

West Deptford High School TEACHERS' HANDBOOK

2020-2021



REVISED 9/2020

TEACHERS' HANDBOOK

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WEST DEPTFORD HIGH SCHOOL
Personnel by Department

ADMINISTRATION

Brian C. Gismondi, Ed. D, Principal
Kelly Clark, AP Curriculum/Instruction
Tim Cammarota, AP Discipline/Attendance
Jason Morrell, AP Athletics/Activities

Administrative Assistants

Carol Bell
Mary Brewer
Kimberly Danze
Kathy Hunsberger
Julie Persicketti

Guidance

Ellen Quindlen, Chair
James Baillie
Nicole Bonzella
Erin Canna
April Sanford, SAC

English

Karen Robinson, Chair
McKenna Coffey
Jared Bier
Carmen Costa
Venise Grossmann
Sara Kolojejchick
Rebekah McGovern
Joan Schissler

Mathematics

Michael Seeley, Chair
Aaron Burr
Jody Davis
Jaclyn Falcone
Lindsay Freedman
Andrea Kappre
Charisse LoPresti
Courtney Stetson
Kathleen Yeager

Science

Michael Pustie, Chair
Melissa Castone
Joel Crane
Ashlee Elliott
Geraldyn Kountz
Stephanie Patton
Erin Pence
Joel Robinson
Mark Thorn

World Languages

Kristie Gleason, Chair
Erika Cepurneac
Kerri Farreny
Maria Ford
Jeannine Izzo-Caballero

Applied Technology

Raymond Kirschner, Chair
Mark Drummond
MaryBeth Lolli
Lauren Newman
William Rumaker
Robert Veight

Fine Arts

Thomas Kershaw, Chair
Dana Hallahan
Kristin Osgood Lamelas
William Yerkes

Physical Education/Health

Mark Dixon, Chair
Danielle Baklycki
Brendan Burke
Samantha Cabot
Clyde Folsom
Vincent Layton
Ryan Preziosi

Special Education

Julia Holloway, Chair
Christina Berth
Patrice Chambers
Robert Creamer
Starr Everwine
Kerri Farreny
Heather Kramer
Timothy McAndrew
Sharon McCool
Joan Pacini
James Shields
Sarah Smith
Jennifer Stuart
Holly Tedesco
Gabriella Umba

Social Studies

Patrick Rockwell, Chair
Denise Everitt
Justin Hansen
Kirsten Kelly
Daniel Mansor
Theone Sexauer
Patrick Vilary
Elizabeth Volansky

Miscellaneous

Gabby Prendergast, Trainer
Brian Kienholz, SRO
Lynn Zoll, Nurse

Instructional Aides

Lisa Bicking
Emily Gill
William Gore
Madison Graeber
Erica Harmon
Maureen Heck
Tina Krasting
Tara Lange

Non-Instructional Aides

Ann Hires, Health Office
Colleen McKeever, Media Center
Michelle Wilson, Main Office

SECTION I – CURRICULUM AND INSTRUCTION

Lesson Planning

Philosophy

The West Deptford School District utilizes the Understanding By Design (UbD) philosophy of lesson planning. By definition, teachers are designers of their craft. UbD expresses this philosophy through “backwards design”; essentially starting with the end in mind.

There are three distinct stages to backward design:

1. Identification of desired results: What should students know? What should students understand? What should students be able to do? What *enduring* understandings are desired?
2. Determination of acceptable evidence of understanding: What will we accept as evidence of student understanding and proficiency? The teacher must consider up front how he/she will determine if the students attained the desired understandings. Always think like an assessor.
3. Planning the learning experiences and instruction: Once you have identified your desired results and determined acceptable evidence of understanding, you can fully think through the ways in which to navigate your students. Think about what facts/concepts and skills/processes the students will need in order to perform effectively

TIPS for generating Essential Questions:

1. Derive questions from state/national content standards- Review a set of standards and identify key nouns that recur (i.e., important concepts) and then make those the basis of a question.

Examples:

Life Science Standard 5.3- Strand A: Living organisms are composed of cellular units (structures) that carry out functions required for life. Cellular units are composed of molecules, which also carry out biological functions.

Question(s): How can we prove that cells make up living things? If we're all made of cells, why don't we look alike? How do scientists prove things?

Physical Education Standard 2.5- Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Question(s): How important is follow-through for distance and speed? What feedback will enhance or improve performance most?

2. Identify “topical” questions (think *Jeopardy*) – What is an important question about a big idea for which the textbook or research will provide a strong “summary” answer.

Examples:

Social Studies – If trying to get students to understand the value, purpose, and relevancy of the “Three branches of government”

Question(s): Why do we need a balance of powers? What's the alternative? OR When is it wise to share power? When do we gain (and/or lose) power by sharing it?

We are encouraging teachers to compose Unit Plans within their departments with those who share similar courses, however, a weekly lesson plan is still a required submission. Please refer to the below format before submitting Weekly Plans.

Format

1. ALL plans must include: **ESTABLISHED GOALS (NJSL)** addressed throughout unit, the **ESSENTIAL QUESTIONS** of each unit, the **LEARNING PLAN** for the day, and daily **ASSESSMENT**.
2. OnCourse weekly lesson plans should also include a weekly “reflection” of the plans. Some may use this to update their unit plans from week to week, some may use this to reflect upon an activity that needs to be modified, some may use this to pose questions to their department members and/or administrators for feedback purposes. One “reflection” a week is the minimal requirement.

Substitute Teacher Kits

Every teacher will be issued a Substitute Teacher Kit at the start of each school year. Initially included within this kit will be the following:

- Teacher Schedule
- Time Schedule
- Floor Plan of Building
- Day to Day Procedures for substitutes
- Envelope of referral forms and cut slips

After the start of the year, each teacher will be responsible for updating the following information in his/her sub kit:

- Teacher Schedule
- Class Lists
- Temporary Room Changes
- **Important Student Information (i.e., 504 accommodations)**
- Emergency Lesson Plans

PLEASE NOTE: The initial update of the Substitute Kit **must be completed by Friday, September 11, 2020** – the first full day of classes. Upon completion, these are to be handed in to the department chairperson. After the department chairperson has collected and checked all kits for his/her area, he/she will turn them in to the Office of the Assistant Principal for Curriculum and Instruction. These kits will be kept in the teacher's mailboxes and **MUST** be up-dated periodically throughout the year.

Online Communication - Website

It is required that each faculty member creates and maintains a West Deptford Teacher Webpage that is accessible for both students and parents. At the start of each school year, every teacher should review his/her teaching assignments for the year in order to update their online communication from the previous year.

Grading Procedures

Summary of Grading Scale

The following shall to be used as mandatory numerical equivalents for letter grades:

<u>Numerical</u> <u>Average</u>	<u>Equivalent</u> <u>Letter Grade</u>
99 -100	A+
94 - 98	A
92 - 93	A-
90 - 91	B+
85 - 89	B
83 - 84	B-
81 - 82	C+
76 - 80	C
74 - 75	C-
72 - 73	D+
67 - 71	D
65 - 66	D-
0 - 64	F

Utilizing PowerSchool/PowerGradePro

PowerGradePro is an electronic grade book application that is integrated into the PowerSchool system. You use PowerGradePro to enter attendance, assignments, scores, and comments. When you save the information, PowerGradePro automatically updates PowerSchool, making the information available to school administrators, parents, and students. You access PowerSchool Teacher through the Web browser. You use PowerSchool Teacher to view student information, a facility directory, and the Daily Bulletin.

You can also print school reports as well as enter attendance, comments, assignments, and scores.

Parents/Guardians and students access PowerSchool Parent Access also through a Web browser. Parents/Guardians and students can view grades, assignments, teacher comments and the school bulletin. In addition, parents/guardians can request automatic student progress reports sent by email.

All teachers are required to record daily attendance and grades in PowerGradePro. (Class record books may be kept at a teacher's discretion.)

Teachers Grade Books (PowerGradePro)

Every teacher will record a sufficient number of grades each marking period to give a true picture of each student's progress. If subjective judgments of things like class participation are to be considered part of the grade, they are to be recorded. Each grade is to be identified as to the date recorded and the nature of the evaluation. Each teacher is required to update their gradebooks weekly. **It is strongly suggested that each teacher print and save a copy of his/her grade books bi-weekly.*

Each department should determine what constitutes an acceptable minimum number and/or range of grades to be recorded in a marking period. Teachers who teach the same courses must remain consistent in their grading approach. Please ensure your department chair/AP of C&I approve this approach.

At the end of the school year, the administration collects cumulative Y1 grades from each teacher. This will be collected by the AP of C&I and Guidance offices.

Interim Reports and Report Cards

Teachers are reminded that as professionals we are expected to maintain a high level of efficiency in all of our work. Teachers should be certain of their grades before they record them.

Each teacher must submit a grade report as specified in PowerGradePro for each class that he/she teaches to the appropriate administrator. The report should be turned in no later than the given deadlines below.

Comment Codes for Interims and Report Cards:

*NOTE: All student failures or incompletes require a comment code on both the interim and report cards.

COMMENDATIONS:	DEFICIENCIES:	RECOMMENDATIONS:
01-Courteous/Cooperative	11D-Poor attendance	T – Call Teacher
02-Does Outstanding work	12D-Low class/homework avg.	B – Improve Behavior
03-Significant improvement	13D-Frequent tardiness	C – Conference Requested
04-Positive attitude	14D-Unprepared for class	H – Homework Preparation
05-Consistent good work	15D-Lack of participation	
06-Participates in class	16D-Missing assignments	
07-Completes assignments	17D-Low test/quiz grades	
08-Demonstrates initiative	18D-Disruptive behavior	
09-Works well with others	19D-Phy.Education-medical	
10-Uses time effectively	20D-Poor attitude	
	21D-Earned grade is below 59%	

Interims

It is the philosophy of the West Deptford Schools that students and their parents are entitled to receive an Interim Report at the mid-point of each marking period. The purpose of such notice is to assure that students and parents are aware of the areas of their child's performance in need of improvement and to provide opportunity for taking appropriate steps to bring about this improvement.

The Interim Report is intended as a positive communication. Appropriate teacher comments should be indicated along with the student's current average. It is meant as a way of providing information that will result in the taking of constructive action to enhance the student's progress.

In situations where significant decline in performance occurs after Interim Reports are mailed, communication with the parent is **required**.

Report Cards

For FULL YEAR courses, the final average for Marking Period 1 shall be no lower than a 59% and no higher than a 100%. The final averages for the remaining Marking Periods 2-4 should reflect the students' true earned grade but should not exceed 100%.

For SEMESTER courses, the final average for Marking Period 1 and/or 3 shall be no lower than a 59% and no higher than a 100%. The final averages for the remaining Marking Period 2 and/or 4 should reflect the students' true earned grade but should not exceed 100%.

An "I" (incomplete) may only be given for the Marking Period with approval from the Assistant Principal for Curriculum/Instruction. **Within two (2) weeks after the end of the marking period, the teacher must submit a grade change to guidance personnel.** Approval for additional time also requires administrative approval. Once grades are submitted to the administration and stored, it is a tedious process to CHANGE A STUDENT'S GRADE. Great care should be taken to be accurate and efficient in calculating students' grades by the due date. If it does, in fact, become necessary to change a student's grade, please contact both K. Clark and E. Quindlen.

Each teacher is responsible for arranging make-up work with the student(s). When a student fails to make up the work missed during an absence, he/she receives a zero for all missed work. This should be averaged in with the other marking period work to determine his/her grade.

Concussion Protocols

In the event one of your students is diagnosed by a physician with a concussion during the academic school year, please follow the below protocol:

- 1) Contact the student's counselor immediately.
- 2) Guidance Counselor will then set up a meeting with you - the teacher(s) – and the AP for C&I.
- 3) Team will decide on appropriate accommodations and further course of action for student to complete coursework while under the care of a doctor for his/her concussion.

Testing/Assessments

Midterm/Final Assessments

The midterm assessment will cover all important educational material presented during the 1st and 2nd marking periods only. The final assessment will cover all important material presented on skills acquired throughout the entire school year, with a concentration on the material acquired the second half of the year.

These assessments can be a combination of traditional and performance based assessments. The midterm assessments will be scheduled on half days at the close of MP2 – **TBD**; the final exam assessments will be given on the half days at the close of the school year – **TBD**. Stay tuned for date changes due to inclement weather.

The grades for these assessments will now be recorded separately on the report card. For all FULL YEAR courses, each midterm and final exam grade will count as 10% (E1 and E2), while each marking period will count as 20% (M1, M2, M3, M4). For each SEMESTER Course, the exams (E1 or E2) will count as 20% of the grade while the marking periods within the semester (M1-M2 or M3-M4) will count as 40% each. **THIS MUST BE CATEGORIZED APPROPRIATELY IN YOUR POWER GRADE AT THE START OF THE YEAR.**

Communication with Parents

Teachers are encouraged to communicate with parents the successes and shortcomings of their students. Time does not permit as much teacher-parent contact as we might like. However, there are some specific opportunities through the year for this contact. These opportunities include:

- WDHS Open House
- Parent - Teacher Association Meetings & Events
- Mid-Marking Period Interim Reports
- Warning of Failure Notices/Calls (cc to failures) *mandatory
- Report Cards

In addition, teachers are encouraged to arrange parental conferences through the guidance counselor when a conference is appropriate and to contact parents directly by telephone or email when it seems to be in the best interest of the child. Any written communication with parents, other than utilizing official school forms, must be on a form or in a format previously approved by a member of the administration.

Scheduling of Parental Conferences

The Administration and Board of Education feel that parental conferences with teachers are an important part of the educational program which should take place whenever either party thinks it is desirable and should follow almost all academic warning letters. There are some situations, however, when a parental conference would not be of benefit to the parent or the student. In these circumstances, the guidance counselor should indicate to the parent, if he/she calls, that a personal conference will not be necessary and should discuss the source of the difficulty with the parent on the telephone. Such an instance could be when previous conferences have taken place in which the checked items have been discussed; no improvement has been made and the teacher feels that further conferences will be fruitless.

It is to be understood that if a parent specifically requests a conference, even though the teacher has indicated that he or she thinks it might not be beneficial, the teacher must meet with the parent. These conferences should be scheduled within the 7 1/2 hours that the teacher is required to be in the building, but in cases where this places a hardship on the parent, it is hoped that the teacher, or teachers involved, would voluntarily agree to schedule an earlier or later conference to help the child. It again should be understood that no teacher will be required to participate in a conference outside of the 7 1/2 hour negotiated work day situation.

Teaching Supplies and Budget

Each department maintains its own budget under the direction of the Assistant Principal for Curriculum and Instruction. If you should need general teaching supplies, please see the secretary for the Assistant Principal for Curriculum and Instruction before requesting an order through your department chairperson.

Supplies will be given out twice a year. You will receive a bag of supplies the first day of school and then you will receive a second bag of supplies at the beginning of the second semester. Tissues will be placed in your mailboxes at the beginning of each month. If you need construction paper or whiteboard markers/erasers, see or email Ms. Correale at your convenience.

Board Policy on Reimbursements

No person employed by the school system should ever order anything that he/she expects the school to pay for. ALL ORDERS MUST GO THROUGH THE OFFICES - first, the school office, then, the Superintendent's Office and finally, the actual order is placed by the Business Office. Any materials ordered otherwise must be paid for by the teacher. ALL orders must be placed on the proper requisition forms and must be initialed by the Principal and Superintendent. Confirming orders will not be approved unless prior permission has been received from the Principal. No items will be paid for which have been ordered on approval, nor will the school pay the postage to return such items. Most publishers will provide curriculum chairpersons with samples of textbooks without charge.

Reimbursement

Any teacher requesting reimbursement for expenses incurred in attending an activity/workshop is to submit a request (via AESOP) itemizing the costs in advance. Only those expenses which were listed on the original request for approval of the activity will be reimbursed. Once a teacher has returned from the workshop, he/she can then submit a voucher for reimbursement.

Textbooks

All books are and will remain centrally stored (see Department Chairperson for specific details). Each teacher will find in his/her classroom a sufficient number of texts, plus a few spares, to cover the latest available enrollment figures. If additional copies are needed, they are to be requisitioned from the Assistant Principal, through the department chairperson.

