

**JOHN FOSTER DULLES HIGH SCHOOL
VIKINGS**

2019-2020 FACULTY HANDBOOK



**Viking True
60 Years of Excellence!**

FORT BEND I.S.D.

Inspire, Equip, Imagine

Fort Bend ISD Vision

Fort Bend ISD will graduate students who exhibit the attributes of the District's Profile of a Graduate.

Fort Bend ISD Mission

Fort Bend ISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

DULLES HIGH SCHOOL

MISSION STATEMENT

Dulles High School successfully prepares all students for the 21st century by building character, developing technology skills and creating lifelong learners through a tradition of excellence, rich cultural diversity and purposeful, equal participation of parents, teachers, students, and the community.

FOCUS

RESPECT and RESPONSIBILITY
VALUING DIVERSITY

PURPOSE

It is the purpose of this handbook to act as a guideline for teachers in their execution of administrative policies and procedures.

We are all working toward the same goals - the very best instruction for our students and the most favorable working conditions for our teachers.

If you are in doubt about a policy or procedure, talk it over with the principal or one of the assistant principals. Our success as a unit depends upon the way we pull together to meet our common goals. The success of any school lies in the strength, loyalty, and enthusiasm of each individual faculty member and in his/her dedication to the educational profession.

This promises to be a great year for Dulles High School. The responsibility has been placed on each of us.

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SCHOOL CALENDAR 2019 - 2020

August 14, 2019	1st Student Day
August 28, 2019	Meet the Vikes
September 2, 2019	Holiday-Labor Day
September 4, 2019	Fall Open House
September 27, 2019	Holiday- Fort Bend County Fair Day
October 10, 2019	End of 1 st Term
October 11, 2019	Student Holiday/District Staff Development
October 14, 2019	Columbus Day
October 17, 2019	Homecoming Parade
October 18, 2019	DHS Homecoming Game
October 19, 2019	Homecoming Dance
November 25-29, 2019	Holiday-Thanksgiving Break
December 18-19, 2019	Student Early Release
December 16-19, 2019	Semester Exams
December 19, 2018	End of 2nd Term/End of Semester I
December 20 - January 3	Holiday-Winter Break
January 6, 2020	Campus Staff Development/Work Day
January 7, 2020	1st Student--Semester II
January 20, 2020	Holiday-Martin L. King Day
February 14, 2020	Student Holiday/District Staff Development
February 17, 2020	Holiday/ President's Day
March 6, 2020	End of 3rd Term
March 9-13, 2020	Holiday-Spring Break
April 10, 2020	Holiday/Good Friday
April 13, 2020	Student Holiday/District Staff Development
April 25, 2020	Junior/Senior Prom
May 25, 2020	Holiday-Memorial Day
May 22, 26 - 28, 2020	Semester Exams
May 27 - 28, 2020	Student Early Release
May 28, 2020	End of 4 th Term/End of Semester II

For updated calendar, please click [here](#)

2019 - 2020
GRADE REPORT DATES


<u>Cycle</u>	<u>Grading Cycle Begins</u>	<u>Grading Cycle Ends</u>	<u>Grades Due By 11:59 PM</u>	<u>Report/Progress Reports Post to Family Access</u>
<u>PR 1</u>	<u>8/14/2019</u>	<u>9/6/2019</u>	<u>9/8/2019</u>	<u>9/10/2019</u>
<u>PR 2</u>	<u>8/14/2019</u>	<u>9/20/2019</u>	<u>9/22/2019</u>	<u>9/24/2019</u>
<u>TERM 1</u>	<u>8/14/2019</u>	<u>10/10/2019</u>	<u>10/13/2019</u>	<u>10/16/2019</u>
<u>PR 3</u>	<u>10/15/2019</u>	<u>11/1/2019</u>	<u>11/3/2019</u>	<u>11/5/2019</u>
<u>PR 4</u>	<u>10/15/2019</u>	<u>11/22/2019</u>	<u>12/1/2019</u>	<u>12/3/2019</u>
<u>TERM 2</u>	<u>10/15/2019</u>	<u>12/19/2019</u>	<u>1/6/2020</u>	<u>1/7/2020</u>
<u>PR 5</u>	<u>1/7/2020</u>	<u>1/27/2020</u>	<u>1/28/2020</u>	<u>1/30/2020</u>
<u>PR 6</u>	<u>1/7/2020</u>	<u>2/18/2020</u>	<u>2/19/2020</u>	<u>2/21/2020</u>
<u>TERM 3</u>	<u>1/7/2020</u>	<u>03/06/220</u>	<u>3/15/2020</u>	<u>3/17/2020</u>
<u>PR 7</u>	<u>3/16/2020</u>	<u>4/3/2020</u>	<u>4/5/2020</u>	<u>4/7/2020</u>
<u>PR 8</u>	<u>3/16/2020</u>	<u>4/27/2020</u>	<u>4/28/2020</u>	<u>4/30/2020</u>
<u>TERM 4</u>	<u>3/16/2020</u>	<u>5/28/2020</u>	<u>6/1/2020</u>	<u>6/2/2020</u>

- Progress reports will be mailed home after the third and sixth weeks of the term.
- Report Cards will be issued after the end of each term.

DULLES HIGH SCHOOL BELL SCHEDULES – 2019 - 2020


Students are to enter the Cafeteria/Mall Area upon arriving at school each morning of an instructional day. Students are not to remain in their cars or loiter in the student parking lot or outside of the building at any time.

DHS REGULAR BELL SCHEDULE


ENTRY BELL	7:20 a.m.	
1 ST PERIOD 8:20a.m.	7:30 –	
2 ND PERIOD 9:15a.m.	8:25 –	
3 RD PERIOD	9:20 – 10:10a.m.	
4 TH PERIOD	10:15 – 11:05a.m.	
5 TH PERIOD	11:10 – 12:55p.m.	
	1 ST – A Lunch Break/Class	
	Lunch	11:05 – 11:55 a.m.
	Class	12:00 – 12:55 p.m.
	2 ND – B Lunch Break/Class	
	Class	11:10 – 12:05 p.m.
	Lunch	12:05 – 12:55 p.m.
6 TH PERIOD p.m.	1:00 – 1:50	
7 TH PERIOD p.m.	1:55 – 2:45	

DHS ACTIVITY BELL SCHEDULE

ENTRY BELL a.m.	7:20
1 ST PERIOD	7:30 – 8:15 a.m.

2 ND PERIOD		8:20 – 9:05 a.m.
3 RD PERIOD a.m.		9:10 – 10:05 a.m.
4 TH PERIOD		10:10 – 10:55 a.m.
5 TH PERIOD		11:00 – 12:25 p.m.
	1ST – A Lunch Break/Class	
	Lunch	10:55 – 11:35 a.m.
	Class	11:40 – 12:25 p.m.
	2nd – C Lunch Break/Class	
	Class	11:00 – 11:55 a.m.
	Lunch	11:45 – 12:25 p.m.
6 TH PERIOD		12:30 – 1:15 p.m.
7 TH PERIOD		1:20 – 2:05 p.m.
ACTIVITY PERIOD (Students <u>without</u> a proper ticket/pass will remain in 7 th period.)		2:05 - 2:45 p.m.

DHS ADVISORY BELL SCHEDULE

ENTRY BELL		7:20 a.m.
1 ST PERIOD		7:30 – 8:15 a.m.
2 ND PERIOD		8:20 – 9:05 a.m.
3 RD PERIOD		9:10 – 10:05 a.m.
ADVISORY PERIOD		10:05 – 10:35 a.m.
4 TH PERIOD		10:35 – 11:20 a.m.
5 TH PERIOD		11:25 – 1:05 p.m.
	1ST – A Lunch Break/Class	
	Lunch	11:25 – 12:10 p.m.
	Class	12:15 – 1:05 p.m.
	2nd – B Lunch Break/Class	
	Class	11:25 – 12:15 p.m.
	Lunch	12:20 – 1:05 p.m.
6 th PERIOD		1:10 – 1:55 p.m.
7 th PERIOD		2:00 – 2:45 p.m.

FACULTY ATTENDANCE

I. ABSENCES

Leaves and Absences: See the FBISD Employee Benefits Handbook. Also, refer to the ReadySub instructions in the Appendix.

II. PROCEDURE FOR BEING ABSENT

- A. Inputting an absence in the ReadySub System is the most important step in ensuring that you have a substitute. If you know you are going to be out, put your absence in prior to or as soon as possible. If it is a school business absence (especially coaches) you can put yours in weeks/months ahead. It is first come - first serve, and you do not want your colleagues to have to cover for you!
- B. **You are also required to contact your department head and T-TESS Appraiser** to give him/her your up-to-date lesson plans and any other specific instructions you might want to give to the substitute. **You must do this even if your online lesson plans are current.**

If you are home ill and find that you will need to be absent another day, report the absence ASAP and request for a sub to return the following day.

Paraprofessionals contact your supervisor if you are going to be absent.

- C. **Always leave lesson plans that a substitute can follow. Do not leave plans that require subs to use video equipment or computers.** Be sure your lesson plans and rosters are up to date in your sub folder.
- D. If it is Local Sick Leave (LSL) or State Sick Leave (SSL), submit your absence in ReadySub. If you have a doctor appt. you can fill these out using a sick leave the day before you are actually out.
- E. All personal, absences over 3 days and absences before or after a holiday must be approved by Mrs. King-Knowles with written documentation regarding your request. **LPL and STPB require 5 days prior notice and you must use the form DEC-E-1.** See Appendix E (this form can also be found on the HR portal on SharePoint).

III. ARRIVAL AND DEPARTURE

All faculty members should **arrive by 7:00am** on regular school days. If a faculty member is on **Early Morning Duty**, he/she should report to his/her station by **6:50am**. In the event of an absence, you must get your duty covered and notify your Department Head of the coverage. If you are early, you are on time! Teachers may **leave after 3:10pm** each afternoon. Faculty meetings and other duties as assigned may affect the arrival or departure time.

All staff members will be required to use their key card to scan in at a building entrance each morning upon arrival. You must scan in by 7:10am, the start of your contract day.

IV. LEAVING THE CAMPUS

The teacher's conference period is a period when teachers are to prepare for upcoming classes, grade papers, and conference with parents, counselors, administrators, etc. This is NOT a period when one may feel free to be off campus. **Teachers should not leave the campus during the school day except with the**

approval of the principal or the supervising assistant principal. Also, be sure to inform your department head.

V. FACULTY MEETINGS

Faculty meetings are monthly unless otherwise noted. Please listen carefully to the announcements and read the emails or memos in your mailbox so that you will not inadvertently miss an important meeting. Faculty meetings are after school. You must attend the after school meeting unless you are sponsoring a UIL activity during that time. We will try to give notice of these meetings in adequate time for you to arrange your schedule to attend. If you should miss a meeting, you are responsible for the information given. Please check with your department head and supervising AP.

VI. EVENTS REQUIRING STAFF ATTENDANCE

Meet the Vikes	8/28/2019
Fall Open House	10/04/2019
Spring Open House	TBA
Course Selection Night	TBA
Graduation	TBA

Other events may arise throughout the year as needed.

FACULTY DRESS, DECORUM, AND PERTINENT INFORMATION

I. DRESS

Faculty members will set an example by wearing appropriate and professional apparel at school. The expectation is that **professional dress** is held to a **higher standard** than student dress. **Business casual** is the minimum expectation when casual is appropriate. Jeans can only be worn on specified days with a DHS shirt. Faded and/or frayed jeans, jeggings/leggings, beach and/or yard work footwear are not appropriate.

II. FACULTY WORKROOM

The faculty workroom is your living room at school. It is a place to relax or work as you wish, discuss future plans, and have a friendly chat during your conference period. At all times, the atmosphere of the workroom should reflect proper usage in accordance with our profession. Please do not abuse this area by sleeping or by leaving dirty cups, lunch sacks, bottles, or empty cafeteria trays on the tables. Teachers are responsible for returning cafeteria ware (trays, utensils, etc.) to the cafeteria.

III. PUBLIC RELATIONS

It is to our advantage to have and maintain a proper relationship between the school and the community. In our efforts to serve the needs of our youth, our student clients will be our best resources for good public relations. Our teachers can contribute positively toward establishing suitable relations and creating a positive school spirit if they will deal with every student as a living advertisement of the school. The pupil is our product. We should take pride in this product and always strive to present it at its best.

Suggestions for Professional Conduct

A. Refrain from discussing private school problems, school/FBISD business, or fellow faculty members in such a manner as to create an unfavorable attitude on the part of anyone.

- B. Be cautious in discussing one student or teacher with another student. Never discuss one student by name with the parent(s) of another student.
- C. Never allow personal differences to reflect unfavorably upon the work of our school. Neither should personal differences be expressed in an unfavorable manner.
- D. Defend and protect our school and FBISD by believing in its ideals, policies, and contributions, and by constantly striving to improve its services.
- E. Make every effort to acquaint our parents with the actual work and achievements of our students through newspapers, bulletins, programs, and other media.
- F. Always have a good word for the program, personnel, and the policies of the school district.
- G. In contact with parents, always maintain an attitude of courtesy, sincerity, and understanding.
- H. If an award is earned by a student or fellow faculty member, it is worth letting the public know about it. Turn in all interesting articles to the school newspaper sponsor for editing and publishing in the paper or the principal's office for board recognition.

