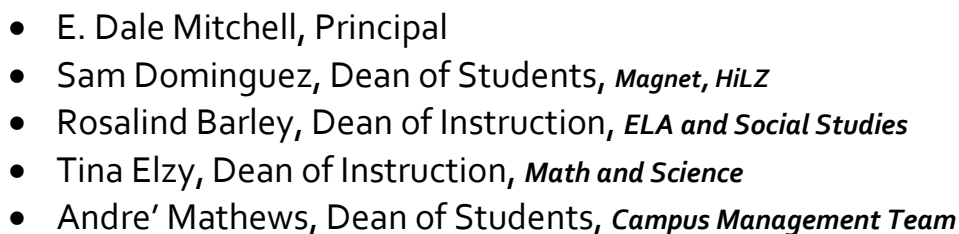


# 2012-2013



## Mission Statement

Ross Shaw Sterling High School 11625 Martindale Road Houston, Texas 77048 Phone: (713) 991-0510 Fax: (713) 991-8111

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# **PROFESSIONAL EXPECTATIONS**

I am providing the following notes for all members of the Sterling High School learning community. I do so in the spirit of setting clear expectations and to offer insight as to my vision for SHS, it's students, parents, and staff. Should my expectations not fit your professional or educational philosophy, please know that, while I am open to discuss your beliefs, as the principal of Sterling High School, my expectations will not waiver, nor are they negotiable.

**Maximizing Student Achievement** – If we are to accomplish only one goal during the year, my expectation is that it be to increase the achievement level of all students, in all areas. We are a campus committed to teaching literacy and numeracy (reading/writing/math) across the curriculum, and all other goals, expectations, desires, hopes, wants, and dreams should be predicated on this primary goal. I expect for you, both as an individual and as a team-member, to set high expectations, implement research-based instructional strategies, work collaboratively in your PLC, and use data in all forms to help us achieve our goals. There should be no question about this expectation.

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

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

**Dress** –Sterling High School teachers will dress appropriately each day. As professionals, we need to dress in a way that is generally accepted in the non-academic world as professional. Neatness and good grooming are expected. Our students follow dress guidelines, so we will support and reinforce this policy by following a professional dress guideline.

Each Monday, we will wear the staff polo shirt with khaki pants/ skirts in order to model teamwork, unity, and support. Tuesday, Wednesday and Thursday will be business casual dress. Friday will be considered "Raider Pride" day and a Sterling T-shirt may be worn with jeans. Additional considerations for dress (such as matching department/ PLC t-shirts) are encouraged and should model professionalism and teamwork.

Clothing should be neat and clean at all times. Extreme styles are inappropriate if they indecently expose the person or disrupt the educational process. Examples of inappropriate

clothing include flip-flops, tights, spaghetti straps, torn or ripped jeans, and hats/head-coverings of any kind.

**Teacher-Student Relationship** – *Breaking Ranks II: Strategies for Leading High School reform* states that “teachers will convey a sense of caring so that students feel that their teachers share a stake in their learning.” It is true that “students won’t care what you know until they know that you care.” You need to be student-centered at Sterling High School. I expect for you to be caring, consistent, and clear with every decision that you make. I believe that almost any trained teacher can teach the intelligent, motivated and well-behaved student. The excellent teacher, however, finds a way to teach the others.

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

**Discipline** – My desire for teachers to be caring advocates for their students should never be interpreted as advocating for a non-structured classroom. Quite the contrary. Establishing discipline through clear and consistent expectations is one of the most effective contributions you can make to your students’ education. Likewise, the most effective person to handle discipline is the classroom teacher. I will not tolerate unacceptable student behavior in your classroom. Students will be disciplined with appropriate consequences and action plans to correct any problem. All teachers are expected to use a positive-based classroom management plan to minimize the occurrence of discipline problems. However, once you have provided interventions and the student has not favorably responded, please know that the administrators will work with you and your students to improve the classroom climate.

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

**Parent Contact** – Everyone at Sterling High School is expected to take a proactive stance on parent communication. Teachers are expected to make and maintain contact with parents. You will be asked to make written, electronic, or phone contact with a parent or guardian at least three times prior to any student discipline referral being sent to an administrator; (serious occurrences such as fighting or violence will be an exception). I also **strongly encourage** positive contacts regarding those students who are doing well as well as those whose behavior you anticipate might become a concern in the future.

**PLC Responsibilities** – The powerful collaboration that characterizes professional learning communities is a systematic process in which teachers work together to analyze and improve their classroom practice. Teachers work in teams, engaging in an ongoing cycle of questions that promote deep team learning. This process, in turn, leads to higher levels of student achievement. Using this understanding as a foundation, the purpose of every PLC at Sterling High School, whether instructional or supportive, will be to ensure the following three objectives; 1) that students are learning rather than simply being taught, 2) that a culture of collaboration is being fostered, 3) that the focus of our campus is on results.

Whether as a member of a grade level, department, administrative, or support team, you are expected to participate in all PLC meetings and activities. This includes planning sessions, scheduled meetings, parent conferences, and student intervention discussions. PLC's will meet a minimum of two times each week during the scheduled PLC period. Additional meetings before or after school may be necessary and you should make yourself available to attend. By working together as a member of your PLC, our students and teachers benefit from a strong interdisciplinary academic program with consistent student expectations for performance and behavior.

