu | Assistant Principal | M.Cantu[@houstonisd.org](mailto:John.Aleman@houstonisd.org) |
| Bianca Dugas | Assistant Principal | Bianca.Dugas[@houstonisd.org](mailto:MSIMMON2@houstonisd.org) |
| Martin Martinez | Graduation Coach | [@houstonisd.org](mailto:MTHOMAS3@houstonisd.org) |
|  | New Teacher Coach | [@houstonisd.org](mailto:Sandra.Sanchez3@houstonisd.org) |
| Leisa Jenkins | Special Ed Dept Chair | Leisa.Jenkins[@houstonisd.org](mailto:MWHITE22@houstonisd.org) |
| Dr. Denise Chevalier | Counselor | Denise.Chevalier[@houstonisd.org](mailto:TWRIGHT3@houstonisd.org) |
| Shawanna Jasper | Counselor | Shawanna.Jasper[@houstonisd.org](mailto:Shawanna.Jasper@houstonisd.org) |
| Benita Champs | Counselor | BChamps@houstonisd.org |
| Tanita Wright | Counselor | TWRIGHT3@houstonisd.org |
| Ms. F. Spruiell | Wraparound Specialist | [Falasha.Spruiell@houstonisd.org](mailto:Falasha.Spruiell@houstonisd.org) |
| Nurse Jackson | School Nurse | [CJACKS18@houstonisd.org](mailto:CJACKS18@houstonisd.org) |
| Jerry Navarro | IT Support | Jnavarro4[@houstonisd.org](mailto:Christopher.Aviles@houstonisd.org) |
| Ms. Laster | Librarian | [PLASTER@houstonisd.org](mailto:PLASTER@houstonisd.org) |
| Bertha Fournier | Registrar | Bertha.Fournier[@houstonisd.org](mailto:EGREEN@houstonisd.org) |
| Ms. Soto | SIR | [ASOTO@houstonisd.org](mailto:ASOTO@houstonisd.org) |
| Ms. Rodriguez | Attendance | Nichole.Rodriguez@houstonisd.org |
|  |  |  |
| Ms. Ross | Clerk | RROSS[@houstonisd.org](mailto:Mayra.QuirozOrtiz@houstonisd.org) |
| Ms. Pruneda | Clerk | Veronica.PrunedaRomero[@houstonisd.org](mailto:FLEALPER@houstonisd.org) |
| Ms. Montoya | Clerk | [MMONTOY1@houstonisd.org](mailto:MMONTOY1@houstonisd.org) |
| Craig Winfrey | Head Custodian | [CWINFREY@houstonisd.org](mailto:CWINFREY@houstonisd.org) |

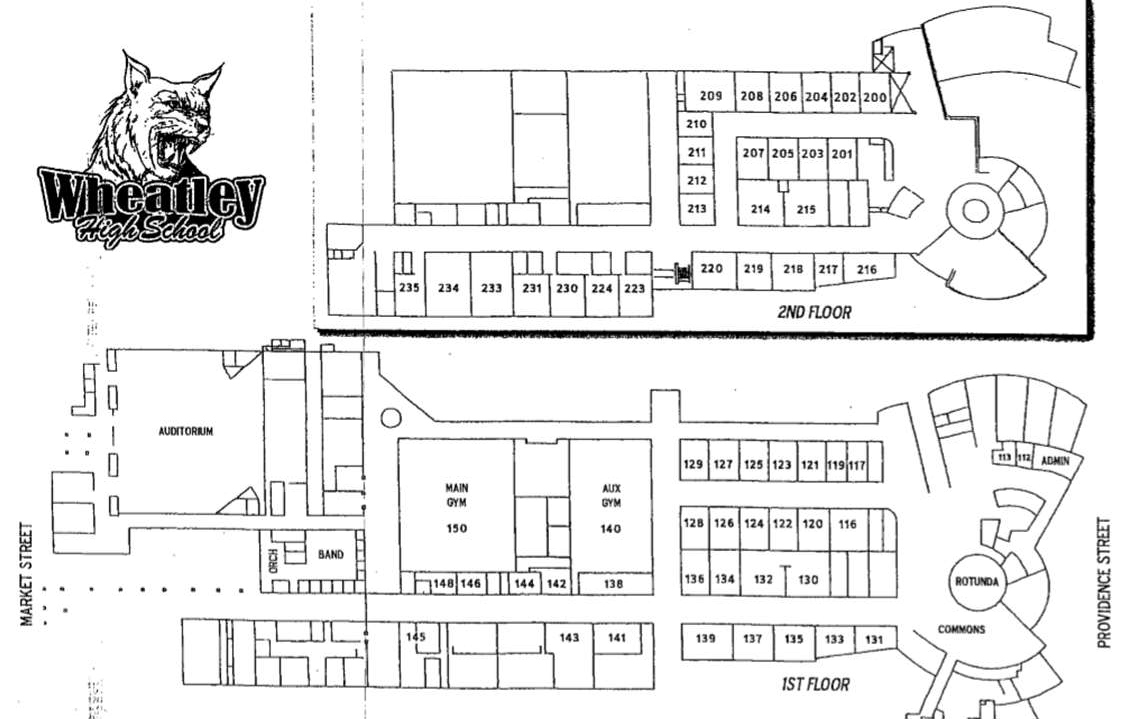
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**Wheatley High School Bell Schedule 2022-2023**

****

### Wheatley HS 2021-2022 Hallway Duty Schedule



I

J

F

G

E

D

C

B

K

H

A1

C2

A

WHITE

A2

A3

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HALLWAY | ROOM NUMBERS | EVAC LOCATION | ADMIN TEAM | NOTES |
| A2 | 12th Grade Admin Team, Education Advocate, District Supp. Offices, Nurse | FINNEGAN ST |  | Group A |
| A3 | Learning Commons, PLC Room, Tech  Room, Interventions Room | FINNEGAN ST |  | Group A |
| D | Rooms 116-129, Small Gym | FINNEGAN ST |  | Group A |
| K | Rooms 200-213 | FINNEGAN ST |  | Group A |
| A | Front Office Admin, Conference Room, Williams/Jimenez | FINNEGAN PARK |  | Group B |
| A1 | Cafeteria Staff | FINNEGAN PARK |  | Group B |
| B | Rooms 130-139, Alumni Room | FINNEGAN PARK |  | Group B |
| H | Rooms 214-220 | FINNEGAN PARK |  | Group B |
| C | Rooms 138-145 | WHEATLEY FIELD |  | Group C |
| C2 | JROTC, Band/Choir, Unique Learners  (Iyayi / Carr) | WHEATLEY FIELD |  | Group C |
| J | Rooms 223-235, Testing Room | WHEATLEY FIELD |  | Group C |
| E | Main Gym, Community Liaison | MARKET ST/ LOT |  | Group D |
| F | Rooms 158-160, ISS | MARKET ST/ LOT |  | Group D |
| G | Art, Auditorium | MARKET ST/ LOT |  | Group D |

**Section I- General Information** FACULTY AND STAFF RESPONSIBILITIES

##### Attendance

##### 

The instructional day begins at 8:30 a.m. and ends at 4:05 p.m. The teacher’s workday begins at 8:25 a.m. and ends at 4:10 p.m. (Other staff members' workdays will vary.) Each staff member must clock in and out daily at their assigned time.Attendance records are subject to audit, and no one may sign in or out for another individual.

We promote and encourage teachers to schedule for extended workdays to provide needed instructional assistance to students in adherence to our mission statement.

Unless you have an official school related and principal approved meeting, teachers are not to leave the building before 4:10 p.m.

##### Sign-InSheets/Clocking-In

1. All faculty and staff personnel must clock in on the time-clock each morning and sign out each afternoon, correctly, and at their assigned time, regardless if they have the first period and last period of the day for planning.
2. Failure to clock in and out daily will result in being marked absent on the payroll transmittal.
3. Faculty and staff will have a conference with the principal and/or appraiser after three (3) tardies.
4. Faculty and staff will receive a letter from the principal and/or appraiser after five (5) tardies which becomes a part of your personnel file.

##### 

1. Do not clock in or out for another person. This can result in a class not being covered. The principal and/or assistant principal must always be informed if a class is not covered.
2. Late faculty and staff personnel must report to the office and sign in upon arrival at school.
3. All attendance reports will be audited. They are state records.
4. Faculty and staff will conference with the principal and/or appraiser after 5 absences.
5. Faculty and staff will receive a letter after 10 absences, which becomes a part of your personnel file and may affect your appraisal rating.

##### Absence from School

We urge you to help us become one of the schools with the highest district-wide faculty and staff attendance records. Faculty and staff **must** notify the school secretary, Ms. Jimenez, AESOP, and his/her assigned appraiser with a call (and their reason for being absent) the day before or by 6 am the morning of the absence. Faculty and staff must also notify Ms. Jimenez, by 4:00 p.m. the day before returning to duty if you anticipate being out for more than one school day. Failure to follow these guidelines will result in your absence being unexcused, which means that your paycheck may be affected.

A doctor’s note is required for absences due to personal illness of more than three (3) days. These records are also subject to audit. Excessive absences or failure to follow absence guidelines may have an effect on your appraisal.

You may sign out no earlier than your scheduled work time and this responsibility cannot be designated to a co-worker. Under no circumstances should you sign in/out at the same time. You must sing-in and out at the fingerprint machine in the main office. Before coming to the office to sign out, please assist in clearing the building.

##### Faculty and Staff Tardiness

All employees are required to each day report to work, sign in, and report to each class no later their scheduled time. In case of an emergency that might cause a delay, call the secretary, Ms. Jimenez. Promptness to work is part of each employee’s obligation to the District, and repeated failure to comply will be assessed as failure to follow administrative directives and can be grounds for due process.

##### Leaving Campus

Faculty and staff who need to leave campus during the school day must have permission from the principal or supervising administrator prior to leaving campus. You must sign out and back in through Ms. Jimenez’s office. There is a notebook where you write your name, time and where you are going.

**Personal Emergencies**

If it suddenly becomes necessary for a teacher to leave school because of a personal illness, illness in the family, or other emergencies, the principal or supervising assistant principal must be notified. *Scheduled and non-emergency appointments should be planned for in advance.* Appointments for personal business and/or doctor’s appointments should be made so as not to interfere with working hours.

##### Shared Decision-Making Committee

SDMC is chosen to perform specific tasks aimed at enhancing PWHS’s educational mission.

##### Parent Teacher Organization

The PTO is the main organization through which we interact with the parents of our students. Many important decisions are made during the meetings. Teachers are strongly encouraged to participate in this organization.

## AUTHORIZED LEAVE

##### Excused Personal Business

Faculty and staff requesting personal business days must submit the request in writing to the principal at least 24 hours prior to the day to be absent. Faculty and staff members must also notify the principal via email or by phone. Personal business shall not be used to extend a vacation or a school holiday.

#### Sick Leave

Faculty and staff may call in sick either for immediate illnesses or for scheduled doctor’s visits. For extended illnesses, the administration reserves the right to request a doctor’s certificate. Faculty and staff members are expected to follow the absence guidelines in notifying Ms. Jimenez.

#### Overtime

No faculty/staff member will be paid for working overtime without getting **prior approval from the building principal.**

##### Faculty Meetings

All staff members are required to attend faculty meetings unless officially excused by the principal. Please reserve Wednesdays for faculty meetings as per board policy. Persons absent from a faculty meeting will be required to meet with their assigned administrator at a designated time and date. The Principal reserves the right to call an emergency faculty meeting.

**Campus Dress and Grooming Guidelines**

Employees are expected to project a professional image while on the campus, while off and representing the campus, and while in the virtual learning setting throughout the school year. We are expected to dress for a professional work environment as we serve as a role model for our students. Our goal is to provide an environment that is comfortable and inclusive for all employees. However, it is expected that attire will exhibit professionalism.