IV. COMMUNICATIONS

- A. Use "ALL STAFF" and "REPLY ALL" email options with discretion.
- B. Check your email regularly throughout the day. **Emails should be responded to within 24 hours and definitely no later than 48 hours.**

C. Office Boxes

ALWAYS check your office box in the morning; important information or messages may have been put there after you left the previous day. It is also a good idea to check your box during your conference period and before you leave for the day. **DO NOT SEND STUDENTS TO CHECK YOUR MAILBOX.** Students are not allowed in the office areas where the mailboxes are located.

D. Telephones

- 1. Parent requests for phone conferences should be returned the same day whenever possible and at least within 24 hours.**
2. Office telephones are to be reserved for office use except in cases of emergency. All long distance calls must be made through the Central Answer Point (5600). Please make no personal long distance calls and charge them to school numbers; we cannot accept payment for them.
3. When you receive personal phone calls at school, a message will be left in your mailbox. Messages cannot be delivered to your room except in emergencies. You will also receive an email from the receptionist.
- 4. Cell phones should not be used for personal use, by teachers in classrooms in the presence of students or while you have a class in session.**

E. Public Address System

Announcements on the public address system must be kept to a minimum. Only WRITTEN announcements that affect the entire student body or faculty will be given over the speaker during the announcement time. These MUST BE APPROVED by the Principal or an Assistant Principal. We cannot announce lost items.

F. Room Telephones

1. ALWAYS answer the telephone with your name.
 2. Please replace the receiver properly.
 3. Use discretion in what you say over the telephone.
 4. Electronic Communication with Students (See District Policy DH-R 3)
- Only a teacher, trainer, or other employee who has an extracurricular duty may use text messaging, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging shall comply with the following protocol:
 - The employee shall include at least one of the student's parents/guardians as a recipient on each text message to the student so that the student and parent/guardian receive the same message;
 - The employee shall include his or her immediate supervisor as a recipient on each text message to the student so that the student and supervisor receive the same message; and
 - For each text message addressed to one or more students, the employee shall send a copy of the text message to the employee's district e-mail address
 - The employee may use messaging which may or may not be delivered via text (e.g., Remind for all students, Twitter for students over the age of 13) to communicate with students regarding matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to classwork, homework, and tests; for an employee with an extracurricular duty, matters relating to the extracurricular activity) as long as they are also in compliance with all laws, policies and regulations referenced in this **regulation**.
 - The employee is prohibited from communicating with students through a social network page (e.g., Facebook); **however**, the employee may create this type of page using district supported/approved resources; e.g., Skyward and other District Approved Web Tools.
 - The employee does not have a right to privacy with respect to communications with students and parents.
 - The employee shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - The nature, purpose, timing, and amount of communication;
 - Whether the communication was made openly or the employee attempted to conceal the communication;
 - Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - Whether the communication was sexually explicit; and
 - Whether the communication involved discussion(s) of the physical or sexual attractiveness or sexual history, activities, preferences, or fantasies of either the employee or the student (see Educators Code of Ethics).

V. CARE OF BUILDING AND FURNITURE

A. The beauty and spirit of our school is a source of pride to every member of this community. The prevention of destruction to our buildings, furniture, equipment, and materials is the responsibility of each faculty member, employee, and student. Much planning and money have gone into the effort to see that our students have a clean, well-maintained, efficient building.

B. Keep the window of your classroom door uncovered at all times and **do not allow tape on sheetrock or painted surfaces such as wooden doors.**

C. Every teacher should define procedures for students to follow in the use of all school facilities. Students' free access to supplies and equipment without supervision will definitely not be allowed. **BE SURE TO LOCK YOUR ROOM AT ALL TIMES.**

D. Immediately report in writing any room damage to the Assistant Principal in charge of maintenance.

E. Custodians

1. A custodian is on duty at all times. If an emergency arises and he/she is needed, we can summon him/her from the front office.

2. Please assist the custodians by having students pick up paper at the end of each period and by not allowing trash to accumulate.

3. When you leave at the end of the day, please turn off the lights and lock your door.

VI. GUEST SPEAKERS

Be sure to clear with the Department Head all outside speakers coming on campus to meet with your class or club. Do this in advance to ensure background check has been completed and approved. See Bookkeeper for contract procedures. An approved FBISD Contract is required any time a non FBISD individual is on campus for services rendered (even if there is no fee). i.e.: speakers, clinicians for musicals, dance competitions or athletic summer camps. Submit contract request information to bookkeeper at least 3 weeks before the services are performed. Do not pay clinicians/DJ's etc. out of pocket and ask to be reimbursed.

Information needed for contract request: Name, address, phone #, email address, date and time of service, description of service, amount to be paid.

VII. REPORTING ACCIDENTS

A. If a student gets hurt in your classroom, contact the nurse and take the student IMMEDIATELY to the clinic. The clinic is located next to the front office.

B. If you are unable to move the student, call for help on the telephone; contact the nurse and an assistant principal.

C. As soon as the emergency is over, **make a written report to the nurse. NEVER FAIL TO MAKE A WRITTEN REPORT! (It is a legal requirement).**

VIII. REPORTING VEHICLE VIOLATIONS

A. Report immediately to a principal or our FBISD police officer the description and license number of any car, which violates the speed zones on campus or is being driven recklessly.

B. Report immediately to a principal or our FBISD police officer the description and license number of any auto, which seems of a suspicious nature (one which has no apparent reason for being on campus; stops but the driver does not come into the building, etc.).

IX. FIRE DRILLS - See the DHS Safety Plan /Crisis Management Plan

Fire drills are conducted for the following purposes: (1) to teach occupants to leave the building in a prompt and orderly fashion when an emergency alarm sounds and (2) to teach self-control in times of emergencies. These aims can be accomplished only when all occupants demonstrate orderly behavior.

X. EMERGENCY PROCEDURES - See the DHS Safety Plan/Crisis Management Plan

General Information:

1. An alarm initiates evacuation of the building.
2. An announcement from the office may countermand a false alarm.
3. The type of disaster may be announced by the front office.
4. Follow the posted evacuation routes immediately.
5. Teachers are to stay with their classes at all times. Any teacher who is off duty may help by supervising the main doorways leading out of the building.
6. Students are to take only personal articles with them.
7. Teachers are to make sure their classroom door is shut and locked unless it is a fire drill.
8. Teachers should take their rosters with them.
9. Walk clear of the building in a single file. **DO NOT BUNCH TOGETHER IN THE HALLS OR DOORWAYS. BE QUIET AT ALL TIMES.**
10. Wait for the all-clear announcement before re-entering the building.
11. All personnel must leave the building.
12. Any student causing a disturbance during any disaster drill will be subject to disciplinary action.
13. Bomb Threat – See SAFETY PLAN/Crisis Management Plan for procedures

XI. ALPHA AND SUBJECT - AREA PRINCIPALS

Assistant Principals serve in the capacity of both alphabet principals and subject-area principals. (See Appendices B). The following will be helpful:

- A. Before relinquishing discipline authority to the student's assistant principal, the teacher should first conference with the student and conference with the parent for minor infractions. Teachers can assign am/pm detention and sparkle duty for Level 1 classroom offenses. (See Appendix B) **Parents should be allowed the opportunity to modify their child's behavior. Only after a documented conference with the parent should a student be sent to the office for repeated minor infractions such as off-task behavior, talking, lack of materials, etc.**
- B. If you have a continuing discipline problem with a student, or the student has committed a serious offense, make an electronic referral in Skyward and send the student to his alpha principal. **Always call the Assistant Principal's office to notify them of the time that the student has been sent.**
- C. If you have a problem in instruction (curriculum, methods, etc.) with which your department head has been unable to help, see your T-TESS supervisor.
- D. If you have an emergency, find the nearest available Assistant Principal or call the front office.

STUDENT ATTENDANCE TO CLASS

I. TEACHER RESPONSIBILITIES

Teachers should always **greet** their classes **at the door** of their classrooms. Form this habit and your students will expect it and appreciate it. Punctuality is contagious; your students will observe your behavior and seldom be late themselves. Be prompt in meeting all classes.

Students are admitted into the academic areas at 7:20 a.m. Be prepared to greet students at the door, and supervise your room and hall area. Be visible in the hallways between passing periods.

Students should leave the room in an orderly fashion at the dismissal bell. They should enter the class in the same manner before the bell. In order to maintain proper control at these times, teachers should be aware of the conduct in the hallways as well as in the classroom. **Do not allow students to line up or stand in the doorway waiting for the bell to leave class.**

II. PROCEDURES FOR TAKING ATTENDANCE

A. CHECK THE ROLL AT THE BEGINNING OF THE PERIOD.

B. Mark absences in Skyward using directions from the ADA clerk.

C. Be sure to mark absent any student who is absent from your class for any reason. Take no other student's word about where an absentee is located.

D. Periodically, you will be sent an attendance summary sheet from the attendance office. It is most important that you check this carefully, make any changes, and sign your name. This report must be returned immediately to the ADA office, as it is the official attendance record and is auditable.

E. IT IS YOUR RESPONSIBILITY TO TAKE ATTENDANCE EVERY CLASS PERIOD, EVERY DAY. PLEASE KEEP ACCURATE ATTENDANCE RECORDS. MUCH DEPENDS ON YOUR TAKING CAREFUL ATTENDANCE. (T-TESS DOMAIN IV)

F. **Never** let students check your roll or input absences in Skyward.

TEACHERS ARE NOT RESPONSIBLE FOR COLLECTING NOTES FROM STUDENTS. IT IS THE STUDENT'S RESPONSIBILITY TO TURN THEIR NOTES INTO THE ADA OFFICE.

G. When a student brings a note saying that they are to be excused early for a medical or dental appointment, the student must sign out in the attendance office. That note is their pass to the ADA office. Please put the time the student left your class and your signature on the note and send them to the ADA office to sign out.

III. KINDS OF ABSENCES

A. All absences are considered "unverified" unless a principal notifies you otherwise. If you question the status of an absence, please check with the assistant principal immediately. Only an assistant principal or ADA clerk will determine an absence to be excused or unexcused.

B. Multiple absences:

1. Teachers are part of the solution to reducing student absenteeism. Teachers are a vital part of the professional team and the first line of communication with students and parents. Attempts to contact absentee students should be made by teachers and documented.

2. Reason for absences unknown:

When a student has been absent from your class for three consecutive days, **notify** the student's assistant principal and counselor via email. It is important that you do this so that we can curtail truancy.

3. Reason for absences known:

If a student is absent from your class for several days, but you know the reason for the absence (parent has requested assignments, student is in the hospital, etc.), it is not necessary to report absences to their assistant principal and counselor.

IV. PROCEDURES FOR TARDIES – Tardies reset at the beginning of each grading period.

A. **Teachers are responsible for marking tardies in Skyward.** Those who fail to hold students accountable for late arrival to class make it more difficult for everyone else. Students always know who will not impose consequences and will then linger in hallways. **We must all maintain high expectations and standards for our students' prompt arrival to class. Be Accountable!**

B. First Period Only

The only difference between first period tardies and the rest of the day is as follows: if a student comes to class before 7:40 a.m., it is counted as a regular tardy; if he/she comes in after 7:40, he/she must have a TARDY SLIP from the attendance clerk. If they do not, you are to send them to the attendance office immediately. **DO NOT ACCEPT NOTES FROM HOME CONCERNING LATENESS TO SCHOOL -- THESE SHOULD BE SUBMITTED TO THE ATTENDANCE OFFICE.** When the student returns to class, he/she should have a TARDY SLIP from the attendance office.

C. Periods 1 – 7

1. First & second unexcused tardy: Conference with the student regarding discipline consequences for tardies. **Do not fill out a discipline referral in Skyward**, but continue to take accurate attendance in Skyward.
2. On the third tardy, the office will conference with the student as well as assign consequences. **TEACHERS WILL NO LONGER INPUT A REFERRAL IN SKYWARD.** Monitoring, assigning consequences, and tracking student tardiness will be handled by the office, although teachers will still be expected to take accurate attendance in Skyward.

DO NOT SEND STUDENTS TO OFFICE FOR TARDIES

D. Semester Exam Exemptions

- For semester exam exemptions in the spring, three tardies will count as one absence.

V. ATTENDANCE TAKING FOR SUBSTITUTES

Substitute teachers will be given a directive that explains how to take attendance properly. Be sure a seating chart and your updated rosters are left in your substitute folder for the substitute to use.

VI. STUDENTS LEAVING YOUR CLASS

If a student leaves your room for any reason they must have a hall pass signed by the teacher. Please fill out the plastic hall pass completely. In this way the student's parent and school personnel can be kept current on the student's time out of the classroom. **Students may not leave your class during the first ten minutes or the last ten minutes of the period.**

VII. KEEPING STUDENTS BEYOND THE BELL

You should NEVER keep students beyond the bell. Teachers are not to make a student tardy to another class. Make it a practice to dismiss students as soon as the bell rings. On test days, please watch the clock and collect all your test papers at least a minute before the bell rings. When you allow a student to stay longer for a test, he/she is being given an unfair advantage over other students who cannot stay; a student may tell you that he goes to lunch next and wants to stay to finish ... **DO NOT ALLOW THIS.**

VIII. ENROLLMENTS AND WITHDRAWALS

A. Enrolling New Students to your class:

1. If a new student is scheduled in your class, accept him/her (**even if your class is full**); you can contact the counselors later. Do not let the students think you do not want him/her because it is too crowded.
2. **After the first day of school**, any new student coming to your class should have a computer generated schedule signed by a counselor, data entry clerk, or a principal. If he/she does not have this computer generated schedule, you must send him/her to his counselor to get it or have students verify in Skyward.
3. When a student enters your class during the school year, the registrar's office will email grades from the previous school to all his/her teachers. If you do not receive grades after a few weeks, email the registrar. The email from the registrar will tell you which grades are for which grading period. Use good judgment in reaching the final grade for this student.

