

# SUSSEX TECHNICAL HIGH SCHOOL



2023-2024

Staff Handbook

# Sussex Technical High School

## STAFF HANDBOOK

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## SUSSEX TECHNICAL SCHOOL DISTRICT

### MISSION STATEMENT:

*Preparing Students for Their Future*

Sussex Technical School District provides an individually oriented Techademic education, which builds a sense of pride, success, and self-esteem through excellence, enabling each high school and adult division student to be competitive in a global market while becoming a responsible and productive member of society.

### Sussex Technical School District Guiding Principles

The Sussex Technical School District believes that:

- All students can learn.
- All students must prepare for lifelong learning.
- All students will be-actively responsible for learning.
- Students and staff must learn and apply emerging technologies.
- Respect for the dignity and worth of each individual is of paramount importance to teaching and learning.
- Selecting and maintaining a staff of the highest quality are necessary for excellence in Techademic education.
- Participatory staff involvement is vital to the life of the school.
- Family, community, and business partnerships are essential components for educational success.
- Cultural diversity is valued and should be stressed in the educational process.
- Data on school performance must be gathered, analyzed, communicated, and utilized for continuous school improvement.

This is best accomplished at OUR High School by:

- An integrated curriculum delivered through student-centered instruction that embraces each student's unique learning needs.
- Students having a meaningful educational experience that value their personal interests in the classroom.

## 2022-2023 STAFF EXPECTATIONS

### Safety

- Supervise constantly by monitoring hallways, etc.
- Follow the discipline policy consistently

### Professionalism

- Treat others with dignity and respect
- Take personal responsibility
- Provide high quality customer service

### Proactive Communication with Parents and Staff

Contact parents or guardians early regarding:

- Disciplinary issues (see page 38 for specific information)
- Attendance issues (*The teacher must call or email the parent/guardian regarding excessive tardiness and/or absences. Parental contact must be established prior to the writing of a referral for attendance issues.*)
- Academics issues (***The teacher must call the parent/guardian if the student is in danger of failing and notify the student's counselor. The teacher is also expected to make contacts with the parent/guardian before a student is in danger of failing.***)
- Celebrations (Contacts about positive academic performance or behaviors)
- Debts (*The teacher must call or email the parent/guardian prior to placing a student on the debt list for any reason.*)

### Instructional Time Maximized

- Respect other teachers' instructional time
- Teach from beginning to end of class period
- Engage students and maximize time on-task

### Collaboration

- Create common goals and products
- Communicate
- Practice collegiality
- Fully engage in meetings and professional development opportunities

## HIGH SCHOOLS THAT WORK (HSTW) KEY PRACTICES

### Key Practices for Accelerating Student Achievement

- Setting higher expectations and getting career-bound students to meet them.
- Increasing access to challenging vocational and technical studies, with a major emphasis on using high-level mathematics, science, language arts, and problem-solving skills in the context of modern workplace practices and in preparation for continued learning.
- Increasing access to academic studies that teach the essential concepts from the college preparatory curriculum through functional and applied strategies that enable students to see the relationship between course content and future roles they envision for themselves.
- Having students complete a challenging program of study with an upgraded academic core and a major. An upgraded academic core includes at least four years of college preparatory English and three years each of mathematics and science, with at least two years in each area equivalent in content to courses offered in the college preparatory program. The major includes at least four Carnegie units in a career or academic major and two Carnegie units in related technical core courses.
- Providing students access to a structured system of work-based and high-status school-based learning—high school and postsecondary—collaboratively planned by educators, employers, and workers and resulting in an industry-recognized credential and employment in a career pathway.
- Having an organizational structure and schedule enabling academic and vocational teachers to have the time to plan and provide integrated instruction aimed at teaching high-status academic and technical content.
- Having each student actively engaged in the learning process.
- Involving each student and his/her parent(s) in a career guidance and individualized advising system aimed at ensuring the completion of an accelerated program of study with a career or academic major.
- Providing a structured system of extra help to enable career-bound students to successfully complete an accelerated program of study that includes high-level academic content and a major.
- Using student assessment and program evaluation data to continuously improve curriculum, instruction, school climate, organization, and management to advance student learning.

# SUSSEX TECHNICAL HIGH SCHOOL SCHEDULES

## Teacher Work Day

<b>Master Schedule</b>	
Arrival	7:45 a.m.
Professional Learning Community and Common Planning Time	7:50 a.m. to 8:20 a.m.
Prepare for day and monitor hall near classroom	8:20 a.m. to 8:30 a.m.
Period 1 or 2	8:30 a.m. to 10:00 a.m.
Period 3 or 4	10:05 a.m. to 11:35 a.m.
Period 5 or 6	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:35 a.m. to 12:05 p.m.
B Lunch	12:07 p.m. to 12:37 p.m.
C Lunch	12:38 p.m. to 1:08 p.m.
D Lunch	1:10 p.m. to 1:40 p.m.
Period 7 or 8	1:40 p.m. to 3:15 p.m.
Teacher Departure	3:15 p.m.



## Teacher Attendance

***Teachers are mandated by State Law to work 7½ hours in their respective buildings. Any staff member being out of the building during the 7½ hour workday must have written documentation on file.***

If you arrive late or leave early, you must contact your supervising administrator and complete online time-out information in Frontline. If you need coverage, also contact the Substitute Coordinator. If that person is not available, contact your supervising administrator.

Staff members leaving campus during the normal workday are to get approval from their supervising principal prior to leaving. All staff **must sign out/in** when leaving campus during workday, even if the leave is already approved in the Frontline “time-out” system. Sign out and in with time and date in mailroom.

### Teacher Sign-In Expectations

Upon arrival at school, all staff members are expected to sign-in electronically. Staff will sign-in for duty by swiping their access cards across the access readers located on doors around the school by 7:45 a.m.

Staff members are not permitted to sign-in other staff members.

Returning staff members must notify their supervising principal.

## Time Off Procedures

Please adhere to the following guidelines regarding time-off requests (in addition to any necessary pre-approvals):

- Submit your request in FRONTLINE as soon as possible (even if your time off is a month or more away) and email your supervising principal. The more notice that is given, the more likely you are to get your substitute of choice. Advance notice also enables us to maintain a qualified and plentiful pool of substitutes.
- Coaches, professional development participants, et cetera: please submit your own request under your name/account as soon as you receive your schedule and include the reason for the request (i.e, *away baseball game* or *XYZ professional development in Albuquerque*) in the “Notes to Administrator” section. This will aid in accurate substitute deployment and record keeping at multiple levels, and each teacher will be able to confirm that she/he is accounted for. *After teachers receive an invite to an IEP meeting, teachers are to enter “Professional Time” in Frontline and type “IEP meeting” in the note section.*
- If your time off (sick/illness) will begin **less than a full 24 hours** after your request submission **and you require coverage**, please contact the Substitute Coordinator immediately so he can ensure coverage. If the Substitute Coordinator is not available, please contact the Dean of Students. *Please wait until after 6 AM if there is a middle-of-the-night occurrence.*
- If your time off (sick/illness) will begin **more than a full 24 hours** after your time off submission during the workweek, you **do not** need to contact the Substitute Coordinator.
- If your submission is made **over the weekend for the coming Monday**, please send the Substitute Coordinator an email or text message immediately after submitting your request so he can ensure coverage.
- Please ensure that your substitute plans are detailed, easy to find and follow, cover every aspect of your time off (attendance, discipline, lunch, assemblies, etc.), and more than fill the required time. (Over-planning is always better than under-planning.)

- Substitute plans must be uploaded to FRONTLINE and a set of emergency plans must be on file with the attendance officer.
- For accountability and to ensure fairness, please do not have substitutes administer tests or grade work.
- Substitutes are not authorized to use District technology assets (computers, SMART boards, etc.). Plans must be left in your room or emailed to a colleague to be printed and given to the substitute, as substitutes cannot print them at this time.
- The sign-in/out log will be available in the supervising principal’s office (or via email) for any staff arriving late, leaving, and/or returning for any reason during the normal workday. This log is used to ensure accountability for all personnel under various circumstances including, but not limited to drills, accidents, incidents, emergency closures, or lockdowns, et cetera. If you are here in the morning and then leave and come back during planning, please write “Planning” next to your sign-in/out.

### Staff Parking

Staff must register their vehicle(s) with the main office. Parking permits must be displayed at all times. Staff parking is available behind the school, in front of the school, by district office, and in the parking lot behind the building by Child Ed.

### Professional Learning Communities

All teachers are expected to participate in Professional Learning Communities (PLCs) on Wednesdays and Thursdays from 7:50 AM – 8:20 AM (Total time = 60 minutes per week) except during the mid-term exams, final exams, and STSP weeks. PLCs must meet during weeks with scheduled department meetings.

In order to avoid scheduling conflicts, from time-to-time PLCs may meet on different days with the consent of PLC members. If a PLC will meet on a different day, the PLC facilitator must communicate the revised schedule to the supervising principal for that PLC.

### Department Meetings

All teachers are expected to attend monthly department meetings. Department meetings are posted on the staff calendar. Generally, these meetings are scheduled for the third Monday each month; however, there are some exceptions due to holidays and in-service days. Instructional Coaches facilitate department meetings in the academic content areas.

Technical teacher meetings are held on the same day as other department meetings and are facilitated by an administrator.

Special Education Department meetings are on the first Monday of each month. Special education teachers attend both academic content area and special education department meetings.

### Student Day

<b>Master Schedule</b>	
Student Arrival/Bus Dismissal & Breakfast	8:05 a.m. to 8:25 a.m.
Period 1 or 2	8:30 a.m. to 10:00 a.m.
Period 3 or 4	10:05 a.m. to 11:35 a.m.

Period 5 or 6	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:35 a.m. to 12:05 p.m.
B Lunch	12:07 p.m. to 12:37 p.m.
C Lunch	12:38 p.m. to 1:08 p.m.
D Lunch	1:10 p.m. to 1:40 p.m.
Period 7 or 8	1:40 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

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**Student and Staff Schedule for 1 Hour Delay – Rotation 1**

<b>Master Schedule</b>	
Teachers Arrive	8:45 a.m.
Planning and Meetings	8:50 a.m. to 9:25 a.m.
Period 1 or 2	9:30 a.m. to 11:00 a.m.
Period 3 or 4	11:05 a.m. to 1:10 p.m.
<b>Lunch</b>	
A Lunch	11:05 a.m. to 11:35 a.m.
B Lunch	12:37 p.m. to 12:07 p.m.
C Lunch	12:08 p.m. to 12:38 p.m.
D Lunch	12:40 p.m. to 1:10 p.m.
Period 5 or 6	1:15 p.m. to 2:10 p.m.
Period 7 or 8	2:15 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

\*Staff members are to arrive as close to start time as possible without sacrificing personal safety.

**Student and Staff Schedule for 1 Hour Delay – Rotation 2**

<b>Master Schedule</b>	
Teachers Arrive	8:45 a.m.
Planning and Meetings	8:50 a.m. to 9:25 a.m.
Period 1 or 2	9:30 a.m. to 10:30 a.m.
Period 3 or 4	10:35 a.m. to 11:35 a.m.
Period 5 or 6	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:05 a.m. to 11:35 a.m.
B Lunch	12:37 p.m. to 12:07 p.m.
C Lunch	12:08 p.m. to 12:38 p.m.
D Lunch	12:40 p.m. to 1:10 p.m.
Period 7 or 8	1:45 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

\*Staff members are to arrive as close to start time as possible without sacrificing personal safety.

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 Student and Staff Schedule for 2 Hour Delay

<b>Master Schedule</b>	
Teachers Arrive	9:45 a.m.
Planning and Meetings	9:50 a.m. to 10:25 a.m.
Period 1 or 2	10:30 a.m. to 11:35 a.m.
Period 3 or 4	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:05 a.m. to 11:35 a.m.
B Lunch	12:37 p.m. to 12:07 p.m.
C Lunch	12:08 p.m. to 12:38 p.m.
D Lunch	12:40 p.m. to 1:10 p.m.
Period 5 or 6	1:45 p.m. to 2:30 p.m.
Period 7 or 8	2:35 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

\*Staff members are to arrive as close to start time as possible without sacrificing personal safety.