General Rules

1. ORIGINAL RECORDS of text assignments to students MUST BE MADE IN DUPLICATE. (One for the teacher and one for the department chairperson).
2. All books have been numbered on the front inside cover. This number is the only number to be used. It will facilitate a running inventory of the texts and make easier a planned program of reordering so that a sufficient number of texts will be on hand at the beginning of each school year.
3. All books have been stamped on the front inside cover. This stamp was put there to facilitate the returning books to the students they were assigned to in case they become lost. It will also aide us in determining age and the number of times a book has been issued. **STUDENTS NAMES ARE TO BE WRITTEN IN THE BOOKS BY THE TEACHERS, IN INK.** Teachers are to put their initials after the student's name to facilitate returning the text to the teacher who has the student in his/her class.
4. For condition of books, use only 1-2-3-4-5. One (1) is new; five (5) indicates possible replacement. This procedure must be standardized. The condition number is to be placed in the text by the teacher and the student and the student should be given an opportunity to agree or disagree with the condition of the book assigned. Once agreement has been reached, it is the student's responsibility to maintain the book within reasonable limits, in that condition. Any significant damage should be noted beside the condition number in order that this may be taken into consideration when assessing fines at the end of the year.
5. All requisitions for additional texts are to be made through the department chairperson.
6. If a book is lost, mark your record lost, then give replacement number and mark replacement. When a student loses a book, he/she will be required to pay for it. **Remember to submit a fine slip to the Main Office in this case.** We are obligated to issue a student a new book even though the old one is not yet paid for. In this case, the student is responsible for two books.
7. No book is to be destroyed by a teacher without the consent of an administrator. At the end of the year, all books in very poor shape and possible discards should be piled separately and designated as possible discards. The department chairperson and Assistant Principal for Curriculum & Instruction will review the most updated state/district procedures to share or discard texts.
8. The teachers should attempt to periodically, once a month, check all texts. Any significant damage should be noted beside the condition... so that they do not begin to take the place of a notebook.

Professional Development Workshops

Procedure - Attendance:

In order to attend an out-of-district professional development opportunity, you must complete the following procedure:

- 1) First, submit a written (email) request to the Assistant Principal for Curriculum & Instruction, giving full particulars regarding date, time, place, purpose of meeting, and cost, if any.
- 2) Immediately upon initial approval by the administrator, submit an absence workshop request in AESOP. Cost of workshop & Cost of Substitute MUST be designated in the TEXT BOX in order for the absence to be approved.
- 3) This request will then be forwarded to the Building Principal and then through the proper channels at the central office and Board of Education levels for final approval.

Procedure – Turn Key:

In order to share the benefits of information gained from conferences, workshops, etc., please check in with the Assistant Principal for Curriculum and Instruction upon return.

*Depending on the workshop opportunity, staff members could be asked to give a brief presentation to either their department members and/or general staff on the workshop attended.

Field Trips/Excursions

Initial Request and Approval

In order to request a Curriculum-based field trip/excursion opportunity, you must complete the following procedure:

- 1) **First, submit a written (email) request to the Assistant Principal for Curriculum & Instruction, regarding the date of the trip.**
- 2) Once the date is initially approved, all trips must be submitted on the *Request for Excursion* form to the appropriate school personnel.
- 3) Once this initial paperwork has begun, the Athletics/Activities Office will submit a Board of Education motion for approval.
- 4) Once the BoE motion is approved, the teacher(s) may then place their school business day absence requests in AESOP. The cost of the substitute and the BoE approval date of field trip MUST be designated in the TEXT BOX in order for the absence request to be approved. (NOTE: You will only receive notification from the Activities Office if the motion was NOT approved; otherwise, operate under the understanding that trip was “approved” as requested.)

Curriculum Area Field Trips

Priorities for Curriculum Area Field Trips

1. That the content return to students resulting from a field trip be without question a necessary and integral part of the subject area sponsoring the trip, that students receive appropriate advance preparation, a follow-up critique, and be held responsible for information gained from the trip as part of the course’s objectives.

In accordance with our Curriculum Policy, trips cannot be justified if their main purpose is to have students gain an appreciation, establish proper attitudes etc. The content area of the trip must be integrated with the subject matter of the sponsoring curriculum area that the measurement of student outcomes from the trip would be a logical extension of the classroom work.

2. That field trips not unduly disrupt the over-all program.

3. That field trips be properly budgeted for in the curriculum area budget for each Forth-coming school year. If not budgeted in advance through the department chairperson, all costs associated with the trip will be the responsibility of the students.
4. That all rules regarding permission forms, transportation, chaperones, etc., be adhered to. See Activities Office for complete details.

Planning a Trip

- 1) It is essential that a trip sponsor plan the trip well in advance of the date of the trip. Present Board policy requires teachers to submit an excursion request at least one month prior to the date of the field trip. This form may be found in the Activities Office.
- 2) It is realized that occasionally notices regarding conferences, contests, special programs, etc., which are of great benefit to the students arrive a week or so prior to the date of the event. Each petition of this nature will, therefore, have to be decided individually.

Upon Approval

- A. The trip sponsor shall confirm all reservation of seats, arrangements for lunch, if necessary, arrangements for transportation, etc.
- B. The trip sponsor shall obtain a Parent Permission Slip from the Assistant Principal of Athletics/Activities Office and make sure that each student has one properly filled out before being allowed to go on the proposed trip.
- C. The trip sponsor shall prepare a list of the students going on the trip to be used as a supplement to the Absentee Bulletin. This list is to be published at one week prior to the trip.
- D. The trip sponsor shall make and/or collect a list(s) of the students not going on the trip from his classes and those of other chaperones.
- E. The trip sponsor shall prepare, and if additional chaperones are employed, collect all lesson plans needed to insure that those classes to be covered have schoolwork to do. All class lists and lesson plans shall to be given to the Assistant Principal for Curriculum and Instruction the day prior to the trip.
- F. The trip sponsor will hold on to the Parent Permission Slips.

Guest Speakers/Classroom Visitations

All non-high school personnel visitations MUST be approved by the appropriate department chairperson and Assistant Principal for Curriculum and Instruction in advance.

The *Request for Non-High School Personnel Visitation* form can be found in the Main Office. Please indicate the name of the visitor and nature of visit as indicated on the form and return to your department chairperson for initial approval.

All chairpersons will submit the form to the High School Curriculum Office for pending approval. Kindly note that advanced notice is required for all guest speakers or visitations.

Practicum Students/ Student Teachers

West Deptford High School takes great pride in the fact that we open our doors to many college students who are pursuing their teaching certifications. Throughout the course of the school year, we accept both Junior Practicum students and Student Teachers to work with our experienced staff.

Junior Practicum students are brought here to learn and assist under the supervision of experienced teachers. They are not here to take the teacher's place in the classroom or any other assigned duties. They will be allowed and expected to teach under the direct supervision of the assigned teacher. On the other hand, student teachers are expected to first observe the experienced teacher and eventually take over the assigned classes/duties. **Only tenured staff members may receive a junior practicum student and/or student teacher.** If you are interested in serving in this capacity, please see your department chairperson and/or the Assistant Principal for Curriculum and Instruction.

Media Center

Procedures:

The Media Center is open during Periods 1-8 daily.

A. CLASS VISITATIONS

In order to allow entire classes to utilize the media center facilities and still keep it available to individual students, teachers will be permitted to make arrangements for their classes via a Google Doc calendar/schedule. Teachers will be able to sign out by period by day when needed. All teachers must accompany and direct their students during such class visits.

B. FACULTY – BOOK CHECKOUT

1. Faculty members may borrow up to four items at one time for a period of two weeks. The borrowed items must be returned or renewed at the end of the two week period. Failure to return the borrowed items will result in the loss of borrowing privileges until the items have been returned.
2. Students are not permitted to borrow materials for faculty members.
3. Teachers are to check out books which they wish to borrow.

C. CLASS REFERENCE

1. Faculty members may request that materials be sent to their classrooms. Teachers should visit the media center several days in advance of the assignment to select the desired materials.
2. When materials are signed out for classroom use, the teacher should indicate when the materials will be returned to the media center so that we know when they will be available for general circulation. Please do not allow students to borrow materials that you have signed out.

D. REQUESTS FOR NEW MATERIALS

Teachers desiring that new materials be purchased for the Media Center are to submit all such requests to the district media specialist. Such requests will be forwarded to the Assistant Principal for Curriculum and Instruction and Building Principal.

SECTION II – OPERATIONAL POLICIES/BUILDING PROCEDURES

Bell Schedules

Full Day

Late bells ring at the beginning and end of homeroom and at the beginning of all periods. Bells will sound at 7:15 am signifying students may proceed to homeroom and at 7:27am to provide a reminder that homeroom is about to begin. Bells will ring again at 2:16 pm at which time the busses will leave.

Building Opens		7:15
Homeroom		7:31 - 7:42
Period 1		7:46-8:30
Period 2		8:34-9:18
Period 3		9:22-10:06
Period 4	LUNCH ** 10:10-10:32 *10:34-10:54	10:10-10:54
Period 5	LUNCH ** 10:58-11:20 * 11:22-11:42	10:58-11:42
Period 6	LUNCH ** 11:46-12:08 * 12:10-12:30	11:46-12:30
Period 7	LUNCH ** 12:34-12:56 *12:58-1:18	12:34-1:18
Period 8		1:22 - 2:06
Busses Leave		2:16
Late Bus Leaves		3:05

Dismissal instructions from each classroom and study hall are given by the teacher at the times indicated above. All students are to remain seated until the teacher gives instruction to pass.

* 9th and 10th Grade Lunches

**11th and 12th Grade Lunches

Half Day

When school is in session for ½ days (7:31am to 11:51am), the following bell schedule will be followed:

Homeroom	7:31 - 7:36
Period 1	7:39 - 8:09
Period 2	8:12 - 8:41
Period 3	8:44 - 9:13
Period 8	9:16 - 9:45
Period 4	9:48 - 10:17
Period 5	10:20 - 10:49
Period 6	10:52 - 11:21
Period 7	11:24 - 11:51

Students on the late arrival program will be expected to be at school on time for their first class period.

Teachers' 1/2 day schedules: Teachers will work a regular day, 7:10am - 2:40pm. At 11:51am, teachers will assist in clearing the building. Once the building is clear, teachers' lunch will be 12:00 - 1:00pm.

Pep Rally

Period 1	7:46 - 8:25
Period 2	8:29- 9:08
Period 3	9:12 - 9:51
Period 4	9:55 - 10:35
Period 5	10:39 - 11:19
Period 6	11:23 - 12:03
Period 7	12:07 - 12:47
Period 8	12:52 - 1:31
Pep Rally	1:35 - 2:06

Opening Exercises

The school day will start in the following manner:

At 7:31am, the late tone will sound. Within a few seconds, the announcer will start the opening exercises and all persons (students and staff) will stop where they are and remain until the opening exercises are complete. The opening exercises will consist of:

Flag Salute and Morning Announcements

In compliance with New Jersey law, the school will observe certain days with appropriate exercises. The days included are:

- Columbus Day
- Veterans Day
- Martin Luther King’s Birthday
- Thanksgiving Day
- Lincoln’s Birthday
- Washington’s Birthday
- Arbor Day
- Memorial Day
- Flag Day

In the event that school is closed on any of these days, the observance will be the last school day prior to the date.

Reporting Absences

Illness:

AESOP PHONE #:	1-800-942-3767
AESOP EMAIL:	www.aesoponline.com

Absences MUST be reported in AESOP prior to 6:00am. If an emergency arises and you must report an absence after 6:00am, call/email any of the personnel below to report your absence:

Kelly Clark	ext. 2629	Kathy Hunsberger	ext. 2202
Tim Cammarota	ext. 2634	Carol Bell	ext. 2639
Brian Gismondi	ext. 2628	Mary Brewer	ext. 2203

Online Absence Reporting-

To create an absence using the online system, please follow the below procedures:

- 1) Select Start Date
- 2) Enter Number of Days
- 3) Enter Start and End Times
- 4) Select Absence Reason
- 5) Confirm Absence Details
- 6) Enter Multiple Days (if necessary)
- 7) Save Your Absence

Telephone Absence Reporting-

To create an absence using the telephone system, please follow the below procedures:

- 1) Dial 1-800-942-3767
- 2) Enter ID # followed by the pound (#) key
- 3) Enter pin # followed by the pound (#) key
- 4) Select the Start Date: (1)-TODAY, (2)-tomorrow, (3)- another day, (4)- Monday
- 5) Enter the Number of Days
- 6) Enter the Start and End Times: (1)- Full Day, (2)- Half-Day AM, (3)- Half-Day PM
- 7) Select Absence Reason
- 8) Confirm Absence Request: (1)- Correct, (2)- Re-enter, (3)- Cancel
- 9) Save Your Absence: (1)-Substitute id required, (2)- Substitute is NOT required
- 10) Select Specific Substitute (1) or Allow AESOP to assign substitute (2)

Illness/Emergency During the School Day:

If you become ill during the normal school day and must leave, **it is necessary to seek approval from an Administrator prior to leaving for the day.** The Administration will be responsible for securing a substitute or effecting coverage.

Procedure for Advanced Absences:

Personal Days:

A staff member must receive prior approval from the Principal in order to request a personal day(s) in AESOP.

School Business Days:

A staff member must receive prior approval from the Assistant Principal for Curriculum/Instruction in order to request a school business day(s) in AESOP. Once approval is warranted, the staff member may submit the AESOP request but **MUST indicate the total cost of the workshop and substitute (if required) in the text box.** Failure to do so will result in a denied request.

Substitute Plans and Materials:

It is the responsibility of each teacher to have and maintain substitute plans, materials, etc. available for the substitute teacher. **ON THE DAY OF AN ABSENCE, PLEASE EMAIL YOUR SUBSTITUTE PLANS TO ALL OF THE FOLLOWING: DEPT. CHAIR, KATHY CORREALE, and KELLY CLARK.**

Sign-In/Sign-Out Procedures

All teachers are required to sign-in by 7:10am (with the exception of those approved for late arrival at 7:40am). Repeated lateness will result in a conversation, and possible warning letter from the building administration. Sign-out is 2:40pm (late arrival 3:10pm). On the last full day of the week, teachers may sign out 10 minutes after the students have left.

***Sign-in and -out** procedures will require each staff member to log into his/her West Deptford computer and click an icon to indicate their arrival to and dismissal from school. This system will allow each staff member to sign in and out from the building during his/her lunch period without visiting the Main Office.

Student Supervision Procedures

Homeroom Supervision

All homeroom teachers are to be at their assigned rooms by 7:15am. Between 7:15am and 7:29am teachers are to stand in the doorway of their homerooms in order to supervise both the homeroom and the immediate hallway area.

At 7:27am, the warning bell rings. All teachers should encourage students to go to homeroom as soon as the bell rings. The 7:31am bell signals the beginning of homeroom. If students are not in homeroom by 7:31am when the bell rings, they are required to sign-in late by the Main Office. **Students should not be permitted to enter homeroom until they receive a late pass.**

The opening exercises are conducted over the P.A. system. Students should be asked to stand quietly and respectfully during the flag salute. If a student chooses not to stand, kindly respect their option not to stand. All students should be quiet and attentive during opening exercises and the announcements.

Attendance is to be taken by the teachers using PowerGrade. After recording and submitting attendance the HR envelope will be collected and returned to the Attendance Office.

General Supervision of Students

1. Prior to the official start of the school day, teachers are asked to encourage students to wait in the front lobby or directly inside doorways until the 7:15 bell rings.
2. All teachers are to be at their morning assignments by 7:15 am. Hall supervision assignments last until the end of opening exercises.
3. All teachers should be in their assigned classes or at their assigned duty at all times. Remember, you are legally responsible for your students.
5. Students are not to be dismissed from class until the time indicated in the daily schedule. If students are to be excused early for some activity, it will be indicated in the daily bulletin, a special bulletin, the PA system or all three. The time to be excused will also be given. **Students are NOT permitted to stand in the classroom doorway, but rather remain in their seats until dismissed by the teacher. (BELL TO BELL INSTRUCTION SHOULD BE OCCURRING)**
6. Teachers assigned to supervise students during assembly programs and pep rallies must remain with those students throughout the program.
7. Please assist with clearing the building each day. Students may remain with a teacher for extra assistance but should not loiter in the corridors. All students remaining after school should be under the direct supervision of a teacher.
8. All students must have at least 24 hours prior notice before being detained after the close of school. Exceptions can be made if the teacher contacts the students' parent or guardian to receive permission to keep the student the same day.
9. If you plan to keep a large group of students after school for any purpose whatsoever, please notify the office. It may be necessary to arrange for additional bussing.