**Administrative Support** – You are expected to act in a manner that is in the best interest of our students. So long as you act with this underlying philosophy in mind, you will be provided with unwavering support both from me and from my administrative team. I am committed to working with you to ensure that our students are provided the best education possible and I realize that neither of us can accomplish this goal in isolation. The administrative team is here to serve as a resource, sounding board, and support for the decisions you make in the classroom and for your professional development needs as well. And while I will never intentionally humiliate or embarrass in front of your students, parents, or peers, do not expect that because you are a teacher I will automatically agree with a decision, should you make a poor choice. I expect you to think before you act or speak, and I ask you not to create situations with students, parents, or even colleagues where if, "put on the spot," I am forced to make a statement or decision that may not go in your favor.

**Grading/ Homework/ Assignments** – I'm sure that you will assign homework. Collecting and maintaining accurate grades is the most effective and timely way of assessing student success. You are expected to follow the established campus grading policy for all classes. Grades are to be updated daily in GradeSpeed, and a turn around period of no more than 24 hours should be used for testing or late/make-up work. We have six grading periods and six report card periods for a total of 12 official assessment notices to parents. However, I encourage you to provide assessment information to students and parents on a regular basis in order to maintain communication and collaboration.

Prior to assignments going home, you will be expected to have students take notes in their (color coded) journal using the Cornell Notes system. I would also strongly encourage you to provide updated and current information on your teacher webpage so that students and

parents alike have access to expectations when not in the classroom.

**The Sterling Standard** - Ultimately, I want Sterling High School to be known as a place where students and faculty strive for academic excellence and where students can learn and grow as individuals. A campus where everyone is included in the process of learning. This attitude, behavior, and proactive vision **must** start with us.

Dale

### *When you have a question about...*

Instructional Support		Student Success		Campus Management	
Appraisal / Dev.	Barley/Elzy	504	Cowthran	21 <sup>st</sup> Century	Sanchez
CBA's	Barley	Attendance	D. Garcia	Athletics	Dixon
CATE	A. Smith	APEX	Richardson	Budget	S. Garcia
Curriculum	Elzy	Asterisk Removal	Dixon	Cafeteria	Green
ELA	Barley	College/Career	Walker	Calendar	Hernandez
Electives	Mitchell	Credit Recovery	Dixon	Copies	Dept. Chair
Finals	Marshall	DRIP	Cowthran	Crisis Team	Mathews
Math	Elzy	ESL/LPAC	Dominguez	Custodians	Martinez
Science	Elzy	HiLZ	Dominguez	Discipline	Thomas
Social Studies	Barley	Magnet	Dominguez	Facilities	Mathews
STAAR/TAKS	Marshall	Master Schedule	Alcover	Field Trips	Org. Sponsor
Testing	Marshall	Naviance	Richardson	Lost & Found	Thomas
		PEIMS/SIMS	Shepard	Maintenance	Martinez
		Registration	Shepard	Nurse	Williams
		Report Cards	Shepard	Safety	Mathews
		RTI	Alcover	Supplies	Dept. Chair
		Student Schedules	Alcover	Technology	Kenney
		Special Education	Jones	Textbooks	Mathews
		Transcripts	Shepard	Title I	Dixon
				Transportation	Pinkney

## **GENERAL POLICIES AND PROCEDURES**

### **APPRAISAL AND DEVELOPMENT**

The HISD Teacher Appraisal and Development System was designed to give all teachers the regular feedback and individualized support they deserve as professionals. Components of the system include three (3) teacher/ appraiser conferences each year with comprehensive feedback, two (2) classroom observations, two (2) walkthrough observations, and an individualized development plan (IPDP) designed to target professional growth. Supervision of the A&D system will be the responsibility of the Deans of Instruction and the Instructional Support Team (IST). For more information on the teacher A&D system, visit the HISD website using the following link: [www.houstonisd.org/HumanResources/Home](http://www.houstonisd.org/HumanResources/Home)

## ATTENDANCE

Information related to excused absences, unexcused absences, extra-curricular absences, state attendance policy, and the appeal procedure should be addressed through the Attendance Clerk.

## LEAVING CAMPUS

Any student leaving the campus during the day must sign out in the office. If the student returns during that same day, the student must sign back in with the attendance clerk indicating reason for absence. Please remind students of this process when you are aware of their leaving the campus.

## RETURNING TO CLASS

After a student has been absent, a written excuse from the parents must be brought to the office. An admit slip will be posted to given to the student indicating the date of absence and nature of the excuse. This information will be available to you through the students Chancery account under the category of attendance.

## REPORTING

Official ADA time will be **10:30** am each day. This will make second period the official record for the day and therefore attendance must be complete and accurate when submitted.

Teachers need to record attendance on the computer for each class period. Certain situations will require that attendance be completed in a paper/pencil format. When using attendance sheets to document attendance:

- Use black ink only.
- Do not erase or use liquid paper on attendance sheets.
- Initial all corrections.
- Sign all attendance sheets
- Send attendance sheets to the office each period.

## WITHDRAWALS

Student registration and withdrawal should be done through the registrar's office. When a student withdraws, a check out sheet must be filled out with the student's current grades and verification of a clear record with the cafeteria, library, textbook clerk, and any other outstanding obligations (i.e. fund raising or athletics).