B. Withdrawing Students from School:

1. Students should return all textbooks to the A Wing office first. Then bring the print out to the registrar's office.
2. The Registrar's Assistant will generate a withdrawal form and inactivate the student in Skyward. She will email all his/her teachers and request a withdrawal grade, if necessary. An office aide will take the withdrawal form around for any signatures.
3. If the student is moving to another district it is very important that you give the grade which the student has earned at the time of withdrawal.
4. If a student is transferring out of your class, follow this procedure:
 - (a) Make a notation of the teacher's name to whom the student is going.
 - (b) If the student needs to turn in his textbook, he/she is to return the textbook to the A wing office.

PROFESSIONAL LEARNING COMMUNITIES

See Board Policy EG (Local)

Teachers shall have the following roles and responsibilities in regard to the development and implementation of the District's curriculum:

1. Participate in appropriate professional development and implement strategies learned to ensure that students are engaged in the learning process.
2. Plan collaboratively in order to effectively teach the District's curriculum using research-validated practices.
3. Deliver instruction in a balanced, unbiased manner using resources that present a variety of opinions and theories.
4. Develop common assessments in order to document student mastery of curriculum objectives.
5. Utilize assessment data to inform instruction and ensure mastery of the curriculum through differentiated instruction.

PROCEDURES FOR GRADING STUDENTS

- I. Grades will be maintained on the Gradebook in Skyward. Do not allow anyone else to have your Skyward "password". Students may be adept at determining your password by observing you at the keyboard from across your desk or table.
- II. See Appendix D for FBISD Procedure EIA-R (Local): Academic Grading Policy.
- III. GRADEBOOKS:
 - A. Each grading period should consist of a minimum of TWELVE (12) numerically graded items. A minimum of three (3) grades recorded should be major grades. The exception for this requirement is the first 9-weeks grading period of the grading cycle, there is a minimum of twelve (12) numerically graded items. A minimum of three (3) grades recorded should be major grades.
 - B. Retesting/Re-engagement – this option may be made available for students scoring less than 75 percent on a major exam. Students must attend a tutorial session or complete other approved remediation activities prior to taking the retest. The maximum score that may be earned on a retest is 75 percent.
 - C. Progressive Testing – this option allows students to retest non-mastered objectives by including the material in the next comprehensive examination. The grade made on this exam will substitute the failing grade.
 - D. Teachers will post assignment grades within five (5) school days of the assignment due date unless it is a special project or research paper that has received special approval from the principal or a designee. Dulles High School has observed best practices of entering grades within three (days), therefore the expectation remains that all grades are posted from 3-5 days of the due date.
 - E. DO NOT PERMIT STUDENTS TO HAVE ACCESS TO YOUR COMPUTER AND GRADEBOOK.
 - F. **Because of parent visibility of grades through Skyward “Family Access”, your gradebook must accurately reflect assigned and completed assignments and grades.** Attendance and citizenship marks should also be accurate.
- IV. COMPUTATIONS
 - A. Post all grades numerically on a percentage basis from 0% to 100%: for example, a 50 means 50% of the work was correct, a 90 means 90% of the work was correct, etc. If you have been using checks (or some similar system), re-evaluate these grades by assigning a numerical equivalent to post in the gradebook.
 1. Major grades will count as 50% of the student's Term average (minimum of 3 major grades).
 2. Daily grades will count as 50% of the student's Term average (minimum of 9 daily grades).
 - B. If any grade results in a decimal fraction of .5 or higher, round the grade to the next highest number.
 - C. Under no circumstances should a teacher give a student a grade less than 0 or more than 100.
 - D. Over a nine-weeks period there should be a **MINIMUM of twelve grades** recorded in your gradebook for each student. Each department may vary; you may be required to have more than twelve, but in no case may you have fewer than twelve. Grades should be taken at regular intervals. Assignments that are assigned during a grading period must be graded and recorded during that period. Do not wait until the

end of a grading period to take grades or return papers graded. Limit the number of daily grades that are based on homework. ***Grade changes made after a grading period should never be a grade reduction.*** **Progress Reports must include a minimum of 4 daily grades and 1 major grade, except for the first 3-week progress report of the 9 weeks, which must have 3 daily grades and 1 major grade.**

E. To determine the semester average:

1 st Term Grade is worth	42.5%
2 nd Term Grade is worth	42.5%
Semester Exam Grade is worth	15%

Example:

T1 grade = **84**
 T2 grade = **90**
 Semester exam grade = **89**
 $S1 = (84 \times 0.425) + (90 \times 0.425) + (89 \times 0.15) = 87.3$, **87** Semester Average

F. If there is a significant change in the student’s grade after progress reports teachers are required by district procedure to contact parents ASAP.

The grading system as set up in Ft. Bend I.S.D. is as follows:

A.....	90 - 100
B.....	80 - 89
C.....	70 - 79
F.....	69 and below

G. Do not lower a student's grades because he is a discipline problem. Per district policy grades must be based on academic performance and cannot be based on behavior at any time. Extra credit and grades cannot be given for student behavior.

H. Gradebooks will be checked regularly by the principals.

I. If you have questions concerning grading students and/or maintaining your grade records, please contact your subject-area principal or your department head.

V. SUGGESTIONS

A. Extra credit suggestion: Any additional work given to improve a students’ grade should be directly related to the curriculum and offered in an equitable manner.

B. District Policy prohibits awarding students grades or points on grades for behaviors or for bringing in consumable supplies.

C. If you are counting classroom participation as part of the grade, you must be able to explain how the grade is given. For example, you may keep a record of the number of times a student answers questions in your class and determine averages for each student based on the number of responses. You may prefer to grant a predetermined number of extra credit points to students who contributed most frequently to discussions.

D. Assignments should be graded and returned in a timely fashion. Discuss your methods of grading and averaging grades with your students early in the term. Demonstrate how each student should compute his/her current average. Schedule a before school or after school appointment if necessary to discuss an

individual's grades. Knowledge of one's grades should never be withheld from a student requesting to see his/her grades, even if the student is required to keep a grade sheet.

E. Assessment of Projects should include a detailed rubric and scoring guide given to the student and parent when the project is assigned.

F. Refrain from assigning group projects as major grades.

VI. INCOMPLETE WORK

Do not leave incomplete work grades blank in Skyward. Place a zero for incomplete work when posting grades. When make-up testing work is completed, be sure to change and update the student's grade. Completed Grade Change Process and the Forms must be given to the data entry clerk.

VII. RETURNING GRADED ASSIGNMENTS AND TESTS PROMPTLY

A. **Assessments must be graded and returned within 5 school days.** The timeline for longer assessments, i.e. research papers, can be extended with approval from your T-TESS Appraiser. Arrange class time so that test questions may be answered and explained. Keep copies of tests and answer keys available all year in case questions should arise. Have a system in place to record when assignments are received and inform students of when they can expect the graded assignment returned.

B. Be aware that gradebooks are live on Family Access, and parents can see when assignments are given and when grades are posted. **Teachers must honor the 5-day turn-around policy per district policy.**

VIII. PROGRESS REPORTS

A. Progress reports are computer generated and will be available for viewing on Skyward.

B. **Progress Reports should consist of at least 3-4 daily grades and 1 major grade, except for the 9-week grading period and the first progress report of the term, which must have 3 daily grades and 1 major grade.**

C. Send a teacher generated progress report home at times other than the designated progress reports at your discretion. Per district policy, **parents must be notified whenever there is a noticeable decline in academic performance prior to the next grade marking period. (EIA-R)**

Remember, the teacher is the first line of communication with the student and parent.

IX. MAKE-UP WORK

A. During the reporting period:

1. No student should be denied an opportunity to make up work if he has had an excused absence. While it is the student's responsibility to get make up work, it is strongly recommended that a student and parent be notified ASAP if a student has a zero for missed class work/test. **Do not assume that the student knows he/she has work to make up.** If the student does not request make-up work, clearly communicate to the student and parent the need for make-up work to be completed.

2. Students will make arrangements for make-up work on the day they return to school. The teacher can then decide when the work is due.

3. If a student is absent on a known test day (and he/she has been absent on that day only), he/she will be expected to take that test on the day he/she returns; if he/she has been absent only the day before the test, and if nothing new has been covered, he/she will be expected to take the test at the regularly

scheduled time. If he/she has been absent two or more days, he/she will immediately make arrangements with his/her teachers as to when to take the make-up test.

4. Any student who does not show up for a prearranged make-up test will receive a zero on that test, unless he/she has an excused absence for that day.
5. Each teacher should be willing to help a student make up as much work as possible when a student has been absent from school.
6. If a student has been sent to In-School Suspension, he/she is to receive full credit for assigned work done while in In-School Suspension.
7. If a student has been suspended, he/she will have a like number of days on his/her return in which to make up his/her work. There is no academic penalty for suspensions. A student will receive full credit for work completed and turned in when he/she returns from suspension.
8. If a student has been in the clinic or another office, he/she will have an opportunity to make up his/her work. He/she will receive full credit on all work that is made up. Conference with the student so the student will know the deadline for the make-up work to be completed.

See Appendix D – Academic Achievement Grading –Policy EIA-R.

X. LATE WORK POLICY

Teachers will take late Daily and/or Major Work with the maximum penalties of: **One day** late for 30 pts off graded assignment. **Two days** late for 40 pts off graded assignment and **three days** late for 50 pts off graded assignment. Departments or subject area teams may develop a late work procedure that reflects the goals of the department with the approval of the department head and T-TESS supervisor.

XI. FAILURE RATES

An excessive number of failing grades does not raise the standard of work in a classroom. There is no certain percentage of students who have to fail. When a student fails your course, here are things to consider:

1. Conference with the failing students and parents and document it.
2. Document Tier 1 and 2 interventions and report them to the counselor.
3. Are you enthusiastic about your course and your work?
4. Should you re-evaluate your methods and techniques?
5. Do you allow for individual differences and the need for additional study?
6. Do you follow all modifications and/or accommodations for your students?
7. Contact the student's monitoring teacher or counselor if they are in Special Education/504.
8. If you have a high failure rate or a high % of F's ask yourself, "What evidence is there that students have been successful in learning in my class?"

**policy adjustments could reflect changes to these consideration

SEMESTER EXAM PROCEDURES

I. ALL TEACHERS MUST GIVE SEMESTER EXAMS

- III. At least one week prior to the day of the semester exams, you must turn in to your department head a copy of your semester exam for approval. A review with correct answers must be provided to the students and covered in class prior to the exam.
- III. ON THE DAY OF THE SEMESTER EXAM
- A. Double-check the semester exam schedule to remind yourself of precise beginning and ending times of classes.
- B. DO NOT ALLOW A STUDENT TO TAKE ANY EXAM AT ANY TIME OTHER THAN THE SCHEDULED TIME. You may feel you are doing the student a favor, but this causes real problems for the administration. Only the building principal may authorize a student to take a semester exam at a different time.
- C. DO NOT tell a student that his/her average is so low it would do no good for him/her to take the semester exam. Encourage him/her to study and do his best.
- D. If a student is supposed to take your semester exam and does not show up mark a zero for the semester exam. Do not mark Incomplete. Average the zero. The grade must be changed after the make-up is given. Grade changes are to be submitted in Skyward and approved by the Associate Principal.
- E. Once a student has come to your room to take the semester exam, do not allow him/her to leave your room until the bell rings. If he/she has an emergency and must go somewhere, be sure to give him/her classroom pass.

STUDENT DISCIPLINE

I. EFFECTIVE DISCIPLINE

Effective discipline gives students a sense of self-direction and the ability to conform to the larger external environment. No school functions well in the absence of authority. Classroom teachers and administrators must have available for their use a variety of techniques to assist in establishing and maintaining an appropriate atmosphere for learning.

Here are some suggestions for handling students:

1. Model respect.
2. Communicate with students.
3. Communicate with parents.
4. Have a positive attitude. Your attitude is contagious.
5. Treat the students with consideration; remember that you and your conduct may influence their future attitudes. Sarcasm is inappropriate, unprofessional, and counterproductive to our mission.
6. Be friendly; call the students by their first names, or ask what names they prefer.
7. Be firm; appeal to their sense of fair play.
8. Actively seek opportunities to build relationships with your students. Consider the diverse backgrounds of each student when making decisions about them.
9. Try to gain their confidence and respect. Your chances are far better if they believe in you. Antagonism makes the interaction more difficult.
10. Address students privately and never in front of their classmates.
11. A word of praise at the proper time is invaluable.
12. Never curse or use foul language in front of your students. Remain in control of yourself and the situation.

13. Never use "pop" quizzes to punish the entire class because one or two students have misbehaved.
14. Remember, above all, **BE CONSISTENT**.

II. STUDENT/PARENT HANDBOOK

Faculty members should read the Student/Parent Handbook so that they will be familiar with the rules and regulations which govern the students.

III. DISCIPLINARY PROCEDURES

A. Each teacher will be expected to handle most cases of discipline which arise within the classroom. **THE INSTRUCTOR WHO CAREFULLY PLANS HIS/HER WORK AND STRIVES TO MAKE HIS/HER LESSONS ENGAGING WILL HAVE FEW DISCIPLINARY CASES.** When a teacher does have trouble, the teacher will first have a conference with the student. After talking to the student, the teacher will confer with the parent. Parents should have an opportunity to counsel with the child before the student is sent to the alpha-principal. If after conferring with the parent the student's behavior has not been modified, the student should be sent to his alpha-principal.