Procedures for Visitors

All visitors to the high school must come to the main office to register/sign-in. The administrative assistants in the main office shall inquire into the nature of the visit and the visitor's name. They will then handle the request in the appropriate manner. As a general rule, classes will not be disturbed to notify any teacher of a visitor, unless it is considered to be an emergency situation. In addition, teachers should encourage former students to return after school hours only for visitations. Classes should NOT be disrupted for this.

Assemblies/Large Group Meetings

When a particular grade is having an assembly, the grade attending the assembly will be called to the auditorium over the public address system. Staff members should remain with the students throughout the duration of the assembly/meeting unless they have a teaching/duty period scheduling conflict. Specific instructions for all assemblies/meetings will be distributed one or two days in advance for planning purposes.

Hall Pass/Lavatory Procedures

At the start of the school year, and periodically throughout the year, each classroom will receive a color-coded Lavatory/Locker Pass with the assigned room number. Only one student may sign out of your classroom at any given time to attend the lavatory or retrieve items from his/her locker. The student is required to sign out on the log in each classroom and then sign back into the classroom upon return from the lavatory/locker.

All other passes must be written in ink, one pass to a student. They must include:

1. Time leaving
2. Time arriving
3. Signature of issuing teacher
4. Signature of teacher returning student to original destination
5. Date
6. Full name of student

STUDENTS ARE NOT TO FILL OUT THEIR OWN PASSES. PASSES SHOULD NOT BE LEFT WHERE STUDENTS CAN BORROW THEM. TEACHERS SHOULD KEEP A RECORD OF ALL STUDENTS OUT OF CLASS ON A PASS.

Emergency Procedures

Building Evacuation Procedure (Fire Drills)

In accordance with New Jersey Law, building evacuation drills (fire drills) will be held twice in the first 10 days of school and twice in the month of October only. New law stipulates only one fire drill (and a second school drill) each of the remaining months of school. All drills should be taken seriously by staff and students alike. It should be remembered that fires and other emergencies do occur in schools and that it is imperative that the building be evacuated quickly. There is not time to get coats from lockers or to delay in any other way. If the signal is to be ignored for some reason, an appropriate announcement would be made over the P.A. system.

When the building evacuation signal is given, the teacher in charge of the class, study hall, lunchroom, etc., will give the classroom the evacuation directions. All rooms should have directions posted near the classroom door. The specific instructions follow:

<u>ROOM</u>	<u>USE OF STAIRWAY OR EXIT</u>	<u>LINE UP</u>	<u>LOCATION</u>
1	Turn right; right line, exit front door	Lead	Front Lawn
2	Turn right to end of hallway, turn left; left line, exit front door	Lead	Front Lawn
3	Turn right to end of hallway, turn left; left line, exit front door	2	Front Lawn
4	Turn right to end of hallway, turn left; left line, exit front door	3	Front Lawn
42	Turn right, main exit; right line	Lead	Front Lawn
5/6	Turn right, at intersection turn left; main exit, right line	42	Front Lawn
Main Office	Turn left, make a second left; main exit, left line	Lead	Front Lawn
Attendance Office	Turn left, at intersection make a second left; main exit, left line	Main Office	Front Lawn

Nurse's Office	Turn left, at intersection make a second left; main exit, left line	Attendance Office	Front Lawn
Faculty Room	Turn left, at intersection a second left; main exit, left line	Nurse' Office	Front Lawn
C.S.T. Office	Turn right, make a second right; right line, front door	Lead	Front Lawn
Guidance Office	Use emergency exit in back	Lead	Side Lawn
LGI/DLL	Use emergency exit on side	Lead	Side Lawn
Library	Use exit in front of building; left line	Lead	Front Lawn
7	Turn left; use exit in front of building; left line	Library	Front Lawn
8	Turn left, use exit in front of building; left line	7	Front Lawn
10	Turn right, at Library hallway turn right again; right line, use left exit	Lead	Side Lawn
9	Turn right; use exit in front of building; right line	Lead	Front Lawn
11	Turn right; use exit in front of building; right line	9	Front Lawn
13	Turn right, at Library hallway turn left; left line, use left exit	12	Side Lawn
12	Turn left, make a second left; left line, use left exit	Lead	Side Lawn
15	Turn left to end of hallway, make a left and then right, through cafeteria; right exit	17	Practice Field
17	Turn left to end of hallway; make a left and then right, through cafeteria; right exit	27	Practice Field
27	Turn right, make a left into Cafeteria; right exit	Lead	Practice Field
14	Make a right to end of hallway, make a second right, then another through exit; right line	16	Near side road
16	Make a right to end of hallway, make a second right, then another through exit; right line	18	Near side road
18	Make a right to end of hallway, make a second right, then another through exit; right line	Lead	Near side road
Graphics (22)	Make a right to exit	Lead	Side Lawn
Wood Shop (20)	Out back door in shop	Lead	Side Lawn
19	Out back door in shop	Lead	Practice Field
Video Tech (21)	Out back door in shop	Lead	Practice Field
23	Make a right, then left to exit; left line	Lead	Side Lawn
26	Make a left, then a right to exit; left line	23	Side Lawn
24	Through Science hallway; left line	Lead	Practice Field
25	Through Science hallway; right line	Lead	Practice Field
Cafeteria	Follow directions of teachers in charge – use both side exits	Lead	Practice Field
Faculty Dining Room	Make a right, then another right through exit	Activities Office	Practice Field
28	Turn left, then right through Cafeteria; left exit	29	Practice Field
29	Turn right, then left through Cafeteria; left exit	Lead	Practice Field
Gym	Back exits	Lead	Practice Field
Weight Room	Use emergency exit	Lead	Practice Field
Trainer's Office	Make right through exit	Lead	Parking Log
31	Turn left, straight through to exit	30	Parking Lot
30	Turn left, straight through to exit	Lead	Parking Lot
Auxiliary Gym	Turn right, make a second right to exit; right line	Lead	Parking Lot

32	Turn left, then another left; exit left	Lead	Parking Lot
33/35	Turn right to end of hallway then left; make another left to exit; left line	32	Parking Lot
34	Turn right, after room 28 turn right again; right line	37	Parking Lot
37	Turn left, turn right at hallway between rooms 28 and 30; right line	36	Parking Lot
36	Turn right, make another right; right line	Lead	Parking Lot
39	Turn right, make a left after room 30; right line	38	Parking Lot
38	Turn left, make another left; left line	Lead	Parking Lot
41	Turn left, use main exit; left line	Main Office	Front Lawn
40/42	Turn right, use main exit; right line	5	Front Lawn
201	Stair #1, left side to 1 st floor	Lead	Parking Lot
202	Stair #1, left side to 1 st floor	201	Parking Lot
204	Stair #1, left side to 1 st floor	202	Parking Lot
203	Stair #1, right side to 1 st floor	Lead	Parking Lot
206	Stair #1, left side to 1 st floor	204	Parking Lot
205	Stair #1, right side to 1 st floor	203	Parking Lot
211	Stair #2, right side to 1 st floor	Lead	Parking Lot
212	Stair #2, right side to 1 st floor	211	Parking Lot
210	Stair #2, right side to 1 st floor	212	Parking Lot
208	Stair #2, right side to 1 st floor	210	Parking Lot
209	Stair #2, left side to 1 st floor	Lead	Parking Lot
207	Stair #2, left side to 1 st floor	209	Parking Lot
Auditorium	Follow directions of teachers in charge - use both exits in back and side exits to front of building		

1. The usual signal to evacuate the building will be the fire alarm bell. The alternate signal will be a public address announcement.
2. The classroom teacher will give the directives for leaving the building.
3. A specific student should be assigned to lead the class. This student should be capable of reacting responsibly in an emergency situation, such as a blocked exit.
4. Each teacher is to accompany his/her class for proper supervision.
5. In the event that smoke is present, all persons should make every effort to stay low in order to avoid inhaling toxic fumes.
6. Students are to move SILENTLY and QUICKLY out of the building in orderly lines and are to remain in clearly defined class groups once outside. All personnel must move far enough from the building to permit access by all emergency vehicles.
7. **Teachers must see to it that all windows and doors are closed and lights turned out. It is suggested that monitors be assigned to perform these duties.**
8. **The classroom teacher should take his/her class list with him/her.**
9. If there is a student in the class who is using crutches or is similarly physically unable to keep up with the other students, the teacher in charge is to instruct the student to wait until everyone is out before leaving the class or proceeding downstairs. The teacher is to remain with the student and accompany him/her out the door and ask another teacher to supervise the class.
10. When the building evacuation signal sounds between periods or before or after school, all teachers are asked to do the following:
 - a. Have students leave the building by the closest exit.
 - b. Be sure that any classroom in your area is properly taken care of windows closed, lights out, door closed.
 - c. If you are near a lavatory, go in and tell all students to leave; the evacuation signal may not be heard in the lavatory.
 - d. Leave the building by the closest exit - in this way, we will be certain that there are teachers with all groups of students.
11. All personnel will leave the building when the evacuation signal sounds unless specific instructions to the contrary are given over the P.A. system.
12. After an evacuation drill, the signal to come back into the building will be given by a school official.

13. When drills occur while classes are passing, at the conclusion of the drill, students are to continue to their next assignment. When drills occur during homeroom or a class period, the students return to that assignment at the conclusion of the drill, even though that period may have ended while the drill was taking place. In that situation, instructions will be given to pass after everyone has returned.

Keys

All teachers are assigned numbered keys at the beginning of the school year. On the last day of school, each teacher is responsible for the numbered key given to him/her on the first day. Substitute teachers are issued keys on a day-to-day basis. **SCHOOL KEYS ARE NEVER TO BE GIVEN TO STUDENTS.**

Daily Announcements

Any daily announcement that you would like posted should be emailed to the Video Lab at the following address: channel4news.wdeptford.k12.nj.us.

Computer Software

1. The West Deptford School District licenses the use of its computer software from a variety of outside companies. West Deptford School District does not own this software or its related documentation and, unless authorized by the software developer, does not have the right to reproduce it.
2. With regard to use on local area networks or on multiple machines, West Deptford School District employees shall use the software only in accordance with the license agreement.
3. West Deptford School District employees who make, acquire, or use unauthorized copies of computer software may be held accountable by companies who manufacture software for their actions and may be subject to legal action. According to the U.S. Copyright Law, illegal production of software can be subject to civil damages of \$50,000 or more and criminal penalties including fines and imprisonment.

Money and Valuables

You are asked not to leave things of value, especially money, in the school overnight. If need be, valuables MUST be kept in the school safe. Money which is to be deposited in the West Deptford High School Activities Fund must be deposited daily before 3:30 pm. A receipt will be given to you and proper credit will be given to the appropriate account within the Activities Fund.

No appreciable amount of money will be kept in the safe overnight. Deposits will be made daily and the safe will be kept locked. The safe will be opened for specific purposes only upon request to a secretary or a member of the administration. Money and items which are not the property of the Board of Education are not covered by our school insurance policy and, therefore, should not be kept in the classroom. (See Monetary Deposits and Withdrawals BELOW for specific procedure).

Monetary Deposits and Withdrawals

All members of the faculty engaged in the collecting of funds for any purpose should be aware of the following:

1. Money may only be deposited or withdrawn at designated times. Cash and checks must be held in the main office safe at all times. Teachers are not to hold on to money at any time.
2. Deposit and withdrawal slips can be obtained from the secretary in the Main Office in charge of school monies.

3. No deposits or withdrawals will be accepted without authorization slips signed by all parties concerned, or in an emergency, by the Principal.
4. No deposit slips will be signed by custodian of the funds before accuracy of deposit is determined.
5. Statements will be issued by custodian once a month showing balances.
6. Deposit and withdrawal slips are issued with each deposit and withdrawal. These slips are to be retained for auditing purposes.
7. When a student treasurer is appointed or elected, he or she should have the ability to keep simple financial records.

Safety Procedures

In order to keep the classrooms as safe as possible, the following rules will be observed by all staff members.

1. Nothing is to be tied by string to the lights. Signs, objects, etc. are not to be hung from the light fixtures.
2. The vision panels in the classroom doors are to be kept uncovered. Do not obstruct these panels with paint or paper.

School Closing

Information supplementary to that listed below will be furnished for the last month of school: a closing calendar, teacher coverage assignments, notification of 1/2 days.

Books

1. General procedure for collecting texts:
 - (a) All texts should be checked during the last few class meetings and fines should be collected for damages as indicated under FINES.
 - (b) Texts are collected at last regular class meeting in grades 9, 10, and 11. (Check the last class meeting schedule carefully if the 1/2 day schedules omit the lunch periods.)
 - (c) Texts are collected during the last class meeting for seniors. (Check the supplementary closing calendar that will be issued.)
 - (d) All texts may be placed in one room or may be left in the room where collected - at the discretion of the department chairperson.
2. Books should be separated after collection into three groups.
 - (a) Those in usable condition
 - (b) Those in need of repair (have loose pages, covers broken, no covers, etc.)
 - (c) Those to be destroyed (with missing pages or ruined by moisture).
3. Each group should be accompanied with a slip of paper giving:
 - (a) The teacher's name.
 - (b) The name of the text.
 - (c) The number of texts in the pile.

It is requested that all books designated for destruction be tied in a bundle to prevent any possibility of their getting back into central storage.

No teacher is to destroy books or have them destroyed. Those earmarked for destruction will be handled by the administration.

Department Chairpersons will submit an updated book list for all books in their department to the Assistant Principal for Curriculum/Instruction. This list is to include an accurate count made after the close of school and the emptying of lockers.

Fines

All textbooks must be thoroughly checked by the classroom teacher and fines must be levied for damage or loss. It is usually more convenient if the teacher will make a preliminary check before the last week of school, noting which students have lost books or have badly marked books, giving the students preliminary information that might allow them to rectify the situation, and giving them an idea of what amount of money they should have available to pay the fines on the last class meeting.

Students will bring their texts to the last meeting for each class. (see supplementary closing calendar.) At the last meeting, the teacher will collect the texts - checking to see that there has been no new damage since the preliminary check, and will assess fines when necessary.

If a student does not pay the fine at the last class meeting, it will have to be paid to the Athletic/Activities Office at a later date. Once the teacher has turned fine slips in to the office staff, he/she must not collect the fine or book, but must send the student to the office. A list all unpaid fines for all candidates for graduation must be submitted to the high school office by 1:00pm on the last day for Seniors, with accompanying receipt forms. A list of all unpaid fines for non-seniors must be submitted similarly by 11:30am on the last day for non-senior students.

General Procedure For Assessing Fines

Book fines are to be based on five (5) year program of usage. A price list for all texts is available through your department chairperson. Department chairpersons will issue their teachers a list of amounts to be charged for lost books. Depreciation will be at the rate of 20% a year for all lost or totally damaged books, and 20% of the original cost for books five or more years old that were still in usable condition when issued. Other fines will depend on the amount and type of damage and the number of years the book has been in circulation.

Examples:

Lost Book - A history book that was three year old, costing \$20.00 has been lost. The student would be charged for 40% of the \$20.00 value. (If the book was five or more years old, the student would be charged 20% of the \$20.00 value.)

Damaged Book - A history book costing \$20.00 that was three years old has been damaged. If the damage is so excessive that the book cannot be used again, the fine would be 40% of the \$20.00 value. If the damage results in limiting the life of the book to only one more year, the fine should be 20% of the book's value. Minor damage would be anything less ranging from \$1.00 to \$2.00 - assessed at the discretion of the teacher. Totally unacceptable books should be returned to the student and they should be fined as for a lost book. **NO FINES LESS THAN \$1.00 WILL BE COLLECTED.**

Every student paying a fine will receive a receipt from the teacher. Make receipts out in **TRIPLICATE**. One goes to the student; the others **MARKED PAID** goes with the money in the envelope provided to each teacher for collection purposes. Indicate on fine slip if fine is due for damage to book or if book was lost. Any money collected should be turned in to the main office on the day it is collected, for teacher's own protection. Money should be turned in as early as possible after school, but **NO LATER THAN 2:30pm**.