1. Facial hair (beard, mustache, and goatee) must be well groomed.
2. Outer garments will fit properly (not tight fitting) and be an acceptable length- including jeans on Spirit day.
3. Professional footwear does not include flip flops, slippers, shower shoes, house shoes, and “crocs”.
4. Sweatpants, wind pants, warm-ups, leggings, cargo style, low-rise, spandex or similar tight pants are not permitted (with the exception for coaches as noted in #5).
5. Athletic wear permitted during PE or Athletic classes. (Not Health class). Coaches and PE teachers are to be in neat athletic attire while in the regular classroom.
6. Ball caps, hats, bonnets, and/or other head coverings are not allowed on campus, nor in campus buildings, and in the virtual learning setting during the school day unless it is for religious reasons. If a religious reason exist, appropriate documentation must be provided to the campus principal.
7. Blouses, sweaters, and shirts must cover the midriff and lower back, including while reaching and bending.
8. Halters, bare backs, tank tops, spaghetti straps, muscle shirts, see-through garments, revealing or provocative necklines are not permitted.
9. Capri pants, loosely fitted on the leg, and not shorter than mid-calf is permissible.
10. Wrinkle Free
11. Men must wear ties Monday-Thursday. (only exceptions are physical education, BSC, and in-school suspension teachers)

##### SECTION II INSTRUCTIONAL PRACTICE

**Model Classroom Expectations**

In building a strong classroom culture, teachers must ensure that their classroom is a place where effective teaching and learning takes place, where students work hard and do their best, and where students exhibit positive classroom behavior.

Outlined below are characteristics that are aligned to the Teacher Appraisal and Development System and are considered ‘look-fors’ during informal and formal classroom walk-throughs and observations.

##### Look-Fors Classroom Expectations

Use of Technology with Instructional Focus

Evidence of positive student-teacher relationship

Teacher standing at door with warm positive greeting Exiting students to next class

Teacher standing at door with positive comments moving students along

Teacher consistently monitoring behavior and instruction

Differentiation

English Learners (EL), Special education (SPED), Gifted and Talented (GT) Centers, stations, groupings

Checking for understanding

limiting choral responses

Hold all students accountable for work and earning

White Boards -HUB page-TEAMS page

reader friendly (clear, student friendly, and concise, and precise)

Student Friendly Instructional Board

Date

Student friendly objective

Texas Essential Knowledge and Skills (TEKS) & English Language Proficiency Standards (ELPS) written on Top left-hand side of board, CANVAS-TEAMS page

Essential Questions

Agenda with Timelines use of timers

Exemplar of current student work posted keep it current, update every three weeks, page **displayed work should never have grades**

Print rich/Content Specific

Academic Word Wall

Interactive and referenced throughout unit of study (not a bulletin board or decoration)

Active Engagement

no heads on desk

no eating/no drinking/no electronics

students contributing to the conversation (asking questions, initiating discourse, completing work) full participation on discussion boards and chat

Student Lead/Student-Centered

Use of Accommodations/Modifications

**Accommodations will be included in lesson plans for instruction and assessments.**

* Teachers will document the implementation of accommodations throughout the six weeks for each special education student on their class roster.   The Six Weeks Accommodations Checklist must be documented throughout the six weeks and will be submitted to the Special Education Department at the end of the six weeks.
* Students' accommodations will be distributed to the teachers on the first week of school.
* New accommodations will be distributed to teachers for the following reasons:
  + An ARD is held to add or change accommodations on a student's ARD/IEP document
  + New student enrollments to Wheatley
  + Student schedule changes

##### Teachers are expected to respond to emails within 24-48 hours regarding the student with disabilities.

**Teachers are expected to respond to ESL Coordinator emails within 24-48 hours regarding the EL students.**

##### Collaboration with Support

Inclusion Teachers

Teacher Development Specialists (TDS) Multi-Lingual Department

Office of Special Education

##### Writing- (Demonstration of content)

Compliance with school-wide literacy initiative Compliance with school-wide writing initiative Analyzing student work

Reading application of annotation and/or text marking Use of first and second draft of reading content

##### Use of academic language required of all teachers

**Effective Classroom management**

routines systems expectations

##### Quality Bell-to-Bell Instruction

**Sub Folders**

at the end of each cycle to prepare for the next materials with instructions submitted to Ms. Jimenez materials with instructions in HUB

##### Seating Charts/Assigned Seats

adjusted at minimum every six weeks as needed

##### No objects/furniture obstructing window/door

##### (posters, curtains, student work)

**Use of Profanity/Inappropriate Language/Comments**

Use of profanity, inappropriate language, or comments is unacceptable. We are educators and professionals and are expected to be role-models for our students. As such, we must maintain a professional demeanor while at work and when interacting with parents, students, and coworkers.

## PLC EXPECTATIONS

**Professional Learning Communities (PLC)**

The fundamental purpose of any school is to ensure high levels of learning for all students. Through effectively implemented and monitored, face-to face or virtual, Professional Learning Communities (PLC), Phillis Wheatley High School teachers and staff are expected to commit to working collaboratively to achieve better results for the students being served.

##### Professional Learning Communities - PLC’s are built into the school day.

* **English – 3rd period**

##### Math – 2nd period

* **Science – 2nd period**

##### Social Studies – 4 th period Expectations/Non-negotiables

1. PLC will meet weekly
2. PLC teams will create a set of norms
3. Agendas are required for all meetings. Department Heads will upload agendas to the google drive and invite all team members to share the document.
4. PLC long and short-term SMART goals will be aligned to the SIP goals
5. Each team member is required to maintain, and bring to each meeting, a PLC binder that contains the following information:
   1. Agreed upon PLC norms
   2. Calendar of- PLC meetings, assessment dates
   3. Pacing calendar and scope and sequence
   4. EL, SPED, 504, IAT accommodations
   5. Student Rosters
   6. Lesson plans
   7. Copies of Assessments
   8. Relevant data
   9. Agendas and reports from previous PLC meetings (shared google doc is acceptable)

##### During the PLC Meeting

1. Norms will be reviewed at the start of each meeting.
2. PLC Meetings will follow these steps, as needed, and in no particular order:
   1. At-Bats protocol
   2. Analysis of student work products
   3. Assessment data review and analysis
   4. Reflections-areas for Growth, areas of growth, and recommendations
   5. The Instructional Focus (What do we want students to learn?)
   6. Intervention Plans (What will we do for those that do not achieve proficiency?)
   7. Enrichment Plans (What will we do for those who do achieve proficiency?)
   8. Assessments/Proficiency Levels (How will we know when they have learned it?)
   9. Plans for next meeting
   10. Professional Development (What are the instructional strategies?)

##### INSTRUCTIONAL PRACTICE

**Re-Teaching**

Teachers are required to re-teach when their students fail to meet mastery of an assignment. **The minimum standard for mastery at Phillis Wheatley High School is 70%.** Students failing to meet mastery must receive additional instruction to assist them in meeting the standards of mastery. **Teachers are expected to show documentation of their re-teaching.**

##### Re-Do Policy

Cycle grades will be reported on a range of 0-100. Grades recorded in teacher grade books over a grading period may range from 0-100 based on the actual score earned by the student. The actual grade assigned by the teacher will appear on the report card. **Students must be given opportunities to make up or redo a class assignment or examination for which the student received a failing grade.**

##### Teachers must return graded assignments to students in a timely fashion (within two class periods from the date of the assignment, or within the number of days of the student’s excused absences.)

**Common Assessment Policy**

Students are expected to meet the minimum mastery of 70 percent on each assessment. Students failing to meet minimum standards as stated above must receive additional instruction until minimum mastery has been met. Additional instruction (re-teaching) may occur in individual or small groups during class time, during tutorial sessions, before or after school, or on Saturday.

##### Assessment evaluation will include the following:

1. Percentage of total group and sub population (EL- know percentage of beginner, intermediate, advanced, and advanced high students) to meet mastery by teacher.
2. Number of students in each class period to meet mastery by teacher.
3. Reflection/Rationale for results (positive/negative).
4. List of students who failed to meet mastery.
5. Intervention strategies to help students meet mastery.
6. Enrichment strategies to challenge and support students that met and exceeded mastery

##### Campus Wide Writing Initiative:

**All instructors are required to have their students complete a writing assignment every week. Utilizing a differentiated writing plan with comprehensive strategies will target all students regarding support for the campus literacy initiative and prepare EL students for advanced TELPAS responses covered in all core subjects.**

**Writing Common Assessments - Short Answer/Open-Ended Responses – Expository Writing** In all subject areas, students should be able to deliver information about an issue, subject, method, or idea that attributes to the core content delivered by the instructors. This type of writing requires students to think critically and analyze complex situations. Responses will include a formulaic writing strategy, provided by the ELAR department, which consists of sentence stems, topic correlation and thesis development. Structured Writing techniques and format will become campus norm when submitting written assignments in all content areas. Basis for structure will be reflective of the 6+1 Traits of Writing (Organization, Brainstorming, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation):

##### Instructors may ask students to:

* 1. Explain or analyze a process
  2. Describe a situation, event or function
  3. Compare and contrast information
  4. Explain the causes and effects of something
  5. Substantiate an idea with examples or evidence from text

##### Lesson Planning, Preparation, and Instructional Expectations

Planning, review, at-bats, reflection, and submission of daily lessons is required of each teacher, regardless of the course taught. To effectively meet the campus and district instructional

expectations, teachers will follow the state curriculum as codified in the TEKS to lesson plan, teachers will structure lessons (annotated and reviewed master course lessons) and abide by the instructional expectations decided upon by his or her department.

##### This includes, but is not limited to:

1. implementation of a new or revised curriculum
2. integration of daily bell ringers and warm-ups
3. participation in PLC
4. development of common assessments or benchmarks
5. participation in campus wide instructional activities
6. facilitation of a complete lesson cycle from bell-to-bell
7. other instructional priorities that are related or deemed necessary for the instructional success of students.

Teachers in need of assistance and teachers with questions regarding instructional expectations of their job role should contact their department chair, coordinator, supervising administrator, or appraiser as soon as possible.

##### All teachers are required to prepare lesson plans weekly at least one week in advance.

**Lesson plans will be uploaded to the Google drive in the designated folder and must be plainly posted in the classroom for administrative and/or appraiser review at all times. Annotations or amendments to the posted hard copy lesson plan is absolutely acceptable and encouraged.**

##### Lesson Plan Template

##### Don’t forget. You are required to add your lesson plans in the google drive one week in advance for administrative review and feedback.

**Emergency Lesson Plans**

Store emergency lesson plans in a substitute folder and in the office of the school secretary. When needed for use by a substitute teacher, it will be accessed.

The substitute folder should include:

* 1. one pager instruction on what the students are to do to access and complete the work
  2. substitute lesson
  3. Hard copies/links to resources (if applicable)
  4. student rosters
  5. seating charts
  6. information to assist the substitute in managing your classes.

Emergency lesson plans are to be used for unexpected absences and should be updated regularly; otherwise, detailed plans that match the scope and sequence of the class must be made available for the substitute.

##### “If you fail to plan, you are planning to fail.”

**-Benjamin Franklin**

Text, whiteboard

Description automatically generated

***P – Positive Relationships*** – Get to know your students. Who are they? Any brothers or sisters? Where do they live? What will stop them from logging on to virtual classes?

***R – Reflect on the work you’re doing*** – Think about the work that you do with your students because the best instruction is intentional and purposeful. Evaluate what you are working on and make the necessary changes to take that lesson to the next level.

***I – Innovative*** – don’t be afraid to step out of the norm and try something new. Make way for you to have a positive classroom culture that invites authentic learning and can lead to more possibilities for students to positively relate with content, their peers, and their teacher.

***D – Develop an open line of communication*** – whenever possible, contact your students and their families early. You can also make contact before the school year begins. Call, or send an email if possible. A friendly call will go a long way to building an influential culture in your classroom.

