



ALEXIS I. DUPONT HIGH SCHOOL
FACULTY HANDBOOK

2009-2010

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2009-2010**

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Statement of Philosophy

Alexis I. du Pont High School, recognizing the diverse cultural and economic backgrounds from which its students come, dedicates itself to providing programs to enhance the intellectual, moral, social and physical growth of students. The school functions in partnership with a home and community of intricate and changing nature. In order to achieve its goals and objectives, the school must provide an orderly environment which enables independent and responsible behavior. Ultimately, the school must prepare students to assume productive roles in a society of increasing complexity. Therefore, course content attempts to challenge each pupil to the limits of his/her ability. The overall curriculum endeavors to prepare each learner for social, civic and political accountability. Recognized by Newsweek Magazine in 2003, 2005, 2006, 2007 & 2008 as one of America's Top Public High Schools, A.I. has experienced consistent growth in state test scores. Advanced Placement enrollments, and other areas of academic achievement, consistently increase as we strive to continue our tradition of academic excellence.

A.I. Pride

Consistent with our philosophy, we are committed to the following goals:

- To increase student achievement in reading, writing, and mathematics through on-going curriculum review, revision and evaluation.
- To maintain a school climate that provides an optimum learning experience for all students.
- To continually focus on addressing individual/group needs, values and attitudes as paramount to developing healthy concepts of self and relationships with others.
- To increase the number of students who take Honors and Advanced Placement classes.
- To enable students to fulfill all requirements mandated by the State of Delaware for a High School Diploma.
- To provide challenging academic programs stressing analytical, critical, and creative thinking skills, which lead to high levels of achievement.
- To create a positive and supportive atmosphere in a safe and orderly environment in which learning can occur for all students.
- To offer instruction in critical thinking, communicating, interpersonal and technology skills so that students can become independent, lifetime learners and contributors to society.
- To provide opportunities for service, leadership, and civic participation.
- To recognize excellence in all areas of achievement.
- To encourage personal growth through participation in extracurricular activities.
- To ensure that students know and follow the Code of Student Conduct and are aware of strategies for the peaceful settlement of disputes.
- To provide programs that increase cultural awareness, appreciation of diversity, and respect for others.
- To involve students, faculty, staff persons, and members of the community in the educational process.
- To provide services which promote physical and mental health and assist students in goal setting and planning for their future.

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Introduction

This handbook is intended to serve as a guide to the policies, procedures, and the daily operation of Alexis I. du Pont High School (AIDS). Please take time to read the handbook and become acquainted with its entries. Additional information and procedures relating to students can be found in the Student Handbook.

Instruction

Within the first three student days of the school year, teachers will communicate these elements of the instructional program to all students:

- the overall goals and objectives for the course
- the course content, including specific topics and the intended sequence
- the materials which will be used
- detailed explanation of grading system and behavior expectations
- examples of projects or special activities such as research papers, field trips, or construction requiring special materials

In addition, the teacher will:

- develop yearly, weekly and daily lesson plans in accordance with the curriculum and guidelines of the school.
- prepare assignments, experiments, demonstrations, & bulletin boards, etc.
- use technology, audio-visual aids, field trips, and other resources to supplement and reinforce teaching.
- participate in the selection process for textbooks, reference and instructional instruments.
- plan, organize and direct subject related assemblies and other instructional programs.

The course information is to be put into concise written format that the student and parent can understand. When distributed, teachers will discuss the course description in each class. It is suggested that students and parents sign the course description. At Open House, teachers should review the course description with all attending parents and have extra copies available.

Academic Dishonesty

Cheating, helping another student to cheat, and plagiarism are all examples of academic dishonesty. They are signs of a student's failure to exhibit self-control, self-respect, and a healthy attitude toward learning. If a student is found guilty of academic dishonesty, the teacher will:

- Notify the parents of what has happened and what the consequences will be
- Assign a failing grade for the work that was involved in the violation

Classroom Management and Maintenance

The management and maintenance of the classroom and its furniture are the responsibility of each teacher assigned to the room. Since more than one teacher uses some rooms, it is imperative that certain standard practices be followed by each teacher. These practices are as follows:

- Foster safe, healthy, and attractive conditions in the classroom and on campus.

- Establish and maintain discipline through self-assigned measures.
- Implement the school's procedure fairly and consistently.
- Maintain a student seating chart. This practice will help the teacher learn student names and will enable the teacher to determine responsibility if there is vandalism, mutilation, or general untidiness.
- Report acts of vandalism to the administration so that restitution for the damage may be secured.
- No Food or Drinks in the classroom or hallway/WATER ONLY!
- Require that all trash be placed in the proper receptacle and all materials be returned before dismissal.
- Teachers will not keep students after class causing students to miss portions of their next class. (extreme cases only and you must call the next teacher to come to a mutual agreement)
- Report any damage or malfunctioning in the room to the chief custodian via requisition form. This includes setting the correct time on the classroom clock. If the classroom telephone is malfunctioning, this fact should be reported to the Main Office on a Phone Service Request form. Difficulties with the computer in the classroom should be reported to the Technology Supervisor on the Red Clay website "Track-It".
- Turn off all lights, faucets, and gas jets before leaving the classroom, or when these are not in use.
- Lock all doors when leaving the classroom. Report defective locks or lost keys to the Main Office immediately. Never lend classroom keys to a student.
- Provide for an attractive learning environment through creative use of bulletin boards and display cases. All classrooms are required to display fire drill procedures and the American flag. If these items are missing, notify the main office.

Extra-curricular Activities

The administration will supervise extra-curricular activities and will distribute forms early in the academic year for teachers interested in providing information for the scheduling and planning of activities. Teachers will plan, organize, and supervise these activities, which include special programs, clubs, and special events.

Administration, Guidance, and Secretaries

Office, guidance, and support personnel will:

- Maintain pupil records of achievement, attendance, test performance, and progress.
- Anticipate supply and equipment needs and submit requisitions.
- Provide campus supervision, as assigned by the administration.
- Attend staff meeting as called by administration.
- Participate in curriculum development and other professional activities as assigned by administration.

Department Chairpersons

- Serve as a resource person and consultant to teachers in their department.
- Provide leadership at department meetings designed to improve instruction:
 - Resolve problems common to teachers in the department.
 - Explore ways to improve planning for classroom teachers.
 - Implement improved teaching methods and learning activities in the department.
 - Provide for more effective interdepartmental coordination and cooperation.

- Design ways to improve evaluation techniques and procedures within the department.
- Act as a lead teacher.
- Serve as a liaison to administration during the scheduling process.
- Perform other duties as assigned by the Principal/Administration.
- Monitor the instructional program and student progress.
- Make recommendations to the administration for the department regarding curriculum, materials and proposed purchase (s) of instructional aids.
- Assume responsibility for developing an effective plan of textbook distribution, utilization and accounting.
- Make reports and recommendations to the administration.
- Represent the department at professional meetings both within and outside the school.
- Seek opportunities to improve academic achievement of students.

Professional Development

Teachers are expected to attend and participate in professional development workshops, which may be held on or off campus.

Tutorial Assistance

Tutoring will be provided to any student needing assistance or desiring enrichment after school in the following areas; Math, Science, English, Social Studies, and Spanish. Please contact guidance office for times; room numbers and days tutoring will be offered.

Operation S.O.S. Students Overseeing Students

S.O.S an outreach service designed to help a select group of students who may need extra help in Math and/or English to improve their academic achievements. A chosen group of students will be providing a community service activity by tutoring other students in their own school community. You may contact Sally Pitts-Rakes (parent leader) for any questions concerning this project. Phone 302.254.0911- Email address 200blackmodel@msn.com.

Faculty Meetings

Faculty meetings are held every second Wednesday of the month. All teachers are required to attend. Department Head meetings are held every first Wednesday of the month. Building Leadership meetings are held every third Wednesday of the month. Other meetings may be called as deemed appropriate by the administration.

Teacher Activities

A teacher's main task is to advise and guide the educational, social, and emotional development of the students assigned to him/her. The teacher will:

- Develop a relationship with students based on mutual trust, respect, and understanding.
- Perform the duties listed below and others as she/he deems appropriate for the occasion.

Beginning of the year ~

- Prepare the bulletin boards in the classroom

- Prepare the seating chart and desk labels
- Edit and update class lists.

On a regular basis ~

- Take attendance: Request Admission slip: Sign & Record reason for absence
- During closure of lesson direct students to write in their school agendas: homework, projects, test days etc.
- Do not allow talking during announcements.
- Serve as a liaison between students, parents, and administration.
- Ensure classroom is well maintained – should problems exist, advise the office and/or complete the appropriate Work Order Forms.