Classroom teachers are requested to fill out the Book Fine Receipts Forms in Triplicate for all seniors who have not met their obligation by the last class meeting on, or prior to, the last day for seniors; and for non-seniors who have to meet their obligations on, or prior to, the last student day. Turn two of these forms in to the office at the close of the school day and give one to the student. Students will have to settle with the office after this date. (These forms are requested in triplicate so one may be given to the student marked "PAID" when payment has been made and one may become part of our records, and so there can be no question in the student's mind that he/she owes a fine and for what). The student is to sign the fine slip before the copies are separated. If the student refuses to sign, the teacher should state that on the fine slip.

Miscellaneous Fines

Fine slips are available for miscellaneous fines assessed by teachers for such things as lost or damaged safety goggles, band uniforms, etc. The procedure for filling them out is the same as for books and gym locks. The teacher is to give the student one copy of the fine slip and submit two copies to the main office. FINES WILL NOT BE ASSESSED FOR AMOUNTS UNDER \$1.00.

Fine Collection by Athletics/Activities Office

- (a) The Athletics/Activities Office staff will collect unpaid obligations from seniors on the last day for seniors after 1:00 P.M., and thereafter.
- (b) The Athletics/Activities Office staff will collect unpaid obligations from students in grades 9 to 11 after 11:31 A.M. on the last student day and during the regular working day, thereafter.

It is hoped that by issuing the student a fine slip, we can avoid any difficulty which might arise because the student disagrees with the teacher's action. In this way the student will be notified of the fine by the staff member involved. He/she can then go over the situation with the teacher.

Grades

Note: All grades must be finalized at the close of school. There are NO "Incompletes" for the 4th marking period, unless prior approval from the Assistant Principal for Curriculum and Instruction has been given.

Seniors -

Any teacher who teaches a senior student who is in danger of failing, jeopardizing graduation, MUST notify the parent(s). This phone call must be documented and turned in to the administration.

If the grade will be a failure, it should be turned in as soon as possible using the *Senior Course Failures Form* distributed in the End of Year Memorandum. This will allow time for the Principal to notify the student and the parents of the student's graduation status before Commencement practice begins.

Grades for graduating students are due in by the designated time as stated in the End of Year Memorandum. Grades will be checked by the appropriate administrator at that time. Senior Report Cards will be printed and distributed during the Commencement practice.

Underclassmen -

Grades for students in grades 9 – 11 are due by the designated time as stated in the End of Year Memorandum. All failures must be documented using the *Underclassmen Course Failures Form* distributed in the End of Year Memorandum. Underclassmen report cards will be printed and mailed home after the closing of school.

Inventories

Each department will be responsible for updating their respective textbook inventories. At the close of each school year, the department chairperson should meet with the Assistant Principal of Curriculum and Instruction to review these inventories.

Lockers

There will be a locker clean-out for students during Finals Week. Lockers will be emptied by the custodial staff during the two days after the last student day. Any items of value left in the lockers will be placed in a designated classroom and held for a reasonable amount of time to allow students to claim their belongings.

Room Preparation and Supplies

Before leaving for the summer, all classroom teachers are to see that all rooms are cleaned up and supplies properly stored. It is suggested that, as much as possible, personal property should be taken home.

Specific instructions for preparing rooms:

- 1) Flag down, stored in closet (responsibility of homeroom teacher.) Maps down, rolled up and stored.
- 2) Any books which must be left on shelves are to be covered with newspaper or other suitable covering. Books are not to be left on the shelves unless absolutely necessary.
- 3) All AV or other valuable equipment will be stored by the AV Director. She/He will indicate, by announcement, when the collection of this equipment will take place.
- 4) All store rooms are to be straightened up and cleaned.
- 5) All unassigned file cabinets in classrooms are to be emptied, unless teachers have requested an exception. The request for exception should be in writing and give the room number, cabinet number, teacher's name, and full explanation the end of the first week in June to the Assistant Principal for Curriculum and Instruction.
- 6) Closets in every classroom are to be cleaned out. Only necessary items are to be left in closets: Flags, pointers, dust pans and brushes, desk blotters, sponge, etc., and items mentioned below. Specialized curricular material may be left in closets, if permission is secured prior to the end of the first week in June from the Assistant Principal for Curriculum and Instruction.
- 7) Although supplies will be available in September, minimal amounts of supplies may be stored in the closets. Such supplies might consist of materials needed for room decorations the first day, or prior to the first day; general supplies for the first several days; etc. Closets are not to be jammed full of supplies. In general, unopened materials should not be stored. Such unopened materials should be returned to the office to be placed in the storeroom.
- 8) All teachers are to identify all keys issued to them by placing a key tag on each one with the room number and identification of the locks it opens (i.e.: desk-room 6; closet-room 8). Tags are available in the main office.
- 9) Late in the afternoon of the last school day, the building will be checked to see that all of the above items have been taken care of. A list of deficiencies will be made and teachers who use the room in question will be notified.

SECTION III – STAFF POLICIES AND PROCEDURES

Setting an Example

All persons working with children must constantly be alert to the image projected to the children. Children are adept imitators and are much more prone to pattern their actions on what they observe than on what they are told is appropriate. Even allowing for the high degree of peer influence common among students, the role model we present as adults is very important to the development of the students. It is extremely difficult for youngsters to accept the double standard adults sometimes try to impose - i.e. I can do X because I am an adult, but you can't because you're not old enough to know what you're doing. While it is true that different standards exist for adults and youngsters, we should attempt to minimize the impact of these double standards on the students.

With the above in mind, all of us should constantly examine the image we present. Some specific examples of this to consider are:

1. Dress and grooming - We should all look like adults - not students. Extremes of clothing and/or hair styles do nothing to present an appropriate role model for students. See policy **3216**, page, **58-59**.
2. Smoking - Smoking by school employees is prohibited on school grounds.
3. Language - We should use only words and phrases that we believe are acceptable for the students to use. We all know that students experiment a great deal with language and some tend to over-use profanity and double entendres. For this reason we must be especially certain to set the appropriate example. If students hear us saying it, they will believe it is acceptable.
4. Organization - Students are very adept at detecting the degree of teacher preparedness and organization. A well- planned lesson with all necessary supplies and materials at hand does much to teach the students how they should organize themselves.
5. Courtesy and Respect - We all expect courtesy and respect from students, yet recognize that it is sometimes difficult to get. Those adults who are courteous and respectful with students tend to get these qualities in return.
6. Promptness - If we are on time for assignments and if we adhere to schedules we set, for such things as returning papers to students, we are better able to require the better able to require the same degree of promptness from students. Summing up, we teach by example whether we intend to or not. Let's make the example we set the best possible.

Substance Abuse by Employees on/off the Premises

The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject an employee to disciplinary action which may include, but is not limited to non-renewal, suspension, or termination at the discretion of the board.

The unlawful manufacture, distribution, dispensing, possession of, use of or sale of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or any other controlled substance on or in school worksites is prohibited.

Any violation may subject an employee to participation in a drug rehabilitation program and disciplinary action including but not limited to non-renewal, suspension, or termination at the discretion of the board of education.

For the purposes of this policy worksite shall be defined as follows:

1. Any school building, or any school premises and any school -owned vehicles or any other school-approved vehicle used to transport students to and from school or school activities.

2. Off-school property during any school sponsored or school-approved activity, event or function such as a field trip or athletic event, where students are under the jurisdiction of the school district.
3. Off-school property shall only encompass as building, premises or property where an employee shall have supervisory responsibility over students. It shall not include a building, premises, or property where an employee is located while he does not have supervisory responsibility over a school student.

The Board of Education, as a result of criminal convictions or any criminal drug statute violation by an employee occurring outside of the worksite, may discipline said employee. Disciplinary action may include, but is not limited to, non-renewal, suspension, or termination at the discretion of the board.

Information about drug and alcohol counseling and rehabilitation re-entry programs available to employees are located in the Student Assistant Resource Coordinator's office in either the High School or the Middle School.

All employees will be given a copy of this policy after adoption and, in subsequent years, the policy shall be made part of the orientation program for new employees.

Smoking Policy

New Jersey law prohibits smoking or carrying lighted cigarettes, cigars or pipes in any school building. Board of Education policy prohibits smoking by school employees on school grounds.

Sexual Harassment Policy

The West Deptford School District has policy, which strictly prohibits sexual harassment. Anyone who feels he/she is a victim of sexual harassment should read the policy and follow the established procedures. Copies of the policy are available in the school library and in the office of each administrator.

Affirmative Action

The West Deptford District has an Affirmative Action Officer and an affirmative plan. Copies of the Plan are available in the office of the High School Principal and the Assistant Superintendent of Schools.

Limits of Liability-Automobiles

It is the purpose of the following information to attempt to clarify some of the major points of concern involving the Board of Education's non-ownership liability policy coverage. This explanation, of course, cannot pretend to summarize in a few statements all the complexities of an insurance contract, since it is virtually impossible to translate the technical terms of an insurance policy into ordinary language. It must be assumed, therefore, that those using their own vehicles while participating in approved school business or activities, whether driving alone or transporting others, are aware of the personal financial risks involved. The information given here is regarded as being merely supplementary in nature.

The West Deptford Board of Education maintains with its insurance portfolio a 2 million dollar liability policy which provides for non-ownership coverage. Specific points to be aware of are:

1. This provision for non-ownership coverage is needed to protect the Board of Education from liability suits resulting from a situation involving a party who, with special administrative approval, was driving his/her own vehicle to conduct school business or to engage in a school activity. The Board's responsibility, however, is limited to meeting only those demands which are in excess of the insurance limits of the policy carried by the owner of the vehicle involved. Also, the Board policy limits its responsibility, when negligence is involved, up to the degree of negligence proven by the courts. Points of concern in this are:

- a. The Board can only purchase coverage to protect its own interest. The prime responsibility in cases involving automobile liability insurance must remain with the owner of the vehicle. However, it is most likely, should a problem arise, that the board will be named as a co-responsible party along with the person acting under the Board's jurisdiction. Therefore, except in cases involving degrees of negligence, or other specific policy restrictions, the Board's Policy will begin to supply coverage after the insurance policy limits of the driver have been exhausted. This, in effect, would extend the driver's coverage in such situation.
 - b. When an individual is approved to drive on school business or to a school sponsored activity, the coverage only applies while he/she is operating strictly within the stated limits of that approval. Any side trips, etc., would be without policy protection.
2. This is liability insurance, and therefore, covers bodily injury and property damage done to the car of the person driving on school business or to an approved activity.

Teachers are not to drive students to school in the morning or home after school. This is a violation of law and local policy. A severe legal situation could develop if this is not adhered to.

However, in an emergency, any authorized school employee may use his/her private car to transport children without being in possession of a bus driver's license.

Accidents

Accidents and injuries at school can lead to all kinds of legal problems. Schools are not exempt from suits. Follow our school policy closely and never discuss an accident with anyone unless authorized to do so...not with parents...not with students...not even with fellow teachers. If an insurance agent or attorney wants to discuss an accident or incident concerning the school, be sure that he has been introduced to you personally by the Principal or other school official.

Accident Reports

If an accident occurs during school hours, call the nurse immediately through the main office. An accident report must be given to the nurse immediately, including the location of the accident, approximate time, how the accident happened, etc. This report does not place responsibility for the accident on the teacher, but indicates that there was a teacher supervising the student at the time of the accident. The nurse is responsible for turning the report to the central office within twenty-four (24) hours after the accident occurs. These reports are available in the nurse's office and must be completed before the end of the school day on which the accident took place.

Workmen's Compensation

In accordance with the federal law, all teachers in West Deptford are covered by Workmen's Compensation for accidents which occur while performing their assigned duties. There is, however, a time limit involved in receiving these benefits. It is essential that a teacher report any school connected accident, regardless of how minor, to the nurse, in order that proper application for compensation may be made. These reports should be filed within 48 hours of the accident. In order to avoid disabling injuries, teachers are not to move heavy equipment. Requests are to be made to the custodial staff through the high school administration when it is necessary for something heavy to be moved.

Job Related Injuries

Employees injured on the job who miss work may be eligible to be paid by Workmen's Compensation, rather than use sick leave.

Steps to be taken:

1. Do not give doctor the co-pay amount, tell doctor that the bill should be sent to the Board of Education Office.

2. Doctor (or hospital) should not send bill to NJ BC/BS. Payment will come from Workmen's Compensation insurance carrier.

3. Employee must get a very specific note from Doctor or Hospital - stating _____(Name)_____is/was unable to work on _____(Date)_____

Questions, if any, should be directed to the payroll department in the Board Office.

Staff Responsibility for Safety of Students

The well-being of our students and our staff is one of the major concerns of the school system. Therefore, suspicions or discovery of wrongdoing, improper actions, or unusual occurrences, which are or could adversely affect either students or staff, must be brought to the attention of the Administration. Upon being informed of the specifics, it will be the obligation of the Administration to take appropriate action.

A teacher is responsible for the welfare of all pupils under her/his care at any given time. This means that the teacher should be with the group at all times. If he/she leaves his assigned post and an accident occurs, he/she might be deemed negligent if charges are brought. Under ordinary conditions, the Board must assume financial responsibility for a legal action, BUT the teacher must be certain that he/she is where he/she was supposed to be at the time and doing what he/she was assigned to do. The easiest example---should a teacher leave his/her classroom for coffee, gossip, etc., and an accident happens in the classroom, he/she would have a difficult time explaining his/her absence. If he/she is called out by an administrator, then it becomes the responsibility of the Administrator, to cover the class. This also applies to coaches and all faculty activity sponsors.

It is best not to be in your classroom alone with any student. If you are giving help, or if being alone with a student is unavoidable, keep the door open. Be conspicuous. Be on guard.

Save Harmless Laws

18A:16 - 6 - Whenever any civil action has been or shall be brought against any person holding any office, position or employment under the jurisdiction of any board of education, including any student teacher for any act or omission arising out of and in the course of their performance of the duties as such office, position, employment or student teaching, the board shall defray all costs of defending such action, including reasonable counsel fees and expenses together with costs of appeal, if any, and shall save harmless and protect such person from any financial loss resulting there from and said board may arrange for and maintain appropriate insurance to cover all such damages, losses and expenses.

18A:16 - 6/1 - Should any criminal action be instituted against any such person for such act or omission and should proceeding be dismissed or result in a final disposition in favor of such person, the board of education shall reimburse him for the cost of defending such proceeding, including reasonable counsel fees and expenses of the original hearing or trial and all appeals.

Terminating Employment

From time to time staff members become candidates for positions in other schools, or consider leaving education for various reasons, or contemplate taking a leave of absence. In these circumstances, the Principal should be notified as soon as possible in order that plans can be made for the smoothest possible transition to another employee. Ethical considerations dictate that an employee who is actively seeking another position notifies the Principal of that fact as soon as application is made.

Certification

Teachers with questions about certification are to refer these questions to the Superintendent's Administrative Assistant for Personnel (ext 3207). Questions should not be referred directly to the County Office or to the State Department of Education in Trenton.

Tuition Reimbursement Procedures

If you are interested in tuition reimbursement, please contact the Superintendent's Office for procedures and paperwork. Additionally, contact your WDEA representation for details regarding this process.

Sharing Rooms

Problems sometimes arise from teachers having to share classrooms. Room-sharing, sometimes, cannot be avoided. If a problem arises throughout the year from one party leaving the room in general disorder, it is suggested that an effort be made to solve the problem on a teacher-to-teacher basis. If this does not work, the alternative is to write a note to the Principal so that he may discuss the matter with the parties involved.

Employee Parking

All High School employees must have a parking decal. If you have changed cars, or are using a second car, please remember to transfer your decal or, if necessary, obtain a second decal from the Attendance office.

Staff members may park in any available STAFF spaces. Employees are not to park in the visitors section in front of the school. There is no other assigned parking for visitors. Parking on the school lot entails the same risks as parking anywhere else. The Board of Education can assume no liability for damage to vehicles parked on school property.

Phone Calls

The school phones are for school business only. They should be used for personal business only when appropriate or in the case of an emergency. No one should be on the phone at a time he/she has a teaching assignment with students.