***E – Establish clear expectations*** – you must continually set and communicate clear expectations to all your students about their learning and behavior. When students know what you expect, they are more willing to meet or exceed your expectations.

**SECTION III**

**Safety and Security**

##### Classroom Supervision

Teachers are required to be in their classrooms during class time and at their doors when students change classes. The importance of supervision in classrooms and in the halls cannot be overemphasized.

Teachers are required to stand at the threshold and actively engage in moving students into their classes during the passing periods.

Use verbal commands such as “WALK AND TALK, and “MOVE IT ALONG”.

Additionally, teachers should ensure that students do not have on headphones and cellphones are not in use. (remind students to take care of personal business as such, during lunch)

##### MONITORING STUDENTS OUTSIDE THE CLASSROOM

STUDENTS IN THE HALLS

##### Hall Duty

Teachers are to post themselves at their assigned area to monitor students passing in the halls during class time. The students should have valid permits and should move quietly to their destinations.

Interaction in the halls

Teacher: “Good morning/afternoon. What’s your name?” Student: provides name

Teacher: “ ,might I see your permit?”

Problem students should be referred to the grade level administrator. Do not follow student nor aggravate the situation. Begin with the above-mentioned conversation and submit name to an administrator.

Classroom teachers, before allowing students out of the room, inform him/her that they are to show their permit to teachers who are monitoring the hall. Create the expectation to make it a smooth process for all.

##### Class Changes

Students are to move swiftly from one class to another. Teachers are to stand by their doors at all class changes to facilitate this movement. Encourage students to move along. How would you want to be moved along? (Say, “Walk and talk. I don’t want you to be late to your next class.”)

##### Permits

Only one student should be allowed out of the classroom at a time. No students should be permitted out during the first and last thirty minutes of class.

Students are only allowed out with an official HISD permit. All permits must show student’s name, date, time, destination, and must be written in ink. The permit must display a legible teacher signature. Students who are sent from your classroom and do not meet these expectations will be turned around (only 1 student per pass.) and may be given consequences. THERE WILL BE NO EXCEPTIONS TO THIS RULE! Failure to comply will be noted, reviewed, and assessed by campus appraisers.

**Lunch**

## LUNCH PERIOD

1st floor has 1st lunch and 2nd floor has second lunch. Please do not allow students in your room during lunch period. Teachers must have their 30-minute uninterrupted lunch time. If you want to be with your students during your 30-minute lunch, join them in the cafeteria. Do not host students in your classroom.

1. After eating, all paper and trash items are to be placed in the trash cans provided.
2. Students are not permitted to leave school premises during lunch. Students may not have siblings, friends, etc. bring their lunches to them- parents only and the parent must come to the building and sign-in at the main office. During the lunch hour.
3. All students must remain in the cafeteria during lunch.
4. Students must obtain a pass from a teacher prior to reporting to the cafeteria in order to be released for lunch tutorials.

### IN-SCHOOL STUDENT ACTIVITIES

##### Parties

There will be NO PARTIES during school hours. Teachers are to inform their students of this. THIS RULE ALSO APPLIES AT CHRISTMAS AND AT THE CLOSING OF SCHOOL. Any

party before or after school MUST HAVE THE PRINCIPAL’S APPROVAL.

##### Assembly Programs

Programs are held when it is felt that there is something worthy to present to the student body. Announcements will be made when programs are scheduled, and notice will be given as to which group of students will attend. Teachers are to sit with their class to check attendance and maintain order. Instruct students that they are to sit with their classmates. Students are to go immediately to their seats and not linger in the aisles. At the conclusion of the program, they are to remain seated until their section is dismissed.

##### Security Measures to be used by Teachers

1. When leaving your room each day, lock all windows and doors. Never leave the task for someone else to do.
2. Lock up all tools, machines, and valuable personal items.
3. Place all items of value out of sight, or have them locked up in a desk, the office, the storage room, or a locker.
4. If your room has windows or doors that will not lock properly, notify Mr. Winfrey, the plant operator, so that the problem can be corrected.
5. Teachers who are authorized to enter the building after hours must clear any entry with the principal.
6. Maintain an inventory of all machines and all equipment in your classroom. Know what item has been assigned to you and linked to you via the HISD number and the serial number of each item.
7. Make sure that all equipment is marked with HISD and/or proper numbers that will help in recovering this equipment and will also make it more difficult to sell.
8. Never allow students to use school keys for any reason. Notify an administrator and the Security Office any time keys are lost.
9. When there is cause for you to believe that a student is in possession of a weapon (gun, knife, etc.), notify the administration immediately.
10. Notify the nearest administrator whenever you recognize a threat to school safety. This may come in the form of an overheard student conversation.
11. In the event the lights go out, teachers should immediately go into (lock-down mode)
12. The PANIC BUTTON is to be used in the event that immediate assistance is needed or to report a dangerous situation. The panic button should not be used to call the office to ask questions or report general information.
13. All teachers will be assigned a duty. Teachers are expected to actively monitor student movement, check for an official hall permit, and discourage disruptions. Teachers are not permitted to sit or work on class work/other assignments during this time.

**ACTIVE MONITORING IS A CAMPUS PRIORITY TO ENSURE SCHOOL SAFETY.**

**Children on Campus**

Teachers may not bring their children on campus during the instructional day. This includes, but is not limited to, faculty meetings and staff development days. (In the event that your child must accompany you during faculty meetings or staff development day, please speak to your appraiser ahead of time.)

### SECTION IV INFORMATION MANAGEMENT

##### Master Calendar

All meetings, auditorium programs, field trips, in person or virtual, etc. must be approved by the principal and submitted to Ms. Jimenez to be included on the school’s master calendar located in the main office.

##### Announcements

All P.A. announcements will be made in the morning and afternoon. P.A. announcements and daily bulletin announcements must be emailed to Ms. Jimenez prior to 7:00 a.m. P.A. announcements should be written as they are to be read and should not exceed more than five sentences. Announcements for the weekly memo must be forwarded to the principal by Friday morning. All announcements are subject to review by the principal; thus, changes may be made accordingly. No announcements will be made during instructional time.

#### Submitting Data and Reports

It is important that teachers be prompt in submitting all required data or information to the office by the specified deadlines. These deadlines are set so that all reports can be tabulated and forwarded to the appropriate department. The tardiness of one teacher in filing a required report can delay the overall report of the entire school and will put the teacher and campus out of compliance with campus and district expectations. Failure to submit reports will be noted, reviewed, and assessed by campus appraisers.

Reports include but are not limited to writing samples, essays, recorded monologues, scanned common and district assessments, Renaissance, Imagine Language, and call logs.

#### Mailboxes

Mailboxes, office bulletin boards, and bulletins are means of communication. Check your mailbox often, at least twice daily (when you sign in and out.) Announcements will not be made during instructional time unless they are of extreme importance. The public address system will not be used without prior approval by the principal.

DO NOT SEND STUDENTS TO THE OFFICE TO CHECK YOUR MAILBOX.

##### If your email mailbox is full, it is the teacher's responsibility to obtain the information that was sent.

**E-mails and Computers**

Emails should be checked daily. Teachers should respond to emails within a 24-48-hour period. Occasionally, general information will be disseminated from the principal or other administrators. These emails will not necessarily require a response; however, if a response is requested be sure to reply within the timeline noted in the email, if not noted then within 24 hours. Do not allow students to use your computer. When your computer is not in use keep it locked, log off, or turn it off. Do not allow your computer to be unsupervised while you are logged into the network at any time. Music and music videos should not be downloaded for personal use. Shut down your computer before leaving each day.

##### News Media

Announcements to the media, while on campus, must be handled by the principal only. All media personnel should be referred to the principal’s office.

##### Social Media

All personalized social networking channels such as, but not limited to, YouTube, Twitter, Facebook, Instagram, Snapchat, Blogs, Vlogs, Wikis, etc. are visible to the public (community and students). Do not post pictures of students on any personal accounts. If you are doing something really cool in your class that you would like to share, share the work (no student names, no grades) or an image of the activity with no kid faces. At times the campus social media will request or post images with student faces or names. Those students have media release forms on file and parental permission has been obtained.

When representing the school, ensure personal opinions and statements are positive, meaningful, and non-marginalizing.

Do not friend students on personal social media accounts. Be mindful of social media posts during work hours.

You represent our school, so please carry yourself appropriately on all social media accounts.

##### SECTION V

**SCHOOL DISCIPLINE MANAGEMENT PROGRAM**

##### Classroom Discipline

It is important that the level and tone of discipline be firmly established and observed from the onset. It is expected that the teachers will handle routine enforcement problems themselves.

When discipline cases require administrative attention, the assistant principals will handle them. Discipline Referral forms must be specific in terms of the **statement of the problem** and must include specific steps you have taken to rectify the child’s unacceptable behavior.

##### Also indicate the date of parental contact, who you contacted, and the results of such contacts. Teachers must leave out personal feeling and consequence suggestion when feeling out referrals. Remember: These referrals are legal documents that can be called into question.

Preventive discipline is of extreme value. Establish well-defined expectations and rules, plan and implement lessons designed for intriguing discourse and purposeful work, and model and share enthusiastically to generate a climate of high morale and outstanding discipline.

Methods designed to prevent undesirable behavior are more effective than those that correct mistakes. Positive forces are generated where class activities are organized to keep students constructively busy with purposeful enjoyable work during the entire class period.

##### Positive methods to build culture:

1. Careful planning of class work to prevent situations which provoke disorder
2. Ensure that your students know what you expect and how you expect them to conduct themselves. Spend some time explaining what you expect of students
3. Discern between an expectation and a rule
4. Be consistent in demanding proper classroom conduct
5. Insist upon observance of all school policies
6. Give ample regard for good behavior
7. Check attendance and take care of other classroom routines promptly, accurately and consistently (seating charts and assigned seats make this super easy)
8. Let students know their own responsibility in this matter as high school citizens
9. Do not threaten with disciplinary action
10. Have students start class work upon entering your room (do now)
11. Be consistent, firm, but fair with all students

##### BASIC STEPS TO CLASSROOM SUCCESS

1. Keep abreast of current events;
2. Challenge thought
3. Utilize current data and statistics to inform of the materials and strategies
4. Encourage the use of technology as sources of information by prompting inquiry
5. Vary teaching techniques
6. Generate enthusiasm for learning and individual success
7. Build student confidence by supporting student failures and success in a positive manner (positive/proactive statements)
8. Be enthusiastic and share that enthusiasm with staff and students
9. NEVER tell a student that he/she can’t succeed. There is always a way for success!
10. Share stories of triumph, struggle, and failure (yours and of others) with students
11. Mentor students
12. Encourage students to develop and utilize effective communication techniques (emotions, feelings, and procedural requests)
13. Value and appreciate student experience and build on their current knowledge and skills
14. Show your passion for learning and interests in other contents or course areas
15. Create a positive learning environment
16. Plan for and integrate group discourse and activities
17. Generate an environment welcoming and inviting to LGBTQ, diverse backgrounds, genders, ethnicities, and races
18. NEVER accept non-student participation. Find the way to bring every voice to the table.

##### DISCIPLINE PLAN

PWHS Discipline will be handled at the discretion of the administrative team as they support teachers and students in diminishing all distractions to the academic mission and vision.