**Student and Staff Schedule for LDP Days – Rotation 1**

<b>Master Schedule</b>	
Student Arrival/Bus Dismissal & Breakfast	8:05 a.m. to 8:25 a.m.
Period 1 or 2	8:30 a.m. to 10:00 a.m.
LDP Period	10:05 a.m. to 11:35 a.m.
Period 3 or 4	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:35 a.m. to 12:05 p.m.
B Lunch	12:07 p.m. to 12:37 p.m.
C Lunch	12:38 p.m. to 1:08 p.m.
D Lunch	1:10 p.m. to 1:40 p.m.
Period 5 or 6	1:45 p.m. to 2:30 p.m.
Period 7 or 8	2:35 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

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 Student and Staff Schedule for LDP Days – **Rotation 2**

<b>Master Schedule</b>	
Student Arrival/Bus Dismissal & Breakfast	8:05 a.m. to 8:25 a.m.
Period 1 or 2	8:30 a.m. to 9:15 a.m.
Period 3 or 4	9:20 a.m. to 10:05 a.m.
LDP Period	10:10 a.m. to 11:35 a.m.
Period 5 or 6	11:40 a.m. to 1:40 p.m.
<b>Lunch</b>	
A Lunch	11:35 a.m. to 12:05 p.m.
B Lunch	12:07 p.m. to 12:37 p.m.
C Lunch	12:38 p.m. to 1:08 p.m.
D Lunch	1:10 p.m. to 1:40 p.m.
Period 7 or 8	1:45 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.



Student and Staff Schedule for Pep Assemblies

<b>Master Schedule</b>	
Student Arrival/Bus Dismissal & Breakfast	8:05 a.m. to 8:25 a.m.
Period 1 or 2	8:30 a.m. to 9:30 a.m.
Period 3 or 4	9:35 a.m. to 10:35 a.m.
Period 5 or 6	10:40 a.m. to 11:35 a.m.
<b>Lunch</b>	
A Lunch	11:35 a.m. to 12:05 p.m.
B Lunch	12:07 p.m. to 12:37 p.m.
C Lunch	12:38 p.m. to 1:08 p.m.
D Lunch	1:10 p.m. to 1:40 p.m.
Period 7 or 8	11:40 a.m. to 1:40 p.m.
Student Assembly	1:45 p.m. to 3:15 p.m.
Student Dismissal	3:15 p.m.
Bus Departure	3:25 p.m.
Athletics/Techademic Coaching/Clubs	3:20 p.m. to 5:40 p.m.
Bus Departure	5:45 p.m.

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## WEATHER DELAYS AND CLOSINGS

The district's procedure regarding school delays and closings due to weather conditions is as follows:

### Communication:

School closing/delay information is posted via the following:

- Sussex Tech website at [www.sussexvt.org](http://www.sussexvt.org)
- Department of Education website at <https://schoolclosings.delaware.gov/>
- State of Delaware Voice Activation System toll-free at (877-831-7215)
- Sussex Tech Call Home System

Delays in school openings or closing of school because of inclement weather shall be the decision of the Superintendent or Designee based upon the conditions that exist within the school district. The District recognizes and understands that late arrivals will occur from time-to-time. During inclement weather, the District requests an honest and professional attempt to arrive at the start of the regular/adjusted work day while never sacrificing safety for arrival.

### Notification Procedures

As needed, the following announcements will be made through the school's automated employee notification call system, radio, TV and the website:

- **“Sussex County Vocational Technical School District – 1 or 2 Hour Delay”**
  - This means the staff, with the exception of custodians and cafeteria staff, have the option of following the delay that is announced. Custodial and cafeteria staff will follow their supervisor's instructions.
  - If the school is delayed for two hours for snow, all staff – with the exception of cafeteria and custodial staff, are to also follow the delay. This will enable the clearing of parking lots and reassessment of weather conditions. Be careful to pay attention to the media and websites, since our status could change should conditions worsen. Anyone arriving later than the scheduled delayed opening time will be charged leave accordingly.
- **“Sussex County Vocational Technical School District – Closed”**
  - When the district is closed due to weather or emergency conditions, staff members are not expected to report to work. At the discretion of the Superintendent, should extenuating circumstances warrant, work schedules may be adjusted accordingly.
- **“Sussex County Vocational Technical School District – Closed – Remote Option”**
  - Staff and students may utilize remote learning and work plans for the day.

### State of Emergency

When a “state of emergency” has been declared by the Governor, staff members are not expected to report to work and leave days will not be charged. However, essential custodial staff may be called to work per terms of the STSEA negotiated agreement.

### High School Closing – 12-Month Staff Report

When the High School is closed for students and 10-month employees, 12-month staff will be expected to report to work as safely as they can, given road and weather conditions, or they may opt to utilize “liberal leave” and be charged appropriate leave time for their absence. If a delayed opening later results in school being closed (for students and ten-month employees), twelve-month employees are expected to arrive at announced delayed start time or take appropriate leave for any time missed beyond the delayed start time. Staff members who choose not to report to work will be charged a full day of leave time. Custodial staff will follow a schedule determined by their supervisor. At the discretion of the Superintendent, if extenuating circumstances warrant, work schedules may be adjusted accordingly.

### High School Closing – All Staff Report

On occasion the High School may be closed for students but 10-month employees and 12-month staff will be expected to report. Under these circumstances all staff members should report to work as safely as they can, given road and weather conditions, or they may opt to utilize “liberal leave” and be charged appropriate leave time for their absence. If a delayed opening later results in school being closed (for students), employees are expected to arrive at announced delayed start time or take appropriate leave for any time missed beyond the delayed start time. Staff members who choose not to report to work will be charged a full day of leave time. Custodial staff will follow a schedule determined by their supervisor. At the discretion of the Superintendent, if extenuating circumstances warrant, work schedules may be adjusted accordingly.

### School District Closing – 12-Month Staff Report

When the District is closed, all 12-month staff members are excused and need not report with exception of custodians, who will follow their supervisor’s instructions.

With the exception of custodial staff, 12-month employees are expected to work from a remote location as able and necessary.

## STUDENT SCHEDULE CHANGES

Students who have problems with their schedule can resolve them in the following manner:

- Students with no schedule are to be immediately sent to Student Services.*
- Students who do not appear on your roster may be in the wrong class. Please review their schedule and direct them to the appropriate room. ***Do not keep students in your class.*** If the problem cannot be resolved, send to Student Services immediately.
- If students are in the correct 1st/2nd period but have missing periods or other problems, which will not allow them to proceed to the next class, send to Student Services after 1st/2nd period.
- If students have questions about their schedules, they may pick up and fill out a counselor request form in Student Services or go to <https://www.sussexvt.org/hs/offices-and-departments/student-services/counselor-appointment/> to schedule an appointment with their School Counselor. Their counselor will call down students to Student Services; meanwhile ***students must follow their existing schedules until called to Student Services.***

### Procedures during the First Week of School

Please review and help students with their schedules and room locations every period for their first two days of school. Also, please help students fill out their lunch schedule forms in student handbooks during the first scheduled class period.

***Do not drop a student's name from your roster unless you receive notification from student services.*** Continue marking a student absent unless you receive a drop notification.

## STUDENT ATTENDANCE

### Procedures for Recording Student Attendance

*Attendance is to be recorded for students unless they are dropped by Student Services. Teachers must make sure that they are working from current attendance rosters as Student Services shifts students from time-to-time (this is especially true with exploratory first period classes).*

- Teachers are responsible for keeping accurate student attendance records as these records are the legal documents regarding student attendance. **Please note: Students should not be assigned attendance-taking responsibilities.**
- Teachers are to take attendance every class in the eSchool PLUS system's Teacher Access Center (TAC). Absences and tardiness to class are to be entered in TAC. A class list printout kept in a binder may also be used for hard copy attendance.
- Please make two printout copies of your rosters for each class. Please have these copies on hand for attendance in case the system goes down. Additionally, provide a print copy of your rosters for substitute attendance and for the red emergency folder.
- A sign-in/sign-out log is to be kept to track students entering and leaving class during each period.
- Daily attendance is to be entered in TAC during the **first fifteen minutes** of each class period. Absent students are to be marked absent in the TAC.
- When taking attendance, if a student is present, you need to check nothing. If a student is absent, check the absent button. If no one is absent, there is a button to mark the entire class present.
- If a student arrives late to your 1st/2nd period during the 8:40-8:45 a.m. time slot, the teacher is to mark the student TARDY in TAC because that student is late to class. Students who arrive after 8:45 a.m. must report to the main office to receive a class admittance slip. Students must have the attendance slip to enter class after 8:45 a.m. The admittance slip will have the departure time from the main office noted on it. The main office will enter the tardy when this occurs.
- Students who have absence notes and/or an early dismissal note should hand those notes in to the attendance officer/secretary in the gym lobby between 8:15 a.m. and 8:40 a.m. (immediately upon arrival to school). Notes received after 8:40 a.m. are subject to verification and may be denied.
- Students who leave your class early for the nurse, wellness, etc. (anywhere within the school) are to be left present in eSchool PLUS, but the time of departure should be kept in the class log.
- If a student leaves your class and the school for an early dismissal, the attendance office will enter the early dismissal in eSchool PLUS.
- Students out of class for field trips, sports events, school activities, etc., will be entered in the system by the attendance office when it causes them to miss an entire period or more. Teachers must let the attendance office know if students are to be out on school-related field trips so their absence is correctly coded. For field trips and scheduled school activities, teachers are expected to inform the attendance office about student absences at least a week (5 school days) in advance.
- If a student arrives late to your class from the nurse, office, wellness, etc. (anywhere from within the school), please change that student to present in eSchool PLUS. Then also mark the student tardy in your hard copy of attendance as you will need this information to track tardiness to class. Students are not to be kept in a class after class dismissal without notification and prior approval from the next period teacher.
- Referrals are to be written on students who accumulate three (3) unexcused tardiness to any class per quarter and all unexcused tardiness thereafter during that quarter. Referrals are submitted to the Dean of Students. (Please write the date of the tardiness on the referral).

- ❑ If students report to class more than ten minutes late without a written note, teachers are to immediately notify the Dean of Students and write a referral for out of the area/class cutting. The student is to remain in class. Students who arrive 45 or more minutes late for a class period are to be marked unexcused or excused absent for that class.
- ❑ A daily attendance bulletin will be available in Teacher Access Center. Teachers should periodically check the attendance bulletin during the school day. Teachers are to check the attendance bulletin against their attendance records for possible truants. Prior to writing a referral for truancy/cutting class, check with the attendance coordinator by email about students who were absent from class but not on the bulletin. Please title the email "Cut Slip." If the student is confirmed truant/cutting class, a disciplinary referral must be completed and sent to the Dean of Students. If a student is in class and marked absent on the daily bulletin, email the attendance coordinator for clarification.
- ❑ Please print out two copies of your rosters for each class. Please have these copies on hand for attendance in case eSchool PLUS/TAC goes down. Additionally, provide a hard copy of your rosters for substitute attendance.
- ❑ eSchool PLUS is set up to record a student's time in the school and is tied in with the state attendance accounting system. Therefore, we need to follow the outlined procedures to have an accurate attendance record with the state.

The Sussex Technical School District will account for student attendance in the following ways when conducting school in a virtual learning environment:

- ❑ For **synchronous learning opportunities** student attendance is evidenced through on-line logins to the synchronous learning platforms provided that day. Attendance for synchronous learning must be entered into eSchool for each class by 3:15 p.m. for that day.
- ❑ For **asynchronous learning opportunities** student attendance is evidenced through completion of assignments submitted electronically or in hard copy that meet requirements of the synchronous learning assigned for that day.

## Student Attendance Policies and Procedures Attendance, Tardiness, Early Dismissal, and Late Arrivals

Today's employers rate attendance and dependability as two critically important attributes for employment and career success. At Sussex Tech, we believe a positive work habit displayed in school will carry over into the world of work. Good attendance habits learned in high school lead to good attendance habits at work and increased job success.

### DEFINITION OF EXCUSED ABSENCE

1. An absence followed by a note from the parent/guardian within 3 days of the students return to school (not to exceed 10 days per school year). In the event absenteeism exceeds (10) ten days within the given school year, any subsequent parent notes received will be considered Unexcused Absences.
2. An absence followed by a documented note from a member of the medical or professional community for services such as: medical, dental, mental health, court system, attorney, or death within the student's immediate family, etc...

Examples of Documented Notes from the Medical/Professional Community:

- Hospitalization, as noted by the hospital or medical profession
- Written physician's excuse.
- Nurse's Office excuse in the event a student is sent home for medical reasons
- In the care of any approved social agency, whether public or private, as noted by that agency.
- Death in the child's own home or in the home of the grandparents, time not to exceed one (1) week. Funerals of other relatives or close friends, not to exceed one (1) day if in the locality; or three (3) days, if at some distance or outside of the state, as noted by a Funeral Home or other official means.
- Legal business; legal professional or court.
- Religious holiday, approved by the building administrator.
- Suspension from school.

Students, who are also parents, may provide any of the documentation stated above when caring for their own children.