Teacher Messages

All teachers are to personally check their mailboxes in the office two times a day; before and after school. This request is made to avoid having important phone calls and notices overlooked. Students are not to place items in or remove items from teachers' mailboxes. Please do not use mailboxes as a means of collecting things from students.

Faculty Room

The vending machines have been installed in the faculty room for the sole use of the staff. Students are not permitted in the faculty room at any time for any reason--the vending machines are there for the faculty's use only. All empty containers should be placed in the trash cans provided for this purpose and not left in other rooms in the building.

Professional Associations

There are many curricular organizations that would welcome your becoming a member. We strongly suggest that you investigate the membership advantages of each one and select those that will be the most benefit to you. Information on membership in the various organizations is usually found in various publications and from fellow teachers.

Board Policy – Collecting/Soliciting Money from Students

The Board policy prohibits the selling by the children of any product for the school, PTA, or any other agency, unless it is an approved class activity. It also prohibits the collection of monies by any teacher for educational materials. If the materials are a necessary part of the educational program for that grade or class, the Board will furnish them. This means NO COLLECTION for library books, weekly readers, crayons, etc. If you need something of that nature, consult with your principal through the department chairperson.

The Board has asked that teachers selling educational or other materials do not canvass the children in the district, nor their parents, nor relatives. Selling in this manner is neither ethical nor professional.

There will be no fund raising projects of any kind without prior administrative approval.

Emergency School Closing/Delayed Opening

If an emergency situation (such as extremely poor weather conditions) necessitates a school closing, teachers will be notified via school messenger.

Under unusual weather conditions, the school may have a delayed opening. This option will only be exercised if it is reasonable to believe that road conditions would improve significantly by the time the busses start their routes. Notification of this delay will also be given through global connect.

A modified school day schedule will be available for all staff on delayed opening days.

SECTION IV – STUDENT ATTENDANCE AND DISCIPLINE

Homeroom

1. PowerGradePro is to be used to record daily attendance. The names of the students in each homeroom are to be listed alphabetically.
2. Roll will be taken by the HOMEROOM TEACHERS ONLY. Registers are legal documents. This duty must NOT be delegated to students.
3. Homeroom is from 7:31 to 7:42 a.m. A “1” is to be used to denote absence. **No** mark is required to indicate that a student is present. Additionally, no mark should be used to indicate that a student was late. A student who enters homeroom after 7:31 is NOT to be admitted to homeroom without a LATE PASS.
4. The homeroom sheet needs only to be sent to the Attendance Office if the PowerGradePro program is not operating. Students who arrive to school after 7:31am must sign-in at the Attendance Office. These students will be marked as late to school and the “1” on the attendance sheet will be changed to a “2” by the Attendance Office personnel.
5. School Messenger and attendance phone line will be utilized to determine the reason for each student’s absence.
6. Sometime during the school day, a list of absent students will be emailed to every staff member. Additionally, the school bulletin may be accessed on the desktop of your computer.
7. At the close of the school day, the attendance sheet and envelope will be placed in the homeroom teachers’ mailboxes for the following morning’s recording of attendance.

Class Attendance

1. **A recording of ALL ABSENCES is to be made EACH PERIOD by the classroom teacher and NOTED IN HIS/HER POWERGRADEPRO. This is extremely important for legal documentation.**
2. If a student whose name is on the absentee bulletin is in class, please notify the Administrative Assistant in the Attendance Office at your earliest convenience, but no later than 2:20 p.m.
3. **DO NOT RETAIN STUDENTS FROM GOING TO THEIR NEXT SCHEDULED CLASS.** At the end of a class, students are to be dismissed so that they will not be detained from arriving at their next class on time. If you wish a student to return to your class, you must issue a pass to the student REQUESTING his/her release from the teacher to whom he/she is assigned that period.

Lateness to Class

Students who arrive at their assigned homeroom, classes, study hall, or lunch after the times indicated on the time schedule are to be disciplined by the teacher. The method of discipline used will vary according to the exact situation. Some of the more common techniques include: reprimand, after school detention, and/or calling parents.

Students who are excessively late to a class (more than 4 minutes) are to be accepted into the class. If the student does not have a pass or a valid reason for the lateness, a referral may be written (indicating the period and number of minutes late) and sent to the Attendance Office at a later time. **Students are NOT to be sent to the Attendance Office or searching for another teacher for a pass.** The writing of a referral does not preclude the teacher marking the student late in his/her grade book.

In addition to the above procedure, cases of chronic lateness (6) to the same assignment are to be referred to the Assistant Principal(s). It will be necessary for each teacher to keep an accurate record of lateness in order to report to the office. Lateness reported to the Assistant Principal(s) must include the period and class for which the student is late, the dates of the lateness and the number of minutes late each time. Lateness to class should be reported in groups of 3's and appropriate discipline will be assigned.

***NOTE:** Those students who are habitually a few seconds late are not to be referred as a chronic lateness. They are to be handled by the teacher. Consultation with the Assistant Principal(s) should be sought when all efforts by the teacher to correct the problem are found to be fruitless.*

Planned Student Absence

Requests are received from time to time to excuse a child from school in order to accompany his/her family on vacation. Requests of this nature will be handled as follows:

The child will bring a note from home requesting the excused absence to the Principal's Administrative Assistants. A notification form will be given to the student to show to all his/her teachers. If a teacher is notified by a student that he/she will not be in class due to a vacation but has not been shown the notification form from the office, **the teacher should instruct the student to contact the Main Office immediately.** All reasonable efforts should be made to give the student his/her homework when requested.

Early Dismissal

When it is necessary for a student to leave school early, he/she must present a note from home, signed by a parent to the Attendance Office before the end of homeroom. Students who must leave during a class period will be given a pass which they should show to the teacher at the beginning of the period. The Attendance Office will be the sole contact to the classroom teacher regarding the need for student dismissal.

Student Withdrawal Procedures

In order to have complete uniformity of procedure and also to provide members of the staff and faculty with information pertinent to student enrollment, the following procedure is to be followed at all times by a student who is leaving West Deptford High School, either as a dropout or as a transfer to another school:

1. The student, with or without his/her parents, is to report to the Guidance Office, where he/she will be interviewed by his/her counselor and given a withdrawal form. If the student reports to another office or faculty member, he/she shall be directed to the Guidance Office.
2. The student will then report to each teacher listed on the withdrawal form to obtain his/her signature, indicating that all books, locks, equipment, etc., have been turned in.
3. The student will then return to the Guidance Office where the remainder of the procedure will be completed. In the case of students who transfer to another school, this procedure will include preparing transcripts. Since these transcripts must include the student's grades, for as long as he/she has been with us, all subject matter teachers will be given a form on which to record the grades covering the portion of the marking period that has passed since the last report card distribution.

Lockers

Every student is assigned a locker by his/her homeroom teacher at the start of the school year. Students are permitted to use the same combination lock used at the middle school if they choose to do so. If needed, locks are for sale through the Attendance Office. NO other locks are permitted. If students are unsure whether or not a specific lock may be used, please refer them to the Attendance Office.

All lockers are property of the West Deptford School District and should be treated as such. There can be NO writing or defamation of the property or the student/parent may have to reimburse the cost of damage.

Discipline

Discipline is a basic responsibility of every teacher and should be handled in the classroom. Discipline in your classroom is just as important as your teaching, and without it, you cannot teach effectively. Yet, discipline is not something you work for; it is something that is present in your classroom as a result of your planning, your attitude and your understanding of the adolescent mind. If you approach your discipline management/problems with the attitude of teaching and understanding, many problems will disappear.

Students are people and their feelings are just as sensitive as those of adults. Impudence from students is often the result of impertinence from teachers. The line between friendliness and familiarity is so fine that even teachers sometimes fail to see it. There is nothing that breeds respect like respect. We are older, have more background, have faced more problems and for that, we should be respected. Students are younger, have had less opportunity to learn, have not faced many problems and because of that, we should respect them. Working together to reach a common objective is much easier than a student and a teacher tolerating each other.

Refrain from using degrading names when altercations arise with students. Restraint is difficult at times, but it is expected from teachers.

If you feel it is necessary to send a student to the office, you must send an electronic referral as soon as possible. Students not having the referral or for whom no referral has been sent will not be handled by the office. If you do not have time to fill out a referral when the student is sent to the office, then, as soon as possible, but no later than 2:20pm that day, fill out an electronic referral listing the details of the incident. Also, call the office to advise a student sent to the office.

If a student has misbehaved to the point he/she must be put out of the classroom, direct him/her specifically to the ATTENDANCE OFFICE. Do not stand students outside the door, or simply send them out of the room. It is poor practice to assign a student to stand in front of the room, assign extra school/busy work, otherwise punishment work.

In filling out a discipline referral, please avoid the use of general statements: He/she was disobedient, disrespectful, etc. **BE SPECIFIC.** Describe the actions involved, the words said, etc. If the student has been apprehended smoking, state whether he/she was seen with cigarette in hand, in mouth, smoke coming out of his/her mouth, etc. In situations involving fighting, please state if you saw both parties delivering blows, if one attacked the other, etc., if other teachers witnessed the act, give names, also. (Use the administrative comment box to deliver appropriate personal information to the admins). All such information is helpful in determining the disposition of a case, especially those involving serious matters which necessitate parental conference or suspension from school. **DO NOT USE OTHER STUDENTS NAMES IN A REFERRAL.** The absence of specific information could lead to an inappropriate penalty being administered or to an inability to administer any penalty.

Do not assign group punishment. If one, five, or ten students in a class misbehave, do not punish the entire class. Try to single out the student or students causing the problem and assign appropriate punishment.

Suspension is a punishment which may be inflicted only by the principal or delegated to the assistant principals. Please do not put your principal on the spot by threatening punishment which is not within your realm of authority.

Intervention Techniques

Prior to, or in addition to, referring students to the Assistant Principal for Discipline, staff members are encouraged to intercede with students demonstrating behavior problems in an attempt to lessen or abate the reasons for the misbehavior. This intervention may occur in one or more of the following forms according to the needs of the student:

- Teacher keeps student after school,
- Conferences with student,
- Parent contact,
- Referral to guidance counselor, SAC
- Referral to I&RS Team
- Referral to nurse,
- Consultation with disciplinarian,
- Contact with child study team,
- Referral to outside agencies such as Family Crisis Intervention, Community Mental Health Center, SODAT, etc.

Another early intervention procedure used in an attempt to modify behavior is parental contact via administrative letters. High School administrative personnel send letters to parents informing them of an accumulation of demerits/points or attendance/lateness problems.

Internal Suspension/Evening Suspension

In an attempt to eliminate some of the problems inherent in externally suspending students, almost all students who reach the point where it seems desirable to remove them from school temporarily are placed in internal suspension. Internal suspension is held in Guidance Wing. Students may be placed there for a class period or for several days but can only be assigned by a member of the administration. **While there, students are expected to do school work. All teachers MUST utilize the *Internal Suspension Assignment Sheet* to supply ample work for the students to complete while serving an internal suspension.** They are restricted in the number of times they may leave the room for lavatory privileges and assigned a specific period for lunch.

SECTION V – SUPPORT SERVICES

Guidelines for Referring Students to the Nurse

A student **should** be sent to the nurse in the following circumstances:

1. The student is too ill to continue in class (is nauseous, is feverish, has severe pain).
2. The student sustains an injury in school.
3. The student has a personal emergency.
4. The student insists that he/she is ill and must go to the nurse, even though the teacher doesn't see the reason. (In this case, the nurse should be made aware of the teacher's reluctance to send the student). This should eliminate any case of a teacher holding a student who is really ill.
5. Circumstances exist which the nurse has made known to the student's teachers that require the student go to the nurse's office (such as taking medication).
6. The nurse sends for the student.
7. The teacher becomes aware of a condition requiring attention by the nurse-- even though the condition may have originated outside school. (If possible, this situation should be handled by a referral to the nurse. She can send for the student at a convenient time).
8. The student says his/her parent has requested that the student see the nurse.
9. The teacher, if he/she suspects that a student may be under the influence of drugs, should contact the disciplinarian as soon as possible. She will refer the student to the nurse, if appropriate.
10. The student's 504 plan will define nurse privileges where necessary.

A student **should not** be sent to the nurse under the following circumstances:

1. The student is a chronic visitor to the nurse and the teacher has no indication of one of the above conditions.
2. The student wishes treatment for an injury that occurred outside of school. (The teacher should use discretion here if the injury appears to require immediate attention).
3. The student wants throat lozenges and the teacher has no indication that the student needs them.
4. It is the last period in the day and there doesn't appear to be any reason why the student cannot make it through the rest of the class period.

Teachers should follow the above guidelines as much as possible when handling student requests to see the nurse.

Teachers should make their students aware of the rules for going to the nurse and aware that they will have to give some indication to the teacher of the reason for the request before permission will be given. (Make sure to allow for possible student embarrassment by allowing for the reason to be something like personal emergency and not having the student state the reason publicly).

Please keep in mind that the nurse is not a substitute for the family doctor, does not diagnose or prescribe, and does not give medication. She dispenses comfort and sympathy, and administers first aid.

Student Use of Medication

Students are not permitted to take any medication in school except under the nurse's supervision.

Student Accident Insurance

A low cost group insurance plan has been adopted in West Deptford Township Schools. During this current school year, the Board of Education is providing the group insurance plan at no cost to the students. Every student who is registered will automatically be covered. The policy insures the child against accidental injuries which may occur during the period one hour before and one hour after school while the student is going directly to or from school, during school hours, and while participating in school sponsored and supervised activities either away from school premises or after school hours.

Board Policy on Pregnant Students

A pregnant student will be afforded the same educational opportunities as other students unless a physician certifies that she should be excluded from a particular educational program.

Student Lists

Any instance or occasion requiring a listing of students for official use such as enrollment cards, insurance lists, accident reports, homeroom lists, class lists, report cards, all phases of pupils reporting, publicity releases, programs of all types, etc., requires the use of the student's legal first and last names. **DO NOT, UNDER ANY CIRCUMSTANCES, USE ANY NICKNAMES.** Errors in the procedure will require corrective work on the part of the faculty members responsible for the error.

Exposure Control - Blood-borne Pathogens

All staff members need to be aware of the risk of exposure to blood-borne pathogens and the correct handling of bodily fluid. All employees who have or are reasonably anticipated to have occupational exposure to blood-borne pathogens will receive training conducted by the school nurse.

Copies of the policy for the Exposure Control plan are available in the Administrative Offices. Please see the Nurse if you have specific questions.

Student Suicide and Sudden Death

Communication of Possible Suicidal Intent

- A. Any suggestion, demonstration, or communication of an intention to commit suicide must be taken most seriously. Pupil confidentiality does not apply when the pupil threatens himself/herself or others. The students should be urged to speak to the counselor directly.
- B. Such behavior shall be reported immediately to the counselor, who will interview the student. The counselor will contact at least one other Intervention Team member to mutually assess the seriousness of the situation.
 1. The student will be provided with constant adult supervision until a specific determination is made or other help becomes available.
 2. If at least one Intervention Team member believes the child warrants additional evaluation, this recommendation shall be conveyed to the parent.
- C. If the Intervention Team members determine the student is not in imminent danger, the Intervention Team member will contact the parent/guardian by telephone and in writing to convey the information and to recommend further consultation with a mental health professional chosen by the parent/guardian and child.
- D. If the Intervention Team deems the pupil seriously in need of professional counseling, but the parent/guardian refuses to cooperate, DCP & P or other appropriate agencies (such as those noted in Appendix E) shall be contacted by a member of the Intervention Team on the pupil's behalf.
- E. An Intervention Team member shall notify the school administration of the situation.
- F. The intervention Team shall develop a plan to monitor the pupil's functioning in school until a positive adjustment seems evident. The school counselor will oversee the pupil's subsequent school performance and behavior in accordance with this plan. This may include follow-up communication with the referral agency.

Communication of Direct Intent to Commit Suicide

- A. Any suggestion, demonstration, or communication of an intention to commit suicide must be taken most seriously and given the most urgent attention. (See Appendix F) Pupil confidentiality does not apply when the pupil threatens himself/herself or others. The student should be urged to speak to the counselor directly.