##### In- School Suspension ISS Intake Policy

ISS Supervisor will need the proper referral from the appropriate grade level administrator. These forms are to accompany each student entering ISS. There will be an alphabetical file kept in ISS and the Thinkery where each student has the following documentation:

1. Administrator Referral
2. Behavior Plan
3. Completed triplicate of work assigned/completed based on schedule

*Any adult that visits ISS and the Thinkery will be required to sign in.*

##### Sack lunch count is reported to Ms. Massey by 9:45am. They are not to leave the room for lunch.

**ISS Usage**

Dress Code

Unauthorized Cell Phone & Headphone Usage Threshold Infractions

Repetitive Tardy Infractions Administrator Discretion

##### The Thinkery Policy

The purpose of The Thinkery is to provide restorative insight to student behavior. Student restorative circles will be held in the Thinkery every Monday morning. Student groups will be altered or expanded based on discipline data and demand. Administrators have discretion to assign a student

to ISS with The Thinkery emphasis to where they will have access to the Wraparound Specialist, Coach MacFarland for expressive purposes and other participating staff. (The Thinkery room can be used for ISS Overflow) **The Thinkery is only to be assigned for 1 class period or portion of 1 class period.** Students and adults are expected to sign in to The Thinkery and supervisory staff will notate the outcome of sessions conducted.

##### Thinkery Usage

Outbursts

Verbal disagreements with students and teachers

*Scheduled Teacher Circles after repetitive student referrals*

Restorative Circles (Established based on A4E data at week 3)

*Scheduled for Monday Mornings (N=34)* Return from Out of School Suspension Counselor/Administrator Discretion

##### Student Expectations

Students are expected to meet these ISS expectations:

1. No Talking
2. No Technology
3. Follow directions
4. Accept responsibility for your actions
5. Create an approved behavior plan
6. Respond Respectfully to ISS Supervisors
7. Complete all assignments for class
8. BE RESPECTFUL

Upon entering the ISS, each student will have to meet individually with ISS Supervision to assess the true need. They will also be required to complete behavior plans that will be given to their teachers, administrator and parent/guardian.

##### Teacher Expectations

Teachers are to submit assignments by their departments in ISS biweekly based on their lesson objectives. Completed work will be returned to their boxes by ISS supervision staff at the end of the week. Due to the ISS being a no technology zone, all work will have to be submitted for copying. Teachers are to visit ISS during their conference periods to provide assistance to students on their work.

Upon the student’s return to your class, or prior to, reconnect with the student and mend the relationship and reset expectations.

##### ISS/Thinkery Monitoring

Every Friday ISS records will be checked for complete documentation for each student. Administrators will be on rotation of daily ISS response for staff to have support. Suggestion:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Dugas | Iarce | Cantu | Thomas | Johnson |

##### Out of School Suspension

Out of School Suspension is the last resort for implementing a consequence to a Level 2 or 3 offense. This is subject to the discernment of the administrators on campus.

Parent Conferences are required upon the return of the student. Students will need to attend the Thinkery for a session with supervisory staff before returning to class.

##### Tardy Initiatives Class Tardy Initiative

Every teacher should be at the threshold at the beginning and end of each class. Upon the sound of the bell to begin instruction, teachers are to close their doors and not allow students to enter the threshold. Students will be retrieved by the Tardy Initiative Team. Teachers are to establish entrance and exit routines with students to maximize instruction and minimize tardies.

##### Upon dismissal from class, NO student is allowed to line up at the door before the sound of the bell.

**Morning Tardy Initiative**

There will be two tardy stations located in the rotunda for Morning Tardies. One table for 9th - 10th (Simmons, Perez) and 11 - 12th (Allen, Quiroz). The local spreadsheet will be used to issue consequences. 3rd Tardy results in automatic Saturday detention. Any student that arrives after 9:00am is sent to their grade level administrator for ISS designation.

##### Code Black Initiative

Code Black” is to be called by any administrator once the observation has been made of numerous students in the hallway without proper hallway clearance. Before calling Code Black over the speaker, the radio must be used to alert all admin and clerks to ensure a smooth transition. No teacher is to allow students into class at the notice of “Code Black”, if seen, the appraiser will be

notified for proper communication. This effort is tracked in the local spreadsheet. (See the plan for details)

##### Teacher Discipline

**Classroom Management Efforts**

During pre-service, teachers will collectively set 5 non-negotiables for the classroom environment across the campus. Teachers will also set individual incentive plans for their classrooms that will consist of a behavior management plan.

Teachers are NOT allowed to remove students from the classrooms. If a student needs to be removed after exercising the behavior management plan, the grade level administrator is to be contacted for proper removal.

Teachers are NOT to allow students in their class without the proper pass from a staff member on campus.

**Student School Wide Policies**

**Dress Code**

Tops: Polo Style, Blouses and T-Shirts (No sleeveless shirts, muscle shirts, mid-drifts or anything with inappropriate designs i.e. drug use, violence, profanity or racially insensitivity)

Bottoms: (No biker shorts, no body suits, no tights/leggings, no distressed pants that show skin (holes)) Pants: Slacks, Jeans, Dickies, Khakis

Shorts: Knee Length Skirts: Knee Length

Footwear: Enclosed shoes (Front and Back) (No Slides or open toe shoes) Headwear: Not permitted except for religious purposes.

**Closed Campus Policy**

Wheatley is a CLOSED campus. Students should not be off campus at any time during the instructional day. If the student is caught off campus or returning to campus, they are to be referred to their grade level administrator for parent contact and appropriate consequence.

*The rear parking lot and Auto Shop parking lot will be locked during the instructional hours.*

##### Food on Campus Policy

Food is only allowed during the student’s scheduled lunch period. Parents are required to come to the main office to be checked in via staff to ensure they have contact with the student. The student is responsible for receiving their food during the designated time. Wheatley staff is not responsible for lost or damaged food.

*Wheatley staff is not allowed to purchase food for students via delivery food methods.*

##### Cell Phone/Headphone Policy

Students are not to have their cell phones or headphones in use during the instructional period unless designated by the teacher. The teacher will have to place the Cell Phone Usage sign in the window to indicate that students are allowed cell phone or headphone usage for instructional purposes at that time and date. This sign is not to be used for all the class period nor every day. Have conversations with your students and explain the ‘why’. Remember, **UNSEEN, UNHEARD, UNTAKEN.**

##### ID Badge Policy

Every student will be given an ID badge to be worn daily to support security measures around campus. The ID badge is required upon entering every class daily. Each ID will have the following information: (Full Name, ID Number, Grade Level and Picture)

If the student is a new enrollee, they will see Ms. Laster or Mr. Simmons in the learning commons for an ID badge.

If the student has lost their ID badge, they can pay $5 for a replacement badge. The student also has the option to pay $1 for the ID badge sticker, if they forgot the ID for that day. After purchasing the ID badge sticker 5 times, the student will be given a replacement ID badge.

Administrators can assign students time in the Wheatley Beautification Project on Saturday for a replacement badge once the situation is assessed and a financial need is expressed.

##### Threshold Requirements

Students are only to be permitted in class if they have the following:

* Appropriate dress code
* ID badge
* Laptop for Power Up requirements

If the student lacks any of these, they are to be sent to their grade level administrator. Upon arriving, their information is to be received by the grade level clerk. Upon the third infraction, administrators are to provide the appropriate consequence. Parent contact is to be made upon every infraction.

##### RULES AND EXPECTATIONS FOR STUDENTS

Enforcement of school rules is the individual responsibility of each teacher. To implement this, any teacher is vested with authority to correct any student found violating school rules, even though such students may not be in the teacher’s class. Consistent enforcement of rules by all teachers leads to good overall school discipline.

##### General Rules and Regulations

Some of the general school rules are listed here. Teachers should frequently review these with their class and all teachers should enforce them. Discussion of these rules with the students ensures their understanding of the requirements and eliminates students claiming ignorance of the rules.

* 1. Students are required to attend face to face and virtual school punctually, regularly, and conform to school expectations.
  2. In maintaining order and discipline, every teacher has full authority over each student, always, and in any part of the building or grounds.
  3. Students may not leave the school grounds during school hours without proper written clearance through the attendance office or an administrator. Advance notes from home requesting a student to be excused should be presented to the attendance clerk or an assistant principal before first period.
  4. Students that must leave throughout the day due to an appointment will be released via communication from the attendance clerk. Teachers will receive a call to their classroom.
  5. Students desiring to leave school because of illness must be excused through the school nurse. Any unauthorized departure will be classified as truancy.
  6. Students are tardy to class if they are not in the room when the tardy bell sounds. Three unexcused tardies will constitute grounds for disciplinary action. Tardy students should present a permit from their grade level assistant principal’s office and/or tardy station during hall sweeps. All teachers must comply with the expectations of holding students accountable for being tardy. This is the only way students will change their behavior and report to you class on time. Teachers are expected to record tardies in PowerSchool. When a student reaches 3 tardies, teachers should make parent contact and submit a referral to the student’s grade level assistant principal.
  7. Teachers should not delay a student from arriving on time to their next class. However, if a teacher delays their student, they must contact the teacher via email or classroom phone and ensure the student will not be marked tardy nor absent. Students should not be kept for extended periods of time without asking their subsequent teacher’s permission. Once the student is released to go, a pass must be written for that student to present to hall monitors and the receiving teacher. Teachers should restrict tardy students from entering their classroom unless a Hall Sweep has been called. Sending students out to obtain a pass only increases the traffic in the hallway and delays the student even further from being a part of your instructional environment.
  8. Teachers may keep students after school for tardiness; however, the student must be given a twenty-four-hour notice before being detained. Parents must be notified.
  9. A student who fails to stay after school after notification by the teacher without proper arrangements with the teacher should have his time doubled. If he fails to serve his detention, he is to be referred to his grade-level principal. When two or more teachers assign detention to a student on the same day, it is their responsibility to arrange with each teacher to fulfill their required time. Such arrangements must be made in advance. Staying with one teacher without notifying the other teachers does not provide an acceptable excuse.
  10. Students arriving at school after the 8:40 a.m. bell must check in at tardy table in the rotunda to receive a permit **before** going to their first period class.
  11. No smoking materials, or tobacco in any form, are to be brought to school.
  12. Students are required to go and remain in the cafeteria prior to the ringing of the bell at 8:25 a.m. They must be quiet, seated and orderly. If a student is roaming the halls before school starts, please direct them to the cafeteria.
  13. Demonstrations of affection through physical contact are strongly discouraged before, during and after school hours.
  14. Students must obtain a pass from a teacher prior to reporting to the cafeteria in order to be released for lunch tutorials. Once arriving at tutorials, the student must remain with the teacher until the bell rings.



Skirts must be below the knee.

**No** house shoes or slippers.

**No** slides.

**No** thong sandals.

**No** images of profanity, drugs, tobacco, gang, and/or alcohol paraphernalia.

**No** short shorts, tight or revealing bottoms.

**No** pants with rips, or holes that expose skin

**No** athletic tights/yoga pants

**No** see-through clothing. **No** low cut or sleeveless shirts/blouses.

**No** midriff showing.

**Phillis Wheatley High School** 2021-2022 Dress Code

|  |  |
| --- | --- |
| **Acceptable Dress Code** | |
| **Tops** | **Polo Style, Blouses and T-Shirts** |
| **Bottoms** | **Slacks, Jeans, Dickies, Khakis (Knee Length or Longer)** |
| **Shoes** | **Enclosed Shoes (Front and Back)** |
| **Headwear** | **Not permitted except for religious purposes.** |

**Students are NOT allowed to enter your classroom without proper dress code, ID badges, and their laptop.** (Dress code will be addressed starting day 1, but students will not receive consequences until day 2 because we want to give all students an opportunity to fully understand the dress code. Teachers, please use day 1 to remind students about the dress code expectations when going over your syllabus.

##### H0W TO ENFORCE THE STUDENT DRESS CODE

Enforcing the school Dress Code probably isn’t at the top of your list of things to do this school year, but it is part of your overall responsibilities. So, we are examining ways to be consistent in determining which student dress code violation requires immediate attention and how can we deal with it without disrupting school climate and rapport with students.

We must start the process of checking by continuing to have only one entrance (Front Doors) into the building in the morning. Students will be required to stay in the Rotunda until the first bell rings. **All Wheatley Staff** must address dress code violations throughout the day. It is important to use good judgment, restraint and respect when dealing with dress code issues because if you ignore obvious violations, you’ll look like you don’t care about the code, and it is your responsibility as a member of the faculty to support school rules. Most importantly, when children find one adult defector, the PLAN will soon fail.