Teacher Supervision and Performance Evaluation

- School Administration is responsible for the supervision and evaluation of teachers' performance.
- Formal evaluation will include one and possibly two classroom observations. During follow-up meetings with individual teachers, administrators will discuss and inform the teachers of their performance and other related issues as per the teacher job description etc. All formal observations and assessments will be followed up by a confidential conference with the Administrator in charge.
- Throughout the academic year, informal discussions and meetings may be held to discuss issues and concerns of both teachers and administrators.
- **Teacher non-compliance – Administration will chart teacher “issues.” Teachers will receive ‘X’ marks for the following: missing conferences, not sending work for students, lack of timely correspondence, not writing appropriate passes, not up dating grade books online, not following school rules in the classroom.**

Grade Books Online

Grade books will contain the attendance, grades and progress of students' academic achievement. All teachers in the Red Clay Consolidated School District are required to use the E-School Online Gradebook. HAC (Home Access Center) will be accessible for parents to view daily monitoring.

Lesson Plan Books

Effective teaching requires planning. The Lesson Plan Book will contain teaching plans and information on student performance. Teachers will Prepare Yearly, Semester and Weekly/Daily plans.

Hours of Work, Absences, Substitution, and Tardiness

Hours of Operation

Alexis I. du Pont High School offers instruction five days a week. There are approximately 180 days of instruction per year – September through mid-June. Occasionally, a make-up teaching day may be required.

Hours of Work

The school day begins at 7:35 a.m. Teachers are to be at school by 7:15 a.m. and to remain at school until 2:45 p.m. or until the end of staff meetings.

Absences

Whenever a staff member is absent, the staff member must call the Substitute Teacher Service at 1-800-357-SUBS or 1-610-566-6466 and indicate the following:

- Name of staff member reporting the absence
- Date and time of call
- Date(s) on which teacher expects to be absent, specifying full day(s)/half day(s)
- School to which the teacher is assigned
- Subject or grade taught
- Staff member's home telephone number
- Parking space number

When staff members know they will be absent from school, they should make every effort to call no later than the preceding evening by 9:00 p.m. If calling the substitute service after working hours, speak slowly and distinctly.

If a staff member becomes unable to come to school the morning of the school day, the substitute service should be called by 6:30 a.m. In addition, that staff member should also call the school to inform the administration and the department chairperson of the absence.

Staff must call the substitute service even if a substitute is not required (i.e. in-service days).

Hourly Absences

Teachers occasionally leave the school campus for urgent personal matters. Prior approval should be secured from the Assistant Principal in charge. If a staff member must leave school during the school day, (s) he will contact the administration and the department chairperson to obtain necessary class coverage. ***AT NO TIME SHOULD A TEACHER LEAVE AN ASSIGNED CLASS UNATTENDED!!***

If circumstances demand that the teacher leave the class, some sort of coverage must be provided as ***THE SAFETY OF OUR STUDENTS IS OUR PRIME RESPONSIBILITY.***

Substitution

Substitution for an absent teacher is arranged within the faculty. For extended absences, non-faculty substitutes may be employed.

Teachers will provide the following for the substitute teacher:

- Lesson plans for each day the teacher is to be out. These lesson plans should relate to the current unit of study in class. However, they should be simple enough that a substitute teacher from a different certification area could execute them.
- Specific directions for distribution and collection of materials, and/or records to be kept.
- Printed materials to be used and pages indicated to be covered with the lesson plans.
- An information list that includes resource teachers, fire exits, or special events happening each day.
- A schedule with names and times that students will be released from the classroom for special activities.
- Procedures/SAC referral slips for dealing with disruptive students.
- A list of important telephone extensions (Main office, SAC, Nurse)

Unexpected Absences

As soon as possible but no later than the tenth day of school, each teacher will submit the following information to the Department Chairperson for use during unexpected absences:

- Emergency lesson plans for three (3) days.
- After the (3) day lesson plans have been used a set of new lesson plans will be required
- Up-to-date seating charts and/or class rosters along with class rules should be posted.

Tardiness

Occasionally, emergencies arise which prevent a teacher from arriving to school on time. If such an emergency occurs, the teacher will call the Main Office at 651-2626 so that arrangements can be made to accommodate the teacher's classes.

Communication with Parents

It is imperative to maintain open lines of communication with all parents, especially when the parent calls for feedback about a student. Alexis I. DuPont High School's Policy requires teachers to answer all telephone calls and e-mail inquiries from parents within two (2) business days. Conversations with families should be documented in a logbook to include date and time of the conversation, family members' names, phone numbers/e-mail addresses, and the substance of the communication. If several (more than three) attempts to return the inquiry is unsuccessful, documentation of the attempts should be given to the child's guidance counselor and/or administrator as needed.

Daily Announcements

First period of each school day, students and teachers will listen to daily announcements and other relative information. Afternoon announcements are usually made during the last class of the day.

Any staff member who wishes to have an announcement broadcast to the school will complete an Announcement Request Form (located in the Main Office) and place it in the wire box by the intercom. Requests for morning announcements must be made the day before. Requests for afternoon announcements must be made by 1:00 the day of the request.

Dress Code

Teachers will follow the Red Clay Consolidated School District dress code. The Alexis I. duPont High School Administration expects teachers to dress professionally.

Public Appearances

School employees are not to be involved in any of these activities relating to AFTS without the written approval of the Principal/Superintendent:

- Public appearances on television or radio
- Interviews with newspaper, magazines, etc.
- Chaperoning of trips, or activities which have not been approved

Confidentiality

Teachers must use good judgment when discussing school business, student behavior or achievement. No school employee shall reveal personal information concerning any student, except under judicial process.

Official Correspondence

All official correspondence/emails are to be signed or approved by administration.

Bulletin Boards

Classroom bulletin boards serve as teaching aids. They should be used extensively to display student work and should be changed regularly. As for hallway showcase display windows, a schedule will provide opportunities for each department to display student work.

Special Programs/Non-Educational Emails

This refers to programs such as play performances, musical concerts, fashion shows, etc. The following guidelines describe the procedure that should be followed to sponsor such programs.

- The Principal must approve any program involving AftS in a public performance.
- The sponsoring teacher(s) must submit a request to the Principal providing all the detailed information such as play content, costumes, location and date of performance, dates of rehearsals, students involved, type of audience, etc. All these details should be discussed with the Administration before finalizing a program.
- Non-Educational Emails that are sent school wide should be approved by the Administration.
- Other teachers may be assigned to help in the production and supervise during the performance.

Field Trips and Excursions

All field trips or excursions must be approved by administration and teachers should not mention or plan these activities with students without first obtaining permission. To schedule and initiate field trips and excursions, the procedures are:

- No Field trips are to be scheduled after the third (3) marking period except State & Nationals competition/activities.
- **Field Trip Request Form** – must be completed by teachers and submitted to Kevin Palladino (Principal) one month prior to activity
- The teacher may need to pre-arrange class coverage within the department for the day absent.
- Sponsoring teacher will prepare the initial permission form giving details of the trip including itinerary, costs, etc. and gives the form to the administration
- Sponsoring teacher arranges for chaperones, usually one for each 10 students.
- Sponsoring teacher will be responsible for the particulars of the trip.
- The teacher will photocopy the forms and plan the trip as per school calendar.
- **Parental Consent** – a written parental consent form (**Field Trip Permission Form**) must be received from every student. Without this signed form, a student may not participate in the activity.
- Sponsoring teacher will collect forms and monies, and pass monies to the secretary.

Sales on Campus

Students and teachers are not permitted to sell items to other students for personal financial gain.

- Bake or other sales must be approved by the administration. The request for the sale must specify the intended use of funds.
- All proceeds of the sales must be deposited with the secretary in each activity's account on the same day they are collected.

E-Mail, Mail and Mailboxes

Teachers should check e-mail at least once a day. Teachers are issued a mailbox located in the reception area of the main office. Personal incoming mails as well as internal memos are placed in the mailboxes. Teachers may receive mail and faxes at the school's address and number. Mailboxes should be checked at least twice per day. Administrators and department chairs have mailboxes apart from the rest of the staff.

The school district provides a courier mail service to all buildings in the state. District mail should be placed in the basket provided in the Main Office; should reach other buildings within twenty-four hours. Postage is not required for this service.

A box is also available in the Main Office to receive stamped U.S. Postal Service Mail. This should be in the office by 10:00 a.m. to ensure posting on that day.

Copy Machines

The Main Office has two copy machines for staff use. The large machine (main office, first floor) is designed for making large numbers of copies at a time. The smaller machine (2nd floor near

room 249) is for making a few copies of one or two documents. Teachers should check with the secretaries in the Main Office about correct operation of both machines. Since all staff uses these machines, care must be exercised to ensure the machines function properly. If a machine malfunctions and a staff member cannot correct the problem, notify the Main Office secretary immediately.

Telephone Calls and Use of Cell Phones

Staff is encouraged to call students/parents and guardians as needed. The school maintains telephone lines located in each classroom. During the school day, staff is asked not to use the phones in the Main Office to make outgoing calls if possible. The Main Office staff will be unable to receive incoming calls if these telephones are occupied. There is also a fax machine in the Main Office. The secretaries have lists of telephone and fax numbers of most offices and all schools in the district. Emergency calls should be made in a private area away from students.