- B. Such behavior shall be reported immediately to the counselor, who will interview the student. The counselor will contact at least one other Intervention Team member to mutually assess the seriousness of the situation.
*If at least one Intervention Team member believes the child warrants additional evaluation, this recommendation shall be conveyed to the parent.
- C. In school, the pupil will be provided with constant adult supervision until other help is made available.
- D. The Intervention Team member(s) will contact the parent/guardian by telephone and in writing to convey the information and to recommend immediate consultation with a mental health professional or medical doctor chosen by the parent/guardian and child. It will be emphasized to the parent/guardian that the child must remain under constant supervision during this process.
- E. If the parent/guardian is unavailable or uncooperative in obtaining appropriate help, the Intervention Team member shall contact the Division of Child Protection & Permanency, the Family Court's Crisis Intervention Unit, or the police on the pupil's behalf. A designated Intervention Team member shall escort the pupil through the evaluation.
- F. A follow-up check shall be made with the family by the Intervention Team to learn if treatment has been initiated for the pupil.
- G. The Intervention Team or a designated school counselor should monitor the pupil's subsequent school performance and behavior in collaboration with any specific treatment plan formulated by a treating agency on behalf of the pupil.

Actual Attempt of Suicide on School Property

- A. A staff member shall remain with the person at all times.
- B. The nurse shall immediately be summoned for first aid and/or CPR service. The local rescue squad shall be contacted.
- C. The area shall be cleared to minimize chaos and misunderstanding and to provide working room.
- D. The Principal and member(s) of the Intervention Team shall immediately be notified.
- E. The school administrator shall contact the parent/guardian and advise him/her of the situation and the actions which are being taken.
- F. The school nurse, designated staff member, or parent shall accompany the Pupil.
- G. The school administrator shall notify the central office administration.
- H. A member of the Intervention Team will contact DCP&P, if DCP& P custody or supervision is known.
- I. Following the crisis, the Intervention Team shall:
 - 1. Contact the parents/guardians for follow-up; release(s) of information shall be obtained. A certified letter and list of referral services will be given to parent/guardian.
 - 2. Contact, as necessary, teachers, therapists and other relevant individuals.
- J. Homebound instruction may be used on an interim basis. Planning for alternative educational programming will be accomplished, if needed.
- K. A conference will be held with parent/guardian, student, and two Intervention Team members prior to the student's re-admittance to school to facilitate readjustment to school. An Intervention Team member will be designated to continue to maintain an open channel of communication with parents/guardian, and student over the course of that school year.
- L. Attempts shall be made to make the pupil's return to school as comfortable as possible. Staff members shall avoid unnecessary discussions in the classroom setting since it violates the pupil's right to privacy.

Actual Suicide or Sudden Death at School

- A. The nurse or any CPR-certified individual shall immediately be summoned to make a life and death assessment and immediately administer CPR until the rescue squad arrives. That individual should attempt to survey the scene for future reporting.

- B. The building principal shall be notified. An administrator or designee shall contact the parent or guardian. If there is a sibling in the same school, the counselor shall immediately meet with that child. Also, the parent shall be asked if he/she wishes to have other school-age children notified by an Intervention Team member. If the parent cannot be notified, the Intervention Team shall exercise its discretion in regard to the notification of siblings.
- C. The area shall be cleared.
- D. The procedures of the rescue squad shall be followed.
- E. The Principal or designee shall notify the superintendent immediately.
- F. The Principal or designee shall notify the Intervention Team immediately.
- G. The Action Plan listed in VI below shall be implemented.
- H. The Superintendent's office shall respond to all requests for information. All news media contact should discourage sensational coverage of the tragedy.
- I. The Superintendent of Schools or Principal will receive official notification of death from the medical examiner via the Gloucester County Youth Services Commission.

Actual Suicide or Sudden Death at Home/Community

- A. The Superintendent of Schools or Principal will receive official notification of death from the medical examiner via the Gloucester County Youth Services Commission.
- B. The building principal, school superintendent or designee shall notify other administrators so that situations involving friends or relatives of the victim can be handled.
- C. The building principal or designee shall notify the Intervention Team immediately.
- D. The Action Plan listed below shall be implemented.
- E. The Superintendent's office shall respond to all requests for information. All news media contact should discourage sensational coverage of the tragedy.

Post Suicide/Sudden Death Action Plan

- A. As soon as possible, the building principal and Intervention Team shall meet to provide accurate information and make plans to deal with the situation.
- B. Whenever possible, the Principal and other Intervention Team members shall assemble all available school personnel to disseminate information and review the district suicide policy and deal with staff reaction. The Principal shall distribute and review a statement to be read by each teacher this class.
- C. Normally, no announcement shall be made in a large assembly, over the public address system, or on closed circuit T.V.
- D. If notification is received prior to the start of school, the classroom teacher shall read the principal's prepared statement during homeroom or the first class of the day. If news of the suicide or sudden death arrives during the school day, the administration and guidance personnel shall inform all teachers personally. All teachers will be asked to share the information with the students at the same designated time. If at all possible, this should occur prior to the last period of the day.
- E. The classroom teacher shall:
 1. Allow the pupils to discuss their shock, feelings of loss, memories of the person, and to participate in discussion of depression, death and suicide. Teachers should encourage the use of available resources.
 2. Send distraught students to the nurse, guidance counselor or other Intervention Team member.
 3. Postpone stressful activities (i.e. exams). Teachers should exercise flexibility in dealing with students' reactions, realizing that they may react in different ways to the situation.
 4. Identify and monitor close friends of the victim or other students and refer to the Intervention Team, if necessary.
 - a. Observe pupils when telling them about the suicide/sudden death.
 - b. Announce resources available (a designated room, a counselor on call).
 - c. Maintain an alert for several days.

5. In a class where students have assigned seats, students shall determine how the victim's desk should be handled.
 6. Review Appendix H of this document.
- F. The **Principal** shall provide a notice to be sent home to the parents with information about the incident and how it is being dealt with in the school.
- G. **The Intervention Team:**
1. May consider bringing in an outside consultant.
 2. Shall assess the need for supervisors' group and arrange, if necessary.
 3. Shall be available to counsel classes, small groups or individual students.

Funeral Services

- A. Students shall be permitted to attend the funeral service as long as appropriate parental notes are presented.
- B. The school district will consider providing a school bus to funeral services if large numbers of students will be attending.
- C. There will be staff representation at student funerals that occur during school days. The specific individuals to attend will be selected from among those who express a desire to attend with the final decision dependent on the ability to carry on the normal instructional program.

Memorial Services/Projects

- A. Building staff, in consultation with the Intervention Team, shall make a determination as to the appropriateness of a memorial service/project.

NOTE: In the event of death of a former student or staff member, the building principal and his/her designee may consult with the Intervention Team to determine appropriate course of action. Segments of this policy may be utilized.

- B. The focus of a memorial service or project shall be to reaffirm commitment to life.

Emergency Contact Information

New Point Behavioral Health Care (856)845-8050
 404 Tatum Street
 Woodbury, NJ 08096

Underwood Hospital (856)845-9100
 Crisis Intervention Service
 509 North Broad Street
 Woodbury, NJ 08096

Kennedy Hospital Behavioral Health Services (800)528-3425
 Crisis Service
 Chapel Avenue and Cooper Landing Road
 Cherry Hill, NJ 08034

Division of Child Protection & Permanency (DCP&P) (856)853-5525
 Gloucester West Office (To Report Abuse) (877)652-2873
 West Deptford, NJ 08096

County of Gloucester (856)686-7410
 Juvenile Family Crisis Unit
 Broad and Hunter Street
 Woodbury, NJ 08096

Juvenile Detention Center (856)384-6959
 P.O. Box 39
 Clarksboro, NJ 08020

Most Common Indicators of Suicidal Ideation

I. OBSERVABLE SIGNS

A. Classroom Behavior

1. School performance that has dramatically fallen below normal for that individual.
2. Cutting classes and absenteeism.
3. Sleepiness, inattentiveness, and lack of preparation.
4. Unusual disruptive or rebellious behavior in the classroom.
5. Written material and/or artistic work heavily preoccupied with death or suicide.

B. Interpersonal Behavior

1. Giving away treasured possessions
2. Sudden shift in relationships of a violent, argumentative, or disruptive nature.
3. Person seems irrational and out of touch with reality.
4. Person withdraws from friends and isolates self.
5. Sharp change in manner of dress – suddenly is slovenly and unconcerned about appearance.
6. Sudden change in weight and/or eating habits.
7. Running away from home.
8. Accident proneness and careless risk taking.
9. Changes in sleeping patterns

C. Verbal Expression or Suicidal Intent or Depression

1. “I won’t be here much longer.”
2. “You won’t have to bother yourself with me soon.”
3. “It’s not worth it.”
4. “Life’s a drag, too tough.”
5. “I just can’t handle anything anymore.”
6. “I sometimes feel like killing myself.”
7. “I’d like to go to sleep and never wake up.”
8. “I’ll kill myself – then my parents (friend) would be really sorry for the way they treated me.”

II. EPISODIC STRESSFUL PRECIPITANTS

A. School and Society

1. In trouble with school authorities or police.
2. Inability to handle school pressures.
3. A disappointment like not making a sports team, colleges of choice, social organization.

B. Interpersonal Difficulties (Inability to relate well to peers – lack of friendships)

1. Loss of an important person such as a parent through death, or divorce.
2. Breakup with girlfriend or boyfriend.
3. Severe or chronic physical illness in oneself or in some significant other.
4. A recent move to a new school.
5. Subject to violence, incest, or rape.

II. CHRONIC STRESSFUL LIFE SITUATIONS

A. Home Life

1. Chronic depression or mental illness in the parent(s)
2. Physical violence in the home (incest, spouse abuse, child abuse).
3. Family involvement with drugs or alcohol abuse.
4. Suicidal history in the family.
5. Severe parental conflict.
6. Inability to relate to parents....parents aloof, uninvolved, emotionally unavailable.
7. Pressures for high achievement to gain approval

B. Interpersonal Relations

1. Sexual promiscuity.
2. Inability to relate well to peers.
3. Involved in physical violence.

C. Typical Personality Characteristics of Adolescents Who Attempt Suicide

1. Impulsive
2. Accident prone
3. Perfectionist
4. Involved with drugs and alcohol
5. Depressive tendencies
 - i. History of debilitating illness.
 - ii. Mental Illness
 - iii. Academic difficulties.

STUDENT UNREST POLICY

To Prevent Disorder

Emphasis relative to student unrest must be directed toward prevention. If we are aware of student unrest and deal effectively with it, such unrest shall be eliminated or greatly minimized. It is, therefore, incumbent upon the staff of the West Deptford Township Schools to be cognizant of student attitudes and climate. To do so requires constant contact and communication between the students and the teachers and administration. The principles of meaningful student government, student participation and student involvement are encouraged and supported. Such participation shall serve as a sounding board of student opinion and as a vehicle for the study and evaluation of student-initiated requests for improving education in West Deptford Township. For details on prevention of disorders, see the Student Handbook. Due consideration will be given to all student requests and appropriate action taken to satisfy those requests which, in the opinion of the staff, contribute to the over-all education of West Deptford pupils. In the event a request is denied, students shall be so informed and the reason(s) given for denial.

To prevent disorder or demonstrations arising from individuals, groups, or organizations not affiliated with West Deptford Township Schools, the Board of Education shall fully support its administration in carrying out the provisions of Chapter 395, N.J. Laws of 1968.

To Cope With Disorder

Since proper channels have been established to allow students to participate in establishing school regulations and practices, there is no need for students to resort to disorder and unlawful disobedience. This being the case, the West Deptford Township Board of Education shall not tolerate disorder or unlawful disobedience on the part of individual students, groups of students, or student organizations. Such disobedience shall be dealt with promptly, under the appropriate rules and regulations established by the Board of Education. The procedure listed below is an abridgement of official school policy:

A. Operational Procedure (The information in #2-5 is for teachers only).

1. At the first sign of disorder: Any individual, group, or organization who violates school policy by encouraging or conducting unlawful protests will be immediately identified and given 60 seconds to discontinue and disperse.
2. If the disturbance continues:
 - a. The Principal will immediately inform the Superintendent's Office.
 - b. Upon notification, if deemed necessary by the High School Principal, classroom teachers will close and lock their doors.
 - c. Custodians will lock all exterior doors. (One custodian will remain on duty at the main entrance to permit entrance to school officials and police).
 - d. Teachers will immediately take attendance.
 - e. A professional staff member will collect attendance sheets.
 - f. All faculty members not actively engaged in classroom, study hall, or lunchroom supervision will report immediately to the library and will be assigned as the situation demands.
 - g. The bell system will be immediately turned off.
 - h. The period in progress at the time of notification will continue until resumption of the normal schedule. This will take place after an appropriate PA announcement by the Administration.
3. Upon the decision of the High School Principal and Superintendent, classes may be extended beyond the normal dismissal time.
4. If disruption takes place before, or after school hours, or at school activities:
 - a. Names shall be taken.
 - b. Participants shall be ordered from the premises.
 - c. Upon refusal to obey, police will remove them from the premises.
5. It is clearly the position of the school system that, under no circumstances, will there be negotiations with demonstration leaders. Channels for peaceful grievances have been established; therefore, under no circumstances shall there be bargaining of any kind.

B. Punitive Procedure

1.
 - a. Those students who refuse to comply to the warning, as stated above, shall be dismissed from the school premises by the police.
 - b. Following investigation by school authorities, students in a leadership capacity will be suspended or expelled; others will be suspended, pending a conference with their parents and subject to their degree of participation.
 - c. Proof of inciting violence shall result in automatic expulsion by the Board of Education.
2. Outside influences will be prosecuted under provisions of 2A:170-28, and 2A:170-36, and NJSA Title 18A.
3.
 - a. Suspensions related to this policy shall result in exclusion from all extra-curricular activities for a minimum of 60 days.
 - b. Suspension will carry over to the following school year, when applicable.

C. Disorders After the School Day

If disruption takes place before, or after school hours or at school activities:

1. Names shall be taken.
2. Participants shall be ordered from the premises.
3. Upon refusal to obey, police will remove them from the premises.
4. The punitive procedures described in Section B will be in effect.

Child Study Team

The school district employs a special services team (also referred to as the Child Study Team) for the purpose of assisting students with emotional, physical, or learning problems. The team consists of the following personnel: School psychologist, social worker, learning disabilities specialist. Mrs. Cheryl Fairchild serves as head of this team. After all channels of communication between student-teacher, student-teacher-counselor, and/or student-teacher-parent have been exhausted and the problem still exists, the teacher should discuss the total problem with the student's guidance counselor to determine if the student would benefit from Child Study Team intervention. It may be decided to request a partial or a total Child Study evaluation.

When a child study evaluation is requested by a parent, a teacher or a member of the Administration, the guidance department completes the necessary referral forms. Staff members may be contacted for progress reports on the students.

When the evaluation report is completed, members of the team and the guidance counselor involved discuss the recommendation with parents. If necessary, a conference will be held with all educational personnel involved with the student. An appropriate remedial program is then formulated.

Speech Therapist

We have the services of a Speech Therapist who spends time as needed with High School students. If you have questions, please contact the Child Study Team Office.

Guidance Counselors

The Guidance Department is staffed by four full-time counselors who have the responsibility for developing and implementing the High School guidance program. The Department's primary concern is helping students to establish meaningful and useful personal goals and assisting them in this endeavor at the initiative of the students themselves, members of the faculty, parents, and others. Each counselor is assigned to work with groups of students from each grade and remains assigned to these particular students as they move through the four-year high school curriculum.

The Guidance Department also serves as a resource facility in various ways for students, faculty, administration, parents, and community. The guidance counselors are available for consultation regarding problems involving human behavior within education and personal settings. They maintain student permanent records and other information for staff use. They assist faculty and administration in carrying out school policies. They provide liaison and promote cooperation among school, students, and home by arranging and attending conferences, special meetings, etc.. They administer student testing programs (PSATs, SATs, OLSAT, etc.), make referrals to specialists and helping agencies, and assist in making student academic and social placements.

In addition, the Guidance Department has responsibility for a number of routine tasks. These include such things as preparing regular reports for the administration on faculty grading practices and student academic achievement, checking student report cards before they are issued, maintaining student enrollment lists, and assisting in the processing of new students entering the district and current students leaving the district.