B. Sending the student to the office:

1. When sending a student out of class to the office, call the AP's office to notify them of the time you sent them and complete a Skyward referral. box even if you have contacted the parent.
2. As briefly and formally as possible, explain the problem in the area marked "Comments". Be aware that your comments are auditable and part of the permanent record. Do not use any student names in the comments section of your referral.
3. The electronic referral will go to the student's alpha principal. A hard copy record of the infraction and the action taken will be placed in the student's discipline file; a copy will be mailed home.
4. **Parents must be contacted before a student is sent to the alpha principal for minor classroom infractions** such as chewing gum, sleeping, talking, no supplies or materials, etc. Submit a Skyward referral describing the infraction with documentation of all parent contacts. If, after several attempts you are unable to contact a parent or guardian, record in the comments section of the referral "parent could not be reached" and the dates you attempted to contact them.

C. Once you have sent a student to the office, please trust the judgment of the assistant principal. Never let a student think that you are unhappy with the action that was taken. If you wish a private conference with the assistant principal, he/she will always be willing to discuss any of your concerns or expectations.

D. In no case should a student be sent from the room for discipline to any place other than the assistant principal's office. **Do not put students in the hallway for disciplinary reasons.** Students will wander away and then create more problems for everyone.

E. After the problem has been handled you can check Skyward to view the action taken. If the student was sent back to you during the same class period, he should present a pass to you. If the student does not return to your class that same day, you can check Skyward to view the action taken.

IV. IN-SCHOOL SUSPENSION

A. When a student is assigned to In-School Suspension, he/she is not to be released by the In-School Suspension instructor except if called for by the office. **PLEASE DO NOT REQUEST** that he/she come to your class to take a test, give a report, etc. In-School Suspension is a consequence, and the student knows that he/she is obligated to make up any work missed.

B. If you are assigned to supervise In-School Suspension, please see the assistant principal supervising teacher duties for instructions.

V. ALTERNATIVE EDUCATION CENTER

A. District Alternative Education Program (DAEP)

The DAEP is for disciplinary placements. The students will be withdrawn from DHS and enrolled at Ferndell Henry Center For Learning.

B. Progressive High School (PHS)

PHS is an alternative education setting for students in grades 9-12 who are at-risk of dropping out of school or have dropped out of school. The goal of PHS is to assist students in preparing both academically and socially to return to the regular program at the home campus or to graduate. The enrollment is limited, and the atmosphere is designed to be small and supportive with an emphasis on building self-esteem and study skills. Students apply for entrance into PHS and are accepted based on their individual profiles and available space. A student should see the counselor for PHS applications if he or she wishes to apply. Students accepted into PHS will be enrolled concurrently at Dulles High School and PHS.

PHS teachers will plan, teach and assume responsibilities for grading and attendance.

VI. SUPERVISION OF STUDENT RESTROOMS

A. IT IS THE DUTY AND RESPONSIBILITY OF ALL TO SUPERVISE THE STUDENT RESTROOMS, ESPECIALLY THOSE NEAREST TO YOU. Please be sure to check these restrooms between classes.

B. If you find a student smoking/vaping in the restroom, take the student to the nearest assistant principal, and complete a Skyward referral on the student.

VII. CHEATING

If you have evidence or have directly observed that a student has cheated on a test, homework, or class work, give the student a grade reduction up to a zero on the test and complete a Skyward discipline referral. Under "Comments" write the details of how you knew he/she was cheating; please include the action taken by you and parent contact information. **Teachers should always contact the parents to make them aware that cheating has occurred.**

First Offense:

1. Grade reduction on work for assignment for all involved parties.
2. Discipline referral completed in Skyward, sent to alpha principal to be filed and mailed home.
3. Teacher conference with student.
4. Teacher conference with parent.
5. Possible dismissal from any organization or club for the remainder of the semester; Consequences will be determined based on By-Laws of organization.

VIII. CORPORAL PUNISHMENT

It is a violation of the Fort Bend Discipline Management Plan for an employee to use corporal punishment on a student. Corporal punishment is never an option in FBISD.

IX. ASSEMBLY CONDUCT

A. Assembly programs are scheduled as they become available and when we feel they will benefit our student body. The assembly is an educational opportunity for our students, and as an extension of the classroom, is designed to make students aware of their responsibility to the people around them. It also teaches them to conduct themselves properly as adults in their later life.

B. ALL FACULTY MEMBERS ARE ON DUTY DURING GENERAL ASSEMBLIES. If for some reason, you have to be absent from an assembly, please notify the principal or your assistant principal.

1. PLEASE SIT OR STAND AMONG THE STUDENTS. Do not sit in the back of the auditorium.
2. A problem student is to be removed quickly and quietly. He/she will be dealt with as any other discipline problem.
3. Take the opportunity to teach our students when to applaud, when not to applaud, when to be reverent, and when to laugh. The necessary courtesies learned by our students now will remain with them as adults.

X. ATTENDANCE AND DISCIPLINE POLICY

A. Students should remain on the campus during the entire day unless authorized to leave. Students are under school supervision from the time they leave home until they return. Misconduct during this time becomes a matter of school discipline if it involves the interest of the school.

B. Regulations governing discipline apply to all school sponsored contests and activities.

C. Students guilty of vandalism, theft, or forgery shall be subject to suspension or assignment to the DAEP.

D. Students guilty of truancy are in violation of the Compulsory Attendance Law. Report any known truancy to the alpha principal.

E. Students are expected to conform to the established rules of good conduct and common courtesy in their relationships with teachers, fellow students, and the general public at all times.

XI. STUDENTS FROM OTHER CAMPUSES

Students from other schools are not allowed on the Dulles campus without proper authorization. Report to the nearest assistant principal or campus police officer any student who is not supposed to be on the campus.

XII. STUDENT OFFICERS' CONDUCT

Any student whose conduct is unsatisfactory or who brings discredit to the school or organization shall be subject to forfeit all offices either appointed or elected. This will be determined by the administration and the faculty sponsor of the group involved.

XIII. UNDER THE INFLUENCE

A. NEVER accuse a student of being UNDER THE INFLUENCE. If you have a suspicion that the student is under the influence, please call the alpha principal's office immediately. Do not send the student to the office, send an email, or wait for the administrator to see a discipline referral. **DO NOT conduct a search of the student.**

B. If you find AN ILLEGAL SUBSTANCE of any type on a student, call the alpha principal's office immediately or the campus officer. Do not wait. Do not send the student to the office, send an email, or wait for the administrator to see a discipline referral. **DO NOT conduct a search of the student.**

C. If you suspect that a student has a substance abuse problem, give this information to his/her counselor immediately.

XIV. CONFISCATED STUDENT PROPERTY

When a teacher confiscates student property which should not have been in use or visible (Cell phones, Ipods, MP3 players, Gaming devices, caps, other technology), the teacher should **mark the property clearly with the student's name and ID and take it to the appropriate alpha principal and complete a Skyward discipline referral.** For your own protection, do not keep student property; take it immediately to the student's alpha principal. Make sure you give it directly to the secretary or the alpha principal. Never leave property unattended on a secretary or principal's desk or in your classroom.

XV. SMOKE FREE CAMPUS

Smoking is prohibited at Dulles High School. Students will not be allowed to carry cigarettes, (or any tobacco product), electronic cigarettes, matches, or lighters on their persons while on the school campus. This is a violation of local policy and the law.

DUPLICATING

I. DOING IT YOURSELF

A. There is a duplicating machine and paper in the mailroom for teachers to use at their convenience. Please be considerate of fellow teachers by cleaning up the area after you finish. You will be required to enter your teacher number when using the copiers. Never open the machine or remove parts or attempt to make a repair. **Please be very careful and conservative in the number of copies you make as the district now limits the number of copies a campus can use each year.**

B. **DO NOT SEND STUDENTS TO OPERATE THE DUPLICATING MACHINE.** Only office personnel may use the duplicating machines in the offices.

II. HAVING IT DONE FOR YOU

A. Our duplicating clerk is on duty from 7:00 a.m. to 3:00 p.m. Please do not ask to pick up work before 7:00 or after 3:00.

B. When sending material to be duplicated, please allow at least two (2) working days before you must have it. Remember there are approximately 120 teachers who may want the same "rush" job. Our duplicating clerk has responsibilities in other offices. Please plan ahead for your duplicating needs to make the task time efficient.

C. If the duplicating clerk is out of the office, you may place your material to be duplicated in her mailbox. Be sure your material is properly identified and that you have indicated the number of copies needed, etc.

D. Do not ask the duplicating clerk to copy books or magazines for you. We will not break copyright laws. If you need extensive amounts of material, please see your department head.

YOUR DEPARTMENT HEAD

- I. Always call your department head when you are going to be absent.
- II. If you wish to buy any kind of educational materials with department funds, you **must** go through your department head.
- III. If you are having a problem with curriculum or methodology, seek help from your department head **FIRST**. He/She is always willing to give suggestions to help you. If, by chance, you need further assistance, feel free to see your subject-area principal or the principal.
- IV. Your administrators will inspect your electronic grade book regularly. It is imperative that you keep your grades up-to-date and enter graded assignments for the PR at the beginning of each reporting period.

V. LESSON PLANS/HOMEWORK

Quizzes and Tests must always be posted on Schoology.

- A. Lesson plans and homework are to be prepared ahead of time and available upon request. These will be checked by the department chair. **Homework assignments, quizzes, and tests must be posted** on your Schoology calendar no later than 7am on the 1st day of the beginning week. Please be neat, concise, and clear in making out your plans. Your Department Head and Assistant Principal will check them regularly.
- B. Testing Days:
Even days – Math, English, Fine Arts & CTE
Odd days – Science, Social Studies, Foreign Language, & Business
- C. Leave a copy of your lesson plans / homework in the middle desk drawer of your desk so that a substitute may find it easily if necessary.
- D. If you know you are going to be absent the next day, **ALWAYS** give your department head an up-to-date lesson plan.
- E. All films and videos shown to your classes **MUST** be indicated as a part of your lesson and included in your lesson plan. **Be sure to clear any film/video with your department chair prior to using it as instructional material. Please check the following link: <http://k12.movlic.com/> to ensure the movie is permissible per the district's movie license.**
- F. Substitutes should not be in charge of showing films, videos or using the computer.

VI. STUDENT ACTIVITY TRIPS

- A. Definition: A field trip is an activity that is a direct extension of classroom instruction and curriculum where participation is by the entire class or a significant portion thereof. Participation requiring a student to miss a class other than the sponsoring class will be counted toward the student's ten-day rule.
- B. **Any field trip must have the approval of the department head before it will be considered by the principal for approval. Do not plan a trip until you have this approval.**
- C. If you went on a trip last year it does not mean the trip is approved for this year.
- C. Students are not to be charged for a field trip or to help cover the costs of transportation. These items should be in place in your departmental or activity account.

E. Trip request forms may be picked up in the A-wing administrative office or they are linked on the Weekly Staff Newsletter.

G. Overnight trips generally are not approved, but if you are requesting one then all paperwork needs to be completed and turned into A-wing administrative office 30 days prior to the trip.

H. All paperwork needs to be completed and turned into A-wing administrative office 30 days prior to the trip. This should include:

- Student Travel Request
- Field Trip Request Form
- Field Trip Permission Slip
- Travel Request and Payment Voucher
- Bus Request (if applicable)
- Itinerary for Overnight Trip (if applicable)

VII. EXAM COPIES

You must turn in a copy of your final exams at least one week prior to the test days to your Department Head.

FACULTY SPONSORS

I. REQUESTING BUILDING USE

If **anyone** will be using the building for **any reason** (practices, rehearsals, newspaper, club meetings, etc.) after 4:00 P.M., a **30-day minimum** notice must be given to the D-Wing office in order that HVAC can be scheduled.

The building use request form can be found in the DHS Schoology folder.

II. ACTIVITY CALENDAR

We want to know what your club, organization, and/or team is doing throughout the year. If you would like your event posted to our DHS Activity Calendar, please respond to the monthly email from Admin. This information will also be tweeted out from the DHS account as a reminder.

Each teacher (sponsor/coach) must submit every activity outside of class for this calendar. This includes dances, contests, field trips, band trips, plays, concerts, athletic events, radio and TV programs, choir trips, FFA district and area meetings, academic contests, etc.

A complete schedule of events (games/contests) may be submitted for your entire season. It is imperative that you inform Mrs. Walter and Campus Police Officers of any and all changes.

III. SCHOOL-SPONSORED ACTIVITIES

A. In order to comply with the State law, the names of all students participating in activities during school hours will be recorded and monitored by the administration and the activity sponsor. Sponsors should give this information (names, I.D., Advisory Section, etc.) to Mr. MacDonald and ADA a minimum of 5 days prior to the proposed activity.

B. If you put a student's name on the list and later need to remove him/her (because he/she did not or will not participate), please get in touch with the ADA clerk IMMEDIATELY so that she may remove his/her name from the list.

C. Please check the student's academic standing before requesting that he/she participates. Also, teachers must check to see if a student has regular attendance and has not exceeded the 10 activity absences before requesting that he/she misses classes.

D. Sponsors are responsible for being sure the other teachers know that these students will be absent by:

1. Emailing a copy of names, ID numbers, and date(s)/time(s) the students will be absent to Mr. MacDonald.
2. Mr. MacDonald will “clear” the students and cc the ADA clerk
3. Sponsors may then email the “cleared” approval to the appropriate teachers

E. **IMPORTANT:** If a student has previously said they were going on the trip and does not attend, or misses the bus, you **MUST** get in touch with the parent or a designated administrator before you leave on the trip.