### DEFINITION OF UNEXCUSED ABSENCE

1. An absence which does not include a parent/guardian note within the three (3) day time frame of the student's return to school.
2. Any absence in excess of (10) days without a documented note for a medical/professional reason.

Students who have been hospitalized and have appropriate documentation for the school nurse will not have those days counted toward credit denial. Students who are medically excused for 10 or more consecutive days may qualify for homebound instruction. (Contact an Assistant Principal for details on homebound.)

In-school suspension students are counted as present.

Prior to taking a family vacation, students will need to complete a family trip form.

### Appeal Process

To appeal the denial of credit, the parent/guardian must contact the school within five (5) school days of receipt of the credit denial letter.

### Physical Education Excuses

A physician or parent/guardian must write requests for excuses from physical education. Requests must state the reason for the excuse and the specific dates for the excuse. These requests must be given to the school nurse at the beginning of the day prior to the first-period class.

### UNEXCUSED TARDIES AND EARLY DISMISSALS

Students are limited to no more than four (4) unexcused tardies and/or early dismissals within a marking period. Students accumulating tardies/dismissals in excess of this limitation may be subject to disciplinary consequences according to our discipline policy.

Any student leaving school before the close of the school day must have a written excuse stating the reason and time of dismissal and expected time of return. Excuses must contain a phone number where a parent/guardian can be reached; **notes must be signed by the parent or guardian and must be presented to the attendance secretary BEFORE first period.** Students will be allowed unlimited legal early dismissals from school for the following reasons: medical or dental appointments, and court appearances.

Students are to be picked up from school for an early dismissal by a **parent or legal guardian**. In the event the parent or legal guardian cannot pick up the student, a note must be presented to the attendance officer from the parent or legal guardian stating the name and relationship of the person picking up the student. In the case of an emergency, permission may be obtained by phone by the student's supervising principal and a note verifying contact with the parent or legal guardian will be presented to the attendance officer. **Person(s) picking up the student, including a parent or legal guardian, must present proof of identity to the attendance officer and/or supervising principal.** Drivers will leave for an early dismissal by their own transportation following the above guidelines for an early dismissal.

### Make-Up Work Missed

It is the responsibility of the student and the parent/guardian to request classwork, homework, assignments, and tests missed when not in attendance. A student or the parent/guardian must request to make up schoolwork within three (3) days after returning to school.

The following grades are to be entered in eSchoolPLUS:

- If students can still make up work, score should be blank (no grade) and set as "Calculate missing scores to zero"
- If missing work is excused, scores should be EX
- If missing work can no longer be made up, then score should be sent to 0%



### Scheduled Intervention by the Attendance Office

Fifth (5<sup>th</sup>) day absent – automated phone call home

Eighth (8<sup>th</sup>) day absent – attendance letter and personal contact

Twelfth (12<sup>th</sup>) day absent – attendance letter and personal contact

Fifteenth (15<sup>th</sup>) day absent – Attendance hearing held and contract signed by child, parent, attendance officer, and supervising principal – may have credit denied

### Attendance Contacts

Student Attendance Inquiries (daily & total) – John Marvel

Missing Student/Cut Slip (possible class cut) – John Marvel

Field Trip/School Activities Dismissals-Absences – Rose Viramontes

Sign-in/Sign-out Inquiries – Rose Viramontes

Sports Dismissals – Mark Quillin

Work-Based Learning – Dean Johnson

### Attendance Appeal Process and the Attendance Hearing Review Committee

The Attendance Hearing Review Committee consists of an assistant principal, Attendance Officer, Student Assistance Specialist, and a School Counselor. Additional school staff may be called on to provide information to the Attendance Hearing Review Committee or participate in the Hearing.

A student who has been absent at a rate of 15% (excused/family trip and/or unexcused) or more may be granted an extension if absences are documented by a legal excuse note, school nurse excuse, or social worker/counselor note and/or for extenuating circumstances. Notes must specify in writing the dates that the student was absent. Following the documentation and/or extenuating circumstance being reviewed, an extension may be granted. The length of an extension will be determined in accordance with the circumstances. If a student has been absent at a rate of 15% or more at the time of the Hearing or is granted an extension, an attendance contract may be issued and signed as a final intervention.

If parents/guardians wish to appeal the committee's decision, a request for an Appeal's Hearing with the principal must be made within five (5) school days. The request must state the reason(s) the student's due process rights were violated. Only the principal can overturn the committee's decision.

Sample Attendance Contract

Sussex Technical High School Attendance Contract

Date

Re: STUDENT NAME (Student ID)

STUDENT NAME has accumulated a total combination of 15% unexcused and excused absences\* as of DATE. Sussex Technical High School's attendance policy (page 36 in the student handbook) states that students exceeding 15% absentee rate (excused and/or unexcused/family trip) during a school year may have their credit denied.

If STUDENT NAME accumulates any additional unexcused or excused absences from DATE through the end of the 2021-2022 school year, **he/she will be denied all academic credits for the 2021-2022 school year**. The only acceptable absences from DATE through the end of the school are absences due to approved school activities or legal reasons supported by a legal note. Legal absences are defined as an illness certified by a doctor's note, death in the family with submission of a funeral card or obituary, and legal business as supported by court documentation. If STUDENT NAME is absent from school for a legal reason, a legal note must be submitted within three (3) school days of the absence to the attendance officer, John Marvel.

My signature indicates that I have received and understand the contents of this document:

_____	_____	_____	_____
Student	Date	Parent/Guardian	Date
_____	_____	_____	_____
School Counselor	Date	Attendance Officer	Date
_____	_____		
Administrator	Date		

\*If legal excuse notes are submitted for any current unexcused or excused absence, the legal excuse notes will be accepted by Sussex Tech and the student's attendance totals will be adjusted to reflect the submission.

## INSTRUCTION

### Accountability Agendas

**Up-to-date** Classroom Accountability Agendas must be posted in your Schoology courses by August 30th, 2023. They are to include the following:

- Expectations
- Grading Policy
- Late Work & Missed Work Policy
- Supplies Needed

### Daily Lesson Plans

Lesson Plans must include:

- Learning Objectives
- Standards/Competencies Addressed
- Instructional Strategies
  - ◆ Warm-up/Anticipatory Activity
  - ◆ Lesson Activities
  - ◆ Closure/Summary Activity
  - ◆ Student Assessment Methods/Activities

### Homework

Homework assignments must reinforce & enrich class work. Teachers must provide students with feedback in a timely fashion in order to inform instruction.

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## Textbooks

- Students will be lent textbooks by the school.
- Each book must bear the school bookplate stamp and identifying number, on the bottom outside and inside***--each department uses its own numbering system so that duplicate numbers do not appear for a given title.
- Students' names will be written IN INK in the space in the book stamp immediately at the time of issue.*** Students will date the entry.
- Upon issue, teachers will record the student's name, book number, condition, and date on the textbook control form. These forms are to be kept on file by teachers.
- Students are expected to provide a suitable cover on the book throughout the period of use.
- Teachers will collect books at the end of the term or unit. Teachers will complete the textbook control form with date book was turned in by the student.
- Textbook Control Forms will be turned in to Maryann Warrington and debt list form will be turned in to Gina Smith for the books not turned in by students. Each entry must include student name, complete book title, the book number assigned to the student, date, and the amount of the item.
- Teachers will periodically check books for cover, proper number, and signs of excessive wear.
- Students will be expected to pay for damaged or lost book.
- Books will be stored in the classroom unless directed otherwise.
- Students will be required to pay the replacement cost of any lost book.*** When students are going to pay for lost books, payment can be made in the office to the student accounts bookkeeper.

Academic teachers must consult their budget managers before discarding surplus textbooks.

Teachers must clear discarding of surplus textbooks with Dr. Donovan.

## Grading Procedures

Teachers evaluate their students based on industry skills and knowledge and/or state content standards. Each teacher’s grading policy must consist of two major categories of assignments and assessments: **SUMMATIVE** and **FORMATIVE**.

All teachers are expected to have a minimum of 9 grades per quarter with a minimum of 3 summative grades and 6 formative grades. (Exploratory classes must have a minimum of 4 grades, with a minimum of 2 summative grades.)

It is required that students have the opportunity to earn a minimum of 5 grades covering all categories by progress report deadlines (except in exploratory classes). Teachers must have 2 formative assessments and 1 summative assessment by the third week of each marking period, and have 4 formative assessments and 2 summative assessments by the sixth week of each marking period. Teachers of shared content (i.e., 9th-grade English, Algebra I, Criminal Justice) must ensure that a minimum of 2 common formative assessments are directly linked to a common summative assessment per marking period; these assessments must be equally weighted and labeled in teacher gradebooks.

Teachers must update grades every two weeks in eSchool PLUS.

To promote consistency, the following school-wide grading policies have been established:

- Grades from summative assessments will make up 65% of the total grade.
- Grades from formative assessments will make up 35% of the total grade.
- Grades within each category (summative and formative) must be assigned a consistent score range. (For example, all summative grades could be counted closely to a 100-pt. scale to ensure that no one assessment weighs significantly more than another within the same category.)
- NO grade will count for 25% or more of the final marking period grade.
- No 1st, 2nd, or 3rd marking period grade will be lower than a 50%.
- All Incompletes (I’s) must be recalculated into a numeric grade within 10 school days of the report card issue date.
- Marking Period Grades Weights: Marking period grades will count for no more than 100% of the students’ final grade calculation (each marking period 25%).

Examples of the types of assessments included in each grading category are as follows:

SUMMATIVE– 65%	FORMATIVE– 35%
Written Assessments	Labs/Explorations
Performance Assessments	Technical work
Projects	Homework
Quizzes	Class work
Unit Tests	Notebooks
Essays	Warm-ups

Please note: Items listed above are only examples. Individual teachers have discretion choosing which types of assessments they use in the classroom. However, teachers must clearly define which assessments will be used, including their grading values, in both the Classroom Accountability Agenda and eSchoolPLUS.

### Extra Credit Guidelines

The following guidelines have been established for the use of Extra Credit:

- Must be teacher-initiated and included in the Classroom Accountability Agenda
- Must be made available to all students in the class
- Must reinforce course competencies/standards
- Must be added in to the formative grading category specified above instead of being added to the quarter grade
- Must not count for more than 3% of the quarter grade. However, an individual teacher may choose not to offer Extra Credit for their class.
- Must not replace a missed assessment
- Must only be an option when all other assessments are completed

### Make-up Work Policy

Teacher practices and Classroom Accountability Agendas ***must not deviate from the following policy:***

Upon returning from an absence, the student will request all assessments missed. These assessments are due the next class period except in the case of consecutive absences. Time allowed for making up these assessments from extended absences then correlates with the number of classes missed. However, previously assigned work with stated due dates is due immediately upon the student's return.

Students are expected to notify their teachers of a planned absence and secure any schoolwork in advance. Students are responsible for requesting all missed assessments. Make-up work is due the next class period except in the case of consecutive absences.

### Make-up Test Policy

Teachers should use discretion regarding make-up tests. However, the maximum allowable time for making up missed tests is two weeks. Teacher-specific practices must be detailed in Classroom Accountability Agendas.

### Student Safety Materials in the Classroom

Part of any educational program ***must*** include instruction in safety practices. The approach used for safety instruction will depend to a great extent upon the area being taught; however, ***the use of safety glasses in most technical areas and science labs is required by State Law and must be enforced.***

Each student will be issued one pair of safety glasses/goggles without cost. Upon receipt the student assumes full responsibility for use and care. Lost safety glasses must be replaced at student expense. Also, no student shall be allowed in the lab areas without proper safety glasses. This also applies to visitors.

## Use of Videos/Movies

The use of videos/movies/visuals is encouraged at Sussex Technical High School for ways to address the various learning styles of our students. Movies or videos must be for an educational purpose not just to fill time. If you are planning to use movies/videos anytime during the year the following procedures must be adhered to:

- Educationally produced videos that have been approved by your curriculum group do not have to have prior approval.
- Videos/movies that are commercially produced must have prior approval from your supervising principal at least two days in advance of using the video/movie. For videos/movies to be approved they should meet the following criteria:
  - ◆ Must be in the original video, not a copy.
  - ◆ Must be PG-13, PG or G rated.
  - ◆ Must provide to supervising principal the activities that will be done before and after the showing of the video.

## Field Trips

Field trips are integral and worthwhile educational activities. Teachers are urged to incorporate such activities into their curriculum. Teachers are responsible for ensuring (as much as possible) the continuing safety and well-being of students while they are on field trips and off school property.