A TEACHER SHOULD NEVER PLACE OR RECEIVE A PHONE CALL USING A CELL PHONE IN THE PRESENCE OF STUDENTS, IN THE CLASSROOM OR HALLWAY!!

Custodial and Maintenance Services

Administration will make every effort to improve the general appearance of the school through the efficient use of the custodial and maintenance staff. Teachers can assist by:

- Teaching good citizenship, respect for property and school equipment, rules of good conduct, and personal responsibility.
- Maintaining clean and tidy classrooms
- Properly supervising students both inside and outside their classrooms.
- Initiating **Work Order Requests** when classrooms have not been properly cleaned or maintained.
- Protecting the school furniture and fixtures and preserving cleanliness of the walls.
- Not making unauthorized classroom modifications or removing fixtures handles on items of furniture, etc.
- Immediately reporting damaged or non-working equipment to the administration – occurrences such as a leaking toilet, a bare electric wire, or an abnormal hissing sound from the A/C thermostat etc.

Student Attendance

The chief school officer of the local school district is responsible for enforcing the attendance laws of the state and is the person who may excuse a child for necessary and legal absences, subject to the provisions of the Delaware Code (Title 14, Chapter 27).

Excuses recognized as valid for “necessary and legal absences” are:

1. Illness of child attested, if necessary, by a physician's certificate.
2. Contagious disease within the home of the pupil.
3. Death in the immediate family or a close friend.
4. Legal business.
5. Observance of a religious holiday.
6. Remedial health treatment.
7. Pre-arranged absence to visit a college or university, to participate in other educational experiences, and/or other emergency situations as determined by the school principal

8. Suspension.

Absences for other reasons are classified as “unexcused.”

THE SCHOOL, IN ADMINISTERING THE STATE POLICY, DEFINES THE MOST COMMONLY USED ATTENDANCE TERMS AS FOLLOWS:

Adult Student:

State law provides that a student reaches legal majority at age 18. However a parent/guardian must sign attendance notes, and other matters pertaining to school activities, unless the student is living on his/her own. Proof of residence must be provided.

Excused Absence:

An excused absence from school or class is an absence for one of the reasons listed on pg. 9 and for which the required parental note of explanation has been presented on the first or second day of the student's return to school or class.

Following such an absence, the student will:

- bring a note signed by a parent or guardian. The note shall contain the student's legal name, the date (s) of the absence, and the reason for the absence.
- (Failure to report the reason for the absence will cause the absence to be considered unexcused).
- submit the note to the student's 1st period teacher during first period on the first or second day of return from the absence.
- receive an “admit to class” form, which will be available in the 1st period homeroom.
- submit the “admit to class” form to each teacher whose class was missed during the absence and have each teacher sign the admit slip.

Note: A student who fails to bring a note signed by a parent or guardian on the first or second day of return to school following an absence shall have the absence defined as unexcused. Work will be made up at the discretion of the teacher for unexcused absences.

Unexcused Absences:

An unexcused absence from school or class is an absence which:

- is for a reason not listed as “excused.”
- is one that the parent or guardian has no knowledge.
- the parental note of explanation was not provided on the student's first or second day of return to school following the absence.

A student who has an unexcused absence shall receive a failing grade, i.e. (“F”, “0”, or “U”) for all assignments missed or tests given during the period of the unexcused absence.

While an unexcused absence shall result in a failing grade for all assignments due or tests

missed, other instructional materials or assignments missed during the absence may, where feasible, be obtained at the initiation of the student. Following an unexcused absence from school or class, the time allowance for requesting the instructional materials or assignments from the teacher shall be equal to the number of school days or number of class meeting missed due to the absence. A teacher may extend this time allowance if the specific circumstances of the situation merit such action.

Excessive Unexcused Absences:

When a student is absent without an excuse more than the equivalent of ten (10) days in one school year the student's absences are considered "excessive." When a student has excessive absences, the Superintendent's designee may, in his or her discretion, investigate whether extenuating circumstances exist which excuse the excessive absenteeism. The Superintendent's designee may be the immediate supervisor of the school in which the student is enrolled. If no extenuating circumstances exist which excuse the absences, the Superintendent or designee may determine that the student shall repeat his or her current grade, or in the case of a high school student, shall not receive course credits towards graduation. The policy does not apply to students with disabilities, as defined elsewhere in the Student Code of Conduct.

Truant:

A child is considered truant if such child is absent from school without valid excuse for more than three (3) days or an unreasonable amount of intermittent attendance or tardiness without valid reason. Parents who allow their children to be truant are subject to a fine or, in default payment of the fine imprisonment for not more than two (2) days for the first offense and not more than five (5) days for each subsequent offense.

Pre-Arranged Absence:

A pre-arranged absence is a student's absence from school for one or more days to visit a college or university or for other educational activities approved by the administration. The absence should be pre-arranged by writing the administration giving the full particulars of the absence. Approval for such absences should be sought, where practical, at least one (1) week prior to the date on which the absence is to occur. Upon the development of a plan by student and teacher for making up the assignments to be missed, the principal may then define the absence as "excused".

Tardiness to School/Class:

All students are expected to be punctual to school and to classes. Any student who arrives after 7:40 a.m. will be listed as tardy. A student who arrives at school after 7:40 a.m. must report to the Late Center with a written explanation for his/her tardiness. Students should be aware that a written explanation from home is not an excuse for tardiness. Such reasons as car trouble, personal business, heavy traffic, needed at home, etc. while understandable, are not acceptable excuses and will be listed as unexcused. Reasons as personal illness, medical appointments, and appearances in court will be considered as excused tardiness when verified by a note from home. The note must be brought on the date the student is tardy.

Six accumulated unexcused tardy days to school and class will result in a suspension out of school, as follows:

1st tardy to school/class =Warning
2nd tardy to school/class=Warning
3rd tardy to school/class=SAIC (Student Assistance Center) for the day or a Parent Conference

4th tardy to school/class=Warning
5th tardy to school/class=Warning
6th tardy to school/class =Suspension out of school/parent contact
7th tardy to school/class=Warning
8th tardy to school=Warning
9th tardy to school =Suspension out of school (student cannot return without a parent conference)

- The cycle of every (3) tardy days results in an administrative action.
- Students with on-going tardy days of 10 or more (school lates combined with class lates) will result in an exclusion/suspension from school and a mandatory conference.
- All tardy days are deleted at the end of each marking period.

Note: Students who do not arrive at school prior to 10:55 a.m. will be marked absent for the day and therefore will not be able to participate in any school sport or function unless an administrator has given prior approval.

Early Dismissal at the Parent's Request:

On the day that the student is to be excused early, the parent shall send a note to the school listing:

- the student's legal name
- reason for leaving school early
- phone numbers where the parent may be contacted for verification

The student will bring the note to the main office before 7:50 a.m. The EARLY DISMISSAL form will be available in the main office prior to the student leaving school. Upon his/her return to school, the student shall present the signed EARLY DISMISSAL form to the Late Center for an Admit Slip. Early dismissals for reasons other than those defined as legal absence by the state can only be issued by the school administration. The nurse shall sign Early Dismissals for illness and the student will leave when the parent arrives.

Opening of School

Students reporting to school the first day are to go immediately to their assigned first period class and remain there for further instructions.

Preparation for the school year necessitates that the teacher is informed about specific responsibilities for the first student day. During the pre-planning, in-service days, and the first days of the school year, the teacher shall become informed about the following:

- class assignments and the procedures for handling the materials that pertain to them.

- textbook availability and distribution.
- attendance procedures.
- student handbooks, student Code of Conduct, and Student Accountability Agreement.
- library procedures and Acceptable Use Policy.
- medical Emergency Cards.
- guidance procedures and services.
- student evaluation and grade reporting procedures.
- faculty parking and faculty mailboxes.
- district e-mail.
- classroom computer use and Internet access.

Hall Passes

Hall passes are required for all student movement through the halls except during the regular passing times between classes. A student leaving the classroom must use the hall pass (clipboard) located in each teacher's room. Students should not use the clipboard pass for guidance appointments. A blue pass is required to the guidance office; the pass must state (a) student's name, (b) the time, (c) destination, (d) teacher's signature, and (e) the date.

To be consistent: teachers use the designated passes and refrain from creating your own.

No passes are allowed to students the first ten (10) minutes of the class period and last ten (10) minutes of the class period. A student found in the halls without a pass will be directed to the Late Center. When large groups of students are called on the P.A. system, e.g. a team leaving early for an away meet or a group going on a field trip, hall passes will not be required.

Senior Privilege

It is the philosophy of Alexis I. du Pont High School that students who become seniors are entitled to certain privileges as long as responsible behavior is demonstrated. Students will be given a Request for Senior Privilege form that must be returned to the main office no later than October 1. Once the parental letter of permission is received, a senior privilege pass will be issued. It will be presented upon request.