To make the dress code dream work, we will use **TEAMWORK!** Students should be evaluated and confirmed by the team, all teachers at the threshold. Single evaluations can sometimes be subjective and in the case of boy vs girl, there is evidence of inequity when enforcing more rigid restrictions on girls than boys. Also, there will be grade level assemblies to communicate the expectations for Dress Code and to assure students that the Dress Code applies to everyone. Teachers are focused on instruction, so small violations aren’t always noticed which leads to students being quick to point out when other kids have worn the very thing they’re getting reprimanded for and not gotten in trouble. Consequently, if you’re teaching the last period of the day, it won’t improve your relationship with students to call out a dress code violation that’s gone unnoticed for seven periods! Therefore, we must all do our part throughout the day to ensure all students are in dress code before entering each class. Please be a team player and do your part fairly and consistently.

##### SECTION VI

##### COUNSELING AND GUIDANCE DEPARTMENT

##### Student Assistance

The School Counseling Department is an important part of our school. The primary function of this department is to assist students in planning for the future and in problem solving.

##### Student Test Scores

Student test records are kept in the counselor’s office. They are available to interpret scores for parents and teachers. It is the obligation of all teachers to learn something about the students they teach. Consult with the child’s counselor when he begins to display a marked change in behavior or whenever you are unsure of the child’s abilities. A student referral form for counseling is available from the counselors.

##### Schedule Changes

1. Only the counselors are authorized to make schedule changes.
2. Schedules may be changed for such reasons as incorrect grade placement or work completed in summer school.
3. Changes will not be made for such reasons as dissatisfaction with a teacher, to change lunch periods, or to have a course at a different period.
4. When applicable, students will fill out schedule change requests. The student is responsible for submitting the schedule change request form to any teacher who is then responsible for forwarding the request to a counselor before the end of the day. Counselors’ Suite is located in room 117.
5. If the request is approved, the counselors will send for the student to issue the new schedule. The PowerSchool program will show the updated class rosters. Students should not attend your class until their names appear on your class roster.

##### TEACHER PROCEDURES FOR DEALING WITH SUICIDAL STUDENTS

##### IDENTIFICATION OF POSSIBLE SUICIDAL STUDENTS

**Suicidal intention may become apparent to teachers in several ways.**

* Direct threats, “I’m going to kill myself”
* Veiled threats. “I just don’t feel like going on.” “Soon you won’t have to worry about me anymore.”
* Threats linked to grades, “If I fail, I’ll just have to kill myself.”
* Changes in academic or social behaviors that seem more withdrawn or less motivated.
* Obvious outward signs of depression

Have the student escorted by a staff member to a counselor or administrator. (*Do not send the student alone*.) Remember, no one can be expected to notice all possible suicidal behaviors.

##### Dealing with Expressed Suicidal Intention

A student has probably picked you to express his/her feeling to because he/she feels that you care about him/her. By stating his/her feelings to you, or anyone else, he/she is making a plea to stay alive, to get help. Realize that you will be referring this student to the counselor, and therefore will not be taking on the responsibility for this student. Still, try to express your concern to the student for his/her painful feelings.

Take students who threaten suicide seriously and tell them you are concerned. Tell them that you want them to have some help and someone with whom to talk. Escort them to the counselor’s office. Talk to the counselor about your concerns. As much as possible, include the student in this conversation. e.g., “Mrs. , I have brought with me because of a conversation we just had, in which he stated that he felt like killing himself.”

**DO NOT LEAVE A PERSON ALONE WHOM YOU BELIEVE TO BE SERIOUSLY SUICIDAL**

##### Courses of Action

If a student shows outward signs of depression or has changed in either his social or academic habits, you may:

1. Take the student aside and discuss your observations and concerns with him/her.
2. Discuss the possibility of referral with one of the counselors.

##### NOTE

Whenever you refer to another person, try to continue to communicate with the student Just an inquiry occasionally about how the student is doing will help *h*im/her to feel that you are interested in him.

##### Some Don’ts

**Do not tell the student:**

* That he/she is being silly,
* That he/she has so much to live for, or
* That he/she should be ashamed of himself/herself

If a student states that he/she is going to kill himself/herself and you have some means of

controlling that “if” then don’t let it continue. For example, if a student says that he/she will kill himself if he/she fails a particular subject, do not allow him/her to pick up his/her grade report until you have been able to confer with him/her, and with his parents as well.

##### SECTION VII

##### STUDENT CLASSIFICATION AND GRADING

To raise the academic standards at Phillis Wheatley High School, the District has approved a waiver to change the traditional credit structure for classifying students. Its purpose is to encourage students to put forth a greater effort in all classes. This waiver stresses the importance of students achieving success in core curriculum subjects and on the **STAAR.** In addition, it will assist students in developing good study habits and good test taking skills that will support them in preparation for the **STAAR, PSAT, ACT,** and **SAT** tests. Students shall be classified based on the following requirements:

##### Freshman Classification: 0 – 5 ½ credits

**Sophomore Classification: 6 – 11 ½ credits**

##### Junior Classification: 12 – 17 ½ credits

**Senior Classification: 18 or more credits**

##### SENIOR FINAL EXAMINATION EXEMPTION WAIVER

**Description**

Senior students meeting the general criteria may be offered exemption from final exams for those courses in which they meet the specific criteria.

##### General Criteria

Senior students must be in their last semester of enrollment prior to graduation with no home suspensions and no in-school suspensions (ISS) during that semester.

##### Specific Criteria

For a specific course, the student must have a cumulative average of 85% or better, no unexcused absences, and a total of 2 or less excused absences during that semester. Nor shall any student who is reported as a participant in an unofficial skip day be eligible for exemption.

##### Purpose

The purpose of this waiver is to provide additional motivation to graduating seniors to maintain a high level of self-discipline in academics and conduct throughout their last semester of enrollment prior to graduation.

This waiver is intended to replace previous waivers relative to senior final exams exemptions. It provides more stringent criteria than previously required and extends the waiving of exams to include seniors whose last semester enrollment prior to graduation may be the fall semester.

##### Implementation

* + 1. Grade-level secretaries will provide a list of seniors who have discipline issues and do not qualify for Final Exam exemptions.
    2. The counselor/attendance and or assistant principal will confirm whether the student has participated in an unofficial skip day or demonstrated overall poor conduct throughout their last semester of enrollment prior to graduation.

##### GRADING PROCEDURES

Make-up Work

Although the responsibility for making up work lies with the student, it is recommended that you notify parents when a reasonable time is about to elapse. Students with excused absences will be given the opportunity to make up work. This work must be made up after school hours, *never* during class periods. Students have three school days to complete and submit make-up work.

##### GRADING SCALE

The following grading scale is used in the HISD and in all other school districts accredited by the Texas Education Agency:

NUMERIC AVERAGE LETTER GRADE EQUIVALENT 90- 100 = A

80 – 89 = B

75 – 79 = C

70 – 74 = D

Below 70 = F

This scale will appear as a legend on the report cards so the parents can determine the student’s level of achievement as compared to the previous grading system of letter grades to which they are accustomed.

In addition, the conversion table will be used to convert letter grades on transcripts of students who transfer into HISD from another district.

If a student fails an assignment, teacher must give him/her an opportunity to make-up the assignment for up to 70% of the grade.

##### Course Syllabus:

A Course Syllabus should be given to each student the first week of school. The course syllabus should include the following information

* Course title and level
* Course objective
* Grading scale/or legend
* Class Requirements
* Class activities

Teachers must have a mandated late work policy in their syllabus.

##### Grade Averaging

Report Cards--Will be issued to students the 1st, 2nd, 3rd, 4th and 5th cycles. Report cards for the 6th cycle will be mailed to the home.

**Secondary students must be in attendance 90% of the time to receive credit for the course.** If a student has a numerical grade of 70 or above, then a failure due to absenteeism may be appealed to the School Attendance Committee.

##### Whole Course Credit (Composite Grading)

The TEKS for many courses include objectives covered throughout both semesters the course is offered. Thus, one whole credit can be awarded upon completion of the “B” part of a two-semester course with a grade above 70 under the following conditions: Whole course credit applies to all HISD two-semester sequential courses (designated “A” and “B”). Whole course credit does not

apply to anyone-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**. Credit Recovery programs may not be utilized for whole course credit. 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.

##### PROGRESS REPORTS FOR UNSATISFACTORY GRADES

In accordance with HISD policy, parents or legal guardian must be notified at least once during the grading period of unsatisfactory grades. This notice must provide for the signature of the parent or legal guardian and must be returned to the school. If the notice is not returned to the school, the school must mail the notice to the parent or legal guardian. In HISD, reports to parents/legal guardian concerning unsatisfactory grades must be distributed during the third week of each six- week grading period.

* Current grades contained in the notice should be based on the student’s academic achievement on the first three weeks of the six-week period.
* For each subject that a student is failing, the notice must state the need for a conference between the appropriate teacher and parent and must quote or summarize the requirements of Section 21.721 of House Bill 72.

At the time of the issuance, students are to sign a teacher’s record sheet showing date of issuance and the pupil’s signature acknowledging receipt of the **UNSATISFACTORY REPORT SLIP.** Failure to take this precaution of notifying the parent can result in embarrassing complaints from parents at the end of a grading period. **There is no excuse for failure to notify parents.** Usually parents give valuable aid in improving the work if they have sufficient time. “F” grades are not given unless the parent has sufficient notice. NO BULLETINS OR LETTERS are to go to parents (other than the official Report of Parent Form) unless they are submitted to the principal for approval.

Teachers should file an Unsatisfactory Report Slip *any time* a student’s grades indicate that the student might possibly fail.

##### GRADE BOOKS

* + Grades are to be maintained on PowerSchool.

##### Each student should receive at least two grades per week in each course.

* + Teachers must **input a minimum of 10 minor grades and 2 major grades** during each cycle.
  + Grades should be **updated every week**. No exceptions!
  + Gradebooks will be monitored, so please do your due diligence to keep our scholars and their parents aware of accurate grades
  + Tests should be scheduled strategically during the grading cycle. Teachers should not give a test on the last day of the cycle when students who are absent have no time to complete it.
  + When you verify grades for progress reports and report cards, you must give a conduct mark under the column titled “citizenship”. (E=Excellent, S= satisfactory, P=Poor)

##### GRADING CATEGORIES and WEIGHT

Departments will decide which of the following two grading categories and scale they will use in PowerSchool:

|  |  |  |
| --- | --- | --- |
| **OPTION # 1**  TEST/PROJECTS/MAJOR ESSAY= 50% |  |  |
| CLASSWORK = 30% |  |  |
| CLASS PARTICIPATION= 10 % |  |  |
| HOMEWORK= 10% |  |  |

##### MARKING PROCEDURES

Under no circumstances shall students grade test papers or record grades of other students.

##### SECTION VIII MONITORING STUDENT ATTENDANCE

**SECOND INSTRUCTIONAL HOUR ATTENDANCE PROCEDURE OFFICIAL DAILY ABSENTEE REPORT**

A student must be in attendance at least 60 minutes in a 90-minute class period in order to be counted present. As it pertains to ADA time, a student who arrives in class after the tardy bell but before official attendance is taken **is not to be counted “Tardy**”. A student not present at the time ADA attendance is taken is to be counted “Absent.”

Each second instructional hour teacher must complete the official daily absentee reporting by entering the information in PowerSchool. A student who arrives in class after the tardy bell but before official attendance is taken is to be counted “Tardy”. A student not present at the time attendance is taken is to be counted “Absent.”