Therefore, the following guidelines have been established:

- All field trip request forms must be submitted at least fourteen days in advance if requesting a school bus or school vehicle, and thirty days in advance for a charter bus. A school bus must be used for field trips within a one-way radius of 75 miles.
- Lists of students to be excused must be submitted to the attendance officer and staff two weeks in advance.***
- Every effort must be made by teachers to closely supervise students including:
  - ◆ Arranging for one chaperone for every 15 students or less (10 to 1 out of state),
  - ◆ Checking coolers/containers for alcoholic beverages,
  - ◆ Maintaining contact with students throughout the field trip on a regular basis, and
  - ◆ Minimum of one staff member on every bus.
- Teachers must take roll from their field trip rosters and note students who do not show up for the trip. Teachers are also to leave a copy of the roster with a high school secretary before the bus departs.
- Only students and authorized chaperones will be allowed to go on a school field trip.
- Teachers will inform administrators, police, and parents as soon as possible whenever there has been drug/alcohol use or other serious disciplinary problems on a school activity.
- Teachers are to make every effort to leave and return from trips at the pre-arranged time.
- If returning late, the teacher is expected to call parents, the principal, assistant principal, or other appropriate persons ***before*** the scheduled return time.
- Parental permission ***must*** be obtained before students can leave school property for any reason, including field trips. If the parent has already provided permission, then students over 18 years of age may sign for themselves. Permission slips must be turned into the transportation office upon returning to school.

- Teachers must make provisions for any student not participating in field trips. They cannot remain in school unsupervised.

*Teachers must check with school nurse one week prior to departure for administering student medication during the field trip.*



## COMMUNICATION

### Home Access Center

Home Access Center (HAC) is a tool within eSchoolPLUS that allows parents to access student grades from home. Students will be provided passwords to HAC and parent passwords will be mailed home.

Staff must update grades at least every two weeks in eSchoolPLUS. However, teachers are encouraged to update in eSchoolPLUS more frequently in order to maximize parent communication and make the grading process more efficient.

### Schoology Course Modules

Teachers are expected to establish maintain up-to-date Schoology courses for each course they teach. Within each Schoology course the teacher must post:

- Teacher Contact Information
- Course Dashboard
- Accountability Agenda
- Course Outline
- Uploaded class documents (class handouts, homework, study guides, etc.)

Teachers must also have a means of communicating important class dates, such as long-term project, major assignment, and assessment dates/timelines. Teachers can send batch emails to parents and students through eSchoolPLUS or they can post this information in a Schoology course calendar, course announcements, or course timeline.

Teachers are encouraged to utilize quiz/test-making features, as well as blogging and audio\visual aid features of Schoology.

### Email

All email sent through the Sussex Technical School District account is public record. Therefore, emails sent from your Sussex Tech account must be school-related and professional. Examples of unacceptable emails include:

- Emails of a personal nature, such as “House for Rent.”
- Emails geared toward venting personal or political opinions
- Emails of a lewd or profane nature

Staff members are not to send email to “HS Everyone” or “District Everyone” unless approved by an administrator or in the event of a crisis.

### Voicemail

Staff members are expected to establish a voicemail account, check messages regularly, and respond to voicemails in a timely manner. See a technical support team member if you need assistance establishing your voicemail account.

Phone calls for staff members will be routed to voicemail during instructional time. In the event of an emergency, the call may interrupt instructional time.

## Outlook Calendar

Staff members are expected to keep their Outlook Calendar up to date and check their calendar appointments daily. The use of Outlook Calendar functions promotes efficiency by eliminating mass emails and communicating meeting/event RSVPs to meeting/event coordinators.

Administrators will send meeting and other event invitations via Outlook invitation. Staff members are expected to respond to Outlook invitations using the 'Accept/Tentative/Decline' function.

## School Events

Teachers, counselors, and administrators are expected to participate in the following school events, which are held outside of the regular school day. Staff members who attend both open-house events will be excused at 10:30 AM on the last teacher day of the school year. Staff members who attend all three events will be exempt from attending the last teacher day. Attendance at all three events will be carefully monitored and documented.

- Parent Open House (weekday evening in September)
- Advisory Council Meeting (weekday evening in October)
- 8th Grade Open House (Saturday morning in November)

***Staff members with scheduling conflicts must notify their supervising principal to make arrangements for coverage.***

## Social Media and Texting

Staff members may not conduct Sussex Technical High School or district business through any social media or text messaging service. Staff members are prohibited from communicating with students through social media or text messages (use of 3<sup>rd</sup> party messenger service for communication is permitted).

Any personal communication conducted through social media or text message must not be carried out as a representative of Sussex Technical School District and must not defame or slander the district in any way.

## SUPERVISING STUDENTS

### Supervision of Students during Pep Rallies and Assemblies

Staff members are expected to supervise students in the following manner:

- Teachers are encouraged to sit in the bleachers or chairs with the majority of students from the class that they escort to the rally or the assembly. ***All teachers must report and remain in the gym for the duration of the rally or the assembly.***
- Teaching assistants are to supervise in the bus and student parking lots for rallies and hallways in the gym area for assemblies.

### Supervision of Students during After-school Hours

The activity buses leave at 5:45 p.m. Due to the number of students attending night school, and the number of students staying for extra-curricular activities, supervision of students is imperative.

Therefore, please adhere to the following guidelines:

- Students are to be in after-school activities by 3:20 and remain supervised by a staff member until 5:50 when escorted to the buses.
- Any staff member who keeps students after school for tutoring, club meeting, or other activities must be prepared to supervise the student from 3:20 until bus dismissal. ***DO NOT send students to Techademic Coaching or any other activity without prior approval.***
- Teachers, Coaches, Advisors are to escort their students to the activity buses.
- Students need to be supervised until bus departure.
- If a student needs to go to another after-school activity or leave early, they must have a signed note or pass from a parent, advisor, coach, or teacher to leave your activity.

***All food and drink, other than water, is restricted to the cafeteria.***

***For a problem that occurs in an after-school program call the office and request the monitor to come to your class.***

***For a problem that occurs between 4:00 p.m. and 6:00 p.m. call the Adult Education Office (ext. 1527 or 1439) and request the secretary to do an all call for the monitor to come to your class.***

Explain the situation to the monitor. If appropriate, complete a disciplinary referral form and submit it to the Assistant Principals the next morning.

## CAREER AND TECHNICAL EDUCATION (CTE) ADVISORY COMMITTEES

Strong community, business, and industry partnerships continue to be essential components to the success of Sussex Technical High School. The following policy offers guidelines for the development and operation of effective career-technical advisory committees.

### Goals

#### Establish Committees for Each Individual Program

The existence of a functioning, individual committee is mandatory for each career-technical teacher and his/her program. Individuals from the business-industry community can serve on various advisory committees related to the career-technical majors at Sussex Tech. It is vital for such individuals to give input on workforce needs, curriculum, equipment, and technology. The commitment for such individuals is two meetings per year: a fall school-wide advisory dinner event in October and a follow-up meeting in the spring.

#### Increase Membership Roster

***A minimum of seven business-industry members is required.*** However, twelve or more members are optimal for providing support for teachers, students, and the overall CTE program. Some suggestions for committee make-up include:

- A current junior and senior and their parents
- Business/industry/associations
- Graduates--recent and past (one)
- College reps--articulation
- Apprenticeship Coordinator
- Personnel Directors
- Business Owners

#### Increase Level of Communication

- Explain changes in the school and individual CTE programs: physical, philosophical, and instructional.
- Explain state funding mechanism.
- Describe career exploration and garner suggestions on increasing enrollment.
- Discuss county employment needs and demands as well as employment opportunities for students within programs.

## STUDENT SUPPORTS AND STUDENT DISCIPLINE

### Special Education Services

Special Education services are delivered in various environments within the high school. Students who are eligible for services must have a current IEP according to Individuals Disabilities Education Act of 1975 as amended in 1990 and 1997. Teachers, who provide instruction to special education students, are required by federal and state laws to participate in the IEP process for those students. Staff members who have questions concerning the status of a student can contact the Special Education Building Coordinator.

Students being recommended for Special Education services must go through the IST pre-referral process.

### 504 Services

Students who have handicapping conditions have the right to receive a free, appropriate public education guaranteed them under Section #504 of the Rehabilitation Act of 1973. In complying with the Act, the school district has the duty to locate, identify, and notify parents of their rights when they discover a student who qualifies. Qualifying students are those students of school age who: "have physical or mental impairment which substantially limits one or more major life activities; have a record of having such impairment; or are regarded as having such impairment."

### Instructional Support Team

The Instructional Support Team (IST) reviews student progress, including teacher interventions, and makes recommendations for additional interventions and supports. The IST must generate all recommendations for students to undergo educational testing for learning disabilities.

The team meets once per month. Recommendations will be made for interventions to take place. The team must review students being recommended by staff for a special education referral

#### Pre-referral Procedures for Students Exhibiting Learning Difficulties:

- The teacher first meets with the student's counselor and/or assistant principal to discuss the student.
- The teacher is expected to check with the student's other teachers to see if they are having similar problems.
- If student is still having difficulty in the class, make a referral to the Instructional Support Team.
- Referral Forms can be obtained in the main office or on the school web page. If you have questions about the referral form, contact the Dean of Students.
- The IST will appoint a case manager for the student if there is a recommendation for referral for special education or 504 services.

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## Teacher Guidelines for Students in Crisis

### Be a good listener

People differ in their capacities to deal with a crisis. Each event has a different meaning for each individual, and both the helper and the sufferer must have a chance to understand the impact of this event upon the sufferer. ***Do not interrupt as long as the person talks.***

- Avoid saying or doing things that would stop the flow of conversation.
- Listen and "tune-in" to what the student has to say, and then in your own words tell the student what you just heard.
- You can communicate that you care and can be trusted by being nonjudgmental. Always accept the student's thoughts and feelings as presented by the student but at the same time be careful that the student does not interpret this as support for suicide as an appropriate course of action. Do not reveal shock at anything the student says. At the same time, do not necessarily condone what has been revealed; instead just listen.
- Encourage students to express feelings and accept that these feelings are valid.
- If a student's words or actions concern you, say so.
- Be reassuring, confident and calm.
- If the situation warrants, contact school counselor and arrange for student to be escorted to guidance; or if necessary, go with him/her.
- If the student seems to be in imminent danger of self-destructive behavior, do not leave the student alone. If in doubt that he or she may be suicidal, see that the student is in the hands of a professional.

### Acknowledge

As you listen, acknowledge the feelings expressed. You might say, for example:

- "I understand that you think/feel that... (Repeat the feeling of the sufferer)."
- "I can see you are really hurting."
- "It's very hard to accept the loss of someone (something) close to you."
- "It really hurts."

Some responses, which although they seem natural and hopeful, ***are usually NOT helpful:***

- "You will feel better tomorrow."
- "You shouldn't feel that way."
- "Don't cry; it will be OK."
- "Don't be upset."

### Suicide Warning Signs

- Preoccupation with themes of death or expressing suicidal thoughts.
- Giving away prized possessions, making a will or other "final arrangement."
- Appearance of peace, relief, contentment - especially following a period of unrest. This occurs when the individual has finally made a decision - suicide - a way to finally solve the problem. It often accompanies the second sign listed above.
- Changes in sleeping patterns - too much or too little.
- Sudden and extreme changes in eating habits, losing or gaining weight.
- Withdrawal from friends and family or other major behavior changes or the opposite - acting out behavior such as aggression.
- Changes in school performance, lowered grades, cutting classes, dropping out of activities or loss of interest in activities.
- Use of drugs or alcohol.
- Recent suicide of friend or relative.
- Previous suicide attempt.

### Signs of Depression

- Loss of interest or pleasure in ordinary activities.
- Alienation or withdrawal from social contacts.
- Loss of sense of humor.
- Decreased energy, fatigue, restlessness.
- Feelings of pessimism, guilt, worthlessness, failure
- Diminished ability to think or concentrate; a drop in grades or performance.
- Loss of friends, withdrawal for social contact.
- Frequent physical complaints, trips to school nurse, visits to doctor, sleep disturbances, extreme loss or gain in weight.
- Increasing neglect of personal hygiene, appearance.
- Humiliating life event.

## STUDENT DISCIPLINE PROCEDURES

Teachers are responsible for the first line of discipline and intervention in their classroom. Teachers should request parent e-mail address on the Classroom Accountability signature form, just in case eSchoolPLUS is not up to date.

Teachers may use phone, e-mail, and/or contact cards to notify parents of disciplinary concerns. Remember to send “Good Job” cards and make *positive* contact with parents, as well.

All Sussex Technical High School code of conduct rules apply at events, such as football games, field trips, & games at other schools.

### Classroom Management

Teachers are to post classroom rules and to instruct students on the classroom rules.

At the beginning of the year (or semester) first period teachers are expected to instruct students on policies in the student handbook. When instructing, emphasize offenses that will result in an expulsion recommendation as a consequence for significant misconduct.