IV. ACTIVITY FUND PROCEDURES

Sponsors must attend a sponsor meeting and submit a signed FBISD AF-10 and DHS Activity Fund Procedure form to the Bookkeeper at the beginning of each school year. The sponsor of each school account is solely responsible for dealing with the school bookkeeper. Club treasurers and parent volunteers may assist in preparing deposits, researching items to be bought, etc., but the sponsor is responsible for proofing and submitting all deposits and requests.

A. DEPOSITS

Receipts **MUST** be written for ALL cash collections over \$10.00. All checks to be deposited must be listed individually by name and check number on the Tabulation of Monies form. The student's name and activity account number must be on the front of each check.

B. SPENDING/ORDERING

When ordering items Purchase Orders are required. Supplier should not ship without PO.

1. Contact supplier and ask for a QUOTE
2. Bring the quote to the bookkeeper and complete the pink Order/Payment Request form.
 - A. Bookkeeper will submit a requisition to purchasing.
 - B. Purchasing dispatches PO to supplier.
 - C. Supplier ships product
3. Inform bookkeeper product has arrived if invoice is included in shipment give invoice to bookkeeper.
4. Bookkeeper receives product into computer and sends invoice to Accounts Payable
5. Accounts Payable sends payment to supplier.

C. CONTRACTS

An approved FBISD Contract is required to pay a non FBISD individual for services rendered i.e.: speakers, clinicians for musicals, dance competitions or athletic summer camps. Submit contract request information to bookkeeper at least 3 weeks before the services are performed. Do not pay clinicians/DJ's etc. out of pocket and ask to be reimbursed.

Information needed for contract request: Name, address, phone #, email address, date and time of service, description of service, amount to be paid.

D. TRAVEL

The following approved travel forms must accompany all payment requests for travel related expenditures. These can be found in your staff newsletter.

Trip Type	ALWAYS REQUIRED		TRAVEL-RELATED FORM (AND APPROVALS)				
	Order/Payment Request (AF-3)	Invoice, Registration Form or similar	Request for Field Trip Approval (EFD-E-1)	Student Travel Request (FMG - E-2)	Itinerary (FMG-E-3) & room assignments	Employee Travel Request (DEE-E1)	Entry Fee Request Form (Athletics)
	<i>sponsor</i>	----	<i>Principal & Assistant Supt.</i>	<i>Principal & Assistant Supt.</i>	<i>Principal & Assistant Supt.</i>	<i>Principal</i>	<i>campus athletic director</i>
Day Trip	(always)	(always)	X	X		X	
Overnight Trip	(always)	(always)	X	X	X	X	
Athletic competition less than 50 miles away	(always)	(always)					X

Sales tax will not be reimbursed. Tax exempt forms are available in the Bookkeeper's office.

E. TRANSFERS

Clubs may transfer money between accounts for various activities. Examples include charity drive donations, marquee sales, and combined events. Transfer forms are available in the Bookkeeper's office.

F. FUNDRAISERS

Sponsor must complete Fundraiser Request Form online for every project that generates income for the club/organization, regardless of the amount or the intended use of funds. i.e.: donation from club account to a charitable organization. Fundraiser must be approved PRIOR to the fundraiser beginning. All fundraiser deposits must link each participating student with the checks and cash he/she has turned in.

Recognized DHS Clubs and organizations only can conduct fundraisers.

Each club or organization is limited to one fundraiser per semester.

A recap must be submitted online approximately 10 days after the end of the fundraiser.

All community/school support organization fund-raising efforts shall be within federal, state, and District guidelines and shall be for the purpose of supporting the school program or group activity for which the organization was formed.

V. NEWS

Every school activity sponsor should turn in all news covering the particular activity under his/her supervision to the student newspaper sponsor (Ms. Sylvester), the broadcast teacher for school announcements (Mrs. Wadzeck) and to Mr. Minor for the website. The faculty and student body are the finest means of keeping the public informed of the accomplishments of our school and its individual members.

COUNSELORS - GUIDANCE

- I. The counselors are qualified to give guidance to students concerning educational, vocational, and personal issues. DHS also has a College and Career Readiness Advisor who works with students regarding scholarship and career opportunities.
- II. The counselors are each in charge of a section of the alphabet and various programs/duties. **See Appendix B.**
- III. Senior teachers should encourage all prospective graduates to inquire into scholarship possibilities. Many scholarships go unused each year simply because students fail to apply for them. Scholarships are updated for the district in Naviance Family connection monthly, and additional senior news and scholarship information is also posted on the Dulles website under College and Career Readiness. For additional information regarding college and career guidance, students can visit their CCRA in the college and career center located in the cafeteria.
- IV. Teachers and students should make full use of the counseling services. Our counselors can give you much information about your students, which might enable you to help your students solve problems that may be hindering their progress in school. If a student has personal problems of a very serious nature, he will be referred to outside agencies. Be sure to refer a student to the counselor if you think he/she needs help.

V. RECOMMENDATIONS FOR CHANGING SCHEDULES

- A. Courses are selected for the entire year. Since this impacts staffing, only changes that are absolutely necessary will be allowed. Allowable changes include the following: 1. A student is scheduled into a class they passed in summer school. 2. A student lacks the prerequisite for a scheduled course. There will be a time designated for the changing of schedules, and only **necessary** changes will be made at that time.
- B. If you feel that one of your students' needs a schedule change at this time or after the designated date for this, you should talk to his/her counselor **before** you talk to the student. If you then decide to recommend the change, PLEASE put a valid reason on the change form (not just "failing my class"). WHY is he/she failing your class? This information is important in order for the counselor and assistant principal to make a just decision on the matter. Also, before a level change or teacher change form is completed, parent contact must be made.

VI. DROPPING COURSES / LEVEL CHANGE

Students will not be permitted to drop a full year course or level change after October 26th and they will not be able to drop a semester course after March 23rd. No course may be added after the 18th day of the semester for full year courses or 9th day for one semester courses.

VII. PROCEDURE FOR CHANGING SCHEDULES OR DROPPING A COURSE

A. The student must fill out the appropriate form for a schedule change. Department heads are given copies of Level Change Forms. Again, all add/drops should take place before the beginning of school. All other changes may not be granted.

B. After the change is completed the student will receive a signed computer generated copy of the schedule change. The student should take this copy to the NEW teacher first. The new teacher will pull over grades through the Skyward process.

VIII. STANDARDIZED TESTING

Teachers will be called upon at times to administer or to help administer standardized tests. All tests will be given under the supervision of the Campus Assessment Coordinator and the counseling office. Training sessions for teachers will be held prior to the testing period.

THE REGISTRAR

Our Registrar is located near the C Wing suite.

Transcripts: No official transcript will be given to students. All official transcripts must be mailed directly to the receiving school. A stamped envelope is required with each transcript requested.

Student Ranking: We will be calculating and reporting class rank in September of the school year for seniors, grades 10 and 11 will be in October. Class rank for senior honor grad status will be done after the end of T3. Final ranking for inclusion on the final transcript for graduates will be calculated within the first two weeks after the end of the school year. (See Board Policy EIC Local)

You are always at liberty to see a student's academic records. Copies of the records are available in the student's enrollment folder in the Registrar's office. Please remember, however, that the information is confidential and should be used with the utmost professional discretion.

When a student transfers into your class during the school year, you will receive an email with his/her grades from the previous school. If you have still not received a grade after three weeks, please contact the registrar.

Under no circumstances are the Permanent Record Cards/folders to be removed from the Registrar's office. They must never be in the hands of a student. Please do not give students the class rank posted in Skyward; this number may not be accurate!

THE LIBRARY

I. LIBRARY HOURS

Monday/ Wednesday /Friday 7:00 a.m. - 3:10 p.m.
Tuesday/ Thursday 7:00 a.m.- 5:45 p.m.

II. PURPOSE

The library is a place to read, study, or work on the computer and must be kept quiet at all times.

III. REGULATIONS

Most books may be checked out for two weeks. There is one renewal, if needed.

IV. PERIODICALS

Back issues of periodicals may be checked out. All current issues must remain in the library.

V. STUDENT FINES – overdue books

- A. No charge is made for Saturdays, Sundays, or holidays.
- B. No charge is made when students are absent, provided they bring their absence excuse.
- C. All records must be cleared at the end of the year.

VI. STUDENT PASSES

- A. Students are not allowed to come to the library between classes without a pass.
- B. During lunchtime, students must get a signed pass from a principal to come to the library.
- C. Students must sign in when they arrive and sign out when they leave.

VII. COMPUTERS

Computers are available for both teachers and students.

- A. Flash drives are allowed.
- B. Acceptable Use Policies (AUP) must be followed.
- C. One person on the computer at a time – general rule.

VIII. CLASSES

All classes must be scheduled for the library in advance.

- A. A lesson plan must be provided at least 2 days ahead of time.
- B. Teachers must accompany, supervise, and dismiss their own classes.
- C. Teachers who are absent on their scheduled library day need to leave alternate plans for their substitutes.

IX. SUBSTITUTES

Substitutes are not allowed to send students to the library.

X. SENDING STUDENTS

A teacher not scheduled for the library should not send more than two students from the classroom at one time without checking the availability first.

XI. TESTS

Librarians do not monitor tests being taken by students in the library.

XII. AV EQUIPMENT AND MATERIALS

Audio-Visual Equipment and Materials can be checked out through the library.

- A. Please follow copyright and acceptable use policies when using media. Please check with the librarian if you are unsure of your acceptable use rights.
- B. Audio-visual materials should be used properly; only to enhance lessons and in compliance with state curriculum guidelines. Film titles and the curriculum objectives they cover must be included in the lesson plans and submitted to your department head and/or assistant principal for review.
- C. We have public performance rights to some movies. Please let the library know ahead of time if a movie is in question, and we will let you know if we have public performance rights to show it.
- D. Please be considerate of other faculty members by checking out equipment only for the day(s) needed. Return equipment as soon as you are finished with it.

XIII. IPAD CART AND COMPUTER LABS

- A. The iPad Cart and Computer Labs are scheduled through the library.
- B. Teachers must complete training for using the Computer Labs and the iPad cart before you may use them.
- C. Please sign up only for the days needed.
- D. If the iPad cart is needed for more than one day, you must make arrangements with the librarian. Otherwise, it must always be returned to the library no later than 3:00 p.m.

XIV. INTERLIBRARY LOANS (ILL)

- A. Materials may be borrowed from other schools in the district if we don't have what is needed on our campus. You must go through the librarian for an ILL.
- B. Never borrow a movie from our school to give to a teacher at another school. This could be a violation of copyright.

XV. STUDENT ID CARDS

Identification cards needing replacement are made in the library. The first I.D. card given to a student is free, but if lost, there is a \$5.00 replacement fee.

STUDENT HEALTH SERVICES

The clinic is available to service both the students and staff. The health services program is designed to assure a safe, healthy environment that is conducive to learning and to provide professional care for those who become ill or injured while at school.

Teachers are encouraged to contact the nurse about any health conditions or problems affecting your students. We can better serve the students to promote or improve his/her health and reduce time lost from classroom with this information.

In case of emergency, please call the clinic (ext. 45624 or 45625) using your class telephone and be prepared to give the following information:

1. your location
2. name of person needing medical attention
3. relevant observations (chest pain, fainting, hypoglycemia, vomiting, seizure activity)
4. equipment that may be needed (AED, glucagon, epi-pen, wheelchair, inhaler, etc.)

Teachers will be informed by the nurse if a student in your class has a significant health condition such as insulin-dependent diabetes, current seizure disorder or chronic illnesses/conditions which may affect the

student's performance and/or attendance in the classroom. These significant conditions along with students who have a history of life-threatening allergies are documented as "Critical Alert Information" on Skyward.

The clinic may send for a student in your class for screening, medications, or case management for immunizations/health issues. If a parent is waiting for the student in the clinic, please send the student immediately. Otherwise, you can send him/her as soon as possible based on classroom work.

Freshmen and students new to the district get blood pressure, vision, and spinal screening with height and weight measurement. We will schedule times for the freshman to come in small groups. This screening is done as soon as possible at the beginning of each school year. We are happy to screen any of your students that you may have concerns regarding their vision and/or hearing.

Please call or email the clinic anytime to verify the student arrival and/or time spent in the clinic, the existence or extension of a 5-minute pass, and concerns regarding your student's health or parental correspondence you might have received about your student's health.

We are also here to serve the faculty. A blood pressure machine is available for monitoring blood pressures. If you become injured at school, we provide first aid and the paperwork for the Initial Report of Injury.

We have medical information cards that we ask the staff to complete each year. Please be certain to complete and return it to the clinic. It is important that we have up-to-date medical information and emergency phone numbers on all staff members.

I. CLINIC PROCEDURES

When a student feels ill or is injured at school and needs to see the nurse, he/she must get a nurse pass completed by his/her teacher. Students are not allowed to visit the clinic between classes with the exception of sudden illness and serious injury. Additional information on the pass such as "test this period" or "presentation due today" is very helpful. Please adhere to the 10-10 rules. Students are not to visit the clinic 10 minutes before or 10 minutes after the bell rings.

The student will be signed in upon arrival to the clinic. When leaving, the student must pass signed and time of departure noted. The clinic log and clinic software will also record the time the student arrived and departed from the clinic. (You are welcome to contact the clinic at any time to verify a student's visit).

First aid will be administered when needed. A parent/guardian will be notified if a student is unable to remain at school or if an emergency arises requiring that he/she be taken to a medical facility.