##### If a student is absent three times in your class, contact the student home, and complete an attendance referral. The attendance referral will be emailed to the attendance clerk and the

**grade level administrator. The grade level administrator will forward to the Campus/Community Liaison. Ensure you annotate the absence and communication in your attendance book.**

##### MARKING ATTENDANCE

* **ADA** will be taken at **10:30 a.m**. each day.
* The attendance office will attempt to contact the parents of any student who is absent. Teachers may contact parents as well but **especially when the student has three absences**.
* The day following a student’s absence, the student should report to the attendance office before school. He should present the attendance clerk with a note signed by a parent/guardian stating the reason for the absence. The note must be verified by the clerk. The attendance office will note whether the absence is excused in PowerSchool. Teachers are to refer PowerSchool to verify whether an absence is excused.

THE ONLY ACCEPTABLE EXCUSES FOR ABSENCES AND TARDINESS ARE PERSONAL ILLNESS, SICKNESS OR DEATH IN THE FAMILY, PARTICIPATING IN SCHOOL ACTIVITIES, AND EMERGENCIES OR UNUSUAL CIRCUMSTANCES RECOGNIZED BY THE PRINCIPAL OR ASSISTANT PRINCIPAL. STUDENTS WHO ARE TARDY MUST ALSO BRING A WRITTEN EXCUSE.

The second instructional hour teacher must conscientiously check roll each day. It is very poor public relations for a student to be marked “absent” in error, and/or the parents contacted when the student is in school.

* All teachers should be alert to attendance problems or suspected problems. Discuss such problems with the students’ parents, attendance office, counselor, and assistant principal.
* If a student withdraws from school, the student’s name will have a “D” next to it in PowerSchool.
* The attendance information from the grade book is used for report card attendance information at the end of each six weeks grading period.
* If a student indicates that he plans to withdraw from school, have the student notify his/her counselor and the attendance office at least two days prior to the date of withdrawal.

##### MAINTAINING ATTENDANCE RECORDS

It is the responsibility of the classroom teacher to maintain accurate records of student attendance in his class.

* Teachers, be alert to patterns of attendance in your classroom which look suspicious. Investigate these problems with the parents, attendance office, counselor, or administrators.
* When a student has accumulated four (3) absences (excused or unexcused) in a semester, the teacher must complete the **student attendance referral** and it should be emailed to the attendance office and the grade level administrator.

##### STUDENT TARDIES

The student should be in the classroom when the tardy bell rings. Tardies cause unnecessary delays in class work. In order to cut down on UNEXCUSED tardies, the following policies will be used:

##### School Tardy Policy

Students are expected to comply with the rules and guidelines that ***Phillis Wheatley High School*** faculty and staff have put in place and are expected to adhere to the policies and guidelines stipulated in the HISD Code of Student Conduct.

##### School Tardiness

To maximize learning, students are expected to arrive at school on time on a consistent basis.

1. Students who are not in their classroom when the tardy bell rings are considered tardy.
2. Students are required to sign the tardy log when entering the class late.
3. Tardy Sweep can occur at any time during the school day.

The following are consequences for excessive tardiness, as per the HISD Code of Student Conduct:

* verbal warning
* parent contact
* student conference
* Saturday detention
* ISS or OSS

##### Truancy (cutting or skipping)

Missing class is a serious matter and disciplinary actions taken include parent contact, detention and/or community service, in-school and out-of-school suspension, and referral to the courts for

violation of the mandatory school attendance law (fines up to $500.00 per period per day missed may be assessed).

Missing any portion of class is counted by the courts as a whole day of truancy.

##### Detentions

* 1. Detentions are required time served with the teacher or administrator assigning detention.
  2. Administrative detentions are held in a designated room on Saturday from 8:30 am. – 11:30 am
  3. Only proper advance notification will excuse a missed detention.
  4. Work obligation does not excuse a student from the responsibility of serving detention.
  5. Failure to serve a detention will result in further disciplinary action.

##### KEEPING STUDENTS THAT ARE NOT IN YOUR CLASS:

Students are NOT to be allowed to remain with you when he/she is supposed to be in another teacher’s class.

##### SECTION IX

FINANCIAL PROCEDURES

##### INSTRUCTIONAL MATERIALS AND SUPPLIES

**Supply Requisitions**

Submit requisition forms for instructional supplies to Ms. Jimenez at least one day in advance of your need.

##### FUNDRAISERS.

1. Complete/Submit Fundraiser Request Form.
2. An AF108 Form (Request for Money-Raising Activity) must be filled out and approved for all money-raising activities.
3. AF104 sheets must be filled out for all money collected. The sheets MUST balance with the money turned in. Forms are available from the financial clerk.
4. The deadline for turning in money to the Business Manager is 2:30 p.m. **DO NOT LEAVE MONEY IN THE BUILDING OVERNIGHT!**
5. All requests for checks for entry fees, supply purchases, etc., **must** be made at least two days in advance.
6. Invoices must accompany request for reimbursement or for bills to be paid. This is an HISD auditing procedure.
7. See the Business Manager for more detailed information.

##### SCHOOL SALES

Students must not bring items on campus for sale. Only “principal approved sales” will be permitted. Other items will be confiscated and given to parents. Sponsors must control their students who are selling food items. Approved food items may be sold after school. Selling of food items between classes or during class is not permitted for students or staff.

##### REIMBURSEMENTS AND REFUNDS

**Reimbursements**

Operating fund checks may be issued to students or employees to reimburse them for personal funds expended for the purchase of goods for school purposes, provided that proper documentation is submitted in support of the expenditure.

Reimbursements should be kept to a minimum as a safeguard against unauthorized purchases by individuals.

Payment for services must be made directly to the person (or company) performing the service, provided that proper documentation is submitted in support of the expenditure.

##### Refunds

Occasionally, it may be necessary to make refunds due to cancellations of field trips, over-charges on books, or bus transportation, etc.

In case of multiple refunds, a single check may be issued to the activity sponsor who will distribute the refunds to each student. Each person due a refund shall sign a list verifying that the refund was received and the date it was received. The activity sponsor will return the signed refund list and any undistributed refund to the financial clerk who will issue a cash receipt for any money returned. The financial clerk shall send to the CAF Department the refund list so that it can be attached to the original disbursement voucher and indicate thereon the receipt number issued for money returned. No refunds may be made for any money other than that contributed directly by the student. A copy of the cash receipt, as well as the tabulation sheet in cases of multiple collections, should be used as support for the disbursement voucher. No funds raised in the school’s name will be refunded to students.

##### FIELD TRIPS

All field trips must be approved by the principal / associate principal to be placed on the master calendar. The sponsor will complete the Sponsor’s Request for Approval of Field Trip form and submit it to the principal along with a “parent permission form” and a list of students at least three weeks prior to the event for approval of the principal and the SSO as needed.

* + The signed parental permission form must be maintained by the sponsor.
  + Each student is to receive a written list of specific rules to be followed for the field trip.

All sponsors, bus drivers, etc. are to be provided a time schedule, designating times for departure, rest stops, lunch breaks, etc.

Students should receive in writing a policy concerning refunds when they sign up for the trip. No refunds should be given if a student fails, has poor conduct, or is ill after the collection date for the money is passed. The written policy for the field trip must have a specific collection date, beyond which there are no refunds for any reason.

Since field trips are for instructional purposes, the students should be presented with a study guide or questions to be answered on their field trip. The questions should be collected for a grade.

Lesson plans for field trips must be provided to the supervising assistant principal and department chairperson two weeks prior to the field trip.

**AN ALPHABETIZED LIST** of all students going on the trip must be completed and emailed to staff **THREE DAYS PRIOR TO THE TRIP. Attendance must be taken before leaving the school and a list turned in to the attendance office. Attendance is to be taken throughout the field trip to account for student attendance and accountability.**

***(Include approval form to show chaperones for dances, trips, etc.)***

##### The list should include:

1. Teacher’s name
2. Destination
3. Departure time
4. Return Time
5. Date (s)

##### A drawing of a person Description automatically generated SECTION X LIBRARY

**The Phillis Wheatley High School Library WELCOMES scholars, staff and the Wheatley community!**

The library mission is to foster every student’s independent inquiry, critical thinking, research skills and love of reading. It is our goal to ensure that students and staff become effective consumers of information and instructional technologies that will aid in gathering, evaluating, and utilizing information.

The resources of our Library include a curriculum-based collection of approximately 7,000 volumes and subscriptions to over 25 periodicals and the local daily newspaper.

**The Destiny online catalog (**[**https://destiny.houstonisd.org/**](https://destiny.houstonisd.org/)**)** of the library’s collection is available on-line along with access to curriculum-based databases.

##### To access HISD Library Services Digital Resources collection:

**Option 1:** <http://www.houstonisd.org/Page/93089>

**Option 2:** [www.houstonisd.org/libraryservices -](http://www.houstonisd.org/libraryservices-)> Digital Resources

Most of the digital resources do not require a password when accessed through the HISD network. Most require a login for home access only.

Passwords/login information cannot be posted on any websites, blogs, online or other resources as per district request. CONTACT YOUR LIBRARIAN FOR CLASS SCHEDULING AND PASSWORDS.

##### Loan Policy

Student I.D. numbers are required for book checkout.

No fines are charged for overdue books, but prompt return is expected. Payment is expected for lost or severely damaged books.

##### Permits are required during all instructional periods.

Off-campus permits are accepted during appropriate periods. Computers and printers are available for use in the library.

Donations in honor of students, family and friends are always welcome. SEE YOU AT YOUR LIBRARY!

##### SECTION XI VIDEOS/MOVIES IN THE CLASSROOM

Teachers may use rented videos during face-to-face teaching activities. Movies are considered performances under the copyright law, and rental videos do not include performance rights.

Nonprofit educational institutions may use rental videos for instruction provided the performance conditions of sections 110 of Public Law 94-553 (Title 17 of the United States Code for Copyrights) are met.: Rental movies may only be used in the classroom as part of instruction only when the following conditions are met:

1. The video is shown as part of an instructional activity by a teacher. No full-length videos are allowed. Video clips should be used and should not exceed 15 minutes.
2. The video is shown at a non-profit educational institution
3. The video is shown as part of a regular instructional activity limited to when the instructor and students are in a face-to-face situation
4. The video is shown in a classroom or a similar face used for instruction
5. The video must be a lawfully made copy (made under the authority of the copyright holder).
6. Teachers must mention videos they will show during the cycle in the syllabus and complete a media request form to be approved by appraiser.

The use of videos as a reward, for recreation, for rainy day or end-of-school activity, and for extracurricular use is considered a performance and does not qualify under the face-to-face instruction exemption. The performance use of videos covers home use only. The use of movies or videos for non-instruction applications must include payment for performance rights.

Rental videos are produced as entertainment motion pictures, and they must be creatively and carefully used by teachers to achieve instructional objectives. Use of video must be submitted to, reviewed, and approved by administration. Lesson plans should state the instructional objectives to be achieved by use of the entertainment video. Activities to precede and to follow the movie must be carefully planned.

**Teachers are responsible for submitting a media request form with an attached lesson plan to their administrative supervisor or appraiser before showing a video of any kind in the classroom.** Teachers must be aware of the movie rating system because entertainment videos often contain language, violence, and sexual activity not suited for young people or for the classroom.

The rating system of the Motion Picture Association of America is reproduced below: G Approved for general audiences.

PG Parental guidance suggested! Some Material may not be suitable for children.

PG-13 Parents strongly cautioned! Some material may not be suitable for children under 13.

R Restricted! Children under 17 must be accompanied by a parent or adult guardian.

NC-17 No one under 17 permitted

##### Student permissions form must be on file for students who are under the age of 17. The permission form must include the explanation, content and the purpose of the video.

**SECTION X****II MATERIALS – SUPPLIES – BUILDING**

##### LOCKER – HEALTH SERVICES INFORMATION

**CONSUMABLE MATERIALS AND OFFICE EQUIPMENT**

##### Office Equipment

Office telephones, equipment and supply rooms are for office personnel only.