***Teachers must use all means available to them to eliminate potential discipline problems prior to referral to the office. If a referral is made, teachers must list all interventions attempted prior to the referral.*** For all offenses, i.e. minor or major- class disruption, lack of homework, tardy to class - parents must be contacted first.

Teachers needing to send students to the office for major class disruptions must notify the office prior to sending the student.

In emergency/violent situations (student fights, etc.) the teacher must immediately notify the office (x1586 or x1414) for assistance in removing students from the area. As soon as possible, provide the office with a detailed referral describing the incident.

In disciplinary matters where the Principal(s)/Dean of Students is or are involved, the teacher concerned will be advised of the action taken if he/she is not present at the principal(s)-student conference.

Teachers who have concerns regarding specific students or questions concerning school code of conduct issues should meet with the assistant principal responsible for the student in question.

Students who have any type of suspension; whether it is In-School, After-School, Out-of-School, or before school; are not eligible to participate in activities after school except for Techademic Coaching. This includes all athletic practice and games, cheerleading, club meetings and activities, class meetings, and any extra-curricular activity. Students who do not arrive to school prior to 12: 15 p.m. are also not allowed to participate in activities unless it is a legal excuse approved by administration.

***Do not*** conduct searches of students. Searches of students must be conducted by the principal, assistant principals, and/or the Dean of Students.

***In order to maintain a safe school environment and adhere to our zero tolerance for possession of a weapon/dangerous instrument on school property, please enforce the following procedures:***

- Remind students they are not allowed to have ***ANY*** weapons/dangerous instruments in their possession while on school property (including a pocketknife of any length).



- The teacher is expected to provide any tools needed in the instructional area. Teachers may not ask students to bring tools from home, which may be considered weapons/dangerous instruments.
- Tools must be secured in the instructional area. Tools are not to be taken out of the instructional area. If students are found in possession of a dangerous tool, they will be recommended for expulsion.
- Field trips are considered school activities and the zero-tolerance policy applies. If tools are needed on the field trip as a part of the educational experience, teachers must provide the tools and keep them in their supervision at all times.

#### How to de-escalate student behavior

- Remain calm. You are the adult professional.
- Discuss matter with the student privately outside of the room.
- If possible, avoid confrontation in front of student's peers.

#### Hall Passes

A hall pass is required at all times when classes are in session. The full responsibility for obtaining a pass is placed on the student. A student must request a pass from their teacher via SmartPass. Once the teacher approves the student's pass request the student must leave their cell phone and or iPad in the classroom before they exit. The student must secure a SmartPass in advance from his/her teacher in order to be excused from another teacher's class.

One SmartPass per student. Students are expected to go to their specified destination and return to class in a timely fashion. Failure to do so may result in disciplinary action.

The SmartPass is always used, when possible, for students to leave out of class.

Teachers must use SmartPass. If students are caught in the hall without a SmartPass they will be directed back to class.

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**Authority of Teachers and Administrators to Control the Disruptive Behavior of  
Students [Effective July 1, 2014]**

From 14 Del.C. §701

- (a) "Disruptive behavior" includes conduct that is so unruly, disruptive or abusive that it seriously interferes with a school teacher's or school administrator's ability to communicate with the students in a classroom, with a student's ability to learn, or with the operation of a school or a school-sponsored activity.
- (b) While a student is entrusted in their care or supervision, public school teachers and administrators have the same authority to control the behavior of the student and to discipline or punish the student as a parent, custodian, guardian or other person similarly responsible for the care and supervision of the student except as provided in §§ 702 and 4112F of this title. The authority includes removing a student from a classroom or school-sponsored activity.
- (c) When a teacher removes a student from a classroom or school-sponsored activity in an effort to control the student's disruptive behavior, an on-site school administrator may, upon a written showing of good cause, override the teacher's decision to remove the student from the classroom or school-sponsored activity. Before overriding a teacher's decision, the administrator shall strongly presume that the teacher's decision to remove the student was reasonable and necessary under the circumstances.
- (d) When a student is removed from a classroom or school-sponsored activity or is disciplined or punished pursuant to this section, the principal or the principal's designee shall afford the student appropriate due process as required by the federal and State constitutions.
- (e) When a student is removed from a classroom or school-sponsored activity, the principal or the principal's designee and the removing teacher shall determine if and when a student may be readmitted to the classroom or school-sponsored activity. If the teacher and principal or principal's designee cannot agree, the superintendent or the superintendent's designee shall make the determination.
- (f) When a teacher or school administrator removes a student from a classroom or school-sponsored activity or disciplines or punishes a student, a rebuttable presumption exists that the teacher or administrator acted reasonably, in good faith, and in accordance with State or local board of education policy. The burden of overcoming the presumption shall be upon the student.
- (g) Each local Board of Education shall establish, adopt, publish, and distribute to students in the district and their parent's or guardian's policy or standards that:
- (1) Specify the general circumstances under which a student may be removed from a classroom or school-sponsored activity, consistent with a teacher's ultimate authority to determine disruptive behavior and to remove a student from a classroom or school-sponsored activity; and
  - (2) Further define and/or provide examples of "disruptive behavior" set forth in subsection (a) of this section.
- (h) A district shall not establish or adopt a policy or standards that prohibit the removal of a student from a classroom or school-sponsored activity.
- (i) No teacher who purports to have acted pursuant to the teacher's rights established by this chapter shall be found liable for civil damages arising from that action unless that teacher's conduct shocks the conscience.

## Corporal Punishment [Effective until July 1, 2014]

From 14 Del.C. §702

(a) "Corporal punishment" means the intentional infliction of physical pain which is used as a means of discipline. "Corporal punishment" includes, but is not limited to, paddling and slapping, when used as a means of discipline.

(b) No public-school teacher, administrator, official employee or agent of the School Board may subject a student enrolled in the school district to corporal punishment.

(c) Subsection (b) of this section does not prohibit a public-school teacher, administrator, official employee or agent of a school board from:

- (1) Using reasonable and necessary force to quell a disturbance or prevent an act that threatens physical injury to any person;
- (2) Using reasonable and necessary force to obtain possession of a weapon, or other dangerous object within a pupil's control;
- (3) Using reasonable and necessary force for the purpose of self-defense or the defense of others under §§ 464 and 465 of Title 11;
- (4) Using reasonable and necessary force for the protection of property under § 466 of Title 11;
- (5) Using reasonable and necessary force to prevent a pupil from inflicting harm on that pupil's own self;
- (6) Using reasonable and necessary force to protect the safety of others; or
- (7) Using incidental, minor or reasonable physical contact designed to maintain order and control.

(d) In determining whether or not a person was acting within the exceptions in subsection (c) of this section, deference shall be given to reasonable, good faith judgments made by the teacher, administrator, official employee, or agent.

(e) Nothing in this section shall prohibit, permit or otherwise affect any action taken by the teacher, administrator, official employee or agent of the School Board with regard to a person who is not a pupil enrolled in the school district.

## Required Reporting of School Crimes

Excerpt from 14 Del.C. §4112

(b) Criminal violation; mandatory reports. --

(1) Whenever a school employee has reliable information that would lead a reasonable person to believe that:

a. A student, school volunteer, or a school employee, has been the victim of:

1. A violent felony,
2. An assault III, or
3. An unlawful sexual contact III,

which occurred on school property or at a school function; or

b. A student has been the victim of:

1. A violent felony
2. An assault III, or
3. Any sexual offense, as defined in § 761(h) of Title 11, and the offense

was committed by another school employee regardless of whether the offense occurred on school property or at a school function; then the school employee who has reliable information that would lead a reasonable person to believe that a crime has been committed shall immediately report the incident to the principal.

(2) The principal must immediately make reasonable efforts to notify the parents of any juvenile victim and must send written notification of the incident to the parents within 3 business days. This paragraph does not apply if the parent is alleged to be the offender.

(3) The principal shall immediately report the incident to the appropriate police agency. The report shall be made by telephone or in person immediately and shall be followed by a written report of the school's investigation within 3 business days.

(4) If the police agency determines that probable cause exists to believe that a crime has been committed, or if the principal later learns that a suspect has been arrested for the offense, then the principal must file a written report of the incident to the Department of Education within 5 days.

(5) Nothing in this section shall preclude a school employee who has reliable information that would lead a reasonable person to believe a crime has been committed from reporting the incident to the principal within a reasonable amount of time. In such instances where a report is made, the school officials shall follow the procedure set forth in paragraphs (b)(2) through (6) of this section. Nothing in this section shall abrogate the reporting requirements for child abuse or sexual abuse set forth in § 903 et seq. of Title 16.

(6) Offenders under the age of 12. -- When a misdemeanor offense listed in this subsection has allegedly been committed by a child under the age of 12, the principal is not required to notify the appropriate police agency but must file a written report of the incident with the Department of Education within 5 working days. When the alleged offense is a violent felony, the appropriate police agency must be notified by the principal of the incident even when the suspect is under the age of 12.

(7) Sexual harassment. -- Whenever a school employee has reliable information that would lead a reasonable person to believe that a student has been the victim of sexual harassment, as defined in Title 11, which occurred on school property or at a school function, the harassment must be reported to the principal, who, immediately after conducting a preliminary investigation to determine if good reason exists to believe that harassment has occurred, must notify the victim's parent of that determination, if the parent is not alleged to be the offender. The principal is not required to notify the

appropriate police agency, but must file a written report with the Department of Education.

(8) Under no circumstances shall any person who has supervisory authority over the principal or any school board member exercise any control of, hinder or delay the lodging of any oral or written report required to be made pursuant to this subsection or the forwarding of such report to the Department of Education or the police. A principal (or acting principal if the principal is absent) may not delegate to or rely upon any other person except an assistant principal to make the immediate report to the police. A person with supervisory authority over the principal or any school board member who has knowledge of an incident which is required to be reported under this section, and who has information that would lead a reasonable person to believe that it has not been reported to the police, has an affirmative duty to report the incident to the police immediately. This includes, but is not limited to, incidents in which a school employee is a possible suspect and when an administrative review is ongoing.

(c) Student possession of weapons and unlawful drugs. -- Whenever a school employee has reliable information that would lead a reasonable person to believe that a person on school property or at a school function has on his or her person, concealed in that person's possessions, or placed elsewhere on school property:

(1) Any controlled substance prohibited by Title 16, or

(2) Any deadly weapon, destructive weapon, dangerous instrument or incendiary or explosive device as prohibited by Title 11,

the school employee shall immediately report the incident to the principal, who shall conduct a thorough investigation. If the investigation verifies that good reason exists to believe that a crime has been committed, the principal shall immediately notify the appropriate police agency of the incident. If the police agency determines that probable cause exists to believe that a crime has been committed, then the principal shall file a written report of the incident with the Department of Education within 5 working days.

(d) School officials who report a crime committed by a child with a disability, as defined by § 3101(2) of this title, shall comply with 20 U.S.C. § 1415(k)(6)(B) by ensuring that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. An agency reporting a crime under this section may transmit copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by the Family Educational Rights and Privacy Act [20 U.S.C. § 1232g].

(e) Penalties. -- Any school employee who fails to report an incident as required by subsection (b) or subsection (c) of this section shall be guilty of a violation and shall be fined not more than \$250 for a first offense and not more than \$500 for a subsequent offense. Any person with supervisory authority over the principal or any school board member who exercises any control of, hinders or delays the lodging of any report required to be made pursuant to this subsection or the forwarding of such report to the Department of Education or the police shall be guilty of a class B misdemeanor.

(f) Immunity from civil liability; review of criminal complaint. -- (1) Any school employee who in good faith provides information to a police agency, a principal, a superintendent, or to the Department of Education under subsection (b) or subsection (c) of this section shall not be held civilly liable for providing such information.

***IF YOU HAVE A QUESTION ASK A PRINCIPAL!***

## Possession, Use or Distribution of Drugs and Alcohol

Excerpt from 14 DE Reg. 612

### **1.0 The Following Policy on the Possession, Use, or Distribution of Drugs and Alcohol Shall Apply to All Public-School Districts and Charter Schools**

1.1 The possession, use and/or distribution of alcohol, a drug, a drug like substance, a look alike substance, and drug paraphernalia are wrong and harmful to students and are prohibited within the school environment.

1.2 Student lockers are the property of the school and may be subjected to search at any time with or without reasonable suspicion.

1.3 Student motor vehicle use to and in the school environment, is a privilege which may be extended by school districts or charter schools to students in exchange for their cooperation in the maintenance of a safe school atmosphere. Reasonable suspicion of a student's use, possession or distribution of alcohol, a drug, a drug like substance, a look alike substance or drug paraphernalia in the school environment, may result in the student being asked to open an automobile in the school environment to permit school authorities to look for such items. Failure to open any part of the motor vehicle on the request of school authorities may result in the police being called to conduct a search, and will result in loss of the privilege to bring the vehicle on campus.