## BELL SCHEDULES

TIME	MON/ WED <i>A Days</i>	TUE/ THUR <i>B Days</i>	ALT FRI <i>A/B Days</i>	Alternating Friday A and B Days	
Freshman /Sophomore Schedule				Friday "A" Days Will be:	Friday "B" Days will be:
8:45-10:12	1 <sup>st</sup> Period	5 <sup>th</sup> Period	1 <sup>st</sup> / 5 <sup>th</sup> Period	AUG 31	
10:15-11:42	2 <sup>nd</sup> Period	6 <sup>th</sup> Period	2 <sup>nd</sup> / 6 <sup>th</sup> Period	SEP 7, 14, 21, 28	
11:45-12:15	Lunch	Lunch	Lunch	OCT 21,26	OCT 5, 19
12:15-1:02	Advocacy	Advocacy	Advocacy	NOV 9, 30	NOV 2, 16
1:05-2:32	3 <sup>rd</sup> Period	7 <sup>th</sup> Period	3 <sup>rd</sup> / 7 <sup>th</sup> Period	DEC 14	DEC 7, 21
2:35-4:00	4 <sup>th</sup> Period	8 <sup>th</sup> Period	4 <sup>th</sup> / 8 <sup>th</sup> Period		



Junior/ Senior Schedule				JAN 11, 25	JAN 18
8:45-10:12	1 <sup>st</sup> Period	5 <sup>th</sup> Period	1 <sup>st</sup> /5 <sup>th</sup> Period	FEB 8,22	FEB 1, 15
10:15-11:42	2 <sup>nd</sup> Period	6 <sup>th</sup> Period	2 <sup>nd</sup> /6 <sup>th</sup> Period	MAR 8	MAR 1, 22
11:45-12:30	Advocacy	Advocacy	Advocacy	APR 5, 19	APR 12, 26
12:32-1:02	Lunch	Lunch	Lunch	MAY 3, 17, 31	MAY 10, 24
1:05-2:32	3 <sup>rd</sup> Period	7 <sup>th</sup> Period	3 <sup>rd</sup> /7 <sup>th</sup> Period		
2:35-4:00	4 <sup>th</sup> Period	8 <sup>th</sup> Period	4 <sup>th</sup> /8 <sup>th</sup> Period		

EARLY DISMISSAL SCHEDULE	
8:45-9:40	1 <sup>st</sup> / 5 <sup>th</sup> period
9:43-10:40	2 <sup>nd</sup> / 6 <sup>th</sup> period
10:43-11:40	3 <sup>rd</sup> / 7 <sup>th</sup> period
11:43-12:40	4 <sup>th</sup> / 8 <sup>th</sup> period
12:45-1:15	Lunch

## CAMPUS/ CLASSROOM EXPECTATIONS

In order to establish and maintain consistency throughout the campus, SHS will implement a systemic approach to setting expectations. We will use Positive Behavior Interventions and Support (PBIS) to set the standard of behavior. The underlying purpose of PBIS is to be transparent and practical when expecting students to act in a specific way. A limited number of expectations (3-6) should be identified and **reinforced with consistency** in order to maintain fidelity. Sterling High School will be **P.R.O.active** with modeling these expectations. We use the acronym P.R.O. to assist our students with being Purposeful, Respectful, and Organized in all areas and classrooms. Posters placed around the campus remind students and teachers of the expected behavior in each area. The following Chart illustrates the behaviors:

	Cafeteria	Hallways	Common Areas
<b>Purposeful</b> <i>Follow directions</i> <i>Think before you act</i>	<ul style="list-style-type: none"> <li>➤ Procure lunch quickly</li> <li>➤ Remain seated at all times</li> </ul>	<ul style="list-style-type: none"> <li>➤ Move expeditiously to class</li> <li>➤ Use passing time wisely</li> </ul>	<ul style="list-style-type: none"> <li>➤ Be mindful of time</li> </ul>
<b>Respectful</b> <i>Respect: Self,</i> <i>Classmates, Teachers,</i> <i>Environment</i>  <i>Use</i> <i>academic/appropriate</i> <i>language</i>	<ul style="list-style-type: none"> <li>➤ Dispose of trash properly</li> <li>➤ Use your inside voice</li> <li>➤ Use appropriate language</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate language</li> <li>➤ Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate language</li> <li>➤ Keep hands and feet to yourself</li> </ul>
<b>Organized</b> <i>Be Prepared</i>	<ul style="list-style-type: none"> <li>➤ Wait your turn in line</li> <li>➤ Remain in cafeteria until the bell dismisses you</li> </ul>	<ul style="list-style-type: none"> <li>➤ Walk on the RIGHT side</li> <li>➤ Use designated doors</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dispose of trash properly</li> <li>➤ Use designated doors</li> </ul>



	Restrooms	Bus Loop	Assemblies
<b>Purposeful</b> <i>Follow directions</i> <i>Think before you act</i>	<ul style="list-style-type: none"> <li>➤ Relieve and Leave</li> <li>➤ Return to class quickly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Move to bus loop quickly</li> </ul>	<ul style="list-style-type: none"> <li>➤ Listen attentively to speaker</li> <li>➤ Move to your designated area quickly</li> </ul>
<b>Respectful</b> <i>Respect: Self,</i> <i>Classmates, Teachers,</i> <i>Environment</i>  <i>Use</i> <i>academic/appropriate</i> <i>language</i>	<ul style="list-style-type: none"> <li>➤ Keep restrooms clean</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use appropriate language</li> <li>➤ Follow all bus guidelines</li> </ul>	<ul style="list-style-type: none"> <li>➤ Keep all electronic devices turned off and put away (out of sight)</li> <li>➤ Refrain from comments or side-bar conversations</li> </ul>
<b>Organized</b> <i>Be Prepared</i>	<ul style="list-style-type: none"> <li>➤ Report all problems to a staff member immediately</li> </ul>	<ul style="list-style-type: none"> <li>➤ Board the bus quietly and in an orderly fashion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Sit in your designated area</li> </ul>