##### PROCEDURES FOR FIXED ASSETS

1. All fixed assets (inventory items) will be identified by description, location, serial number and condition on a special inventory form (provided by the office) to be submitted by each classroom teacher to Mr. Navarro, who is in charge of inventory. This inventory form must be turned in to the assistant principal at the beginning of school, three weeks before the end of school and checked by the end of first semester. All discrepancies will be dealt with immediately by the assistant principal in charge of inventory.
2. No staff member should receive, use, or transfer any fixed asset items without getting approval from the assistant principal in charge of inventory.
3. All requisitions for repair on fixed asset items must be done through the assistant principal in charge of inventory. [Example: AV equipment, musical instruments, class typewriters, office equipment, industrial arts equipment, etc.]
4. Fixed asset items that are un-repairable must not be thrown away, instead, turned in to the assistant principal in charge of inventory.
5. Request for overnight use of fixed asset items will be denied.
6. All staff members are encouraged to report displaced fixed asset items to Mr. Aleman, the assistant principal in charge of inventory.

##### HEALTH SERVICES

The achievement and maintenance of good health has always been a major component of education. It is the responsibility of the school to provide an environment conducive to the promotion and maintenance of health. With the discovery of learning problems, it has become the responsibility of the school to detect and achieve remediation or rehabilitation of those problems that impede learning. The school health department has addressed itself to those problems in setting goals for health services.

The responsibility for the care of children lies primarily with the parents. The role of the school health department is to support their efforts in following through on the recommendation of the educational and health teams and to serve as a liaison between school and home in matters pertaining to health.

The school health department serves as the child’s advocate in the community, participating with private practitioners, community agencies, and other health resources.

##### Available Services:

1. Classroom Education
2. Parent and student counseling, regarding health issues
3. Counseling and short-term care of ill students and faculty
4. Maintenance of health records

##### Clinic Guidelines

1. Each child referred to the clinic must have a written, timed permit. Teachers should attempt to determine if the student has a valid reason to see the nurse before issuing a permit.
2. When a student asks to go to the clinic, please ask him/her to rest in his seat for 10 minutes or so to see if he starts to feel better. This allows you time to observe and determine if he is ill. It is the parents’ responsibility to determine if a student is well enough to attend school. Unless an emergency occurs, it is felt that the student should be able to function in the classroom at least through second period without reporting to the clinic.

##### TEACHERS ARE NOT PERMITTED TO ADMINISTER ANY MEDICATIONS.

1. Sanitary napkins may be obtained in the clinic.
2. If a student has torn or soiled clothes, he/she is to go to the grade level principal’s office to use the telephone. There are safety pins available in the clinic for small mending.
3. Board policy states that only students on long-term medication for such illnesses as asthma, allergies, or seizures may take medication during school hours. A form authorizing administration of medication during school hours may be obtained from the nurse. This must be completed by the doctor and parent before medication can be administered. Short- term medication such as antibiotics, cough drops, eye drops, and “aspirin” cannot be administered by the nurse.
4. Prescription and non-prescription medications are not allowed in the student’s possession. All medications must be cleared and administered only by the school nurse or designed / assignee person.
5. On days the nurse is in the classroom or screening room, the clinic will be closed. The teachers will be notified of these days. If, in your estimation, the student cannot function in the classroom, he/she is to be sent to their grade level principal. However, the office personnel cannot be expected to deal with regular clinic traffic.
6. Time is allowed between classes to go to the restroom. However, if a student must FREQUENTLY go to the restroom during class, then he/she should be sent to the nurse for assessment and health counseling. Teachers will be notified of students with liberal restroom privileges due to medical problems. Students should be advised to go to the main office if the nurse is unavailable. Check all permits for the time and signature.

##### Regulations Concerning Care of Illness

*(Excerpts from HISD Administrative Procedures)*

It is not the function of public-school personnel to administer medical treatment or medication, including over-the-counter drugs. HISD policy is based upon the following rational expressed by the American Medical Association:

Since treatment is not a function of school health programs, no drugs should be included in school first aid supplies. Even the simplest and safest drugs sometimes cause reactions. When they mask pain or other symptoms, they may be a factor in delaying correct diagnosis and treatment.

Teachers and other school personnel are expected to limit themselves to the usual and accepted practices of first aid in managing emergencies due to sickness or accident. **They should not diagnose illness nor administer medication of any sort except as provided below.** First aid materials are not to be used for the subsequent treatment of injury and illness as a substitute for physician care.

**Pupils on long-term medication** that cannot under any arrangement be administered other than during school hours, may take medication in school under the following restrictions (Short-term medication such as aspirins, etc., may **NOT** be taken to school):

1. A physician must state in writing that pupil should have a certain medication during school hours. He should describe the type of preparation, color, quantity and time of administration. Form No.40.3740 must be signed by the physician and on file before any medication may be given. This form must be renewed at the beginning of each year.
2. Parents’ consent signature must also appear on Form No.40.3740
3. PHYSICIAN’S ORDERS MAY NOT BE ALTERED IN ANY WAY BY SCHOOL PERSONNEL WITHOUT WRITTEN PERMISSION OF THE PHYSICIAN. Discontinuation of the medication is permissible upon verbal order of the doctor.
4. Medication shall not be administered by school personnel.

##### Management of Medical Illnesses

The parents of pupils who are ill shall be notified if it is deemed that a child cannot remain in school. Transportation home is the responsibility of the parent. Injuries that occur on the way to school or on campus may be administered by the school nurse. Serious injuries may be referred after the nurse has evaluated them. Parents will be notified of injuries immediately

##### PROPERTY

##### CARE OF BUILDING

We have an attractive building. Let us keep it clean. If a student is observed defacing any school property, report the incident to the assistant principal.

##### Trash

Encourage students to use the trash cans in your rooms and in the halls. Encourage students to pick up trash on the campus to maintain cleanliness.

##### Smoking Policy

In accordance with HISD policy, smoking is **NOT PERMITTED** in any area on an HISD campus.

##### Reporting Missing School and Personal Property

If you discover that school property is missing, please make a complete written statement and give oral notice immediately upon discovery of the disappearance. If the missing property belongs to a student, make a written report with the school police personnel.

##### Departmental Organization

**SECTION XIII DEPARTMENT CHAIRS**

Under the leadership of the Building Principal the Department Chairperson/Coordinator will perform leadership functions that will support and enhance instruction as well as specified duties as required for each content area.

It is the responsibility of each chairperson to coordinate the work of his/her department, and to assist them in securing curriculum supplies, books, technology tools, and other needed equipment. The Chairpersons are also to keep their department members informed of all meetings, and to see that all teachers in his or her department to participate in various competitions within the district. Chairpersons are to schedule time in their weekly calendar to visit their content classrooms to ensure student engagement, rigor, and student motivation are prevalent.

##### Illustrative Duties

* Coordinate and support departmental implementation of district curriculum.
* Conduct regularly scheduled PLC meetings and additional meetings as required; submit copies of agenda and minutes to administrative supervisors weekly.
* Act as liaison between the department and central office instructional staff, attending coordination meetings as requested.
* Work with teachers and building instructional leaders to identify curriculum needs and suggest ways of updating and modifying curriculum design, strategies, and materials.
* Review and share department, campus, and district instructional data with departments and teams regularly. The online data system should be reviewed weekly and data should be collected as needed to drive departmental instruction and student interventions for classroom and campus instruction. Data collected should be filed, shared with teachers, and administrative supervisors.
* Assist with acquisition and distribution of appropriate textbooks, curriculum guides, course syllabi, and other resources.
* Coordinate review and analysis of building-level test results and lead in the development of departmental plans to address areas needing improvement.
* Arrange and/or conduct content-specific staff development activities to address identified needs.
* Orient teachers to departmental procedures and provide ongoing assistance to new teachers.
* Assist substitute teachers assigned to courses for which the department is responsible.
* Serve on district committees related to curriculum, assessment, and staff development.
* Organize departmental resources for optimum use.
* Stimulate participation in professional organizations and activities.



Phillis Wheatley High School

Emergency Guidelines

2022 – 2023

Objective: To safeguard the safety and well-being of all stakeholders, while providing an equitable learning environment for all learners.

1. Emergency Notification / Response
2. Potential Threats
   1. External / Internal
   2. Potential Weapons
      1. Campus Lockdown
      2. Administrative Search
   3. Gang Affiliation
   4. Possession / Suspicion of illegal narcotics
      1. Administrative Search
3. Emergency Medical Response
4. Unsafe Practices
   1. Reporting Students
   2. Reporting Staff
5. Secured Learning Environments
   1. 30/30 Rule
   2. Duty Station Check-In / Review
   3. Tardy Stations
6. Safety Team
   1. Scheduled Meetings
7. Definitions
   1. Schedule of Events
   2. Duty Schedules
   3. Evacuation Routes
8. Communicable Virus / Pandemic Response (if needed)

**Emergency Notification / Response**

All emergencies and situations requiring an immediate response must be initiated by contacting the main office utilizing the emergency call button located in each learning environment. In addition, a summary of the event and detailed description of what was observed must be sent within 24 hours to the Safety Administrator (J Aleman).

If the emergency call button fails, direct contact to the main office utilizing the phone located in each learning environment is permissible; however, a best practice would be to immediate contact your neighboring instructor to assist until administrators arrive. A summary of the event and detailed description of what was observed must still be sent within 24 hours to the Safety Administrator (J Aleman).

**Potential Threats**

All threats, whether external or internal, will be met with immediate response by campus administrators and the campus safety team. Further assessment for next actionable steps will be implemented by said team.

In the event of a potential weapons risk, the campus will conduct a “Lockdown Drill” to isolate the location of the threat. Campus Peace Officers and Administrative staff will then conduct an administrative search of individuals to accompany interviews of those exposed to the threat.

Phillis Wheatley High School will maintain a “Zero Tolerance” policy regarding gang affiliations or potential gang exposure. No articles of clothing will be permitted which may insight identification of such affiliations (not to exclude certain colors, vocabulary, acronyms, or residential locales). A review of such items will be conducted by the Safety Administrator and Campus Peace Officers.

If there is a suspicion, or visible possession (includes aromatics and smells), of illegal narcotics, all who may be potentially involved will be submitted to an administrative search. In addition, any staff members who may have reported the suspicion must write and submit a summary of the event and detailed description of what was observed within 24 hours to the Safety Administrator (J Aleman).

For all emergencies requiring a Medical Response, staff members are required to immediate contact the main office utilizing the emergency call button located in each learning environment. The campus Nurse will also be contacted to assist, along with administrative personnel and members of the Safety and Wellness team. In the event that the campus Nurse is not available, the Special Education Nurse will then be contacted to assist. In addition, a summary of the event and detailed description of what was observed must be sent within 24 hours to the Safety Administrator (J Aleman).

**Unsafe Practices**

All practices or actions which may cause harm to one’s self or others must be reported to the administrative staff. If students are involved, then their grade-level administrator must be contacted. A detailed description of the actions observed must also be sent to the grade-level administrator before the end of business on the day of the event.

If staff members are involved in such practices, administrative personnel must be contacted beginning with the Safety Administrator. If the Safety Administrator is not present, then the Associate Principal will be contacted. All instances will require a detailed summary of actions observed and be submitted by the end of business on the date of the event.