1.4 All alcohol, drugs, drug like substances, look alike substances and drug paraphernalia found in a student's possession shall be turned over to the principal or designee, and be made available, in the case of a medical emergency, for identification. All substances shall be sealed and documented, and, in the case of substances covered by 16 Del.C. Ch. 47, turned over to police as potential evidence.

***IF YOU HAVE A QUESTION ASK A PRINCIPAL!***

## School District/Charter School Policy Prohibiting Cyberbullying

Excerpt from 14 DE Reg. 612

### **1.0 Cyberbullying Forbidden**

In addition to the policy prohibiting bullying put in place by school districts and charter schools pursuant to 14 Del.C. §4112D(b)(2), each school district and charter school shall also prohibit cyberbullying (as defined herein) by students directed at other students. Incidents of cyberbullying shall be treated by each school district and charter school in the same manner as incidents of bullying, and notice of each school district's and charter school's policy against cyberbullying shall be provided to students, staff, and faculty in the same manner as notice of the school district's and charter school's policy against bullying.

### **2.0 Definition of Cyberbullying**

2.1 Cyberbullying means the use of uninvited and unwelcome electronic communication directed at an identifiable student or group of students, through means other than face-to-face interaction, which (1) interferes with a student's physical well-being; or (2) is threatening or intimidating; or (3) is so severe, persistent, or pervasive that it is reasonably likely to limit a student's ability to participate in or benefit from the educational programs of the school district or charter school. Communication shall be considered to be directed at an identifiable student or group of students if it is sent directly to that student or group, or posted in a medium that the speaker knows is likely to be available to a broad audience within the school community.

2.2 Whether speech constitutes cyberbullying will be determined from the standpoint of a reasonable student of the same grade and other circumstances as the victim.

2.3 The place of origin of speech otherwise constituting cyberbullying is not material to whether it is considered cyberbullying under this policy, nor is the use of school district or charter school materials.

2.4 Upon implementation of this policy, and again at the beginning of each academic year, each school district and charter school shall inform students in writing of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings. From implementation of this policy through the end of the 2013-2014 school year, postings on Facebook, Twitter, Myspace, YouTube, and Pinterest shall be included in each district's and charter school's list of mediums where posting of speech will be presumed to be available to a broad audience within the school community, regardless of privacy settings or other limitations on those postings.

2.5 Nothing in this policy shall limit in any way a school district's or charter school's ability to regulate student conduct, including bullying, in any manner provided for by existing law, regulation, or policy.

***IF YOU HAVE A QUESTION ASK A PRINCIPAL!***

Delaware Department of Justice - School Crime & Bullying, Contact Delaware Department of Justice School Crime & Bullying Contact (Ombudsperson) - 1-800-220-5414

## Mandatory Reporting for Incidents of Misconduct

In addition to required reporting of school crimes (under state law), a school administrator is required to report the following incidents of misconduct in eSchool Plus. Teachers are required to report any of these incidences to a school administrator of Students immediately.

- Pornography, possession, & production
- Criminal Mischief (vandalism)
- Tampering with public records
- Alcohol, possession and use
- Felony Theft (\$1,000.00 or more)
- Bullying (alleged & substantiated)
- Fighting/disorderly conduct
- Terroristic Threatening
- Sexual Harassment
- Offensive Touching
- Inhalants
- Teen Dating Violence
- Drug Use/Influence
- Drug Paraphernalia



## Other Discipline Infractions

### Personal Electronic Devices (PEDs)

**Students are permitted to use their cell phones or other personal electronic devices** before school, during transitions, *in classrooms with teacher permission for instructional purposes only*, and at lunch.

At all other times personal electronics devices and their cases are to be stored out of sight. The student assumes all risk of loss, damage and/or theft of personal electronic devices.

Consequences for students who violate personal electronic device policy:

First Offense – PED confiscated. PED Form completely filled out. PED will not be returned until the end of the *next* day.

Second Offense – PED confiscated. PED Form completely filled out. PED will not be returned until the end of the *next* day – and only to a *parent*.

Third Offense – PED confiscated. PED Form completely filled out. PED will only be returned at a parent conference. Student receives discipline referral.

### Harassment

Harassment includes actions or statements intimidating or offending the dignity or self-esteem of individuals or groups based on sex, race, color, national origin, religion, disability, or sexual orientation.

Students of Sussex Tech High School shall not bully, harass, or intimidate others including electronic means, such as, but not limited to Facebook, Instagram, Snapchat, Twitter, the Internet, text messages or related means.

### Cyber-bullying

It is unlawful for a person to participate in the following offenses:

- Use in electronic mail or electronic communication any words or language threatening to inflict bodily harm to any person or that person's child, sibling, spouse, or dependent, or physical injury to the property of any person, or for the purpose of extorting money or other things of value from any person.
- Electronically mail or electronically communicate to another repeatedly, whether or not conversation ensues, for the purpose of threatening, terrifying or harassing any person.
- Electronically mail or electronically communicate to another and to knowingly make any false statement concerning death, injury, illness, disfigurement, indecent conduct, or criminal conduct of the person electronically mailed or of any member of the person's family or household with the intent to threaten, terrify or harass.
- Knowingly permit an electronic communication device under the person's control to be used for any purpose prohibited by this section.

Delaware Department of Justice - School Crime & Bullying, Contact Delaware Department of Justice School Crime & Bullying Contact (Ombudsperson) - 1-800-220-5414

### Tobacco

Smoking/Possession/Use of Tobacco Products will result in disciplinary action. All tobacco products, matches, and lighters seen by staff members will be confiscated.

### Gangs

Gangs or gang related activity is not permitted.

## Hazing

Hazing is an action or situation that intentionally or recklessly endangers a student or which willfully destroys or removes public property for the purpose of initiation. Hazing or hazing related activity will be not permitted.

## Computer-related Offenses

The following behaviors are subject to disciplinary action:

- Unauthorized Access
- Misuse of Computer System Information
- Destruction of Computer Equipment
- Interruption of Computer Services

## Fights

Fights are not permitted and will result in severe disciplinary action. Refer to the student code of conduct for more information.

## Driving Privileges

Driving and parking in the Sussex Technical High School parking lot is a privilege. Failure to follow parking lot rules may result in having a parking permit revoked.

## Student Dress Code

The full student dress code can be found in the Sussex Technical High School Student Handbook. The student dress code is effective the first day of school. The goal of the dress code is to create an environment conducive to learning and appropriate for an educational setting.

The school and district reserve the right to modify policy as necessary and determine what is disruptive and unsafe. Exceptions to the student dress code may be granted upon presentation of approved documentation stating bona fide reason

Students have the responsibility to dress in a manner that does not disrupt the educational process. Dress **must** reflect concern for health, safety, and professional criteria of their technical area as determined by the teacher.

If a teacher encounters a student whose dress is deemed unsuitable for school, the teacher is expected to send the student to the Dean of Students with a completed behavioral referral. At that time the administration will take appropriate action according to the progression below.

- The student is found in violation the student will be given opportunity to change.
- If the student does not have a change of clothes, we will call the student's parents for a change of clothes or to pick the student up for the day. The student will be charged an unexcused early dismissal.
- If the student's parent cannot bring clothes and/or pick up the student, the student will be sent to ISS for the remainder of the day.

The following is the consequence progression if the student continues to dress inappropriately:

- 1st Referral- Administrative Conference
- 2nd Referral – Suspension After School (SAS)
- 3rd Referral – SAS (2) and Parent meeting
- 4th Referral – In School Suspension (ISS)
- 5th Referral – ISS (2)
- 6th Referral- Out of School Suspension (OSS)

## Discipline Referrals

**Teachers are required to make a parent contact prior to submitting a referral to the Dean of Students** except in the case of zero-tolerance offenses (i.e. weapon, drug, and physical altercation offenses). Referrals submitted without prior teacher action/intervention/parent contact will be returned.

Discipline referrals must be completely filled out. Use specific, objective details to describe the incident of concern. Use an extra sheet of paper if needed. All referrals are to be sent to the Assistant Principals.

- Students who have three unexcused tardies to class in one marking period are to receive an Office Referral for tardies.
- Referrals for “out of assigned area” are to be written for students who arrive more than 10 minutes late.
- Real Time Attendance available via eSchoolPLUS TAC
- Do not keep a student after class without permission from next class teacher.

### After-school Activities

***For a problem that occurs in an after-school program call the office and request the climate officer to come to your class.***

***For a problem that occurs between 4:00 p.m. and 5:50 p.m. call the Adult Education Office (ext. 1527 or 1439) and request the secretary to do an all call for the monitor to come to your class.***

Explain the situation to the monitor. If appropriate, complete a disciplinary referral form and submit it to the Dean of Students the next morning.

## Student Disciplinary Hearing Procedures

The health, safety, and welfare of all students and staff of Sussex Technical High School are priorities. The administration strives to maintain a safe environment for our school community.

In order to follow law and an agreement between the Delaware School Superintendents and the Attorney General's office, the building level administration is under specific direction from the Sussex Technical School District's Board of Education, district administration, and the district's legal counsel for handling disciplinary hearings.

**All** staff will adhere to the following procedures regarding student's disciplinary hearings.

- Counselors, the school psychologist, and all other Sussex Technical High School staff will immediately notify the student's supervising principal and high school principal of any contact by parents, guardians, relatives, family, friends, legal counsel, or any persons relating to the pending hearing.
- No staff members may contact or discuss with anyone any facts or information that pertains to the hearing or the student(s). This includes students of Sussex Technical High School or persons outside of the school district.
- Parents/guardians have the right to contact staff to appear as a character witness or witness in the case; however, all contacts must be made by the parent/guardian. If members of the staff are contacted and wish to appear as a witness, they will notify their supervising principal who will make arrangements for class coverage for the teacher if the hearing is held during school hours. Counselors, the school psychologist, or any Sussex Technical High School staff may not contact any persons to appear at the hearing for either the school or student's defense, even if requested by the parent/guardian/student or anyone relating to the case or hearing. The administration will make all contacts and requests.

- When a hearing involves a special education student and an I.E.P. meeting is called, the student's supervising principal, the principal supervising special education, the Dean of Students, and the Special Education Coordinator must be present.
- Any information given out about a student or the case or contacts made about the case will be considered a breach of confidentiality.

## EMERGENCY PROCEDURES

### Red Folder

The Red Folder (containing emergency procedures and materials) must hang under a plastic frame near the classroom doorway and must include a building map. Teachers must bring the red folder with them during an evacuation, whether it is real or a drill.

Contents of the Red Folder must include:

- Class roster (update each marking period)
- Standard Response Protocol
- High School Map

Standard Response Protocol

# IN AN EMERGENCY TAKE ACTION



## HOLD! In your room or area. Clear the halls.

### STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced  
Do business as usual

### ADULTS

Close and lock the door  
Account for students and adults  
Do business as usual



## SECURE! Get inside. Lock outside doors.

### STUDENTS

Return to inside of building  
Do business as usual

### ADULTS

Bring everyone indoors  
Lock outside doors  
Increase situational awareness  
Account for students and adults  
Do business as usual



## LOCKDOWN! Locks, lights, out of sight.

### STUDENTS

Move away from sight  
Maintain silence  
Do not open the door

### ADULTS

Recover students from hallway if possible  
Lock the classroom door  
Turn out the lights  
Move away from sight  
Maintain silence  
Do not open the door  
Prepare to evade or defend



## EVACUATE! (A location may be specified)

### STUDENTS

Leave stuff behind if required to  
If possible, bring your phone  
Follow instructions

### ADULTS

Lead students to Evacuation location  
Account for students and adults  
Notify if missing, extra or injured students or adults



## SHELTER! Hazard and safety strategy.

### STUDENTS

Use appropriate safety strategy for the hazard

#### Hazard

Tornado  
Hazmat  
Earthquake  
Tsunami

#### Safety Strategy

Evacuate to shelter area  
Seal the room  
Drop, cover and hold  
Get to high ground

### ADULTS

Lead safety strategy  
Account for students and adults  
Notify if missing, extra or injured students or adults

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Active Shooter Quick Reference Guide