II. MEDICATIONS

All medications (prescription and over-the-counter) must be furnished by the parent/guardian in the original container with the proper written authorization. The nurses will administer all medications with the exception of inhalers or epi-pens that a student may need to carry with him/her for emergencies. Students are asked to take daily medications between classes. If the student has trouble getting to the clinic and then to the next class without being tardy, he/she may be given a pass to leave class 2-3 minutes early or be 2-3 minutes late to the next class.

NEVER GIVE A STUDENT MEDICATION OF ANY KIND.

III. TEMPORARY DISABILITIES

Any student needing assistance getting to classes, due to mobility problems must bring a note from the parent/guardian describing the disability and modifications needed. Five minute passes and elevator passes

may be issued as needed. The 5-minute pass will have an expiration date. The student should have this pass with him/her and available for inspection at all times.

IV. RETURNING TO SCHOOL AFTER ILLNESS OR INJURY

When returning to school after an absence, the student must give a note from the parent/guardian explaining the absence to the attendance clerk. Students with a contagious disease requiring a doctor release to return to school should report to the clinic before going to class.

FACULTY DUTY ASSIGNMENTS

I. GENERAL STATEMENT

Faculty duty assignments are a necessary part of operating a public school efficiently. We hope you will take your assignment seriously and be prompt and regular in the execution of this duty. **As always be courteous / respectful but firm in your dealings with students at these times.** Every effort has been made to equalize the duty assignments by counting the number of yearly hours needed for each duty. Please check the duty roster and be sure you have been properly assigned. Immediately report it to the assistant principal in charge of duties, if you find any irregularity. We depend on you to help us be fair to everyone by doing your fair share, and we all do our part to keep Dulles a safe and orderly place.

Get your duty covered in the event of an absence and communicate the replacement with your department head.

If you know in advance that you will be absent on a day that you have a duty, it is your responsibility to make arrangements to switch duties with someone so that your station will be covered; this is particularly important for the safety of students as most duties involve areas to be monitored.

If you are at school and something keeps you from being able to be at your duty, it is your responsibility to trade with another faculty member so that there will be someone there to take your place.

II. MORNING DUTY

A. If you have been assigned morning duty, you are expected to be at your post at 6:50 a.m. on the day(s) assigned. It is also important that you stay there until the 7:20 a.m. bell rings and help push students into classroom.

B. DULLES AVENUE:

If your post is on Dulles Avenue, please use the sidewalk and monitor the areas between the marquee and the spotlight. Do not allow students to leave the Dulles campus and cross the street. If students are returning from the opposite side of Dulles Avenue, please have them use the crosswalk at Dulles Avenue and Viking Lane.

C. STUDENT PARKING LOT:

If your post is in the student parking lot, you will report to the crosswalk between the gym doors and the student parking lot. You will assist students in crossing to and from the student parking lot, while monitoring and maintaining traffic flow.

D. DOOR ENTRANCES:

If your post is at an instructional entrance, A-Area, B-Area, C-Area, etc., allow students into the building with a pass from a teacher **or note from parent** for that area (wing) only. Students should not have permanent passes to enter the building unless signed by a principal.

E. CAFETERIA AND PATIO AREA:

Those teachers who are assigned morning cafeteria duty and patio duty should NOT plan to grade papers during this time. It is a time when you should be walking around keeping your ears and eyes open for possible problems. Do not plan to sit and visit with colleagues. Actively monitor students in the cafeteria. Students are to be reminded to clean up after themselves. **Circulate** among students.

F. SUBSTITUTE AREA:

If you are assigned to the substitute office please report by 6:50 a.m. You should help the substitute in any way possible, which includes pulling the sub folders, helping the sub with the sign-in, and directing them to the classroom. Please do not leave this station before 7:25 a.m.

G. BUS RAMP: If you are assigned to the bus unloading zone in the morning, please keep your eyes open for possible problems. Help any bus driver who may want to find an assistant principal. Report any situation that may require attention.

H. MORNING DETENTION:

1. If you have been assigned to morning detention duty, you will report to the cafeteria at 6:30 a.m. Students who have been assigned to this detention MUST report by 6:30 a.m. They are to sit quietly and study until 7:20 a.m. You may bring papers to grade, but remember that your primary duty is to see that the students obey all In-School Suspension rules (no eating, drinking, talking, etc.).

2. Be sure to have students sign in on the AM Detention roster. Please note if they do not successfully complete their detention.

III. P.M. DETENTION DUTY

A. If you have been assigned to afternoon detention duty, you will report to the cafeteria AS SOON AS SCHOOL IS OUT. Students who have been assigned to this detention MUST report by 2:55. They are to sit quietly and study until 3:45. You may bring papers to grade, but remember that your primary duty is to see that the students obey all In-School Suspension rules (no eating, drinking, talking, etc.) **If you are forced to move detention to another area, post a sign redirecting students to the alternate location.**

C. Be sure to have all students sign in on the PM Detention roster. Please note if they do not successfully complete their detention.

IV. HALL DUTY

Teachers who are assigned hall duty should report to their station prior to the tardy bell to help clear the halls. Hall duty teachers are responsible for:

- all** students in the hallway
- Restrooms
- Stairwells
- Unauthorized area

V. P.M. HALL/MALL DUTY

You are on duty from 2:45 to 3:00p.m. Clear your immediate area then proceed to the mall area and help facilitate student traffic either to the bus ramp or to the student parking lot. Students tend to congregate in the mall area in front of the B-Area. The assistant principal on mall duty needs assistance in moving the large number of students exiting the building at 2:45 p.m. Be visible and audible. **Be vigilant. Report any**

suspicious persons in the halls or mall to a principal and/or police officer. Non-students are not to be in the building to meet DHS students.

VI. STATEMENT CONCERNING IN-SCHOOL SUSPENSION

In-School Suspension is a consequence for some form of unacceptable conduct on the part of a student. Therefore, it is not a place where students come to socialize or have a good time. It is a very well supervised study hall, and the instructor must be sure that students are occupied with studying at all times. Please be timely in sending down all assigned student class work.

VII. TUTORIALS

All teachers are required to offer students 1 hour of tutorials each week. Your tutorial schedule must be submitted to the department head and will be published on the DHS website for students and parents. It will also be posted on the place card outside your door.

VIII. SPECIAL EDUCATION

The **Individuals with Disabilities Education Act (IDEA)** is a [United States federal law](#) that governs how states and public agencies provide early intervention, [special education](#), and related services to children with disabilities. It addresses the educational needs of children with disabilities from age 3 to age 18 or 21^{[1][2]} in cases that involve 14 specified categories of disability.

The IDEA is "spending clause" legislation, meaning that it only applies to those States and their local educational agencies that accept federal funding under the IDEA. While States declining such funding are not subject to the IDEA, all States have accepted funding under this statute and are subject to it.

The IDEA and its predecessor statute, the [Education for All Handicapped Children Act](#), arose from federal case law holding the deprivation of free public education to disabled children constitutes a deprivation of due process. It has grown in scope and form over the years. IDEA has been reauthorized and amended a number of times, most recently in December 2004, which contained several significant amendments. Its terms are further defined by regulations of the United States Department of Education, which are found in Parts 300 and 301 of Title 34 of the [Code of Federal Regulations](#).

In defining the purpose of special education, IDEA 2004 clarifies Congress' intended outcome for each child with a disability: students must be provided a [Free Appropriate Public Education](#) (FAPE) that prepares them for further education, employment and independent living.^[3]

Under IDEA 2004:

- Special education and related services should be designed to meet the unique learning needs of eligible children with disabilities, preschool through age 21.
- Students with disabilities should be prepared for further education, employment and independent living.

There are three key words to remember in order to be successful with special needs children: **IEP**, **CONFIDENTIALITY** and **DOCUMENTATION**.

Individual Education Plan (IEP) Committee

Whatever an IEP committee decides is legally binding according to Federal Statutes. This means that whatever documents you receive concerning the modifications or behavior management plans for a particular student must be followed closely in the classroom. Also, if you are asked to attend an IEP, **never, ever** recommend that a child be put on medication. Even if you are currently taking that particular medication and find it to be wonderful, you are still not qualified to make that kind of recommendation in an IEP meeting.

Confidentiality

Never, ever discuss a student receiving special education services with anyone who does not have a legitimate need to know about the student! The people you are the most likely to discuss these things are the child's special education monitor teacher, counselor, assistant principal, or other teachers currently teaching that child. If you do contact one of those people, never mention a child's last name in an email. If the child's name is Joe Smith, then use Joe S., J.S. or even "the student we were discussing yesterday." Always use the least specific descriptor you can in written communications. Email records are subject to subpoena for up to 5 years. You might have a hard time explaining why you emailed one of your friends "*I didn't need to read Joseph Smith's ARD folder to know he's Learning Disabled, I could tell the first day of school or Joseph Smith is so ADHD he needs to walk around with a Ritalin IV drip.*" These kinds of statements might be "misunderstood" by parents or other interested parties. Just pretend like every communication you have concerning a special needs child is going to be read in a Federal Court and you will have absolutely no problems at all.

Documentation: Appendix K

Use the forms that the special education department gives you at the beginning of the year to document all of the modifications you do in the classroom for a particular child (Appendix L). This will be done in what the Special Ed department calls the "mod logs" and will be turned in at the end of every nine weeks. You need to document all of the parent contact you have regarding a child as well. If the student is unsuccessful in your class despite all of your best efforts, you will need to have proof of everything you did in order to help this student.

-Verification Form

-Accommodation/Modification Log (updated daily by teacher and turned in to the Department Chair every 9 weeks).

-Schedule of Service Page, BIP/FBA, and/or IEP's given to teachers by counselor at the beginning of the school year.

Students under Special Education are marked in skyward by a small blue **S**. If for any reason you do not have any accommodations/modifications, etc. for a student in your class; please contact the Monitoring Teacher/Department immediately.

IX. SECTION 504

Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability. The nondiscrimination requirements of the law apply to employers and organizations that receive financial assistance from any Federal department or agency, including the U.S. Department of Health and Human Services (DHHS). These organizations and employers include many hospitals, nursing homes, mental health centers and human service programs. Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.

What is the Process?

- contact your 504 campus coordinator and/or counselor

- parents or a student's school may initiate a referral

- once the District suspects a current disability and a need for services, the District moves to evaluate

- "evaluation" does not necessarily mean testing-in the 504 context, it refers to a gathering of information from a variety of sources including aptitude and achievement tests, teacher reports, adaptive behavior, discipline referrals, health information, parent information, and student's grades

- parents receive notice of the referral and evaluation, along with a copy of the notice of parent and student rights
- once the information has been gathered by the 504 committee, it will determine eligibility
- if a student is eligible, the committee will create an accommodation plan for the child which describes the student's placement

Documentation: (Appendix L)

- Receipt of Accommodations sign/date by teacher
- Accommodation Documentation Log (updated daily by teacher and turned in to the Campus 504 Coordinator every semester).
- Accommodations given to teachers by counselor at the beginning of the school year.

Students under Section 504 are marked in skyward by a small turquoise **5**. If for any reason you do not have any accommodations for a student in your class, please contact the counselor immediately.

APPENDIX A

I. Textbook Distribution

Textbooks are no longer issued to every student for every class at Dulles High School. All courses with online books will utilize classroom sets. Courses with textbooks that do not have online access (primarily AP level courses) will have books issued directly to the student during the first week of school.

A. Textbooks will be distributed by subject area.

B. New students registering on or after August 14, 2019 should be sent to the A-Wing Office to be issued textbooks. Do not issue any class-set books to students.

C. Do not allow or mandate students to leave their textbook in your classroom. The student is responsible for their book at all times.

D. Because the textbook system is computerized, students do not need to turn in textbooks when they have only a *teacher* change. Students with a *course or level change* must turn in their books to the A-Wing office in order to receive the appropriate textbook.

E. Students that wish to check out any books for home may do so by completing a form and obtaining a parent signature. Forms are available on the DHS website, www.fortbendisd.com/dhs or in each counselor's office. Completed forms are to be submitted to the A-Wing Office.

II. Textbook Condition Record Forms (TCRF)

The Textbook Condition Record Form is used to document student receipt of each textbook as well as to document existing damages when students are initially issued a textbook.

A. Issue each student a TCRF and have them fill it out completely:

- Student name
- ID number
- Teacher and period
- Book title, accession #, and cost
- Condition of book
- Student signature

B. Collect the TCRFs, making sure that you have one for each student. You must visually check the damages that the student declares. Alphabetize all TCRFs by period and clearly label each stack with the period number.

C. Make sure all students cover their textbooks. Texas State law dictates that all books have covers.

D. At the end of the school day, please turn in all TCRFs to the A-Wing office.

II. Class-Set Books

Class sets will be scanned and distributed to teachers along with TE's. Number your class sets (you will be provided with bright colored number stickers) on the spine of the book. Arrange class sets on a shelf in your room. It is highly recommended that you do not leave books at student desks from one period to the next. Please notify the textbook AP's office immediately when a book is missing.

III. Periodic Textbook Checks

Textbook checks will be conducted during the 2nd and 4th Terms.

A. During a textbook check, current Student Distribution Reports (SDR) will be generated by the AP's office and given to each teacher. Teachers should verify that each student is in possession of his/her book

by comparing the accession # on the SDR and the accession # in the book. If the numbers are the same, the student should initial the SDR by his/her name. If a student presents a book that does not belong to them (accession codes do not match code on the SDR), the teacher should confiscate the textbook immediately and return it to the textbook AP's office.