**Secured Learning Environments**

It is vital that all portions of the campus remain in a secured status to provide an equitable learning environment for all learners. Such practices limit the risk of potential threats and violence from occurring. To ensure that all students are within their respective learning environments, instructors will adhere to the following:

* Instructors will implement the campus “30/30 Rule” which dictates that all students will not be permitted to leave their classrooms for the first and last 30 minutes of each class period.
* Classroom passes must always be utilized. If a pass is lost or misplaced, it will be the instructor’s obligation to notify the Safety Administrator immediately for a replacement. In addition, the campus will continue to utilize the “prior contact” method when sending students with other staff members or administrative personnel. This method includes a phone call utilizing the classroom phone and ensuring that someone is available to receive the student. If contact is not made, then the student will wait for a later time that such contact can be completed. If it is a medical issue requiring the campus Nurse, then contact must be made as well. If the campus nurse is not available, then the student will be sent to the main office until assistance is available; phone contact must still occur.
* Administrators will implement the practice of ensuring all personnel attend their assigned duty stations.
* Tardy Stations will be conducted, and consequences will be as follows”
  + Tardies will receive an automatic reset of count each grading period. Tardies will be counted as an aggregate amount.
  + 3 Tardies – 1 Hour Detention held on Tuesdays of each week.
  + 6 Tardies – Saturday Detention
  + >7 Tardies – 1 Day of ISS
  + Failure to attend a scheduled 1-hour detention will warrant a Saturday detention.
  + Failure to attend a Saturday detention will warrant 1 day of ISS.
  + Failure to attend ISS will warrant 1 day of OSS.

**Safety Team**

The campus Safety Team will be comprised of the Safety Administrator, Campus Peace Officers, Truancy Administrator, Athletics Director, Campus Nurse, two (2) students [male senior and female senior with modeled behavior and academic standings], and any staff member willing to join and assist. Scheduled Meetings will occur one (1) Thursday a month with proper minutes being provided for future use and assessment.

**Drills / Emergency Response**

Monthly drills will be conducted in accordance with expectations and standards set forth by HISD Risk Management and the Texas Department of Insurance (TEC 61.1036 Section 3, F)

* Secure – One per school year:

A response action taken to secure the perimeter of buildings and grounds during incidents that pose a threat or hazard outside of the building. Secure (Lockout) uses the security of the physical facility to act as protection to deny entry.

* Lockdown – Two per school (one per semester):

A response action taken to secure interior portions of buildings and grounds during incidents that pose an immediate threat of violence inside the school. The primary objective is to quickly ensure all students, staff, and visitors are secured away from immediate danger.

* Evacuate – One per school year:

A response action taken to quickly move students and staff from one place to another. The primary objective of an evacuation is to ensure that all staff, students, and visitors can quickly move away from the threat. Evacuation examples include a bomb threat or internal gas leak.

* Shelter-in-Place Hazmat – One per School Year:

A response action taken to quickly move students, staff, and visitors indoors, perhaps for an extended period of time because it is safer inside the building than outside. Affected individuals may be required to move to rooms without windows or to rooms that can be sealed. Shelter-in-Place for hazmat examples include train derailment with chemical release or smoke from a nearby fire.

* Shelter for Weather – One per School Year:

A response action taken to quickly move students, staff, and visitors indoors, perhaps for an extended period of time because it is safer inside the building than outside. For severe weather, depending on the type and/or threat level (watch vs. warning), affected individuals may be required to move to rooms without windows on the lowest floor possible or to a weather shelter.

* Fire Evacuation – One each month (campus); must alternate Obstructed / Unobstructed: A fire evacuation drill is a method of practicing how a building would be vacated in the event of a fire. The purpose of fire drills in buildings is to ensure that everyone knows how to exit safely as quickly as possible. It is required to alternate each month between obstructed and unobstructed.

▫ An obstructed fire drill assumes that one, or more, exits or evacuation routes have been blocked by fire and cannot be used. In this type of drill, the primary evacuation route for certain rooms is considered “obstructed” and persons exiting from these areas would utilize the alternate evacuation route outlined in the building’s evacuation plan.

▫ An unobstructed fire drill assumes that all exits and evacuation routes from the building are open and available for use. In this drill, persons exiting the building would utilize the primary evacuation route from the room or area they occupied at the time the drill was initiate

PWHS Duty Schedule - 2022-2023

|  |  |  |
| --- | --- | --- |
| Morning Duty Schedule | | |
|  | Front of building - Exterior | Traffic Control - Ensure students and guests are adhering to the social  distancing guidelines. |
|  | |
|  | | |
|  | Entry Door nearest front office | \*Support team will screen students for temperature and follow check-in procedure. In addtion, preliminary scan for dress code and technology.  \*Administrator at door will provide final review for dress-code and any potential challenges.  \*Seating area will be established for students with violations and be  monitored while Soto begins referral process. |
|  | Dr. Chevalier / Mrs. Perez - Exterior table support team. |
|  | Middle Entry Door |
|  | Ms. Wright / Mrs. Pruneda - Exterior table support team. |
|  | Entry Door nearest cafeteria seating area. |
|  | Ms. Jasper / Mrs. Quiroz - Exterior table support team. |
|  | | |
|  | Entry Door nearest cafeteria seating area. | \*Students will remain in the area until referrals have been issued: 3 Dress- Code violations (Detention Protocol); No Technology (await drop-off of technology and immediate parent contact).  \*ISS / OSS will be last resort for placement regarding disciplinary  challenges. Virtual Attendance will be first form of intervention to ensure attendance and assignemtn completion. |
|  | Mrs. Soto - Support Team |
|  | Cafeteria / Rotunda |
|  | Cafeteria / Rotunda |
|  | |
|  | | |
|  | 2nd Floor (mid stairwell near #222) | \*Ensure that no students are admitted to the second (2nd) Floor before the start of class. Once students are released to their 1st/2nd Period, then usher  all students into respective classrooms to prevent loitering. |
|  | 8:25 am - 2nd Floor/"L" (near #200) |
|  | Top of Stairwell (Rotunda) |
|  | | |
|  | Bus Drop-Off near learning commons | Screen students for temperature and follow check-in procedure, dress code,  and technology. |
|  | Mrs. Laster - Support team |
|  | | |
|  | Bus Drop-Off near Small Gym. | \*Support team will screen students for temperature and follow check-in procedure. In addtion, preliminary scan for dress code and technology.  \*Students will be received and transitioned to classes by instructor. |
|  | Ms. Rangel /Ms. Shannon - Support team.  All Teacher of Records will receive students. |

Additional consequences may be issued regarding all violations, pending administrative review.

\*All administrators will assist for dismissal.

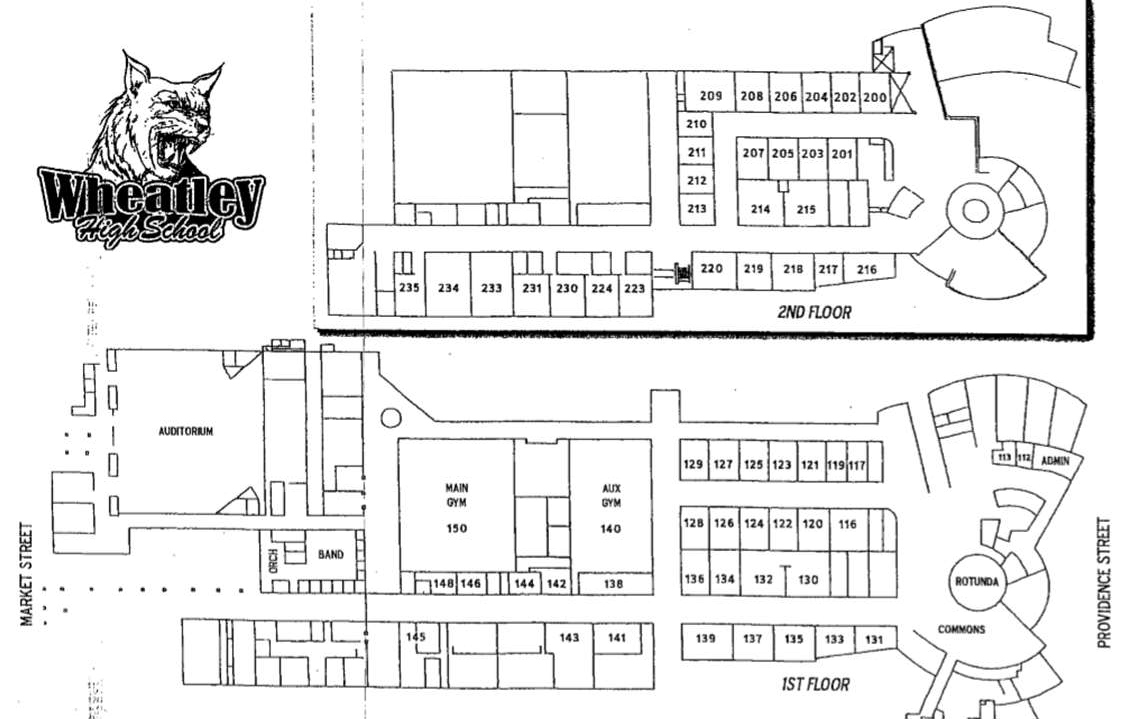
PWHS Duty Schedule - 2022-2023

|  |  |  |
| --- | --- | --- |
| Lunch Duty Schedule | | |
| Cafeteria / Rotunda | | Traffic Control - Ensure students and guests are adhering to the social  distancing guidelines. |
|  | |
| Hallway Coverage / 2nd Floor | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |
|  | | |
|  | 10:55 - 11:30 | \*No students will be allowed to transition utilizing stairwell without a pass.  Station will be at the top of the stairs, visible, and at the landing. |
|  | 11:30 - 12:05 |
|  | 12:05 - 12:40 | \*Staff will remain at station until relieved by next scheduled staff member.  This will include coverage during transition period. |
|  | |

PWHS Duty Schedule - 2022-2023

|  |  |  |
| --- | --- | --- |
| Tardy Station / Sweeps Duty Schedule | | |
|  | 1st Floor | Traffic Control - Ensure students and guests are adhering to the social  distancing guidelines and clearing pedestrian traffic. |
|  | 2nd Floor |
|  | | |
|  | 10:10 - 10:20 | \*Administrators will usher students to class and tardy station (Simmons and  Silva-Leal). |
|  | 2:15 - 2:25 |
|  | | |
|  | 10:10 - 10:20 | \*Administrators will usher students to class and tardy station (White and  Dugas). |
|  | 2:15 - 2:25 |
|  | | |
|  | 10:10 - 10:20 | \*Administrators will usher students to class and tardy station (Aleman and  Williams). |
|  | 2:15 - 2:25 |

2022-2023 Duty Schedule



I

J

F

G

E

D

C

B

K

H

A1

C2

A

WHITE

A2

A3

JOHNSON

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| HALLWAY | ROOM NUMBERS | EVAC LOCATION | ADMIN TEAM | NOTES |
| A2 | 12th Grade Admin Team, Education Advocate, District Supp. Offices, Nurse | FINNEGAN ST |  | Group A |
| A3 | Learning Commons, PLC Room, Tech  Room, Interventions Room | FINNEGAN ST |  | Group A |
| D | Rooms 116-129, Small Gym | FINNEGAN ST |  | Group A |
| K | Rooms 200-213 | FINNEGAN ST |  | Group A |
| A | Front Office Admin, Conference Room, Williams/Jimenez | FINNEGAN PARK |  | Group B |
| A1 | Cafeteria Staff | FINNEGAN PARK |  | Group B |
| B | Rooms 130-139, Alumni Room | FINNEGAN PARK |  | Group B |
| H | Rooms 214-220 | FINNEGAN PARK |  | Group B |
| C | Rooms 138-145 | WHEATLEY FIELD |  | Group C |
| C2 | JROTC, Band/Choir, Unique Learners  (Iyayi / Carr) | WHEATLEY FIELD |  | Group C |
| J | Rooms 223-235, Testing Room | WHEATLEY FIELD |  | Group C |
| E | Main Gym, Community Liaison | MARKET ST/ LOT |  | Group D |
| F | Rooms 158-160, ISS | MARKET ST/ LOT |  | Group D |
| G | Art, Auditorium | MARKET ST/ LOT |  | Group D |

### Teacher Handbook Acknowledgement Form 2022-2023

Please print this page, sign and submit to the principal as verification of your receipt of the Teacher Handbook. You should save a copy of the handbook to your desktop, hard drive, or to a

zip drive so that it is easily accessible.

Printed name

Signature Date