## CLASSROOM EXPECTATIONS

Each teacher will use the *P.R.O. active* campus expectations to model a discipline plan for their classroom. Each of the three characteristics should be included in the classroom plan with 2-3 expectations listed under each trait. Best practices guidelines recommend seeking input from students when creating classroom expectations. Classroom expectations should be visibly posted in the classroom. Large posters are preferred and available upon request. Consequences for failure to maintain expectations should be clear and followed with fidelity. The following interventions should be used prior to referring a student to the office for discipline:

- Verbal Warning
- Teacher directed consequences
- Parent contact
- PLC (*parent contacted*)
- Teacher/student conference (*parent contacted*)
- Teacher/Student/Parent Conference

## CODE OF ETHICS/ TEXAS ADMINISTRATIVE CODE

The Texas Administrative Code (TAC) is a compilation of all state agency rules in Texas. Each title represents a subject category and related agencies are assigned to the appropriate title. **Title 19** specifically addresses education practices in the state of Texas. Information concerning practices and expectations listed in the Texas Administrative Code can be referenced through the following website: <http://www.sos.state.tx.us/tac/>. Formal and expected standards of conduct can be found online through the HISD policy. Reference should be made to DH (Exhibit) or DH2 (Legal).

## EDUCATOR CODE OF ETHICS

Title 19, Part 7, Chapter 247, § 247.2 of the Texas Administrative Code lists the Educator Code of Ethics by which all employees are expected to abide. Employees shall be courteous to one another and the public, working together in a cooperative spirit to serve the best interests of

the District. Employees wishing to express criticism or professional concerns shall do so through appropriate administrative procedures or the collaborative process. Be professional in what you say about a fellow employee or the school district.

- Approach problems through the proper channels to work toward a mutual solution.
- Maintain a positive outlook.
- When problems develop between staff members, the following steps should be followed to resolve the issue:
  1. Try to solve the problem with the individual first.
  2. Appeal to the principal if further help is needed.
  3. Appeal to the School Improvement Officer if further help is needed.
  4. Appeal to the Superintendent if further help is needed.

## CREDIT RECOVERY

Credit Recovery for core classes will take place within the scope of the school day, during Advocacy. The Student Success Team (SST) will assign students to credit recovery classes based on needs identified through the reviewing of transcripts and interventions. Department Chairs will work to create specific, content based activities and assignment for each subject identified in a core area (ie. Alg I, Alg II, Geo, PreCal in the area of Math). Each month, beginning in October, identified students will be assigned to a CR teacher for a three (3) week period. At the end of the third week, student work will be graded and credit will be awarded or denied. If awarded, the class will be added to the student's transcript. If denied, the student must take the course over during the regular school day. On the fourth week of the month, students will return to their primary Advocacy classroom. A total of eight (8) sessions of CR will be offered during the course of the year.

## COMMUNICATIONS

### MAILBOXES/ E-MAIL

Each teacher is assigned a mailbox in the office for receiving messages and materials. It is advisable for teachers to check their boxes before and after school, as well as during lunch. Teachers are requested to remove all of the contents of their boxes each day. Email should be checked each morning and during planning/PLC periods.

### MASTER CALENDAR

All events including practices, fund-raisers, trips, and assemblies must be included on the master calendar. The master calendar will be located in the Data Room next to the Academic Office. Any item to be placed on the master calendar needs to be given to the secretary **at least one week** prior to when the event is to occur so that notification and arrangements can be made. Please review the master calendar before scheduling any event. *Special activities or social events, whether held during or outside of school hours, on or off school property, must have the prior approval of the principal.*

### SPECIAL EVENTS INFORMATION

Parents often call for information regarding grade level assemblies, field trips, tournaments, dances, meetings, and other special events. In order to assist the parents, the office needs the

details for these events. Complete and return the Field Trip/Special Events Information form to the secretary at least one week prior to when the event is to occur and place the event on the Master Calendar.

When special events are held outside of the classroom (i.e. cafeteria, courtyard, gym, etc.), the custodial staff needs to be informed. Indicate this information on the Special Events form.

### **WEBSITE/ WEBPAGES**

The campus website will be updated as needed with information for students, parents, and teachers alike. To update general and organization information, please email the campus Librarian. Teacher websites must be updated weekly as a way to communicate with parents. Webpage's should contain current information and resources as they pertain to the scope and sequence of your content area.

### **COMPLAINTS AND GRIEVANCES**

If you find that you have a justifiable complaint, take it to the person involved at once. If this has not brought satisfaction, follow procedures outlined in policy DGBA of the School Board Policy Website. HISD policy online can be found at the following link:

<http://pol.tasb.org/Home/Index/592>

### **COMPLIANCE STATEMENT**

It is the policy of Houston ISD to comply fully with the nondiscrimination provisions of all federal and state laws and regulations.

### **CONFERENCE/ PLANNING PERIOD**

Conference periods should be used for conferences, planning, and curriculum development. PLC periods are reserved for you to meet with your grade level PLC. Please refer to the Professional Learning Communities section of the handbook for further information.

### **COPIES**

Teachers will be responsible for making copies for themselves. Copy machines have been placed in the teacher workrooms located in building B. Rooms 207 and 113 will contain the necessary supplies for copies to be produced. Should problems arise with a copier or the need for paper, please notify Ms. Pinkney or Mr. Kenney.