Student Assistance Counselor

The Student Assistance Counselor (SAC) is a full-time position here at the high school. The SAC helps students with a variety of problems/issues, strictly on a confidential basis. For more information, see the Guidance Office.

SECTION VI – CO-CURRICULAR ACTIVITIES

Sponsorship of Activities

The administration selects sponsors for the various school activities from those faculty members who are qualified and wish to serve in these capacities. These appointments are confirmed by the Board of Education at an official session.

Teachers wishing to sponsor a particular activity for the coming school year will have an opportunity to make their wishes known on a questionnaire distributed during the second semester. Preferences should be made known even for positions now held. Many areas need assistants and some personnel would prefer to change their present sponsorship responsibilities if replacements were available.

It is hoped that everyone will cooperate with the extra-curricular responsibilities of our school. Sponsorship of the various high school activities is an integral part of teaching at this grade level. It would be greatly appreciated if all teachers would contribute their rightful share of time and effort.

Requesting/Scheduling an Activity

Major activities should be scheduled by the end of the previous year as much as possible. All requests for activities for the next month must be made by the faculty sponsor of the petitioning organization in writing to the Athletics/Activities Office as early as possible.

No activity involving students is to be discussed with students until after approval has been received for the activity. The advisor to the club or organization planning the activity should discuss it with a member of the administration. If Board of Education approval is required, the advisor will be notified.

Neither the Board of Education nor the Administration wishes to be put into a position where it becomes necessary to turn down a request for an activity after students have been planning for it.

This policy applies to such things as field trips, social events, fundraising projects, dances, dinners, plays, etc. It does not apply to those activities which are already approved such as regularly scheduled sporting events, school musical, and the junior-senior prom.

Chaperones and Sponsors of Activities

Sponsorship and chaperoning of activities is part and parcel of teaching in a high school. The need of co-curricular activities to the total growth and development of the student is plainly asserted in our school philosophy. We who have chosen to work in this area of education and to work under the philosophy of this school, therefore, have a professional obligation to offer our services to insure the best possible program for those students entrusted to our care. To do less would be professionally dishonest, a neglect of our contracted obligations, and would place our share of these co-curricular obligations on the shoulders of our fellow teachers.

Sponsorship of an Activity

1. The sponsor of an activity shall be the person responsible for all phases of the activity in question. He/she shall cooperate closely with the Assistant Principal of Athletics/Activities to ensure that all policies of the Administration and the Board of Education are put into effect. He/she must be present at the activity or in an emergency, designate another faculty member to assume the duties.
2. The sponsor of an activity shall remain after the completion of an activity until all students have left the building/grounds.
3. The sponsor of an activity shall give a brief written report including the following items: number of students in attendance, all financial matters, chaperones assisting; and any other matters that would be of interest.
4. The sponsor of an activity shall make all arrangements for the activity in advance. When applying for the activity, he/she shall ascertain from the Athletics/Activities Office exactly what is expected to be done.

Chaperoning an Event

1. Any student or group of students in the building or on school grounds at the request of a teacher or sponsor of any school activity must be supervised by a staff member.
2. Definite assignments should be issued by the sponsor of the activity.
3. Be sure to know:
 - a. Time and place of event and time you are to arrive
 - b. Type of assistance that will be expected of you.
 - c. Materials you will need to complete the assignment.
4. Should a last minute emergency prevent you from attending; it is your responsibility to supply a substitute and notify the sponsor.
5. You must stay with your group or assignment until the activity is completed. Do not ask to be relieved early.
6. If students move furniture or equipment, they must return it to its proper place. Materials brought in must be taken out. (When another school is being used, consult with the custodian if material must be stored until the next day.)
7. Neither students nor teachers are expected to "sweep-up" after a regular use of the auditorium, gym, or room, for a student activity.

Co-Curricular Eligibility

In order to be eligible to participate in co-curricular activities at the start of the first semester of each school year, a student in the 2nd, 3rd, or 4th year of high school must have earned a total of 30 or more credits the prior school year, through regular class or accredited summer school work. In order to be eligible to participate in co-curricular activities at the start of the second semester in grades 9 through 12, a student must have earned passing grades for the first semester in courses with a value equivalent to 15 or more credits. Any senior who does not carry at least 30 credits the first semester may be eligible the 2nd semester as long as he/she has a passing average in all courses at the end of the second marking period and is meeting all credit requirements for graduation.

Newly placed ninth grade students are automatically eligible during the first marking period. Continued eligibility is based on the provisions of this policy.

For additional information, please see the Athletic/Activities Office.

Club Program

1. The Athletic/Activities Office is in charge of the club program.
2. The club program will be held after school hours from 2:20 to 3:00 p.m. The day or days that a club will meet as well as the number of times per month depends upon the sponsor.
3. The faculty will be canvassed at the beginning of the year to determine what clubs they might wish to sponsor. A brochure explaining these clubs will then be compiled and made available to the students. The club sponsor then announces that an organizational meeting is to be held if enough students are interested as evidenced by their participation in this meeting. Otherwise, it does not.

Advertising for an Activity

Any advertisement for an activity should be emailed to the Building Principal to be posted on our Sign Channel TVs located throughout the building.

Board Policy Concerning Activities When School Is Closed

Unscheduled closing of school shall cause all school activities scheduled for that day to be canceled or postponed provided that the conditions which caused the school closing would also affect the activities. When the closing is caused by weather conditions, or other conditions which change during the day, a decision shall be made later in the day whether the conditions should also cause school activities to be canceled or postponed. The factors to be considered in such a decision shall include: safety of the students and staff members involved, ability to provide whatever support services are required for the activity, ability to communicate with all concerned parties regarding the scheduling of the activity, the effects of holding the activity on other aspects of the school operation, other factors peculiar to the specific situation. Separate decisions may be made for each activity scheduled.

Decisions shall be made by the Superintendent of Schools in consultation with the High School Principal when deemed practical by the Superintendent of Schools. Staff members involved in the activity shall have the opportunity to provide input into the decision. In the absence of the Superintendent, the Assistant Superintendent shall render the decision. In the absence of both Superintendent and Assistant Superintendent, the Principal shall make the decision.

In the event that the decision is made to hold an activity on the day of an emergency school closing, student participation in the activity will be optional and no student will be penalized for not participating.

School activities scheduled for weekends or other periods when classes are not scheduled may be canceled or postponed for emergency reasons by the Principal, if so authorized by the Superintendent of Schools. The Principal shall consider the factors listed above. The decision to cancel or postpone an activity for emergency reasons shall be communicated to the Superintendent or, in his absence, the Assistant Superintendent.

There shall be no student activity on Sunday except with the express permission of the Superintendent. Such permission is to be sought and granted at least two weeks prior to the activity.

Permission to hold events on regularly scheduled school holidays must be obtained from the Superintendent. This is to be accomplished in writing through the proper administrative channels, for presentation to the Board of Education. If such permission is granted, regulations regarding the obligatory nature of attendance shall be determined by Board directives, or administrative procedure.

Collection Of Money from Students

In all cases where students turn in money, they are to be issued a receipt by the person collecting the money. The receipt shall contain the date, the student's name, the amount, and the signature of the collector. Receipts shall be issued at the time of the collection. The receipts shall be in duplicate with a copy being retained by the faculty member sponsoring the activity. This regulation shall apply to all fund raising ventures.

POLICY

3216 DRESS AND GROOMING

The Board of Education expects staff conduct to be that of appropriate role models for pupils.

The Board expects all staff members to be neatly groomed and dressed in professional clothing suitable for the subject of instruction, the work being performed, or the occasion.

Dress and grooming criteria during school hours:

Business casual attire should be the minimum acceptable standard for all employees.

Clothing items that are unacceptable:

- T-shirts
- Un-collared shirts for male employees
- Athletic shoes of any kind (except with written medical prescription), work boots, flip flops, decorated flip flops, and beach sandals. (Note-Dress shoes and clogs without a back strap are permitted)
- Transparent or revealing garments
- Excessively tight clothing
- Jeans (Includes pants / Capri pants / shorts / trousers made of any color denim material)
- Sweat tops/pants and leggings
- Shorts
- Anything which violates the student dress code
- Dress or grooming which would attract undue attention or create disruption

Special Rules:

- Physical education teachers may wear clothing appropriate to their subject area, including athletic jackets, pullover shirts, shorts, jogging suits, warm-ups and sneakers.
- Applied Technology teachers may wear smocks, shop aprons, coveralls, and other protective attire if appropriate for the subject area
- On special event days/Jeans fundraiser days(specified and/or approved by principal) items on the Unacceptable list may be worn with the following specifications:
Jeans must be neat, not worn or excessively faded, with no rips or frayed areas

N.J.S.A. 18A:11-2; 18A:27-4

Adopted: 16 April 2001

Revised: 16 July 2012

Revised: 24 September 2012

INTERNET/EMAIL ACCESS and THE TEACHER

WHAT IS THE RESPONSIBILITY OF THE TEACHER FOR INTERNET ACCESS?

All students need to be briefed by a teacher on the rules of the school district regarding Internet/Email use. Teachers should encourage students to use these vast resources, but must also caution them against misuse and the fact that they may lose the privilege if not used correctly.

Teachers are expected to monitor the use of the Internet and report misuse to the district system administrator who will take appropriate action (a warning or termination of account).

West Deptford Township School District wants its students to have the vast amount of educational resources available, but must also monitor itself to see that the computers are used for appropriate educational research.

Teachers are expected to serve as models of correct use in their own accounts. Netiquette procedures are explained in the next section.

WHAT IS NETIQUETTE?

Netiquette is a term for correct and best use of electronic communications. They include the following suggestions:

- Keep paragraphs and messages short and to the point.
- Focus on one subject per e-mail and include a pertinent subject title so that the user can locate the message quickly.
- Use academic networks for educational purposes.
- Include class name at the bottom of any e-mail message.
- Capitalize words only to highlight an important point or to distinguish a title or heading. Use asterisks around a word to make a stronger point. Capitalizing entire words that are not titles is generally considered SHOUTING!
- Be professional and careful what you say about others. E-mail is easily forwarded.
- Cite all quotes, references and sources, and respect copyright and license agreements.
- Do not forward any information without the author's permission.
- Be careful when using sarcasm or humor. Without face-to-face communications, jokes may be viewed as criticism.
- Your files are accessible by persons with system privileges, so do not maintain anything private in your disk storage area on the server.

WHAT ARE INAPPROPRIATE USES OF THE SCHOOL NETWORK?

Internet access is considered a privilege. This privilege can be denied to anyone who does the following:

- Uses the net to access materials that are considered pornographic or inappropriate for educational purposes.
- Uses the net for advertising, soliciting, or harassment of any kind.
- Uses the net to try to access data that is protected and not intended for use.

- Uses someone else's account or password at any time.
- Violates any federal or state laws regarding network access.
- Tries in any way to interfere with the computer systems at West Deptford Township Schools, or anywhere, in an effort to obtain private information, have the computer malfunction, or destroy data.
- Violates any copyright laws by passing licensed software across the network.

WHAT ARE THE FEDERAL LAWS IN PLACE REGARDING COMPUTERS and INTERNET USE?

It is a violation of federal law to do the following intentionally:

1. To access a computer without authorization and thereby to obtain classified information.
2. To access a computer without authorization and thereby to obtain financial records of a financial institution.
3. To access any U.S. Government computer without authorization if such conduct affects the use of the Government's operation of the computer.
4. To access a Federal computer without authorization with the intent to defraud.
5. To access a financial institution or U.S. Government computer without authorization and thereby alter, damage, or destroy information which causes losses to others of a value exceeding \$1000 or more during any one year or which modifies or impairs medical diagnosis, treatment, or care.
6. With intent to defraud, to traffic passwords or similar information through which a computer may be accessed if the trafficking affects interstate commerce or the computer is used by the U.S. Government.
7. To break copyright laws.

The penalty can be a fine or as much as twenty (20) years in the Federal Penitentiary for certain of these violations.

h:AcceptUseAgreement.TECHRPTx.3-01-06

SECTION VII – COVID-19

SCHEDULE OPTIONS

Learning Module 1 - *HYBRID SCHEDULE* **AABBV**

- **Cohort A** (M/T), **Cohort B** (W/TH), **Cohort D** 100% Virtual M-TH) and Fridays - All Cohorts Virtual Synchronously
- Cohorts (A and B) divided mainly by alphabet (A-K) and (L-Z) with some variety based on class sizes.
- Student School Day: 7:15-11:15, All 7 periods, NO A-E cycle rotation, Students will arrive and report directly to their Period 1 classrooms and be dismissed from their period 7 classrooms.
- Bell Schedule for Cohort A and Cohort B Days (31 mins per day, 2x a week)
Pd 1 - 7:15-7:48 (take attendance for school day)
Pd 2 - 7:51- 8:22
Pd 3 - 8:25-8:56
Pd 4 - 8:58-9:29
Pd 5 - 9:31 - 10:02
Pd 6 - 10:04-10:35
Pd 7- 10:38 - 11:09

11:10 - Dismissal/Lunch Pick-Up
11:15 Buses Leave WDHS
- On Cohort A and Cohort B days (M-Th), Staff are required to sign in by 7:00 am and teach the students “in person” until 11:09am. From 11:15-12:00 = Staff Lunch. Staff Virtual Prep = 12:00-12:20pm. **Staff may leave M-TH after the students leave at 11:15am to work remotely from home. Staff MUST be available online, commencing at 12:20 each afternoon to be available for Periods 1-4 (M/W) and Periods 5-7 (T/TH) for your independent learners. Use these afternoon hours to check in, remediate, enrichment, etc. with your independent cohorts on those days. Hybrid Schedule updated.**
- Virtual Schedule for Face to Face time on Fridays. This will be SYNCHRONOUS. (Conference meetings for WHOLE class, required sign-in for attendance purposes) will be 45 min blocks. Staff can choose to be IN the buildings on Fridays to do this OR you can choose to be at home.
*If you choose to come into the building on Virtual Fridays, you have to notify Brian.

* 7:00 - 7:35- PREP for Everyone

Pd 1 7:40 - 8:25

Pd 2 8:30-9:15

Pd 3 9:20 -10:05

Pd 4 10:10 - 10:55

Pd 5 11:00 - 11:45

LUNCH 11:50 - 12:25

Pd 6 12:30 - 1:15

Pd 7 1:20- 2:05

WDHS Hybrid Schedule - Color-Coded for Cohorts A, B, and D:

A	B	C	D	E	F
	Monday	Tuesday	Wednesday	Thursday	Friday (ALL Cohorts)
Pd 1	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 1
7:15-7:48	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	7:40 - 8:25
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 2	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 2
7:51- 8:22	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	8:30-9:15
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 3	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 3
8:25-8:56	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	9:20-10:05
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 4	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 4
8:58-9:29	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	10:10-10:55
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 5	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 5
9:31-10:02	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	11:00-11:45
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 6	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	LUNCH
10:04-10:35	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	11:50-12:25
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
Pd 7	Cohort A (in person)	Cohort A (in person)	Cohort B (in person)	Cohort B (in person)	Pd 6
10:38-11:09	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	12:30-1:15
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
M-TH Afternoons:	*pds 1-4	*pds 5-7	*pds 1-4	*pds 5-7	Pd 7
12:20-2:00	*office hours: check in, remediation, enrichment, etc.				1:20-2:05
	Cohort B (independent)	Cohort B (independent)	Cohort A (independent)	Cohort A (independent)	
	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	Cohort D (independent)	
2:05 - 2:30	Co-Planning, Departmental Planning, Faculty Meetings				

Learning Module 2 - 100% DISTRICT REMOTE LEARNING - *In the event we are asked to start the year remotely OR are asked to move to a fully remote schedule after we begin the school year, this is the schedule we will follow:

- As per district guidance, teachers are expected to sign on to their classes with their students every period, every day.