- Student should arrive no later than 8:40 a.m. when his/her study hall period(s) rotates to the 1st period of the school day.
- Student is allowed to no earlier than 1:30 p.m. when his/her study hall period(s) rotates to the last period of the school day.

If a student is unable to conform to the guidelines for Senior Privilege, it will be revoked. Any senior found to be cutting class/school will forfeit his or her senior privilege for the remainder of the semester. Chronic offenders will lose senior privilege altogether.

Administrative Schedule

Administrative personnel are on duty from 7:00 a.m. until 3:30 p.m. each day that school is in session. Usually an administrator will be on duty prior to 7:00 a.m. and after 3:30 p.m.

Teacher Schedule

Teachers will report to school by 7:15 a.m. and shall be at their posts by 7:30 a.m. Teachers are

expected to be available to students until 2:45 p.m. On days when faculty meetings are scheduled, the teacher's workday will be extended beyond the limitations prescribed for a regular workday as per the negotiated teachers' contract.

Student Schedule

Students will be quietly seated when the late bell rings at 7:40 a.m. Unless authorized to leave school early, students will remain on campus until the end of the last period at 2:24 p.m.

Class Schedules

Six classes meet each day while one class rotates out of the schedule and does not meet. Periodically it will be necessary to extend first period or to conduct other school activities (e.g. assemblies, pep rallies), which intrude into the regular class schedule. Every reasonable effort will be expended to ensure that the time of no one class will be unduly pre-empted.

DAILY ROTATING SCHEDULE OF CLASSES

Class	Time	Day 1	Day 7	Day 6	Day 5	Day 4	Day 3	Day 2
1 st	7:40-8:45	1	7	6	5	4	3	2
2 nd	8:50-9:40	2	1	7	6	5	4	3
3 rd	9:45-10:35	3	2	1	7	6	5	4
4 th	10:40-12:30	4	3	2	1	7	6	5
5 th	12:35-1:25	5	4	3	2	1	7	6
6 th	1:30-2:24	6	5	4	3	2	1	7

TRADITIONAL DAY SCHEDULE

PERIOD	START TIME	END TIME	TOTAL MINUTES
1 st	7:40	8:45	65
2 nd	8:50	9:40	50
3 rd	9:45	10:35	50
4 th	10:40	12:30	1hr. 50 min.
1 st lunch	10:35	11:00	25
2 nd lunch	11:05	11:30	25
3 rd lunch	11:35	12:00	25
4 th lunch	12:05	12:30	25
5 th	12:35	1:25	50
6 th	1:30	2:24	50

ADVISORY DAY SCHEDULE

PERIOD	START TIME	END TIME	TOTAL MINUTES
1 st	7:40	8:25	45
Advisory period	8:30	9:00	30
2 nd	9:05	9:50	45
3 rd	9:55	10:35	40
4 th	10:40	12:30	1hr. 50 min
1 st lunch	10:35	11:00	25
2 nd lunch	11:05	11:30	25
3 rd lunch	11:35	12:00	25
4 th lunch	12:05	12:30	25
5 th	12:35	1:25	50
6 th	1:30	2:24	50

Change of Classes

Five (5) minutes is provided for students to pass between classes. During these five minutes, teachers will stand outside their classrooms to ensure orderly passage.

Class Cuts

The following regulations/procedures will be implemented as written in order that we may establish the importance of class attendance and the concomitant educational program.

- Class report cut slips shall be sent to appropriate administrator with name of student, class period, and dates.
- No credit for work due on missed day of cut
- Make-up allowed for classes missed during suspension

CLASS CUT REPORT CONSEQUENCES

Four accumulated Class Cuts will result in a suspension out of school, as follows.

- 1st class cut = SAC referral (Student Assistant Center)
- 2nd class cut = SAC
- 3rd class cut = SAC
- 4th class cut = Suspension out of school/parent contact
- 5th class cut = Suspension out of school/ (student cannot return to school without a parent)
- 6th class cut = Suspension out of school/parent contact
- 7th class cut = Suspension out of school/parent contact
- 8th class cut = Suspension out of school (student cannot return to school without a parent)

DRESS CODE VIOLATION CONSEQUENCES

Four accumulated Dress Code and Hat Violations will result in a suspension out of school, as follows

- 1st dress code violation = Warning
- 2nd dress code violation = Warning
- 3rd dress code violation = SAC referral (Student Assistant Center) parent contact
- 4th dress code violation = Suspension out of school/parent contact
- 5th dress code violation = Suspension out of school (cannot return to school without a Parent conference)
- 6th dress code violation = Suspension out of school/parent contact
- 7th dress code violation = Suspension

ELECTRONIC OFFENSE/ CONSEQUENCES

Four accumulated Exposure or use of any type of Electronics anywhere on campus will result in a suspension out of school, such as: phones; iPods; play station etc.

- 1st electronic offense = Warning
- 2nd electronic offense = Warning
- 3rd electronic offense = Confiscate electronic device (package it to the office for parent pick-up)
- 4th electronic offense = Suspension out of school or a parent conference

- 5th electronic offense = Suspension/parent contact
- 6th electronic offense = Suspension/parent contact
- 7th electronic offense = Suspension for subsequent offenses

BULLYING

Is an act, physical, verbal or electronic, towards a student, school employee, or school volunteer that causes reasonable fear or substantial harm; interferes with a safe educational environment or coerces others to cause harm.

Bullying can result in suspension/expulsion out of school.

Suspension

Suspension is an excused absence used to remove a pupil from school for a short and definite period of time. It is a temporary measure for handling a behavior problem. A parent/guardian will be contacted and a conference will be arranged for a student upon return from suspension.

Student Attendance and Recording Keeping Procedures

State law requires that there be a systematic and accurate accounting of student attendance. This is accomplished through a procedure for reporting individual class attendance.

Hourly Attendance Procedure

Each period teacher must enter absences into the computer database before the period ends.

Attendance Procedure

Attendance should be taken within the first fifteen (15) minutes of each class period. During the September 30th count it is imperative that attendance is taken the first 15 minutes of each class period daily.

Excused Student Absence for a School-Sponsored Activity

When students are to be excused from school for a school sponsored activity (field trip, away game), the staff member responsible for the activity shall prepare and distribute to all staff an alphabetized (by last name) list of all students to be excused from school. This list must be distributed to the staff at least three (3) school days prior to the activity, and then updated as needed until the activity occurs. Students to be excused are responsible for obtaining any work missed because of the activity.

Teachers may refuse to excuse a student when the student's academic progress will be seriously jeopardized by the absence. Teachers are encouraged to confer with the activity's sponsor to discuss the academic situation.

Following the activity, the sponsor will submit a list of all students who actually participated in the activity. Classroom teachers will use this list to determine if students were actually participating or were cutting class.

1st (hour) Period Procedures

The Pledge of Allegiance will begin the morning announcements. Students are asked to face the flag displayed in the homeroom to recite the Pledge. Students are required to stand during the Pledge of Allegiance. However, students are not forced to recite the Pledge and are not permitted to interfere with any person's participation in these activities. The classroom teacher is required to recite the Pledge of Allegiance. Following the Pledge, the class will observe a moment of silence. Students are not permitted to talk during this moment of silence.

After the morning announcements, students are permitted to talk at the discretion of the teacher. However, the degree of socializing must be kept at a level to permit all students to hear any additional announcements. During the period, the teacher will distribute materials to students as necessary and maintain order and decorum. Students who disrupt procedures are subject to disciplinary actions.

Early in the school year, each Advisory class will designate a representative to the Student Council and an alternate. This representative will be decided by popular vote within the Advisory class. The representative and/or the alternate will attend all Student Council meetings and report the minutes of these meetings.

1st (hr) Period teachers will also keep a record of student's locker numbers and locker locations. This information should be kept in a secure location. Locker problems should be referred to the administration.

Teacher Guidelines for Establishing Appropriate Student Behavior

Beyond minimal standard expectations, the teacher bears the primary responsibility for determining appropriate behavior of students in the classroom. At the start of the school year, the teacher should explain the behavior expectations to the students. The rules for the classroom must be consistently enforced. These rules should be posted prominently in the classroom.

The teacher should acquire a thorough understanding of the students and their abilities. Classroom rules should be established based on common sense and on the suitability for each group of students.

Professional educators are expected to maintain poise and professionalism in every situation. In-class confrontation should be avoided. A teacher should seek the assistance of the administrative staff or appropriate support personnel whenever a class does not respond to the usual classroom management techniques.

When a student begins to show signs of chronic behavior problems, the teacher should discuss the student's problems with the parents or guardians, keeping thorough documentation of any conferences or correspondences. Early intervention often prevents a problem from escalating. Moreover, the joint efforts of the parent, teacher, and counselor can prevent a minor concern from becoming a major problem.

The teacher should strive to develop an attitude of belonging within the students. The development of personal and group pride is important.