<p><b><u>How To Respond To An Active Shooter In Your Vicinity</u></b></p>	<ol style="list-style-type: none"> <li>1. Quickly determine where the shots are coming from in proximity to you and your room, if possible.</li> <li>2. Quickly determine the most reasonable way to protect your own life and your students.</li> <li>3. Remember that students will follow your lead.</li> <li>4. Take charge of your class as quickly as possible.</li> </ol>
<p><b><u>Run</u></b>  <b>If there is an accessible escape path, attempt to evacuate the premises:</b>  <b>Be Sure To</b></p>	<ol style="list-style-type: none"> <li>1. Have an escape route and plan in mind.</li> <li>2. Evacuate as soon as the opportunity becomes available.</li> <li>3. Evacuate whether others agree or not.</li> <li>4. Leave your belongings behind.</li> <li>5. Help others escape, if possible.</li> <li>6. Zigzag if necessary.</li> <li>7. Prevent others from entering an area where the active shooter may be.</li> <li>8. Communicate to others to get out while evacuating.</li> <li>9. Call 911 when you get to a safe area.</li> </ol>
<p><b><u>Hide</u></b>  <b>If evacuating is NOT possible, find a place to hide.</b></p>	<ol style="list-style-type: none"> <li>1. Lock and barricade the door with heavy furniture or desks.</li> <li>2. Get out of view of the active shooter.</li> <li>3. Silence all cell phones and electronic devices.</li> <li>4. Remain very quiet and as still as possible.</li> <li>5. Remain calm.</li> <li>6. Look for possible escape routes. (Windows or a back/side door)</li> <li>7. Try not to trap or restrict your options for movement in the event an opportunity presents itself that you can escape the area.</li> <li>8. Dial 911, if possible, to alert police to active shooter’s location.</li> <li>9. If you cannot speak, leave the line open and allow the dispatcher to listen.</li> </ol>
<p><b><u>Fight</u></b>  <b>THIS IS AN ABSOLUTE LAST RESORT</b></p>	<p><b><i>Only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:</i></b></p> <ol style="list-style-type: none"> <li>1. Acting with physical aggression.</li> <li>2. Improvising weapons.</li> <li>3. Committing to your actions.</li> <li>4. Yelling as loud as you can.</li> <li>5. Charging as a group.</li> <li>6. Securing the weapon. Once secure, toss it in or secure it in a safe place until the police take it and place it in their possession.</li> <li>7. Taking the shooter down and securing the shooter until the police arrive.</li> </ol>
<p><b><u>What To Do When Law Enforcement Arrives</u></b></p>	<ol style="list-style-type: none"> <li>1. Remain calm, and follow officers’ instructions.</li> <li>2. Keep your hands visible at all times. Put down any items in your hands immediately.</li> <li>3. Raise your hands and spread your fingers.</li> <li>4. Avoid making quick movements towards the officers such as trying to hold on to them for safety.</li> <li>5. Avoid pointing, screaming and/or yelling.</li> <li>6. Do not stop the officers for help or directions when evacuating, just proceed in the direction from which officers are entering the premises.</li> <li>7. Provide information, when asked, to law enforcement or 911 operator:</li> <li>8. Location of shooter             <ol style="list-style-type: none"> <li>a. Number of shooters, if more than one</li> <li>b. Physical description</li> <li>c. Number and type of weapons held by the shooter/s</li> <li>d. Number of potential victims at the location</li> </ol> </li> </ol>



## FINANCIAL PROCEDURES

Questions about budget decisions may be directed to the Principal. Office supply requisition forms for staff are required and may be found in Main Office. Most orders will be filled within 24 hours.

Prior approval for purchases/expenses is needed, including:

- Personal reimbursements for purchases
- Orders for classroom equipment, materials, and supplies
- Van usage (Transportation Request Form; requires 7-day prior approval)
- Travel expenses (Travel Authorization Form; requires 30-day prior approval)
- Mileage expenses (You must request a van and be denied prior to submitting mileage reimbursement)
- Field trip expenses (requires 14-day prior approval)
- Bus expenses (please complete on Transportation Request Form; requires 14-day prior approval)

### Student Activity Accounts Procedures

The high school office handles the accounting processes related to student activity accounts, including clubs, class advisors, athletic clubs, academic area activities and pass-through account activities (i.e., DIAA tournament funds). All student activities and club advisors must attend a presentation on the first teacher day and sign off on the student account procedure manual.

***Student activities funds must be turned in to the student accounts bookkeeper (in the high school main office) for bank deposit on daily basis before 3:00 p.m. Staff should not keep money in their personal possession.***

The bookkeeper will issue a receipt that will be placed in the manila envelope and returned by way of the advisor's mailbox. The advisor will pass the receipt on to the club treasurer. Any difference in amount of monies received will be noted. Reference the Account Procedures Manual for more details.

The club treasurer must enter the amount received on his or her ledger page under deposits the same day the receipt is received. The entry must agree with the receipt.

All checks must be made out to Sussex Tech High School. If it has not already been noted on the check, ***the treasurer must note the club name in the lower left corner.***

When monies are withdrawn, the school bookkeeper ***must*** have both the sponsor's signature and the student/officer's signature on the "Payment Voucher" form. All vouchers without proper support will be returned. Proper support is defined as original receipts, original invoices or bills from the company. All student activity advisors will need to complete required paperwork ***two days prior*** to needing a check issued.

#### General Policies: For Club Treasurer

Advisors will receive a Report of Internal Funds quarterly (via advisor's mailbox) stating the balance from the preceding quarter, income during the quarter, expenditures during the quarter, and balance at the end of the quarter. Treasurers of clubs or activities are expected to check the end of the month balance statement with their ledgers. If there is any discrepancy, please see the student accounts bookkeeper.

## Fundraising Activities

Sale of Products is prohibited unless it is for a school-sponsored fundraiser. Fund-raising activities must have prior approval from the Assistant Principal in charge of fund-raising activities. Please complete the "Prior Approval for Fund Raising Activities" form, found on the wall in the main office and submit it to the student accounts bookkeeper.

Soliciting of funds or selling of items must not interfere with classroom instruction.

Students making solicitations outside of school should have proper identification and be encouraged to work in groups of two or more, particularly after dark.

Monies collected for student activity fund-raisers must be turned in to the student accounts bookkeeper before 12:00 p.m. for bank deposit.

### Procedures Applying Specifically to Sales Campaigns

Merchandise is not to be sold during class time. Disciplinary action for students who violate these rules may be taken.

Do not start selling or distributing merchandise before the date that your sale is to start.

No candy sales will be permitted unless it is a statewide fundraiser on an order basis--one day for delivery and coordinated through the Youth Advisor.

***Within two weeks of the closing date for your sale***, all students must return any outstanding merchandise and all monies collected. At the close of each nine-week marking period please list all students, who for any reason, have not returned either the money or the merchandise on the "debt list form" provided and turn into the office. Teachers are expected to give prior notice to those students regarding their debts.

***Within three weeks of the closing date of your sale***, a "Fundraising Summary Statement" form must be submitted to the student accounts bookkeeper. This "Profit and Loss Statement" will then be checked by the bookkeeper for the presence of comparable financial activity in your internal account. This statement must be submitted prior to approval of any future fundraisers.



## Ordering Equipment, Materials and/or Supplies

- Each budget manager/instructional coach is expected to submit requisition forms for instructional materials, major items of equipment including equipment to be repaired, and all other supplies needed for instruction.
- Equipment costing \$5,000 or more must be recommended in writing by the CTE or other appropriate Advisory Committee before consideration for purchase.
- Purchases of over \$10,000 require the solicitation of three (3) bids or from all available sources, whichever is less. These bids may be written (fax acceptable) or obtained by phone. All bids are to be recorded on the Quotation Summary form.
- All requisitions should be turned in during the month of March to assure delivery of supplies by September.

### Preparation of Forms

***Prepare all requisition forms from the on-line form library. Retain one copy for your files and submit one copy to the principal's secretary. The following information shall be included on all requisitions:***

- Description of items--sizes, color, brand name, etc.
- Item number
- Quantity
- Price (to include shipping and handling)
- Vendor's name and complete mailing address, phone number, and fax number

***The business manager's signature indicates final approval of the request.***

**Supervising  
Principal Duties  
2023-2024**

<p style="text-align: center;"><b>John Baugher Principal</b></p>	<p style="text-align: center;"><b>Daniell Bullock Assistant Principal</b></p> <p style="text-align: center;">Content Area(s) = CTE, Science</p> <p style="text-align: center;">Students = A-G</p>	<p style="text-align: center;"><b>Clarence Giles Assistant Principal</b></p> <p style="text-align: center;">Content Area(s) = World Languages, Music, Band, PE/Health, Guidance, CTE Related, Nurses, Paras, Constables</p> <p style="text-align: center;">Students = H-O</p>	<p style="text-align: center;"><b>Holly Langley Assistant Principal</b></p> <p style="text-align: center;">Content Area(s)= English, Math, Social Studies</p> <p style="text-align: center;">Students = P-Z</p>	<p style="text-align: center;"><b>Carol Wothers Supervisor of Special Education</b></p> <p style="text-align: center;">Content Area(s)= Special Education</p>
<ol style="list-style-type: none"> <li>1. Academy coaches</li> <li>2. Admissions/Recruitment</li> <li>3. Athletics</li> <li>4. Budget</li> <li>5. Curriculum Development</li> <li>6. DPAS II</li> <li>7. Office Liaison</li> <li>8. Professional Development</li> <li>9. Student Services</li> <li>10. Wellness</li> </ol>	<ol style="list-style-type: none"> <li>1. Advisory Dinner</li> <li>2. CTE Certifications</li> <li>3. Delay Schedule</li> <li>4. Discipline Presentation</li> <li>5. 8<sup>th</sup> Grade Open House</li> <li>6. Fall Open House</li> <li>7. Graduation</li> <li>8. Homebound</li> <li>9. Lockers</li> <li>10. 9<sup>th</sup> Grade Orientation</li> <li>11. Parking Permits</li> <li>12. Summer CTE Academy</li> <li>13. Transportation</li> </ol>	<ol style="list-style-type: none"> <li>1. Alternative School Liaison</li> <li>2. Attendance</li> <li>3. Climate Committee – Crisis Plans/Procedures - Chemical Safety Plan - Fire/Evacuation Drills</li> <li>4. Discipline/Intervention</li> <li>5. Discipline Presentations</li> <li>6. DOE reports and Data Collection: -Discipline Data</li> <li>7. Driver’s Ed Department</li> <li>8. Library</li> <li>9. Nurses/Wellness/Student Insurance</li> <li>10. School Based Intervention</li> <li>11. Paraprofessionals</li> <li>12. UD Youth Risk Behavior Survey</li> <li>13. Yearbook/Pictures</li> </ol>	<ol style="list-style-type: none"> <li>1. Clubs/Class Advisors</li> <li>2. Instructional Technology (Schoology)</li> <li>3. E-School Plus/Power School</li> <li>4. Raven Academy</li> <li>5. Extracurricular (Techademic Coaching)</li> <li>6. Fundraising</li> <li>7. Internal Accounts/Student Debts</li> <li>8. Mentoring/New Teacher</li> <li>9. Staff Newsletter</li> <li>10. PDMS</li> <li>11. Professional Development</li> <li>12. School Wide Assessment</li> <li>13. Staff Calendar</li> <li>14. Student Agenda Book</li> </ol>	<ol style="list-style-type: none"> <li>1. Students Accountability Special Programs/At Risk Students</li> </ol> <p style="text-align: center;">Special Education</p> <ul style="list-style-type: none"> <li>- ADA/504</li> <li>- Budgeting</li> <li>- Scheduling of staff and students</li> <li>- Spec Ed Dec. 1 and Exit Reports</li> <li>- Sept 30<sup>th</sup> count</li> <li>- Instructional Support Team</li> <li>- IDEA Grant</li> <li>- Parent Council</li> </ul>