### **COUNSELING**

The Academic Advisor and Student Success Team work with students concerning personal, adjustment, vocational, social, academic, and other concerns. Teachers, parents, or other students may refer students who need assistance. Printed materials are available for teacher and pupil use. These include: career planning literature, miscellaneous mental health and personality development subjects, and group activities for students.

### **DISCIPLINE MANAGEMENT**

In the event that a student fails to meet the expectations outlined in the P.R.O. active classroom management system, a formal office referral may be necessary in order to correct unwanted behavior. Level I and II discipline offenses as identified in the Student Code of Conduct will be managed by the classroom teacher in conjunction with their PLC. Offenses warranting a discipline referral will be handled by an administrator. Discipline referral forms can be found online under the teacher resources section of the campus website. Referrals should be completed electronically and submitted to Johnnie Thomas, the campus discipline clerk. ([jthomas1@houstonisd.org](mailto:jthomas1@houstonisd.org)) The subject line of the referral email should be in all capital letters and read: REF: grade level, student last name, teacher last name.

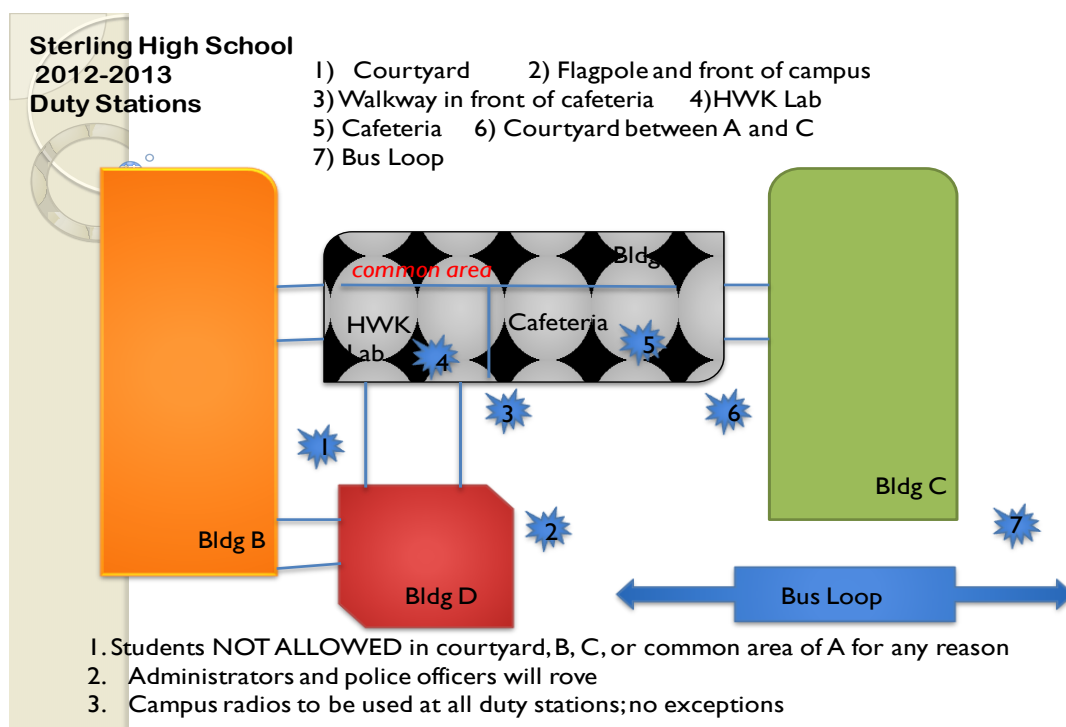
For example, a discipline referral for 10<sup>th</sup> grader Paul Bunyon from his teacher Ms. Apple would read:

**REF: 10, BUNYON, APPLE**

Consequences for level III, IV, and V behavior can be found under the *Parent and Student* link on the campus webpage.

## DUTY SCHEDULE

For the safety of the students and staff, each teacher is required to adhere to the duty schedule set by administration. For the 2012-2013 school year, duty times have been included into the teachers' workday. All teachers are required to perform duty in the morning and afternoon in assigned areas according to the following duty diagram and roster:



## DUTY EXPECTATIONS

Duty rotations will be morning and afternoon, each day, for a six-week period. (*One six weeks on, two six weeks off*) You are expected to be on time to duty each day. Duty begins promptly at 8:15 am each morning. On your duty day, one person from each station will pick up a campus

radio from the Academic office as they sign in. The common channel for Sterling High School will be channel "8". Use the radio to communicate with administrators, student services, main office, and campus police. Upon completion of duty at 8:40 am, return the radio to the Academic Office. The same protocol exists for afternoon duty from 4:00-4:15. Should you need to be absent from duty for any reason, please make prior arrangements with a colleague to trade days. The duty assignments are as follows:

	Station 1	Station 2	Station 3	<b>Station 4</b>	Station 5	Station 6	Station 7
Aug 27 – Sep 5	Lombard Tanner	McDuff Thielepape	Gaona Morange	<b>Fontnett Terrell</b>	Tate Garner	Wilson Am. Young	Brandenburg Brannon
Sep 8-Nov 9	Sievert Iglehart	Green Sandala	Williams Clark	<b>Hayes Ton</b>	Bush A. Smith	Stillwell Wiltturner	Hickman Ray
Nov 12-Dec 21	McBride Buchanan	Franco Coner	Kelly Woodson	<b>Tian Tutt</b>	Ferguson Monita	Cowthran Velez	Richardson Compton
Jan 8- Feb 22	Lombard Tanner	McDuff Thielepape	Gaona Morange	<b>Fontnett Terrell</b>	Tate Garner	Wilson Am. Young	Brandenburg Brannon
Feb 25- Apr 12	Sievert Iglehart	Green Sandala	Williams Clark	<b>Hayes Ton</b>	Bush A. Smith	Stillwell Wiltturner	Hickman Ray
Apr 15- Jun 6	McBride Buchanan	Franco Coner	Kelly Woodson	<b>Tian Tutt</b>	Ferguson Monita	Cowthran Velez	Richardson Compton