The teacher should work to keep the classroom clean and conducive to learning. Students have

more respect for clean floors and unmarred desks than they do for a room where no one is concerned for its appearance. Teachers may decorate the classroom as they desire to make the room attractive and stimulate student learning. In particular, teachers are encouraged to display student work whenever possible. If repairs or maintenance to the room are required, the teacher will notify the chief custodian of the requirement in writing.

Teachers are encouraged to review the cumulative folders of difficult students to learn about home life, abilities, and specific challenges faced by the students, as well as previous grade reports and test scores. Cumulative folders are kept in the guidance office.

Teachers are required to provide appropriate accommodations for disabled students covered by Section 504 of the Rehabilitation Act of 1973. These students are identified by the REACT team, and in many cases, a specific accommodation plan has been devised for each of these students. Questions concerning these plans should be directed to the REACT co-coordinator.

Many different people and events affect the success, behavior, and well being of our students. No one approach for handling student behavior will be successful for every student in every situation. When dealing with student problems, teachers are encouraged to enlist the help of parents, the student's other teachers (or former teachers), the guidance counselor, the nurse, the administration, coaches, and the student.

Teachers must preserve the confidentiality of all students. Information about a student should only be revealed to the appropriate personnel or family members. Teachers must not discuss confidential student information in public places (such as the mailroom or lunchroom). Confidential paperwork about students should be locked out of sight. Teachers should never share grade information or discipline information about one student to any other student.

Behavior Problems in the Classroom

No amount of planning and effort by a teacher will completely eliminate classroom behavior problems. The following guidelines are established for dealing with these problems. Common sense and teacher discretion should prevail in every case.

When severe disruption, open defiance, or intimidation interferes with classroom management, the classroom teacher should complete a Student Behavior Referral (SBR). The offending student(s) may be sent to the Choices Room, or in extreme cases, the teacher may call an administrator to escort the offending student(s) out of the classroom. These measures should be considered the options of last resort. Whenever possible, classroom disruption is best handled in house by the teacher.

The following items on the SBR must be completed:

- Teacher's account of incident. The description should state the events that happened in chronological order. Teachers should refrain from relating opinions or emotions about the incident. However, the description should be specific regarding what occurred and how it interfered with the class (for example, it is not sufficient to write "the student was disruptive" without also stating what behavior occurred). This description may also include a list of all students involved and witnesses. NOTE: If a student uses profanity, the description should include an exact quote of what was said.

- Actions taken by the person reporting. This may include dates of conferences between teachers and students, parent contact (including date and time and means of contact), or referral to other school personnel (for example, nurse, RCAF coordinator, school psychologist). If the student was removed from class as a result of the incident, the teacher should contact the parents or guardians as soon as possible, preferably before submitting the SBR.
- The SBR is submitted to the appropriate assistant principal. The referring teacher retains the bottom copy (goldenrod). After the assistant principal has conferred with the student and assigned appropriate disciplinary action, the teacher will receive the yellow copy of the SBR, which will indicate the consequence assigned to the student. Teachers should receive this form within one week of submitting the SBR and should keep copies of all SBR referrals on file for the academic year.

Student Behavior Expectations

Each teacher is responsible for supervising any student assigned to the school. Politely issue any reasonable order when such direction seems necessary. The degree to which a school is able to accomplish its primary aim is often determined by the style of student behavior exhibited in school. A school's faculty and its expectations most often determine the character of student behavior for the students. Therefore, the faculty must enforce a standard of expectations about what types of behavior are acceptable. Once established, guidelines for student behavior must be consistently enforced.

As minimal expectations, teachers at AHS will:

- require that all students be in class and ready to work on time.
- require that all students bring necessary materials for class work.
- require that students remain in class unless excused for legitimate reasons.
- keep students occupied and involved in class activities.
- establish clean-up procedures so that the room is clean and orderly before class is dismissed.
- dismiss the class at the proper time. Students should not be made late to a class because of delayed dismissal from a previous class. However, students should remain seated until the teacher dismisses the class.
- prohibit students to bring electronic devices, toys, or other distracting things to class unless needed for instructional purposes (NOTE: Upon request and at the discretion of the teacher, students are permitted to tape record lessons).
- require that all school owned property that students use (such as books, laboratory equipment, sports equipment, locks) be handled carefully and returned in the same condition it was issued. Lost or damaged items may be subject to a replacement fee.
- limit students to three hall passes per marking period. Passes to the nurse should not count toward these three. However, excessive visits by a student to the nurse should be investigated and reported to the student's parent/guardian.
- not issue hall passes during the first or last ten (10) minutes of class.
- not permit students to line up at the door before the bell rings for dismissal.

Choices Alternative Center (CAC)

Is used as a place to send students when:

- the student has openly defied or disrespected faculty.
- the student has disrupted the learning process in the classroom to the point that classroom management is not possible.
- other means of classroom management have been ineffective in correcting student behavior.

If a teacher must send a student out of the classroom to CAC to maintain the integrity of the learning environment in the classroom, the teacher will complete a CAC referral form and send it with the offending student. If the offending student refuses the referral, the teacher will instruct another student to take the CAC referral to the CAC room. The referral should include the reason that the student was removed from the classroom, and indicate the work the student should complete in the CAC room. In addition, the teacher should call the CAC room on the house phone as soon as possible to warn the coordinators that a student is expected.

If the student arrives to the CAC room and no notification has been sent to the CAC room within a reasonable period of time, the CAC coordinators will call the teacher for verification. During the course of the school day, the CAC coordinators will place the yellow copy of the CAC referral in the teacher's mailbox to serve as notification that the student arrived in the CAC room. CAC coordinators will also place any work completed during the CAC period in the teacher's mailbox. If the teacher does not receive the yellow copy of the CAC referral within 24 hours, the CAC coordinators must be questioned regarding the student's presence. If the student never reported to CAC as instructed, the teacher will complete an SBR, describing the incident for which the student was removed, indicating that the student never reported to CAC.

Teachers should never send more than three students to the CAC room during any one (1) class period. If additional disruptions occur, the teacher should contact the office for the assistance of an administrator. **ANY TIME A TEACHER SENDS A STUDENT TO CAC, THE TEACHER SHOULD CONTACT THE PARENT/GUARDIAN, even if the offense does not warrant an SBR.** Removal of a student from class should be an intervention of last resort, and if such an intervention is truly necessary, the student's parents should be notified.

Note: When students are sent to the Choices Alternative Center, students will immediately report to the CAC room; and is not to be seen by an Administrator until the SBR has been received.

Guidelines for Hallways

Teachers will stand in the hallway outside the classroom door before each class to ensure:

- student traffic flows in an orderly manner
- the noise level is maintained at a conversational level
- students are reporting to class

- students are not harassing or intimidating other students

The physical presence of an adult in an area will generally facilitate the desired student behavior. However, should misbehavior occur in the hallways, the teacher should take prompt positive action to correct the problem.

To assist the teachers in determining expected standards of behavior, the following guidelines are suggested.

- Students will not eat or drink in the lobby, hallways, or areas immediately outside the entrances to these places.
- Students will not use audio equipment, play cards, or play any games of chance in the building. Such items will be confiscated and turned into the office. They may be reclaimed at the discretion of the administration. Repeat violators will not be permitted to reclaim their goods. Instead the contraband will be turned over to parents.
- Students will not wear head covering unless special written permission (for religious or medical reasons) has been obtained by the administration. Students are expected to adhere to a standard dress code. Teachers must cooperate with all other staff to ensure that students comply with the dress code. Students who are inappropriately dressed should be directed to the administration as soon as possible.
- Students found in possession of weapons, drugs, or alcoholic beverages should be detained by the corrective officer.
- Teachers will never leave students or a class unsupervised, even for a few minutes. Any teacher that needs to leave a class to attend to an emergency will call the Main Office to secure coverage.

Textbook Procedures

With the cost of textbooks soaring, all staff should view the distribution, care, and accounting of books as an important responsibility. To ensure that adequate book accountability is maintained, the following (or similar) procedures for textbook distribution are prescribed.

1. The department chair will make textbooks available to teachers so that each student may receive one. At the end of the school year, the teacher will be accountable for the return of books.
2. Teachers will issue a textbook to each student and have the student sign the book plate (usually on the inside cover) on the first vacant line, indicating the year of issue.
3. The teacher will keep a confidential record of textbooks issued to each student by textbook number. This number will be written on the book plate and/or across the pages of the book (to permit viewing while the book is closed).
4. If a student transfers from one class to another, the withdrawing teacher will collect any textbooks issued. However, if the two teachers use the same textbook, the withdrawing teacher will provide the new teacher with the student's textbook number (as well as the student's progress in the class). The new teacher will be responsible for collecting the textbook at the end of the year.