	Monday - Friday
7:10 - 7:40	Teacher Prep
7:40 - 8:25	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 1	
8:30-9:15	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 2	
9:20-10:05	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 3	
10:10-10:55	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 4	
11:00-11:45	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 5	
11:55 - 12:25	LUNCH BREAK
12:30-1:15	Check in with classes, teach mini lesson, have discussions, answer questions, assess, etc.
Pd 6	
1:20-2:05	Check in with classes, teach mini lesson, have discussions, answer questions, etc.
Pd 7	
2:06 - 2:40	Course Level Planning, Department Check

Learning Module 3 - FULL DAY SCHEDULE, A-E cycle reinstated- **if we should return to school at some point this year full-time , here is a “draft” of what that schedule could look like (subject to change)*

**NOTE - this 7pd day is only in effect for this academic year:*

HR 7:31-7:42 (*HR will be added back into the schedule for daily attendance)

Pd 1 - 7:46 - 8:28

Pd 2 - 8:32 - 9:14

Pd 3 - 9:18 - 10:00

Pd 4 - 10:04 - 10:46

UNIT LUNCH - 10:50- 11:45 (*Everyone eats lunch at same time; Staff and Students)

Pd 5 - 11:49 - 12:31

Pd 6 - 12:35 - 1:17

Pd 7- 1:21 - 2:06 (*a couple extra minutes for late afternoon announcements)

LESSON PLANNING/ CURRICULUM REQUIREMENTS

***Focus on “POWER STANDARDS” for the year**

- Look at our current curriculum for each course and how it is broken down by content per semester. We will need to closely examine what we would normally assess on a midterm and final and focus only on the MOST ESSENTIAL skills and knowledge that meet our standards. *Midterms/Finals will be postponed for this year ONLY. We will, instead, move to quarterly benchmark assessments.
- Break down the semester by WEEKS. Which knowledge/skill(s) can you concentrate on per week? Design lesson plans by WEEK rather than by day. Choose a skill/standard per week and assess that each week if possible. Suggestion: Create asynchronous lessons for each week. Think “Flipped Classroom Model” where you design/create videos and learning experiences from which your “at home” students can view and start their learning independently (this is for your Cohort students who are home AND your 100% virtual students). These can be used by both cohorts while at home during M-TH and can be considered the primary source of your instruction. Design your “in person” days with students and “independent work” with students around these weekly online goals/lessons. It is feasible that Cohort A, Cohort B, and your 100% Virtual students all have the same tasks/activities to complete by the end of each week, but that they can do so in a different order. Sample: [WDHS Weekly Lesson Plan Format](#)
- “In person” teaching (Cohort A=M-T and Cohort B=W-TH) - Direct Instruction or Direct Practice to allow students to get hands on with the work/skill while in front of you so as to ask questions and get immediate feedback. This immediate feedback in person is necessary so that students can then work independently to complete work.

While Cohort A is “in person”, Cohort B will be home (and vice versa). While students are home, they should be engaged in all independent work based upon the asynchronous weekly lesson. Essentially, we can design 1-2 “in person” activities (1 for each day or 1 over the course of two days) and 1-2 “independent” activities (1 for each day or 1 over the course of two days) for the week that all focus on the same weekly goal/lesson.

Virtual Office Hours at the end of each day (M-TH) will allow for questions and help for those independently working on those days.

Friday - ALL VIRTUAL DAY - Periods 1-7 have designated meeting period times to create live conferences with your whole class at once... you can review/reinforce/present. This could also be the time you assign tasks in smaller groups and have them participate in breakout sessions. You can give assessments at this time as well. ALL students must sign on to their designated periods of instruction for attendance purposes.

- Pre-Assessments at the start of the year are going to be essential. Yes, you have to start your curriculum where you should. However, you are going to have to do more remediation than probably ever before. Talk amongst yourselves (course level teams) and decide how you want to pre-assess content they should have learned and retained in order to be successful in your course. Determine very specific POWER STANDARDS they should have been retained from the previous year and start the pre-assessment there. Embed these needed skills within as you introduce new content as best you can.
- Teachers will have to submit WEEKLY lesson plans (not daily) per course by 7:30 am each Monday. These should include Unit Plan being referenced, Standards addressed that week, EQs, Activity Plan for week, and Assessments for week. Suggestion: Input your weekly lesson plan for your courses in the MONDAY OnCourse box. Do not worry about filling in each day of the week.

GRADING and ASSESSMENTS

- Each DEPARTMENT must have a uniform Grading Policy. Percentage breakdowns and category weights must be the same for each leveled class/course in your department.
- Classwork/Participation grade should be marked per activity (1-2 activities over the course of 2 days whether “in person” or “independent”). Students who are in Cohort A should receive a participation/classwork grade for what they do “in class” over the course of the two days they are in person and the students in Cohort B should receive a classwork/ participation grade for whatever independent activity they complete over the course of 2 days while at home, and vice versa. Cohort D will receive a participation/classwork grade for the 2-4 assignments they receive M-TH. Classwork/ Participation is counted per activity. Classwork/Participation will be due by 2pm each day for those who are working “independently” from home. If not turned into the respective classroom teacher by 2pm the day it is due, the student will receive a zero for that classwork assignment. Classwork cannot be made up.
- “Independent” work for the 2-4 days at home can simply be students working on a long-term assignment. However, during these days at home, students will be required to communicate with the teacher in some fashion to show their progress. For example, if a teacher assigns a long-term writing assignment on Tuesday to Cohort A students and it is not due until Monday the following week, teachers will assign them a check-in for Wednesday and/or Thursday of that week so that they can view the students’ progress. If the student does not check in - via a post, a question, an email - then he/she will not get a classwork/participation grade for those “independent” days. Students must pay careful attention to teacher directions.
- HW can be assigned for your “in person” students from day to day. Students should pay attention to due dates.
- NO LATE Grades will be accepted for Classwork/Participation or HW. These are meant to be short assignments that can be completed within 20-30 minutes per class, so students are to use their school assigned period, 7:00-2:00pm to complete these assignments for each class. They must be turned in by 2pm; no late grades will be accepted for CW or HW.
- If a student is legitimately absent from school, this is different. Absentee Policy and Make Up work Policy would take effect here. He/She will have to be given time to make up any HW/Practice assignments they missed.

- Projects/Major Writing Assignments, Lab Reports, Tests are all considered **SUMMATIVE ASSESSMENTS**; Quizzes/Check Ins/Kahoots/IXLs are all considered **FORMATIVE ASSESSMENTS**)
- LATE grades will be accepted for major assignments, projects, writing assignments, (SUMMATIVE) etc. as these make up the majority of the overall MP grade.
 - Every **SUMMATIVE** assignment will have a due date.. Due dates will be posted in advance for your Cohort. All of these assignments must be submitted virtually to the teacher on - or before - the due date assigned regardless if you are scheduled to be “in person” or “virtual” that day.
 - 10 percent of the overall assignment grade will be deducted every weekday past the due date.
- **TESTS/UNIT ASSESSMENTS** will be given to students in the same format. These can be given during “in person” instruction days OR on Virtual Fridays, so that all students have equal opportunity to take said assessment in the same format.
- Retakes/Redos for **TESTS/Major assessments (SUMMATIVE)** are allowed and recommended - Grades of those redos/retakes determined by the teacher. Teachers must make this policy known to students/parents.
 - Retakes and Redos are permitted for Summative Assessments only because it is the summative assessment that certifies learning.
 - There are certain parameters in a retake and redo policy. It’s **NOT** grade inflation. It is meant for students to master the learning and realize that learning is not a snapshot in time but based on the concept of relearning. Students may request a retake/redo, but this **MUST** be approved by the teacher. Teachers may also approach students who they feel would benefit from a retake/redo; this does **NOT** have to be initiated by the student.
 - With retakes and redos; however, the following needs to happen:
 1. The student needs parameters to relearn to showcase new knowledge. Some parameters include but are not limited to...
 - a. Attending a Conference/Meeting with the teacher to relearn the material.
 - b. Redoing practice assignments leading up to the assessments. These practices would not be graded or regraded, but required to get feedback from the teacher
 - c. Correcting Study Guides and showing that work to the teacher.
 2. The retake of an assessment **MUST** be initiated (by both student and teacher) within 48 hours of the grades being posted and must be completed within a week of that initiation.
 3. The student should not necessarily be required to retake the whole test or a new test. The way a retake works is what can the student showcase to certify learning? This can be...
 - a. A redo of the same test
 - b. A completely new test
 - c. A reassessment of certain sections of the test where the standard/skill was missed
 - d. A richer cognitive exercise where the students have to explain their new learning in writing.
- 59 Rule still applies **only** for 1st MP for Full year courses and 1st/3rd MP for Semester courses (WDHS has been following this rule for a long time; we will continue)

- Maintaining 4 MPs only this year - each at 25% - Quarterly assessments will be given as a benchmark at the end of each quarter, but these grades will be included within the Quarter grades for this school year. E1 and E2 will be eliminated from the Report Cards for this school year only. **The Q4 quarterly assessment will still take place at the close of the year during our regularly scheduled “Final Exam” days.**

SPECIALTY AREAS OF CURRICULUM

- NO dissemination of papers/collection of papers; everything should be done electronically. We want to eliminate as much transmission of our germs from one person to another as possible, which could mean “passing out a paper copy of a test” and then collecting those back from multiple students to grade.
- NO sharing of Textbooks/Novels. If copies of specific chapters/units need to be made and uploaded as PDFs to Google Classroom, please make note of that and use planning time to do so. Otherwise, we may have to be creative in ELA and use different novels for different classes.
- Art supplies should be separated out so that each student can receive his/her own tools. No sharing.
- The National Science Teachers Association (NSTA) put out some guidelines about laboratory work during the pandemic
If you are considering doing a lab or hands-on activity, you need to consider the following in light of COVID:
 - No Lab Groups, students need to work alone.
 - Students should wash their hands with soap and water before and after the lab.
 - Each student works alone at a lab station (if 12 students in a cohort, 6 at their desk and 6 at lab stations),
 - Each student gets their own lab equipment, no sharing of equipment.
 - Students must be socially distant and you need to address the needs of the students working at their desks along with the students working at the lab stations.
 - All equipment must be cleaned after student use with soap & water. If a new group of students will be using the equipment in the next class, it needs to be disinfected.
 - (I believe that would be impossible for you to do. You don't have enough time between classes and students can't be tasked with disinfecting lab equipment properly. Please consult the document from WebMD mentioning how long COVID lives on surfaces. <https://www.webmd.com/lung/how-long-covid-19-lives-on-surfaces>)
 - According to CDC guidelines, objects can be disinfected with a bleach solution (1 gallon of water and 1/3 cup of bleach). That solution remains effective only for 24 hours as a disinfectant, then that solution is simply a cleaner. This solution would need to be made daily. It needs to be labeled appropriately(SDS). This is an alternative to disinfecting wipes, especially if wipes are no longer available.
 - See below for the use of Goggles (and would also include aprons.)
 - Please also see the "Alternative Ideas Section Below". It's the safer way to go. <https://www.nsta.org/blog/safety-recommendations-opening-new-school-year>
- PE has developed an entire plan to keep students physically active while limiting physical contact and maintaining social distancing:
 - Track: walking/running/jogging
 - Yoga / Stretching Station
 - Fitness Stations / Activity Circuit
 - Frisbee Golf
 - Golf
 - Badminton / Tennis
 - Cornhole *if students bring in their own bags
 - Scavenger Hunt
 - Target Ball

- Multimedia presentations/screencastify on the TEAM SPORTS elements covered in their standards; use these presentations and associated work for rainy day and/or virtual learning activities.

- Other

- Choir students must maintain wearing masks while singing.
- Choir/Band should operate their classes to engage students in the learning of their musical instrument (voices or physical instrument). Expose students to enhancing their individual skills for the time being and preserving as much of the Band/Choir experience as possible. Since no large groups are currently allowed without social distancing, it is safe to say that preparing for large group performances is going to be very difficult.
- **As per New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools August 13, 2020**
Choir and Music: Due to potential increased risk of droplet transmission, physical distancing should be prioritized for wind instruments and singing. If it's safe and weather permits, consider moving class outdoors where air circulation is better than indoors and maintain at least 6 feet distance between students. When students are not playing an instrument that requires the use of their mouths, they should wear a face covering in music class (unless class is outdoors, and distance can be maintained).
- **As per New Jersey Department of Health COVID-19 Public Health Recommendations for Local Health Departments for K-12 Schools August 13, 2020**
Limit Use of Shared Supplies and Equipment • Ensure adequate supplies (i.e. art supplies, equipment) to minimize sharing of high-touch materials or limit use of supplies and equipment by one group of students at a time and clean and disinfect between use. • Avoid sharing electronic devices, toys, books, games or other learning aids. If items must be shared, clean and disinfect between uses. • Discontinue use of shared items that cannot be cleaned and disinfected.

STUDENT ABSENTEE POLICY/ ACCOUNTABILITY of SEAT TIME

- In lieu of HR attendance, students will be marked present/absent during Period 1 of their “in person” hybrid days - M/T or W/TH for the whole school day.
- On the days students are home M/T or W/TH and Virtual Fridays, there will be a virtual “check in” time to account for their attendance for the whole school day. *There will be a district-wide link/email Covid questionnaire established for this purpose. Students/Families will have to check-in by this specified time or else they will be marked absent from school.
- For specific class periods, student attendance for that class will depend on whether they completed a classwork/participation assignment for each teacher for that day (by the designated time of 2:00pm). If students do not complete that classwork assignment, they have to be marked as absent for that particular class period.
- On Fridays, every teacher will be able to meet with all of their students virtually for all 7 periods. It will be expected that students sign onto your live Conference meeting tool (whatever tool we are using) to be marked present for that Friday. If not, they must be marked absent.

PD DAYS at START of YEAR

- 1 - 2 days of classroom set-up; to utilize the 2 days outside of the day for classroom setup for everyone to break down their curriculum units to concentrate on the POWER Standards and what each semester should entail. Talking amongst yourselves in course level teams on these two days would help jumpstart this huge undertaking and help to start planning lessons on a weekly basis. It will also aid you in developing a quick pre-assessment for each course.
- 1- 1.5 days - District will run several PD opportunities for teachers run by other teachers based on Technology Requests/Needs (not mandatory to attend) ...Anyone comfortable with running a session on any of the below topics, please email Kelly. *****THESE WILL NEED TO BE RUN VIRTUALLY**
 - WD will be utilizing the following resources for the coming year:
Google Classroom - (***Erika Cepurneac offered to run a refresher course for Google Classroom ...**
Google Meet - (...and Google Meet users)
GoGuardian
Screencastify - (***Justin Hansen offered to run a PD session on this**)
Zoom - (***Lindsay Freedman offered to run a PD session on this**)
Schooly - *this year (20-21) will be a pilot year with this new resource; 21-22 this will be implemented across the whole district
- District-Wide Requirement, Sept 3rd 830-1230: SEL with Savanna Flakes, Zoom Webinar

SAFETY and SECURITY

- Each classroom is set up so that desks will be social -distanced
- WDHS will provide staff with Face Shields that were purchased by the District
- Windows will be opened, where possible, for proper ventilation within the classrooms
- All classroom doors will be propped open so as to avoid multiple people “touching door handles” as well as additional ventilation for each classroom
- Only half of the total class size will essentially be meeting “in person” M-TH based on the Cohort A/B breakdown; if classrooms need to be switched due to class sizes, we will switch those room #s in PowerSchool prior to the start of the year
- Hallways will be marked with 1-way travel patterns
- Hand sanitizer will be placed in each classroom
- Each room will be equipped with disinfectant spray and towels for students to wipe down their desks, if they so choose
- Masks will be worn by all students and staff at all times throughout the day while they are inside the building; “mask breaks” are allowed when students are seated and socially distanced, but only for a few seconds here and there. Some will need to take a breath here and there, and that is okay

STAFF ABSENTEEISM

- If a staff member needs to call out on a VIRTUAL DAY (right now these are just Fridays, then they would follow the same procedure as usual) - Notify Department Chair, ME, and Brian via email and place the absence in AESOP.
- If absence is scheduled in advance, Teachers can provide students with the assignments for the day via Google Classroom/Online Platform and assign a deadline for those assignments. DC and Kelly should be sent these plans.
- If absence is an emergency, we can utilize teachers “Emergency Sub Plans” as we normally would. We will create SHARED HS Google Folder for Emergency Plans for this 20-21 year; each teacher has his/her own sub-folder. This way, depending on Virtual or Hybrid Learning Environments, we all have access to these plans when needed.
- Hand-held Teacher Sub Kits should still be updated with relevant student information, seating charts for Cohort A/B, etc. Emergency Plans can be stored in our shared Google Drive, though. Do not worry about placing these in your hand-held sub kit.