## HALLWAY DUTY

For the first five minutes of your planning/ PLC period each day, all teachers and staff are expected to be on duty in the hallways assisting students to class. Being visible in the hallway and monitoring the restrooms for the first five minutes following the passing period will eliminate the need for tardy passes and will work to nurture positive relationships with our students. Naturally, some constructive encouragement may be needed if students are not in compliance with the school rules. Engaging students in positive dialogue while walking them to class is a positive and encouraging way to build relationships.

## FACULTY/ DATA MEETINGS

Faculty meetings will be called as needed and held in the Homework Lab.

Data meetings will be held during your planning or PLC period on the following dates:

September 5, **19**,

December 12, 19

March 20

October 10, **24**,

January 16, **30**

April 17

November 7, **14**,

February 13, 27

May 8, 22

*\*Dates in bold indicate early dismissal days*

## FUNDRAISERS

To ensure a successful and equitable fundraiser for all organizations campus-wide and to minimize overlap, sponsors must gain prior approval from the principal. Each organization will be allowed one fund-raiser for the year for a two-week period. **Fundraisers will be approved and placed on the calendar on a first-come/ first-served basis.** Once approved by the principal, the event must to be added to the master calendar in the date room. Any person handling monies from fund raiser collections must complete training with the Finance Clerk.

## GRADING POLICY/ PROCEDURES

Teachers in all areas will use the grading policy and procedures outlined below. Grades will reflect the degree to which a student masters the content introduced or tested as well as the degree of participation and time management provided by the student. The weighted categories for grades in all subject areas will be as follows:

Tests/ Projects	40%	}	90 % assessment	}	100% overall grade
Lab/Activities/Quizzes	30%				
Daily / Homework	20%				
Non-Academic	10%	}	10 % part./ time mgnt		

Each six weeks, a minimum of two (2) grades in the **Test/Projects** category and a combined minimum of twelve (12) grades in the **Lab/Activities/Quizzes** and **Daily/ Homework** categories are required.

### LATE WORK POLICY

"The penalty for not doing the work is doing the work." —*Rosalind Barley* All assignments will be turned in and assessed prior to the end of grade collection each six weeks. The Non-Academic category will be used to grade students on the participation and/or time-management aspect of assignments. To use this category correctly, think in these terms: any assignment given outside of class, or one which requires group participation, will receive two (2) grades in GradeSpeed. The first grade will be added based on actual assessment and student understanding. The second grade will be added to the Non-Academic category based on criteria such as participation or the number of days late the assignment was turned in. Late work in the Non-Academic category will be graded according to the following criteria:

1 Business day late	maximum grade of 80
2 Business days late	maximum grade of 75
3 Business days late	maximum grade of 50
> 3 Business Days late	Grade of zero

### GRADEBOOK

The grade book is a legal document and must be kept as part of the school's yearly records. Parents can access grades online; therefore grades should be entered into GradeSpeed daily with a maximum turnaround time of 24 hours for assessments/projects. GradeSpeed will be verified through the Registrar's office each six weeks and a final record will be formalized on the last contract day for teachers in the spring. All grades should be clearly defined and listed in one of the three assessment categories.

### MAKE-UP WORK

Students who are absent due to illness are not expected to complete schoolwork during their illness. If a student misses only one day of school, they will have **two business days** to make-up the work. After the first day, students will have one day for every subsequent absence to make up the work. Religious holidays are excused absences.

### REPORT CARDS / PROGRESS REPORTS

Near the end of each six weeks, you will receive an email reminder from the Registrar about the procedures for ensuring that grades are accurate, posted, and ready for processing. Once

grades have been exported to the Registrar, through GradeSpeed, you will receive a final grade proof sheet to examine for accuracy. Once verified and turned in, the Registrar will process and print report cards to be mailed home. This turn-around time will be a maximum of two (2) days. Report card dates are as follows:

Progress reports will be sent home on the third week of each grading period. Progress Report dates are as follows

## HOURS / SIGN-IN/OUT

<b><u>Campus Hours:</u></b>	Office:	Monday- Friday	8:00 am – 4:30 pm
	Instruction:	Monday- Friday	8:45 am -4:00 pm
	Teachers:	Monday – Friday	8:15 am – 4:15 pm

## SIGN-IN/ OUT RECORD

All employees must sign-in upon arrival and sign-out at the exact departure time using the records housed in the Academic Office. Payroll is entered from the reports generated by this system and failure to check in properly and on time may result in an absence being recorded. Check in time is no later than 8:15 am each morning.

## LEAVES AND ABSENCES

Personal leave must be submitted in writing to the Principal one week prior to the anticipated date of leave. Information regarding leaves and absences may be found in the district policy website. [See DEC(Legal), DEC(Local)]

### ABSENCES

All teachers are to register on the AESOP system. In the event of an absence, you are to report the absence on AESOP as soon as possible. ([www.aesopeducation.com](http://www.aesopeducation.com)) If the absence occurs after 7:00am on the date of the absence, report the absence on AESOP and notify the campus secretary via phone or text. Immediately upon your return to campus, complete an *Absence from Duty Form* and submit it to the campus secretary. Absences can be reported up to 30 days in advance. Absences such as professional development, off-campus duty, personal business, jury duty, and military leave require principal approval/notification and should be reported in AESOP. If an absence requires more than three days, a doctor's note is needed upon return.