5. If a textbook is lost or irreparably damaged, the teacher will complete an Obligation Form and submit it to the office. If the obligation fee is paid or the lost textbook is later returned, the obligation form is marked "PAID" and returned to the teacher. The teacher should then destroy the obligation form to avoid any confusion.
6. At the end of the year, all textbooks should be counted and the number reported to the department chair. If necessary, new textbooks should be purchased or old textbooks should be rebound over the summer.
7. Although it is sometimes unavoidable, teachers should refrain from photocopying pages of textbooks. This is deleterious to the copy machines, and in some cases, it is illegal.

Student Withdrawal

As a part of the process of withdrawing from school, the student will present a Withdrawal Form to each teacher. The teacher will indicate the student's current grade, and whether the student has returned the textbook (if relevant). If the student owes a textbook, this fact must be documented on the Withdrawal Form. The teacher will then complete an obligation form for the student.

School Budget

Each year the high school receives a total school operation budget which is administered by the principal. Funds are allocated to each department at the discretion of the principal. Requests for information concerning available funds should be directed to the department chair. Teachers are permitted and encouraged to apply for monetary grants from outside sources. For more information, contact the department chair or the principal.

Emergency Procedures

An emergency situation exists when an authorized school official determines that:

- the safety and welfare of individuals in the school are at risk.
- an incidence of unlawful or disorderly behavior has reached a level which clearly threatens to disrupt the normal educational processes being conducted by the students and faculty.

The primary purposes of developing emergency plans are:

- to ensure the personal safety of both students and staff.
- to prevent costly damage to the school plant and equipment.
- to minimize the disruption to the normal operational pattern of the school.

Evacuation Procedures

The quick and orderly evacuation of the school building during an emergency can reduce injury and prevent a major catastrophe. A system of emergency evacuation routes for each room or area have been defined and posted in each location. Periodically, practice evacuations are held to ensure that everyone is knowledgeable of the emergency routes. During the first week of school, each teacher will review the emergency evacuation route for each class.

Fire Drill

In the event of an actual fire, the person activating the fire alarm should notify an administrator immediately, stating the specific nature and location of the fire.

When the fire alarm rings (a series of continuing intermittent bells), the teacher will:

- direct a student to lead the classroom out of the room, walking in single file and following the directions as posted in the room.
- remain in the classroom until the last student leaves then close and lock the classroom door behind the last student.
- carry the class record book
- direct the class to the assigned assembly area which is at least 100 feet from the school.

(NOTE: Students are not permitted to go beyond the parking lots in front of the school).

- take roll when all students are assembled. Compare the roll to that taken before the fire drill. Report the names of any missing students to administrators immediately so they may be found.
- exercise control of students. Depending on the duration of the evacuation, students may visit with one another. However, each teacher must be able to account for all students in the respective class. **STUDENTS ARE NOT PERMITTED TO LEAVE SCHOOL GROUNDS DURING AN EVACUATION WITHOUT A DISMISSAL FROM A PARENT OR GUARDIAN.** Students may not go to the parking lot to their cars during an evacuation.
- remain with the students in the assigned assembly area until the evacuation is over.
- re-enter the building when the evacuation is over once the administrators signal for the students and staff to return. Teachers will take roll again to ensure that all students have returned. If any fail to return, the teacher will charge those students with a class cut.
- assist the rest of the staff with traffic control and evacuation of disabled students if unassigned.
- not use the elevator.

In some extreme cases (bomb threat or other major school-wide hazard) the students and staff will be evacuated to the football stadium. Procedures for this situation will be distributed during the September in-service days. Teachers should review this procedure very carefully to minimize confusion and over-crowding conditions in the stadium.

Loss of Power

If the school experiences an electrical blackout, the public address system will not function. Teachers should NOT evacuate unless directed (by messengers from the office) to do so. Instead, students should remain in classes and the teacher should raise the blinds or window shades to allow natural light into the room. Students are not permitted to leave the classroom unless an evacuation occurs because the hallways and bathrooms will be dark. The administration will be in the hallways to assist with problems as they arise. Unassigned teachers should report to the office to assist as needed. Teachers with classes are encouraged to keep the classes running as much as possible. Should the loss of power occur between classes, students should enter the nearest classroom or supervised area.

School-wide Incident

Should a disruption of school-wide significance occur such that entering the halls poses a danger, the following announcement will be made over the public address system:

ATTENTION, ALL TEACHERS. PERIOD ____ WILL BE EXTENDED UNTIL FURTHER NOTICE. KEEP ALL STUDENTS IN CLASS UNTIL YOU RECEIVE DIRECTIONS TO CHANGE CLASSES.

When this announcement is heard, teachers with classes in session will:

- close and lock the classroom door.
- immediately check attendance, listing students who are not physically present in the classroom. **DO NOT ALLOW ANY STUDENT TO LEAVE THE CLASSROOM FOR ANY REASON.**

- admit students to class, noting the time of arrival.
- keep the class in session until instructed to dismiss.

Teachers who have no class in session will report immediately to the Main Office either by phone or in person where the administration will give specific instructions.

General information and suggestions:

- Keep calm. Don't threaten. Suggest reasonable student actions.
- The media, if present, will not be allowed in the building. They will assemble in the Special Services Building where the administration will meet with them. No other staff member is to provide any information, fact, or opinion to the media. Simply state, "No comment."
- Specific duties are as follows:
 - a. The assistant principals will report to the area of disruption and will direct the assignment of personnel reporting to that area.
 - b. The principal will notify the district superintendent and the appropriate law enforcement agencies.
 - c. The Guidance Department will secure all record files, ensuring that they are locked up.
 - d. The school nurse will stay on-call in the nurse's office, unless needed at the scene of the disturbance.
 - e. The custodial staff will lock all phone booths and secure all loose articles which could be thrown or used as a weapon.

Evacuation from a Classroom

If a situation occurs where a teacher's classroom becomes temporarily unusable, the teacher will call the office for advice on relocation. The teacher should explain the nature of the problem so the office can solve it appropriately. When the class reaches the new location, the teacher will take roll and follow procedures for class cuts if students are missing. Before leaving the unusable classroom, the teacher will post a sign on the door stating where the class will meet.

Keys

Each person is responsible for the keys issued. Keys should be kept with the person to whom they have been issued at all times. They should not be left in mailboxes.

Teachers are not permitted to duplicate school keys. If duplicates are needed, contact the assistant principal in charge. Notify the assistant principal if keys are lost or stolen so that duplicates may be made and, if necessary, the locks may be changed.

Forms and Paperwork

The Main Office has a filing cabinet containing most forms that teachers may need. Some of these forms include the following:

- Student Behavior Referral forms
- Cut slips
- Admit to Class slips
- Student Alternative Center (SAC) referral forms
- School letterhead

- Return envelopes
- Reimbursement forms
- Purchase Order forms
- Request for Absence forms
- Personalized In-service Program request forms
- Request to borrow equipment forms
- Field Trip request forms

If other forms are needed, staff members should ask the Main Office secretary.

Custodial Service

Because custodians have a schedule of assigned duties which must be performed daily, a teacher's request for custodial services must be submitted in writing to the chief custodian. If no response occurs within a week, the teacher should refer the matter to the principal.

If the request is an emergency, the teacher should telephone the Main Office immediately. Only the custodial staff should address many problems that occur with the physical aspects of the classroom. In particular, teachers should not attempt to adjust the temperature in the classroom. The heating systems are controlled by a central processor, and should only be adjusted by qualified personnel.

Pay Day Procedure

Paychecks are issued on alternate Fridays. Pay stubs will be accessed online.

Visitors

All visitors must report to the Main Office upon arrival to the school. There, they will sign in and obtain a visitor's pass. The visitor's pass must be displayed during the entire time the visitor is in the building. Upon leaving the building, the visitor will return to the Main Office to return the pass and sign out. Student teachers need not follow this procedure each day; however, student teachers must display an identification badge issued from the sending college or university.

Peep Rallies and Assemblies

Periodically, pep rallies or assemblies are scheduled for class or school-wide groups of students. When a pep rally or assembly is scheduled, the students and faculty that are expected to attend are called to the location over the public address system. When this occurs teachers will:

- accompany the class to the designated area.
- seat the class members in a common part of the designated area if other arrangements have not been made.
- intervene promptly when inappropriate student behavior occurs.

When teachers arrange any small assembly in the auditorium during school hours, they should arrange for at least one assistant principal to be present as well.

Graduation

The senior graduation ceremony at the end of the school year is a moving and auspicious opportunity for the teachers to see the final result of their hard work. While teachers are not

specifically required to attend the graduation ceremony, they are encouraged to attend and to participate in the ceremony. Many people are needed to make the graduation ceremony a success each year. Teachers who wish to participate in the graduation ceremony should contact the senior advisor early in the school year.

Library

Use of the Library

The Library is officially open from 7:30 a.m. to 3:00 p.m. daily, and it contains a collection of books, magazines, pamphlets, audio-visual materials, and computer databases. All of the print and audiovisual material are cataloged by author, title, and subject; they are arranged on the shelves in numerical and alphabetical order.