- B. Teachers will allow a three-day window for students to present their textbook for verification. If a student fails to bring the book, the teacher should turn in a discipline notice with student name, book name, and accession number to the AP's office. The student will be assigned a consequence.
- C. Return Student Distribution Reports to the A-wing office on or before the deadline.

V. Lost, Found, or Damaged Books

Please send ALL found textbooks to the A-Wing Office. Students must pay for a lost book before a replacement is issued. Notify the AP or send students to the A-Wing office when a textbook is lost. If a student damages his textbook, send the student to the A-Wing Office with the textbook.

VI. Refunding textbook money

If a student recovers the textbook for which he has paid during the current school year, he/she should be sent to the Textbook AP's office with the book for a refund.

VII. Student withdrawal from school

Students should return all textbooks to the A-wing Office before checking-out with any teachers. Do not check-in textbooks for any students.

VIII. End of the Year Collection Procedures

Textbooks will be collected during the last full week of school. Teachers will bring each class to the bookroom in alphabetical order. Do not check-in textbooks for any students at anytime. Please send any student that needs to check-in a textbook to the A-Wing Office.

Who should I contact for help?

Teacher Absence/Substitutes/

Kimberly Pena/Regina Ingram

Ext.. 45604

To report an absence use Aesop system web address:

<https://login.frontlineeducation.com/login?signin=26dd3c7fd3ba42632b5b16b50dba2169&productId=ABSMGMT&clientId=ABSMGMT#/login>

2. Enter your identification (ID) and Pin numbers

Computer (Hardware or Software)

See individual computer troubleshooting sheet first.

Technology Help Desk

Ext.. 41300

Julieta Hookfin IT Support

Ext.. 41403

Grades

Patricia Drackert

ext. 45626

Attendance

Lorena Alvarado

Ext. 45619

Jann Goodpasture

Ext. 45698

Textbooks

Regina Ingram

Ext. 47468

Latrina Hawkins

Ext. 45829

Special Education

TBD

Ext.

Section 504

Nicola Ballard (A-C)

Ext. 45612

Emily Wilcox (D-Ho)

Ext. 45424

Chastity Rubin (Hp-Ma)

Ext. 45642

Dingjun Chiu(Mb-Q)

Ext. 45611

Kathy Carson (R-Sm)

Ext. 45609

Lezlie Ladd (Sn-Z)

Ext. 45613

Gifted and Talented Campus Liaison

Emily Wilcox

Ext. 45424

LEP/ ESL

Natalie Sylvester

Ext. 42924

Student Achievement and Testing

Allison Pike

Ext. 45614

Maintenance/Custodial

David Vilano

Ext. 45663

Nurse

Tiffany Tipps Ext. 45625
Sandra May Ext. 45624

Cafeteria Manager

Peggy Rodriguez Ext. 45664

Duplicating

Jeanette Croom Ext. 45699

Bookkeeper

Beth Sanchez Ext. 45621

Principal's Secretary

Marilyn Rios Ext. 45602

Media Resource Center (Library)

Kaitlyn Carpenter Ext. 45636

Registrar

TBD Ext. 45622

Campus Police Officer

Officer Oballe Ext. 45659

Robert Richards Ext. 45633

In-School Suspension/ISS

Linda Woodard Ext. 45710

Content/Curriculum/STARR Resources

Contact the department head for your subject area:

English	Janeen Powell
Math	Marcie Finley
Science	Judy Matney
Social Studies	Rita McMahan
Foreign Language	TBD
Fine Arts	Joe Pruitt
PE	Patty Priddy
Vocational/CTE	Bonnie Beard
Special Education	TBD

APPENDIX B

DHS Roles and Responsibilities 2019-2020					
Melissa King-Knowles Principal	David Orlin Assistant Principal Last Names: A-C	Mario MacDonald Assistant Principal Last Names: D-Ho	Suni Walter Assistant Principal Last Names: Hp-Ma	Regina Ingram Assistant Principal Last Names: Mb-Q	Cholly Oglesby Associate Principal Last Names: R-Sm
Accountability	Alumni Committee	40 Club	88's	Freshman Committee Coordinator	AP/Dual Credit Administrator
Adm/Counselor Meetings	AM & PM Bus Assignments	Clubs/Organizations	Admin Duty Calendar	Cited and Talented Certification (GT)	AVID Liaison
Board Recognition Information	Athletic Liaison/UIL	Exam Exemptions	Building Use/AC requests	IGC Coordinator	Blackboard/Website/Remind
Budget	Badging System	Field Trips	CTE Liaison	O-Lab	Campus Behavior Coordinator
Climate Committee	CPL - Campus Partnership Liaison	Fundraising	Discipline/SS	Student Tardy Policy	Counseling Office Liaison
Completion Rate Tracking	CPH	Lockers	Handbooks (Student & Faculty)	TAPP Mentor Program	Grade Changes/Gradebook/Grade Distrib
Department Head Meetings	EL/PAC Administrator	Special Education	Monthly Activities Calendar	Yearbooks	Graduation Practice and Ceremony
Faculty Meetings	ID Photos/ Student Pictures	Staff Committee Coordinator	Newspaper & Yearbook / Admin Review	Teacher of the Year/ Rookie of the Year/HA	Master Schedule/Staffing
Parent Engagement Nights	Junior Committee Coordinator	Student Assembly--Grade Level Assembly	Parking	Weekly Parent Newsletter	New Viking Orientation
Professional Development	Letter jackets	Subject Area Tutorials	Posting of Materials	Senior Exams*	Opening Day Procedures
Staffing	Student Teacher / Observations	Power Hour*	Sophomore Committee Coordinator	Substitutes/SubReady	Parent Engagement Nights
UIL/DEC Meetings	T-TESS Coordinator/Evaluations		StuCo Activities-Fish Camp/Homecoming*	Graduation Practice and Ceremony*	PEIMS/Certify-Discipline Data Reporting
VIPS	Voter Registration Liaison		Alumni Committee*		Professional Development
Weekly Staff Newsletter	Senior Exams		Dual Enrollments and POA's		Senior Committee Coordinator
					StuCo Activities-Fish Camp/Homecoming
	ARDS	ARDS	ARDS	ARDS	ARDS
Campus Improvement Plan	Campus Improvement Plan	Campus Improvement Plan	Campus Improvement Plan	Campus Improvement Plan	Campus Improvement Plan
CBLT	CBLT	CBLT	CBLT	CBLT	CBLT
CWT's	CWT's	CWT's	CWT's	CWT's	CWT's
Non Grads' Drop outs	Non Grads' Drop outs	Non Grads' Drop outs	Non Grads' Drop outs	Non Grads' Drop outs	Non Grads' Drop outs
Teacher and Student Attendance	Teacher and Student Attendance	Teacher and Student Attendance	Teacher and Student Attendance	Teacher and Student Attendance	Teacher and Student Attendance
T-TESS	T-TESS	T-TESS	T-TESS	T-TESS	T-TESS
Corey Stewart Assistant Principal Last Names: Sn-Z	Nicola Ballard Counselor Last Names: A-C	Emily Wilcox Counselor Last Names: D-Ho	Chastity Rubin Counselor Last Names: Hp-Ma	Dingjun Chiu Counselor Last Names: Mb-Q	Kathy Carson Lead Counselor Last names: R-Sm
Attendance Committee	504 Coordinator for Alpha	504 Coordinator for Alpha	504 Coordinator for Alpha	504 Coordinator for Alpha	504 Coordinator for Alpha
Auxiliary Staff Committee Coordinator	Academic Excellence Program Coordinator	Chick-fil-A Leadership Academy	AVID Liaison	CBLT Representative	Counseling Center Project Coordinator
Bells/Schedules	Junior Committee Coordinator	GT Coordinator/ST Identification	Senior Awards Program Coordinator	Chick-fil-A Leadership Academy	Counseling Department Calendar
Facilities/Bond Projects	Summer O-Lab Coordinator	Counselor Website Administrator	PEP Liaison	Math and Science Academy Liaison	Foreign Transcripts
Faculty Meetings (Make up)	YES Hours (Non-Academy)	Course Selection	Sophomore Committee Coordinator	Course Selection	National Meet Coordinator
Inventory/ Furniture/ Equipment	State and District Testing assistance	Staff Committee Coordinator	Course Selection	Freshman Committee Coordinator	Course Selection Night Coordinator
Keys/Keycards	Naviance Student Support	Dual Credit	State and District testing assistance	Small group Coordinator	8th/9th Transition Coordinator
Non Grads' Drop outs	Course Selection	Naviance Student Support	Naviance Student Support	State and District Testing assistance	Senior Committee Coordinator
PHS Coordinator	Crisis Response Coordinator	PHS Team Member	McKinney-Vento Program	Naviance Student Support	CTE Liaison
SACS (Accreditation)	PHS	State and District Testing assistance	AP Testing Assistant	Social Media (Twitter)	State and District testing assistance
SST Chair (RI)	SST Member (RTI)	Graduation Planning Committee	Graduation Planning Committee	AP Testing Assistant	Master Schedule Liaison
Teacher Duty assignments	AP Testing Assistant	AP Testing Assistant	PHS	Graduation Planning Committee	Naviance Student Support
Power Hour	Graduation Planning Committee	PHS	SST Member (RTI)	PHS	AP Testing Assistant
Weekly Parent Newsletters*					PHS
Work Orders/Maintenance/Custodians					Graduation Planning Committee
Graduation Practice and Ceremony*					SST Member (RTI)
Workers Compensation					
ARDS					
Campus Improvement Plan					
CBLT					
CWT's					
Non Grads' Drop outs					
Teacher and Student Attendance					
T-TESS					
Lezlie Ladd Counselor Last Names: Sn-Z	Allison Pike Campus Assessment Coordinator	Warren College Career Readiness Advisor	Donald Lam Academy Coordinator		
504 Coordinator for Alpha	ACT	ASVAB Testing	YES Hours (Academy)		
AP Coordinator	EOC data collection	College Fairs	Academy Booster Club		
AP Testing Program	EOC pull out tutorials during school day	College Night and College Visit	Academy Field Trip/Field Experience		
Course Selection	EOC testing - Dec/ Spring/July	Coordinator	Academy Recruitment/Retention		
Naviance Student Support	EOC tutorials after school	DHS Promotion for Competitive Colleges			
State and District testing assistance	EOC projects - seniors	Military Recruiter Liaison	DHS Promotion for Competitive Colleges		
Auxiliary Staff Committee Coordinator	Graduation Planning Committee	Naviance Coordinator			
Graduation Planning Committee	IGC projects - seniors	Parent Education Nights			
	Opening day planning & prep assistance	Scholarship Coordinator			
PHS	PSAT	Senior Activities/Decision Day			
SST Member (RTI)	SAT	Senior Awards Program Assistant			
	STAAR ALT	Senior College and Career Day			
	Student intervention - EOC Non-Mastery	Senior Walk			
	TLPAS	State and District Testing assistance			
	Campus Improvement Plan	TSS			
	TSS				
	ACT & College Board-SSD				
	SAGA Sponsor				

**Click [here](#) for administrator and counselor duties

APPENDIX C

Level I Minor Offenses

Minor offenses, generally observed in the classroom or in the building, interfere with the orderly educational process. Level I and some Level II offenses are most often managed by the classroom teacher. Parents may be requested to come for a conference with the teacher to discuss the misbehavior and the disciplinary action.

Level I Violations

Horseplay/Scuffling
Minor damage to property
Tardies
Disruptive Noises
Not prepared for class
Dishonesty
Chewing Gum
Sleeping in class

This list provides examples only and is not intended to be all inclusive.

Levels II, III and IV are violations of the FBISD Student Code of Conduct and are to be reported on Skyward.

Level II Are general misconduct violations which interfere with the learning environment.
Level III Removable offenses; these are serious and disrupt the orderly educational process.
Level IV Expulsion offenses; may also be illegal and seriously disrupts the orderly educational process.

Cell Phones

The district will not be responsible for damaged, lost, or stolen telecommunications devices. Electronic equipment is subject to search in the event school administrators believe reasonable suspicion exists to support the search. Students must follow the BYOD procedures for Dulles High School. If cell phones are confiscated, the school may charge the owner for the release of cell phones. (See Board Policy **FNCE**)

Please Note:

- **1st** and **2nd** Cell Phone Violations – CONFISCATION; Student may pick up cell phone at the end of the school day.
- **3rd** and thereafter Cell Phone Violations – CONFISCATION; Student may pick up cell phone at the end of the school day and a \$15 administrative fee will apply; and appropriate disciplinary action at administrator's discretion.

SIMS cards, if applicable, will remain in the cell phones until the required fee is paid. Confiscated cell phones that are not retrieved by either the student or student's parent by the end of June of the current year will be sold via auction by the district. (See Board Policy **FNCE**). All monies collected from cell phone violations will be placed in a campus activity fund at the discretion of the principal. All monies collected from the sale of abandoned/unclaimed cell phones will be placed in the district's fund for Crime Stoppers.

APPENDIX D
Academic Achievement
Grading (Grades 9-12) EIA (Local)

Reference the following link to see new District Policies Online:

<http://pol.tasb.org/Policy/Search/483?filter=eg>

APPENDIX E
Employee Leave DEC (Local) and Reporting an Absence

Reference the following link to see District Policy Online for Employee Leave:

[http://pol.tasb.org/Policy/Download/483?filename=DEC\(LOCAL\).pdf](http://pol.tasb.org/Policy/Download/483?filename=DEC(LOCAL).pdf)

See A-Wing Office for the “Employee Request for Leave” forms.