## LESSON PLANS

It is an expectation that a clear and viable curriculum be utilized by all teachers when planning for instruction. All Core and Foreign Language teachers will use the curriculum and lesson plans designed as a part of the Master Teacher Academy (MTA) collaborative. Teachers using MTA will be assigned a login and password in order to access scope and sequence documents, lessons, resources, and assessments. The link to the MTA curriculum is as follows: [www.houstonisd.org/mta](http://www.houstonisd.org/mta)

All other teachers will use the campus template (*located under teacher resources on the campus website*) to design lesson plans. Completed plans will be placed into the appropriate folder



on the common drive.

## LOST AND FOUND

Textbooks, notebooks, coats, and other articles are frequently left by students in their classrooms. Found items will be turned into student services and held for three weeks. If the lost items have not been claimed during this period of time, they may be donated to Goodwill or used in the campus clothes closet.

## LUNCH

All faculty and staff will be provided a 30-minute duty-free lunch period. Food is available for purchase in the cafeteria and vending machines are available in the teacher's lounge. Please do not eat in classroom during instructional time. Students are not allowed access to the cafeteria or to the lounge to purchase food or drinks for teachers.

## MEDICATIONS

All medication sent to school should be in the original container with the prescription instructions. Medications must be kept in the nurse's office at all times. Students in possession of medications, both over the counter and prescription, should turn the medicine in to you or an administrator and be sent to the office.

## ORGANIZATION

All students will be required to carry a white or black 3 ring binder with the following colored spiral notebooks inside. (Blue for ELA, Red for MAT, Yellow for SST, Green for SCI, Black/Purple for ELE). The purpose of the student notebook is to improve each student's organizational and planning skills, as well as to provide an opportunity for critical writing through the journaling process. Students will use the organization system to take Cornell Notes in each class. Academic teams and elective teachers are required to implement and utilize the student journals and Cornell Note system on a daily basis.

## PASSING PERIODS

Teachers should stand at their doors during transition times. This will help promote orderly conduct in the halls and should discourage students from loitering and being late to class. Passing periods are three minutes long and students should move from classroom to classroom within that time limit. During

## PLC EXPECTATIONS

Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what professionals in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a professional learning community are expected to work and learn together in order to answer the four essential questions:

1. What do we expect our students to learn? (*curriculum/ scope and sequence*)
2. How will we know that they are learning it? (*assessment/ cba's*)
3. How will we respond when they don't learn? (*intervention*)
4. How will we respond when they already know it? (*instruction*)

## **ESSENTIAL NORMS/ MEETING EXPECTATIONS**

- Each PLC will meet for 1 hour 30 minutes weekly
- 90% of time is on topic (*see Essential Questions*)
- Teachers come prepared
- Goals for meeting are set/communicated prior to the PLC meeting
- Goals for the next meeting are set prior to leaving the current PLC
- Meeting goals center on standards based lessons, common formative assessments, and response to intervention
- Minutes for accountability are taken and submitted to administration (*see downloadable minutes template on the campus website*)

## **SAFETYPROCEDURES/ DRILLS**

Requirements regarding fire and severe weather drills set by the State Board of Insurance must be followed. Sterling High School will use the procedures indicated on Red/Green cards located next to the door frame in each classroom. Procedures are to be followed without deviation. When using the cards, display the **green card** toward the building to indicate that all students are accounted for and all procedures have been followed. Display the **red card** facing the building to indicate that you require assistance from a Crisis Team Manager.

### **EVACUATION DRILLS**

- For general information:
  - Post an escape route map in your room along with the warning signal that will be used.
  - Let an administrator know if you need a map and evacuation plan.
  - Know and identify the location of the red/green cards.
- The signals and procedures for fire and severe weather drills are as follows:
  - Fire: Alarm will sound
  - Check to see that everyone is out of the room and close the door.
  - Leave the building in single file.
  - Classes are to stay together and not join other classes.
  - Teachers are to take red/green cards with them during a drill.
  - If an area is obstructed, move toward the closest alternate exit.

### **ALL OTHER DRILLS**

All other drills will be announced specifically on the PA system. In the event of a severe weather/tornado drill, accompany students to the designated (safest) areas. Upon reaching the safest area, have students sit with knees up, keep heads down with hands over heads, and place toes against interior wall. Help the group stay calm and together. Keep the students quiet for further instructions.

## SCHOOL FUNCTIONS

You are expected to be present at all functions during the school day. As a collaborative campus, we must commit to supporting each other in all areas. Upper level teacher attendance at a freshman event shows unity and encouragement of colleagues. Additionally, as grade level or department teachers work "up front" at an event, support services can be offered by other departments, teams, or groups to help an event to be successful. Attendance at after-school events is voluntary; however you are encouraged to make time to support your students and colleagues while modeling the collaborative spirit of Sterling High School

## SITE-BASED DECISION MAKING

A campus site-based committee shall be established on each campus to assist the principal. The committee shall serve exclusively in an advisory role. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal. SDMC will meet from 4:15-5:30 on the following dates:

September 20	October 18	November 15
December 20	January 17	February 21
March 21	April 18	May 16
June 6		

Further information concerning SDMC can be found at HISD policy online.