**Staff Supervision  
2023-2024**

<b>Baughner</b>	<b>Bullock</b>	<b>Giles</b>	<b>Langley</b>	<b>Wothers</b>
Cannon, Shari	Batten, Grace	Abbott, Mark	Ayers, Damon	Aiken, Chris
Esham, Sara	Bendistis, Beth	Birmingham, Katie	Brittingham, Jamie	Baker, Dave
Evans, Zach	Bowe, Jacques	Boulden, Bryan	Carter, Tori	Brannon, Nick
Finley, Sarah	Brown, Shannon	Calandra, Evelyn	Collins, Shaila	Bunting, HJ
Hoard, Charles	Calhoun, Amy	Donald, Sarah	Denbrock, Bryan	Clark, Broke
Jefferson, GL	Carlson, Jamie	Dukes, T.J.	Doherty, Ryan	Cook, Paige
Johnson, Dean	Dacius, Valarie	Gehrke, Kelli	Ellingsworth, Bradley	Cummings, Kenny
Johnson, Jean	Dunn, Tessa	Hall, Ed	Fitler, Lisa	Drye, Becky
Johnson, Kevin	Gardoski, Austin	Hiller, Katie	Giles, Nyra	Eston, Ennis
Kamin, Daphne	Huston, Donna	James, Tonya	Gillespie, Rasheedah	Feliciani, Meghan
Kay, Kathy	Marvel, Cassidy	Kane, Kani	Hastings, Naomi	Firch, Mike
Kipp, Christian	Millspaw, Michael	King, Sam	Hollingsworth, Julie	Glickman, Marshall
Layfield, Scott	Morris, Katy	LeKites, Brian	Kidder, Jennifer	Jones, John
Long, Deborah	Mulrine, Lindsay	Mores, Shawn	Kreitzer, Mark	King, Matthew
Lord, Dan	Nunez, Ericka	Passwaters-Bradson, Millie	Lins, Lauren	Kirtley, Lucas
Mahetta, Lauren	Pegelow, Stephanie	Pegelow, Nick	Long, Ethan	Lewis, Matthew
Merritt, Kim	Persolio, Steve	Rose, Sarah	Lowe, Wyatt	Magee, Derek
Mross, Colby	Rogers, Shari	Scott, Domineque	Marvel, John	Murphy, Jill
Redington, Dennis	Rust, Steve	Shelok, Deana	Massaro, Nancy	Mulford, Kelsey
Rush, Guy	Schilling, Cathy	Stewart, Chuck	Mauil, Carolyn	Phillips, Lynlee
Saxton, Josh	Sutton, Peter	Suchanec, Mischa	McIntire, Josh	Quillen, Mark
Soni, Amy	Taylor, Erin	Varrato, Tony	Moore, Merrill	Salisbury, Rita
Stough, Edward	Thomas, Michele	Villa, Carlos	Rasmussen, Jeff	Scott, Ceocie
Tull, Gemez	Wharton, Elijah	Young, Cathy	Windsor, Scott	Towers, Amber
Vadnais, Nicole	Willey, Karen	Wilson, Staci	Winkleblech, Ryan	
Wharton, Neal			Wright, Kristen	

**Student Services Duties**



<p><b>Dean Johnson</b>  <u>CTE/WBL Coordinator</u>                  Work-based Learning                  Cooperative Learning                  Career Counseling                  Business and industry liaison                  Support and training for CTE Inst.                  Coordinate Annual CTE Events:                  Advisory Dinner/Meeting</p> <p><input type="checkbox"/> CTE Month Career Fair  <input type="checkbox"/> SUSSEX TECH Open House CTE Promotions                  Special Activities, Events, and Guest Speakers</p>	<p><b>Mark Quillin</b>  <u>Athletic Director</u>                  Prepares annual athletic budget                  Supervises and evaluates coaching staff                  Schedules all athletic events                  Administration and Coaching Liaison                  Supervises all ticket sales                  Maintains records of the athletic results                  Plan and supervises an annual recognition                  Author and editor of coaches' manual                  Arranges practice schedules for gym and fields                  Establishes the physical and academic requirements of eligibility for participation</p>	<p><b>Mike Firch</b>  <u>Coordinator of Student Services</u>                  Serves Students L – Roe /Academic Challenge / Scholarships &amp; Awards / CTE Data / ECCP registration &amp; scheduling /eSchoolPLUS reports/Cognos/Assist with state testing / Homebound Student Success Plans/Assists Supervisor of Student Services</p>	<p><b>Steve Persolio</b>  <u>Supervisor of Student Services</u>                  Admissions/Unit Count/Advisory Committee/Master Schedule/Scheduling                  MOOC for AP Courses/Manages Student Records/Unit Count/Pupil Accounting Coordinator/College Night/ECCP Enrollment and Registrations</p>
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<p><b>Gemez Tull</b>  <u>School Counselor</u>                  Serves Students A – D                  Coordinates Career Center                  ESL/Multicultural Contact                  Upward Bound                  SAT/PSAT/ACT                  Special Programs                  Coordinator</p>	<p><b>Wyatt Lowe</b>  <u>School Counselor</u>                  Serves Students E – K                  Graduate Cohort                  Senior Awards                  MOOC for AP courses                  Open House                  Parent Nights – 8th, 9th, &amp; 10<sup>th</sup></p>	<p><b>Tonya James</b>  <u>School Counselor</u>                  Serves Students R - Z                  Biden Youth Senate                  Boys/Girls State                  Coordinates Grades                  DACCTE Awards                  Governor's School                  People 2 People/Youth Summit                  Youth Forum/HOBY                  Youth Philanthropy</p>	<p><b>Domineque Scott</b>  <u>Supervisor of Student Activities and SGA</u>                  Collaboration with organizations                  Homecoming, Prom, and Senior Trip Ticket Sales                  Graduation Supplies/Jostens                  Student of the Quarter                  Activities-Pep Rally, Bonfire, Power Puff Game</p>	
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Technical Area Cluster Assignments

<b>Industrial Engineering Technologies</b>	<b>Human Service Technologies</b>	<b>Communication and Information Technologies</b>	<b>Health Science Technologies</b>	<b>Auto Technologies</b>
John Baugher	Dr. Daniell Bullock	Clarence Giles	Dr. Holly Langley	Carol Wothers
Jean Johnson	Beth Bendistis	Nick Pegelow	Carolyn Maull	H. J. Bunting
Ed Stough	Jamie Carlson	Tony Varrato	Scott Windsor	Brooke Clark
Shari Cannon	Grace Baatten	Mark Abbott	Damon Ayers	Chris Aiken
Sara Esham	Jacques Bowe	Katie Birmingham	Jamie Brittingham	Dave Baker
Zach Evans	Shannon Brown	Bryan Boulden	Tori Carter	Nick Brannan
Sarah Finley	Amy Calhoun	Evelyn Calandra	Shaila Collins	Paige Cook
Charlie Hoard	Valarie Dacius	Sarah Donald	Bryan Denbrock	Kenny Cummings
G.L. Jefferson	Tessa Dunn	T. J. Dukes	Ryan Doherty	Becky Drye
Kevin Johnson	Austin Gardoski	Kelli Gehrke	Bradley Ellingsworth	Eston Ennis
Dean Johnson	Donna Huston	Ed Hall	Lisa Fidler	Meghan Felciani
Daphne Kamin	Cassidy Marvel	Katie Hiller	Nyra Giles	Mike Firch
Kathy Kay	Michael Millspaw	Tonya James	Rasheedah Gilespie	Marshall Glickman
Christian Kipp	Katy Morris	Jani Kane	Naomi Hastings	John Jones
Scott Layfield	Lindsay Mulrine	Sam King	Julie Hollingsworth	Matthew King

Debbie Long	Ericka Nunez	Brian Lekites	Jennifer Kidder	Lucas Kirtley	
Dan Lord	Stephanie Pegelow	Shawn Morse	Mark Kreitzer	Derek Magee	
Kim Merritt	Steve Persolio	Millie Passwaters- Bradson	Lauren Lins	Kelsey Mulford	
Lauren Mahetta	Shari Rogers	Sarah Rose	Etan Long	Jill Murphy	
Colby Mross	Steve Rust	Domineque Scott	Wyatt Lowe	Lynlee Phillips	
Dennis Redington	Cathy Schilling	Deana Shelok	John Marvel	Mark Quillin	
Guy Rush	Peter Sutton	Chuck Stewart	Nancy Massaro	Rita Salisbury	
Josh Saxton	Erin Tylor	Mischa Suchanec	Josh McIntire	Ceocie Scott	
Amy Soni	Michele Thomas	Carlos Villa	Merril Moore	Amber Towers	
Gemez Tull	Elijah Wharton	Staci Wilson	Jeff Rasmussen		
Nicole Vadnais	Karen Willey	Cathy Young	Ryan Winkleblech		
Neal Wharton			Kristen Wright		

High School Main Office

<b>GINA SMITH</b>	<b>ROSE VIRAMONTES</b>	<b>SHANA BREDBENNER</b>
<i>Major Responsibility</i> – Principal’s Secretary & Office Manager	<i>Major Responsibility</i> – General office & Attendance including:	<i>Major responsibility</i> – General office & operations including:
<ul style="list-style-type: none"> <li><input type="checkbox"/> Acts as Office Manager</li> <li><input type="checkbox"/> Maintains high school budget and internal accounts</li> <li><input type="checkbox"/> Conducts purchasing and receiving of high school orders</li> <li><input type="checkbox"/> Tracks purchase orders</li> <li><input type="checkbox"/> Prepares and distributes reimbursements</li> <li><input type="checkbox"/> Provides support for graduation</li> <li><input type="checkbox"/> Manages Honor Roll breakfasts</li> <li><input type="checkbox"/> Prepares outside correspondence and memos</li> <li><input type="checkbox"/> Manages grant finances</li> <li><input type="checkbox"/> Issues Worker’s Permits</li> <li><input type="checkbox"/> Other duties as assigned</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Serves as office receptionist</li> <li><input type="checkbox"/> Answers main office phones</li> <li><input type="checkbox"/> Assists with attendance                             <ul style="list-style-type: none"> <li>◆ early dismissals,</li> <li>◆ late arrivals,</li> <li>◆ attendance letters</li> </ul> </li> <li><input type="checkbox"/> Issues Worker’s permits</li> <li><input type="checkbox"/> Maintains office machines</li> <li><input type="checkbox"/> Issues parking passes</li> <li><input type="checkbox"/> Manages supply closet</li> <li><input type="checkbox"/> Processes field trip permission forms</li> <li><input type="checkbox"/> Prepares mailings</li> <li><input type="checkbox"/> Other duties as assigned</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Manages student accounts</li> <li><input type="checkbox"/> Answers main office phones</li> <li><input type="checkbox"/> Distributes mail</li> <li><input type="checkbox"/> Manages use of Facility requests and calendar</li> <li><input type="checkbox"/> Manages student debt</li> <li><input type="checkbox"/> Issues Worker’s Permits</li> <li><input type="checkbox"/> Maintains high school forms</li> <li><input type="checkbox"/> Contact person for vending machines</li> <li><input type="checkbox"/> Prepares mailings</li> <li><input type="checkbox"/> Processes field trip permission forms</li> <li><input type="checkbox"/> Provides support for graduation</li> <li><input type="checkbox"/> Other duties as assigned</li> </ul>

Student Services

<b>IVY HAZZARD</b>	
<i>Major Responsibility</i> – Student Services including	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Stuffs and mails schedule packets</li> <li><input type="checkbox"/> Sets up and maintains student cumulative files</li> <li><input type="checkbox"/> Prepares old files for archives</li> <li><input type="checkbox"/> Prepares parchment</li> <li><input type="checkbox"/> Maintains scholarship information</li> <li><input type="checkbox"/> Manages student withdraw forms</li> <li><input type="checkbox"/> Sends files to other schools as requested</li> <li><input type="checkbox"/> Orders supplies for admissions and student services</li> <li><input type="checkbox"/> Updates student contact information in eSchoolPLUS including address, phone number, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Manages student and staff id cards – print new ones each year for every student</li> <li><input type="checkbox"/> Orders and verifies corrections of diplomas and technical certificates</li> <li><input type="checkbox"/> Stuffs and mails application packets</li> <li><input type="checkbox"/> Enters 8th grade applications in eSchoolPLUS after accepted</li> <li><input type="checkbox"/> Mails lottery letters</li> <li><input type="checkbox"/> Answers phone calls for student service and admissions</li> <li><input type="checkbox"/> Prepares home visit packets</li> </ul>



## Special Education Office

**SUSAN COX-CANNON**

**Major Responsibility** – Special Education to include:

- Acts as receptionist, answers phones, records messages, making copies, mailing documents
- Assists the administration, coordinator, psychologist, counselors, and teachers in assuring confidentiality of students' records
- Prepares special education files
- Updates information in DELSIS and eSchoolPLUS
- Records all student changes (drops, adds, transfers, etc.) in the student's special education file and eSchoolPLUS
- Take minutes at meetings as assigned
- Maintains case management list
- Manages PTEs
- Responsible for scheduling and arranging EDM and IEP meetings
- Creates special education meeting calendar and manages Special Education Administrator's calendar
- Prepares the following correspondence: Letters to parents/guardians regarding meetings, notifications, reminders; letters to participants of meetings; memos to staff from coordinator or psychologist; and any other necessary correspondence for coordinator or psychologist
- Creates and maintains a list of all expiration dates on IEPs and ESRs
- Manages signatures on all documents
- Prepares and maintain special education files per Public Archives Retention Schedule
- Assists coordinator with inventory and cataloging of special education assistive technological equipment
- Creates all notice of meetings and email/ mail all notice of meetings, finalized IEPs, ESRs
- Records and files meeting minutes
- Maintain office supplies
- Safeguard for confidentiality via school computer
- Other duties as assigned