Reference the following link to go to Aesop to report an absence. Log in using your USER ID & PIN

<https://login.frontlineeducation.com/login?signin=e327587a79a06e8fff6ee377d9db0e42&productId=ABSMGMT&clientId=ABSMGMT#/login>

APPENDIX F

Computer and Network Rules / Technology Use in the Classroom

As a member of the faculty and staff at Dulles High School, your login to the network opens many confidential areas that students should never have access to. For these reasons, it is imperative that you follow the listed rules. Failure to follow any of these rules can lead to discipline actions including loss of all network privileges and possible termination.

1. No one should ever be logged onto the network under your login and password except you.
2. No one should know your password.
3. Do not write down your password.
4. If you suspect someone of knowing your password, you must change it immediately.
5. Be aware of USB drives being plugged into your computer. It is through USB drives that teacher accounts can be compromised.
6. No student should be able to see your Gradebook, attendance, or email since the information contained in these programs is sensitive and confidential. This is important for all faculty and staff but it is especially important if your computer is connected to a projector.
7. All Digital Citizenship policies and procedures must be followed. See Appendix I
8. Students can only use a computer if they are logged in as themselves. They are not allowed to share passwords or accounts. If you need to look up a student password, it is your responsibility to keep the password confidential.
9. Computers are for instructional use only. Games of any kind should never be permitted on any district computer.
10. Teachers are responsible for monitoring student computer use in their classroom.
11. Students may not download files. (Software, programs, music or video files, games, etc.)
12. Personal computers cannot be attached to the network.

APPENDIX G

Student Computer Use Dulles High School

Student Do's and Don'ts

- Only students with a signed Digital Citizenship Agreement (DCA) and under the direct supervision of a FBISD teacher are permitted to use classroom computers. Students may not use any network account except their own.
- A student should never share their log in or password with anyone.

- Students may not download or install any software, programs, or utilities onto school computers or networks. (games, etc.)
- Students may not change any computer settings or modify computers in any way.
- Student passwords can only be changed in accordance with district policy.
- Students may not access sites that do not support district learning objectives or that are blocked by district firewalls.
- Students may not use proxy servers to circumvent district firewalls.
- Students may not access email, chat rooms, blogs, Twitter, Facebook, or any other prohibited site on a district computer.
- District approved student email access accounts will be permitted.

Teacher Do's and Don'ts

- Actively monitor student computer use.
- Keep all students' login and password info secure.
- Only allow student computer use for purposes related to instruction or learning that are supported by the FBISD curricular objectives.
- Do not permit students to access prohibited e-mail, download any programs or utilities, or play games on the classroom computers.
- Do not permit students to change computer settings.
- Never allow a student on the teacher computer while you are logged in.
- Do not allow students on classroom computers when a substitute is present.
- If a student is found to be in violation of the DCA, refer the student to their alpha principal with a discipline referral.

APPENDIX H

Fort Bend Independent School District Digital Citizenship

Fort Bend Independent School District makes a variety of communications and information technologies available to students through computer/network/Internet access. These technologies, when properly used, promote educational excellence in the District by facilitating resource sharing, innovation, and communication. Illegal, unethical or inappropriate use of these technologies can have dramatic consequences, harming the District, its students and its employees. These Digital Citizenship Guidelines are intended to minimize the likelihood of such harm by educating District students and setting standards which will serve to protect the District. The District firmly believes that digital resources, information and interaction available on the computer/network/Internet far outweigh any disadvantages.

Please refer to FBISD Digital Citizenship [Guidelines](#).

APPENDIX I

BYOD CAMPUS PROCEDURES

DULLES HIGH SCHOOL BYOD CAMPUS PROCEDURES

What Technology Can Be Used	Where	When	What Technology cannot be used
Smartphone Cell Phone Laptop Netbook Tablet PC Kindle Nook Ipad Other approved similar device	Non Instructional Area In the cafeteria, courtyard, mall, any hallway, restroom, or locker room. All acceptable technology cannot be used in the library.	Before school, after school, during lunch, and during passing periods.	Cell phone infractions are subject to district procedures of confiscation are subject to a \$15 fine on the third offense.
Smartphone Cell Phone Laptop Netbook Tablet PC Kindle Nook Ipad approved similar device	Instructional Area In the classroom only .	Only at specific times that are teacher driven and teacher directed for specific instructional use. Students must follow teacher directives to power down during assessments and technology free activities.	Cell Phones should not be visible or in use in the classroom. (except at specific teacher direction)

Cell phone infractions are subject to district procedures of confiscation and subject to a \$15 fine on the third offense.

APPENDIX J GUIDELINES FOR PARENT COMMUNICATION

Please follow these guidelines when emailing parents or conversing with parents in a conference. This includes phone conferences.

1. Use a positive and friendly tone of voice both in writing and in person. If you are on the defensive, come across as inherently rigid, or are perceived as one who considers his methodology or pedagogy as flawless, you will find yourself engaged in a situation in which you not only do not elicit the cooperation of the parent, you risk causing a situation to escalate.
2. Thank the parent for his email or for meeting with you.
3. If you are speaking directly to the parent, listen. Even if the parent goes on and on, do your best to be patient and polite. Do not interrupt. It is to your advantage not to admonish the parent if he or she interrupts. To do so will most certainly exacerbate a situation. The parent is not required to conduct himself or herself professionally, we are.
4. If you need to apologize, please do so.

5. Ask the parent “How can I help you?” Encourage input from the parent.
6. Most parent/educator conferences occur because the child has not lived up to the educator’s expectations or the expectations of the parent. If the tone of the parent is contentious, it is usually because the parent is not happy with a decision made by the educator with whom the parent wants to conference.

Start with a positive:

“I know _____wants to be successful.”

If the student is disruptive, always talking, then, “ _____ is very popular with his classmates.”

He doesn’t do his work, “I know _____is capable, but I am still searching for the way to motivate him. Do you have any insight that will help me help_____.”

The child is struggling, “ _____has some wonderful attributes, but I am concerned that he is struggling in my class. Has _____indicated to you that he/she is feeling overwhelmed? Do you have any suggestions as to how I might help _____be more successful?”

Email:

Dear Mr./Mrs. _____,

I, too, am concerned that _____is not doing his best in my class. Perhaps if we put our heads together we can come up with a plan that will help _____be more successful.

Dear Mr. / Mrs. _____

Thank you for your email. I, too, am concerned that _____is not doing his/her best work in my _____class. Perhaps if we put our heads together, we can come up with a plan that will help _____be more successful.

7. If the parent makes a request of you that you feel is unreasonable, consider options available to you that might make the situation better. Look for an alternative that might appease the parent. Avoid telling a parent you do not have time to do something, especially since another faculty member may be doing the very thing you are saying you do not have time to do. If you need assistance, let your department head or T-TESS appraiser offer suggestions that will make a situation work.

If the parent questions your procedures, please do not lecture, admonish, or otherwise demean the parent. We need as much support as we can garner from parents. You will in your career have the occasional individual who cannot be mollified and may find everything you do unacceptable, but by following these suggestions, that individual will be rare.

These are just suggestions for initiating communication. The message here is: Choose your words very carefully and wisely. Customer Service is our goal!

It takes but one moment to deliver a message that is perceived as negative, uncaring, or even arrogant. It impedes positive communication and that individual’s perception will most certainly be shared with family members and other parents and friends in the community. If the parent has a negative perception of you it will serve to reinforce the child’s reluctance to cooperate.

It is the expectation that we will provide top quality customer service and that our customers are not only our students, but also their parents and the community.

APPENDIX K SPECIAL EDUCATION SAMPLE FORMS



Verification Form

Student: _____ Case Manager: _____

I have received a copy of the above mentioned student's accommodations, modifications, and/or BIP as indicated below. I understand that these accd/mods are mandatory and that I am required by law to implement his/her plan.

Circle the appropriate form(s):

Accommodations/Modifications Behavior Plan Content IEP for

Course/ Room # Person Receiving the form:	Signature	Date
ELA		
Math		
Science		
Social Studies		
PE/ Health		
Elective:		
Elective:		
Other:		
Administrator	Deliberations? Y or N	
Counselor	Deliberations? Y or N	
Para Professional		
Para Professional		

Revised 8/19/2014

Name of Student: _____

Teacher Name: _____

Course: _____

Case Manager Name: _____

Mod/Acc per ARD on: _____

Please click and choose the modifications/accomodations for the student above in this field of study.		
A - Z	A1 - Z1	A2 - N3
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>

Other: _____ Other: _____ Other: _____

Week of	Monday	Tuesday	Wednesday	Thursday	Friday
Aug. 25					
Sept. 1	Labor Day				
Sept. 8					
Sept. 15					
Sept. 22					County Fair
Sept. 29					
Oct. 06					
Oct. 13					
Oct. 20					
Oct. 27					
Nov. 03					
Nov. 10					
Nov. 17					
Nov. 24	Thanksgiving				
Dec. 08					
Dec. 15					
Dec. 22	Winter Break				
Dec. 29					

Teacher Signature: _____ Date: _____

Case Manager Signature: _____ Date: _____

DRAFT



Fort Bend ISD
2014-2015
Inclusion Class Log

Student name: _____

Grading Period: 1 2 3 4

Date	Time In	Time Out	Subject	Assignment	Sp Ed Staff Initial	Gen Ed Teacher Initial

**One student per form

Revised 8/14/2014

This form remains with the teacher of record (GenEd Teacher)

DRAFT

Fort Bend Independent School District
Accommodation Documentation Log
Fall 2015

(rev 5-2015)

Student Name: _____ Instructor/Course: _____

Accommodations Given for Your Class:

- | | | |
|--|--|--|
| 01-Individual Test Admin./St. Read Aloud
02-Dictate Composition Test Answers Verbatim
03-Type Composition W/O Spell Check
04-Reading Support for Math (per IAP)
05-Reading Support for Social Studies (per IAP)
06-Reading Support for Science (per IAP)
07-Reading Support (per IAP)
08-Use Place Marker With Test/Answer Document
09-Take Tests in Small Group
10-Respond Orally to Test Items-Teacher Records
11-No Scantron
12-Colored Transparency Over Test | 13-Dyslexia Reading Instructional Program
14-Short Answer Testing
15-Tests in Quiet Area of Classroom
16-Shortened Assignments not more than 25%
17-Note-Taking Assistance
18-Extended Time Assignments:1 day
19-Extended Time Tests: _____%
20-Frequent Breaks
21-Reduced Paper/Pencil
22-Preferential Seating
23-Use of Calculator
24-Tutorials (daily or as offered) | 25-Re-Teach Difficult Concepts
26-Small Group Instruction
27-Cooling Off Period
28-Behavior Intervention Plan (BIP)
29-Supplemental Materials/RTI Instruct.
30-Hard Copy of Teacher's Notes
31-No Penalty for Spelling
32-Tape Lectures
33-Handicap Accessibility
34-Use of FM System In Class
35-Daily/Weekly Report
36-Other: |
|--|--|--|

Week of:	Monday	Tuesday	Wednesday	Thursday	Friday
8/10/2015				District Professional Learning - 8/13-8/14	
8/17/2015	Campus Professional Learning / District Focus - 8/17-8/20				Teacher Work Day - 8/21
8/24/2015	First Day of Classes - 8/24				
8/31/2015					
9/7/2015	Holiday/Labor Day				
9/14/2015					
9/21/2015					Holiday/Ft Bend Co Fair
9/28/2015					
10/5/2015					Elem Parent Conference Secondary Professional Learning & Early Release ALL Students
10/12/2015	Student Holiday District Prof. Learning Day				[End of Nine Week Period]
10/19/2015					
10/26/2015					
11/2/2015					
11/9/2015					
11/16/2015					
11/23/2015	Holiday Thanksgiving Break	Holiday Thanksgiving Break	Holiday Thanksgiving Break	Holiday Thanksgiving Break	Holiday Thanksgiving Break
11/30/2015					
12/7/2015					
12/14/2015		{Exams 12/15/15}	{Exams - 12/16/15}	{Exams - 12/17/15} Early Release MS / HS students <i>only</i>	{Exams - 12/18/15} Early Release <i>ALL</i> students End of First Semester [End of Nine Week Period]
12/21/2015	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break
12/28/2015	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break	Holiday/Winter Break 1/1/2016

**FORT BEND INDEPENDENT SCHOOL DISTRICT
§504 ELIGIBILITY & ACCOMMODATIONS NOTICE TO TEACHERS**

Student's Name: _____ Date: ____/____/____

TO: Teacher's Name: _____

FROM: Campus §504 Committee

The above named student has been determined *eligible* under §504 of The Rehabilitation Act of 1973 by the campus §504 Committee.

- The §504 committee has determined that this student is to receive the accommodations listed on the §504 plan attached. Please keep this plan in a convenient but confidential location for your review as needed.
- While the student listed above is currently eligible under §504, he/she is not in need of a §504 Plan. If this student begins to experience any academic or behavioral difficulties and/or has a persistent drop in grades, please notify your campus §504 Coordinator as soon as possible to schedule a §504 meeting.

The implementation of these §504 accommodations is legally mandated by Federal law. Again, **please keep in mind that this information is confidential and protected.**

Contact _____, your campus §504 coordinator, should you need any additional information and/or assistance.

- I have received the accommodation plan on the above named student:**

(Signature of Teacher) (Date)

***PLEASE SIGN, DATE AND RETURN TO THE MAILBOX OF THE:**

- DYSLEXIA READING SPECIALIST, OR**
- CAMPUS §504 COORDINATOR**