*[BQB(Legal), BOB (Local)]*

## SPECIAL PROGRAMS

It is the responsibility of the classroom teacher and the co-teacher to implement modifications to the regular curriculum for those students who are served through special programs. If a teacher needs assistance in understanding or implementing modifications, they should immediately contact the Special Programs Coordinator for clarification. Special programs include Special Education (SpEd), English as a Second or other Language (ESL), Section 504 (504), Gifted and Talented (GT) and others.

### SPECIAL EDUCATION

Modification folders will be distributed to the teachers by the Special Education Department during the week of teacher orientation. Modifications for students with special needs should be documented in the lessons plans and noted accordingly. Case managers are responsible for monitoring student progress and forwarding pertinent information to teachers.

## SUBSTITUTE TEACHERS

Teachers must provide detailed lesson plans for a substitute and prepare classes to run smoothly in their absence. If you are absent for two or more consecutive days please keep the principal informed of when you will likely return. Please use AESOP for finding substitute teachers. If you have question regarding subs, ask the secretary or Dean of Instruction for assistance.

## SUB FOLDER

You are required to create and to keep current a sub folder in case of an emergency. Sub folders should be on file with the campus secretary and updated following an absence. All sub folders should include the following:

1. Your schedule (class, duty, lunch, etc.)
2. Duty station location and expectation
3. Lesson plans (2 or 3 "throw down" lessons are appropriate)
4. Seating chart
5. Attendance rosters for each class
6. Contact information (room #, extension) of PLC members for assistance
7. Special education/504 modifications for appropriate students

## TEXTBOOKS

Textbooks will not be issued to students. Teachers are expected to use the Master Teacher Curriculum referenced in the *LESSON PLANNING* section of this handbook to prepare lessons and to allocate homework. Teachers will be provided with a class set of textbooks for students to use as a resource. Textbooks can be checked out from the Discipline Clerk prior to the start of school. Lost or damaged textbook costs will be charged to the department responsible for usage. The department budget will then be charged with the loss in the following year's budget. Textbook Procedures:

- Check books out and in through the discipline clerk.
- See that students properly use books.
- Report any lost or damaged books to the book room.
- Explain to students their responsibility concerning books.
- See that all textbooks have been checked into the book room at the end of the school year and an accurate count made.

## TRIPS/ CHAPERONES

Local field-trips must be approved by the principal two weeks prior to the trip. Field trips are to be educational and related to instruction. All funding and fees for the trip will be taken from the organizations allocated budget and/or activity fund budget. All students on field trips are to be in dress code unless otherwise specified. For safety reasons, students must be closely supervised on the bus, as well as at the destination. Any accidents or unusual circumstances on the field trip are to be immediately reported to the principal. The following are required for all field trips:

- Prior written approval from the principal (Approved field trip request form)
- Bus arrangements two weeks in advance. **Allow for two students per seat on bus.**
- Money collected must be turned into the finance clerk one week prior to the field trip
- Permission slips must include an emergency contact number and parent signature.
- One chaperone is needed for every 15 students. All chaperones/volunteers must be registered through the HISD VIP program. Unapproved persons are strictly prohibited from attending field trips.

- The teacher planning the field trip is responsible for completing **ALL** of the necessary forms and arrangements pertaining to the field trip.

An administrator's presence on a field trip will be determined based on the nature of the field trip. *Disorderly conduct shall not be tolerated.* If it occurs, it should be reported to the administrator. Each sponsor of a group is responsible for the conduct of the group and will see that an adequate number of chaperones are assigned.

## **VIDEO APPROVAL POLICY**

Videos and films must provide an educational purpose and coordinate with TEKS. Videos will only be allowed to enhance instruction. Videos and films that are to be shown must have a rating of either "G" or "PG. The principal must approve **any** video or film shown prior to its use.

## **FILM AND VIDEO COPYRIGHT**

In order for a school to use a film or video in the educational program without having to pay royalties for public performance, the use must meet ALL FOUR of the following criteria:

- The performance must take place in a classroom or other place of instruction in a nonprofit education institution; and
- The performance must be directed by students or teachers of the institution; and
- The performance must be in the course of face-to-face teaching activities; and
- The performance must be made from a copy of the work, which was legally made or acquired.

Note that all of the four criteria must be met in order for the showing to be exempt from the copyright holder's right of performance or display. The lack of compliance with even one of the four guidelines means public performance rights are required.

# Acknowledgement of Training Memo

ROSS SHAW STERLING HIGH SCHOOL  
11625 Martindale Road  
Houston, TX 77048

## MEMORANDUM

August 24, 2012

TO: \_\_\_\_\_  
Sterling Staff Member

FROM: E Dale Mitchell, Principal  
STERLING HIGH SCHOOL

RE: **ADHERENCE TO SCHOOL AND DISTRICT POLICIES  
AND PROCEDURES**

I acknowledge that I have received training on the **STERLING HIGH SCHOOL Teacher Handbook** and the **Code of Ethics and Standard Practices for Texas Educators**. An administrator and the school staff have reviewed these items. My signature indicates that I understand these practices and expectations. I further acknowledge that I am directed to adhere to and comply with the policies and procedures as outlined and explained by the administration and handbook. I understand that failure to follow directives or to adhere to policies and procedures of the school and/or the HISD could lead to disciplinary action, up to and including termination from the District.

Acknowledge of Receipt: \_\_\_\_\_/edm

\_\_\_\_\_  
Signature Date