Students may enter the library with a Library Pass issued by a staff member at the time designated on the pass. Students may also visit the library with his/her class when the teacher has scheduled a research period in the library.

The student may:

- select resource materials for an assignment.
- use resource materials for working on an assignment.
- sign out materials for home study.
- read or view materials for personal enjoyment.
- request assistance from the librarian to locate needed resources.

Consideration of the rights of all students to a quiet study environment is to be observed. Students who are disruptive will be denied use.

All borrowed materials are to be checked out at the Circulation Desk and returned on time. Fees will be charged for lost and damaged materials. Overdue notices for borrowed materials will be sent to students through the homeroom teacher at the end of each marking period. All overdue books must be returned to the Library before report cards are issued.

Use of Library Materials and Textbooks

All textbooks and library materials are issued to students as loans for a specific period of time. Students have the responsibility to care for these materials. All losses will be paid for at replacement cost. Damages to texts are paid for by teacher assessment.

All student obligations must be met before report cards are issued. Seniors must clear all obligations before they will be issued caps and gowns for graduation. No senior who owes for books and materials will receive a diploma.

If school material is stolen, the loss must be reported promptly. Failure to do so will make the student liable for the lost material. If the assigning teacher determines that the loss was due to negligence, the student will be required to pay for it.

Classes and Study Halls

- When whole classes use the library, the students must be respectful of each other, the library staff, and of others using the library. People who use the library need to

concentrate on their work. Excessive talking and horsingplay interfere with this concentration. Teachers are responsible for managing classroom behavior. The librarian reserves the right to remove any disruptive students and to deny them use of the library.

- Before the class is dismissed from the library, the teacher will ensure that all reference materials have been re-shelved, that the library is free of clutter, and that all chairs have been pushed under the desks.
- Teachers may send individual students to the library to complete researching an assignment, to type a paper on the library computer, to check out a book, or to return a borrowed book. The teacher must provide the student with a pass to the library. This will be returned to the referring teacher by the librarian.
- If a student wishes to use the library for class work during a study hall, the subject teacher must write a pass. This pass is first presented to the study hall teacher, then to the librarian. **STUDY HALL TEACHERS MAY NOT SEND STUDENTS TO THE LIBRARY UNLESS THE STUDENT HAS A PASS FROM A SUBJECT TEACHER.**

Study Halls

A study hall is an assigned class where there is a meeting place, a time, a teacher, and a list of students. The rules are those that would apply to a class. A study hall is an opportunity to do class work at an individual's own pace. The following specific rules apply to study halls.

- Each student will be seated in an assigned seat at the beginning of class.
- Students will be on time. Tardiness and unexcused absences will be handled as they would for any other class.
- Students are expected to report to study halls with adequate work materials or reading material. Students will not talk to each other during study halls.
- Students are not permitted to play games (including card games, games of chance, or electronic games) or listen to headsets during study hall.
- As in all other classes, students are permitted three hallway passes per study hall per marking period.
- Students are permitted to make up work or tests from other classes during study hall. When this occurs, the classroom teacher will give a pass to the student ahead of time. The student will report to the study hall, present the pass to the study hall teacher, and then report to the other class.
- Students who are seniors may exercise "senior privilege" when the study hall meets first class or last class of the day. This means that the senior may elect to not attend the study hall at these times. For a student to exercise senior privilege, the senior must obtain parental consent and send the appropriate form to the Main Office. Students who are eligible for senior privilege are placed on a list that is updated regularly and distributed to all teachers. **NOTE:** Students are not permitted to exercise senior privilege during the lunch period. Also, if a senior has two consecutive study halls, only the study hall meeting first or last period may be skipped for senior privilege.
- A student may wish to add another class instead of a study hall. This must be done within the period allowed for changing classes. Students may make an appointment with a guidance counselor to add another class.
- Grading in study halls will consist of "S" for satisfactory or "U" for unsatisfactory. These

grades will be based on compliance with attendance and on appropriate conduct in study hall.

Teacher-Student Aides

Teachers may use the services of student aides to carry out some of the routine duties of the classroom. Student Aide is an elective class that a student may take. A student who is an aide in a math class does not receive a math credit. This class is graded "O" (outstanding), "S" (satisfactory) or "U" (unsatisfactory). If a student aide earns an unsatisfactory grade, the teacher should consider arranging for the student to be transferred to another class or to a study hall.

Teacher aides are expected to adhere to the same attendance rules as apply to any other class. Senior privilege does not apply to senior student aides.

NOTE: Student Aides can be assigned more than one period to assist staff however, that student can only receive one credit per year.

Teachers may assign the following duties to student aides:

- Distributing and collecting paperwork from students
- Collating, stapling, and filing papers that are not confidential in nature
- Running errands for the teacher (student aide must be given a hall pass. It is suggested that teachers create a "student aide badge.")
- Distributing and collecting materials for classroom lessons
- Posting notices or classroom decorations
- Cleaning work stations or equipment
- Computer work for the teacher that is not confidential in nature
- Other duties as determined by the teacher

The following duties are **not** to be performed by student aides:

- Operating the photocopy machine in the Main Office
- Obtaining the teacher's mail
- Taking attendance
- Grading student work or recording student grades
- Handling hazardous materials for which the student has not been adequately trained
- Collating, stapling, or filing papers that breach the confidentiality of students or staff

Unless the teacher has sent the student aide on an errand, the student aide is expected to remain in the classroom. A student is assigned as a teacher's student aide for one period only. The teacher may not excuse the aide from other classes. Student aides are never to be left alone in a classroom unsupervised. For this reason, teachers should not accept a student aide during the planning period.

Independent Study

Students who are interested in pursuing an avenue of long-term study with a teacher that may extend beyond the scope of the available course offerings may elect an independent

study. Specific guidelines for electing such an option are outlined in the Course Selection Guide.

Teachers who supervise independent study students will outline the specific requirements for credit. These guidelines will be given to the student, the department chair, and the guidance department. Ordinarily, independent study is graded O, S, or U. If the independent study is used to enable a student to take an existing course that cannot fit into the student's schedule, the course may be graded on the A-F scale with department approval.

Students engaged in an independent study are required to report to the teacher's classroom during the scheduled period. The teacher may direct the student to a different location (e.g. library, greenhouse) if necessary. However, the teacher must be aware of the student's location during the independent study period. As with student aides, the senior privilege does not apply to students taking independent study.

Drop/Add Course Changes

- When a student wishes to change a class schedule, the Guidance Counselor will discuss the change with the student. The drop/add form will state the reason for the change.
- The student will bring the completed form home for a signature by a parent/guardian. The form will then be returned to the Guidance Counselor who will effect the schedule change.
- Upon changing the student schedule, all affected teachers will receive a copy of the drop/add form. Teachers should keep all drop/add copies on file.
- Until a teacher has received the copy of the drop/add form from Guidance, the schedule has not been changed. In this situation, if a student is not attending the old class, the teacher will charge the student with a cut. If the student attends the "new" class, the teacher will send the student back to the "old" class.
- When a student has successfully dropped a class, the student should return any textbooks to the "old" teacher if the course has also been changed. If the course has not been changed, the "old" teacher will provide the "new" teacher with the student's progress in the class, including grades from previous marking periods.
- Each classroom teacher should compare the class list for each class in the grade book with the list that appears on the computer attendance program. Any discrepancies should be clarified with the Guidance Department, since Guidance will have the most current class lists.

POLICY FOR DROPPING A YEAR-LONG COURSE

Dropping a course during the second marking period means that the student must withdraw with penalty according to the following:

1. **During the second marking period but before Interim grades are sent to the Data Center**

The grade for the second marking period is "F", the grade for the remaining marking periods is "W", and the final grade is "F".

2. **During the second marking period but after the Interim grades are sent to the Data Center**

The grade for the remaining marking period is "W", and the final grade is "F" regardless of the previous grade.

CHANGING FROM ONE LEVEL TO ANOTHER

If a student changes the level of a course after the start of the second marking period, that grade will be transferred and will remain on the student's academic record. Each marking period grade and final grade for that class will be recorded as "W". The grade for the course that the student transferred into will be an "N" for the marking period(s) that the student was in the higher level course, and the final grade will be calculated by using one of the two options available as described in the Student Handbook.

FOR A SEMESTER COURSE

If a student drops a course after the start of its second marking period, the grade for the remaining marking period is "W", and the final grade is "F" regardless of the previous grade.

Grading Policies

The student evaluation procedure serves as a measure for academic achievement and as a means for motivating a student to strive for higher levels of performance. It is important that the school's faculty provide consistency and standardization in the application of the grading process.

Secondary report cards are issued four times each year following nine week Marking Periods. Letter grades are used on report cards to designate student progress.

A:	Excellent	93-100 %
B:	Very good	85-92 %
C:	Satisfactory	77-84 %
D:	Poor	70-76 %
F:	Failure	below 70 %

Grades in subjects that do not lend themselves to traditional grades (for example: study hall, student aide) use other report card grades.

O:	Outstanding progress
S:	Satisfactory progress
U:	Unsatisfactory progress (No credit)

Other grades may also be given for partial or no work completed due to special circumstances.

I: Incomplete—this grade is assigned when there are extenuating circumstances that prevent the student from completing the required work at the end of the marking period. The student has two weeks from the end of the marking period to complete the required work. If it not completed, the grade will be changed to "F" or "U."

N: No grade—this grade is given if a student's name appears on a grade sheet but the student has been enrolled in the course for less than one week of the marking period.

Behavior Grades

The teacher will assign each student a behavior grade. Criteria for assigning behavior grades should be discussed with students at the beginning of the year and with parents at Open House. Behavior grades are assigned as follows:

- 1: Exceeds behavior expectations
- 2: Meets behavior expectations
- 3: Approaches behavior expectations
- 4: Does not meet behavior expectations

Interim Reports

After the first five weeks of each marking period, teachers will complete Interim Report scan sheets. These reports will give the parents of the students an idea of the progress being made. Interim Report grades are not required on each student, but they are encouraged. Interim Report grades should be completed if a student:

- is failing, or is in danger of failing
- is in danger of failing for the year, even if not failing for the marking period
- is showing improvement from previous marking periods
- is displaying chronic inappropriate behavior

The following comments are used on the Interim Reports:

- C: commendation
- PD: performance declining
- BP: below potential
- DF: danger of failing
- F: failing

The teacher is responsible for deciding how (or if) to assign comments on the Interim Reports. However, these are mailed to the students' parents, and the teacher needs to be prepared to defend the rationale behind the comments on each student's Interim Report. Positive comments are encouraged, particularly if improvement in student performance has occurred.

Both Interim Reports and Final Marking Period grades will reflect the total absences from class.

Failing Students

Before assigning a failing grade for a marking period, teachers will give some sort of notification to the parents/guardians of the student that failure is likely. This notification may be in the form of an Interim Report, a telephone call, or a letter home. If the notification occurs after release of Interim Reports, it should be thoroughly documented. On the report card form, the teacher will give at least one reason why the student has failed for the marking period in the "Comments" section.

Determination of Grades

The individual classroom teacher will be responsible for determining the criteria for the letter grades in a given class. These criteria will be given to the students and their parents within the

first week of school. Furthermore, the department chair will keep a copy of each department teacher's grading policy for the year. The grading policy should be specific, appropriate for the grade and ability level, and consistently enforced. Teachers should be prepared to explain or defend the grading policy to concerned parents or administrators as necessary.

Although teachers are expected to use discretion and experience in determining grades, it is suggested that students complete at least one graded assignment per week. Teachers should have a routine for collecting work and for returning graded work. Student work should be graded and returned promptly so that students can assess their progress in each class continually.

DETERMINATION OF GRADES

The grade in each year-long course is calculated as the average of the four marking periods, the mid-term and the final exams each count as half a marking period grade.

Each letter grade is assigned a numerical value according to the following scale:

Marking period grades:

A= 4 points B= 3 points C= 2 points D= 1 points F= 0 points

- Marking period grades multiply by 2
- Midterm and Final exam multiply by 1

Example: Student X has received the following grades:

	Final Grade	Marking period points multiply
Marking period 1: B (3 points)		3 points x 2 = 6 points
Marking period 2: C (2 points)		2 points x 2 = 4 points
Midterm exam: D (1 point)		1 point x 1 = 1 point
Marking period 3: B (3 points)		3 points x 2 = 6 points
Marking period 4: A (4 points)		4 points x 2 = 8 points
Final exam: C (2 points)		2 points x 1 = 2 points

Final Grade: $6 + 4 + 1 + 6 + 8 + 2 = 27$ $27 / 10 = 2.7$ final grade is a B.

A:	3.5 points or above
B:	2.5 points to 3.49 points
C:	1.5 points to 2.49 points
D:	0.75 points to 1.49 points
F:	less than 0.75

Homework

Teachers should consider the following principles in developing guidelines for homework:

- Homework assignments should stem from real instructional needs and should be

assigned with consideration for the educational background of the individual students. Homework assignments should vary for different level classes, and where practical, should vary for individual students.

- Homework should serve a definite purpose: to provide drill-work or to practice on a principle or skill already taught in class; to provide real life applications of the subject at hand; to develop appreciation for or knowledge of community resources; to develop the personal culture of the student; or to permit students to complete assignments started in class.
- Homework should be used as a technique for learning. "Busy work" turned in by the pupil and discarded by the teacher does not further learning. Rather, it inspires resentment and lessens the effectiveness of the teacher.
- Homework should not be assigned as a punishment.
- Homework assignments should be reasonable in view of the students' home and school situation. Health, home life, extra-curricular activities, and outside work responsibilities can combine with homework demands to create a frustrating combination for the student. Whenever possible, the teacher should attempt to assess this combination of factors and assign homework accordingly. Also, students need to acknowledge that their primary responsibility is to their school studies. Teachers are encouraged to collaborate so that their common students are not overwhelmed with outside assignments. This collaboration may result in teachers' giving complementary assignments that enrich the students' total academic experience.
- Teachers will explain what material to study and how to study at home when giving assignments.
- There should be a process for checking homework assignments. Students need to know the results of their homework efforts.

Midterm and Final Exams

Final Examination Policy: ALL TEACHERS WILL ADMINISTER A FINAL EXAMINATION. THE FINAL CAN BE PROJECTS ETC/TRADITIONAL TEST

In all year long academic courses, and in other courses where the teacher desires to do so, two major examinations will be administered. A midterm examination will be administered at the end of the first semester (January), and a final examination will be administered at the end of the year (May/June). The grades in these examinations will count equally as 20% of the final course average. If a course does not give a midterm or final exam, some activity will be assigned which counts as the exam.

On the days that midterm or final exams are given, the school will observe half days. On each half-day, two examinations will be given. On the fourth half day, an examination will be given first, and make-up examinations will be given during the balance of the day.

The principal will send notification of the examination schedule at least one week beforehand, indicating when exams will be given. Teachers should review this schedule with all classes carefully. If a class does not have a midterm or final, students must be told where to report at the assigned time of the exam. The principal will determine if students with study halls need to report to school during those periods when midterms are given.

Students are expected to report to the examination on time. Missed examinations may only be made up with approval from the administration. If a student fails to take the final examination, teachers may assign a failing grade in the course (see exception under "Senior Final Examinations").

Teachers must keep students in the classrooms during the time period of the midterm or final examination. Students should not be given hall passes during the midterms or finals, particularly during the first hour of the exam.

The final examination in the course should focus mostly on material from the second semester, but not at the exclusion of material from the first semester.

Senior Final Examinations

Senior final examinations in yearlong courses will be prepared by the middle of May so that they may be given before graduation. Teachers will be informed of the schedule for senior final exams. Every effort will be made to reduce disruption of the teachers' schedule for seniors' final examinations. If a teacher has a class containing seniors and underclassmen, the administration will assist the teacher to provide coverage for the class and/or the examination.

If a graduating senior has earned an A average in the course during the four marking periods and the mid-term exam, the teacher may exempt the senior from the final exam. This exemption only applies to seniors, and only applies if the grade on the final exam will not affect the A average. Teachers will inform the individual seniors if they are exempt from the final exam.

Course Grade Determination

The grade in each yearlong course is calculated as the average of the four marking periods, the midterm exam, and the final exam. The midterm and final exams each count as half a marking period grade.

Each letter grade is assigned a numerical value according to the following scale:

Marking period grades:

A = 4 points B=3 points C=2 points D=1 point F=0 points

Midterm and final exam grades:

A = 2 points B=1.5 points C=1 point D=0.5 points F=0 points

The total points are added together and divided by 5 (five marking period grades). The final grade for the year is determined by using the following scale:

A: 3.5 points or above
B: 2.5 points to 3.49 points
C: 1.5 points to 2.49 points
D: 0.75 points to 1.49 points
F: less than 0.75 points

Example: A student has received the following grades:

Marking period 1:	B	(3 points)
Marking period 2:	C	(2 points)
Midterm exam:	D	(0.5 points)
Marking period 3:	B	(3 points)
Marking period 4:	A	(4 points)
Final exam:	C	(1 point)

Final grade: $3 + 2 + .5 + 3 + 4 + 1 = 13.5$
 $13.5 \div 5 = 2.7$ so the final grade is **B**

In order to receive course credit, students must receive three passing marking period grades of the five marking period equivalents. If a graduating senior is in danger of failing a course, the teacher will inform the student's guidance counselor by the beginning of the fourth marking period.

Students should have a way to monitor academic progress in each course. Teachers are encouraged to review student progress with classes before Interim Reports or marking period reports are released. This way, neither students nor parents are unexpectedly surprised by the students' grades.