

Table of Contents

MISSION STATEMENT

ESLRS	3
Montgomery High Fact Sheet	4

GENERAL INFORMATION

Santa Rosa City School District Calendar	5
Bell Schedule	6
Important Meeting Dates	6
Personnel Organization	7
Phone Numbers	8

PROFESSIONAL RESPONSIBILITIES

Academic Progress Reports	9
Accident Reports	9
Announcements	9
Assemblies	10
Attendance Procedures	10
Calendar of Events	11
Care of Classrooms	11
Cheating	12
Child Abuse and Neglect	12
Classroom Safety	14
Classroom Supplies	15
Closed Campus	15
Clubs and Organizations	15
Counselors	16
Custodians and Work Orders	16
Discipline	16
In-school suspension	
Student Suspension by a Teacher	
Teacher Responsibilities for Discipline	
Duties—Administrative	18
Duties—Support Staff	19
Extra-Curricular Activities	20
Extra Duty Assignments	20
Field Trips	20
Final Exams	21
Food Sales	21
GATE Program	21
Grade Criteria	21
Grade Reporting	23
Guided Study	23
Health Office	24
Intervention Process	25
IWE's	30
Keys	30
Library	31

Lesson Plans	32
Mailboxes	32
Meetings.....	32
New Courses	32
Outside Speakers.....	32
Parking	32
Passes.....	32
Patriotic Exercises	33
Personal Property.....	33
Photocopy Machines.....	33
Privileged Information.....	33
Public Relations.....	33
Punctuality	34
Purchasing	34
Release Time	34
Restrooms	34
School Equipment	34
Security.....	34
Sexual Harassment	35
Site Council.....	35
Staff Dining Room.....	35
Staff Ethics	35
Substitute Arrangements	35
Supervision of Students.....	36
Supervision of Teachers.....	37
Tardy Policy.....	37
Teacher Responsibilities: End of School Year.....	37
Technology.....	37
Telephones.....	38
Textbook Checkout.....	38
Tobacco Free Zone	38
Tuberculosis Verification.....	38
Video Tapes	39
EMERGENCY INFORMATION.....	40
APPENDIX	48

Montgomery High School Expected School-wide Learning Results

Motivated, independent learner able to:

- ✓ Employ critical and creative thinking skills
- ✓ Define procedures necessary to gather data
- ✓ Apply problem solving skills
- ✓ Access and utilize a variety of resources, including technology

Highly effective communicator able to:

- ✓ Comprehend and communicate (both orally and in writing) concepts effectively and appropriately
- ✓ Work collaboratively toward a common goal
- ✓ Comprehend and use the languages of various disciplines

Self-aware individual able to:

- ✓ Appreciate diverse peoples, cultures, viewpoints, belief systems, and forms of expressions

- ✓ *Develop personal life skills and goals, encompassing the physical, emotional, social, and professional aspects of a life-long learner*
- ✓ *Recognize and acquire traits important to the development of character*

Montgomery High Fact Sheet

Name:	Montgomery High School
Nickname:	Vikings
Colors:	Red, Gray, and White
School Capacity:	1850 students
Site Size:	35 acres
Food Service:	Snack shack, cafeteria for hot and cold meals
Technology:	Multiple computer labs with LAN and WAN access; video lab
Library:	Reference materials, computer station with Internet access
Classrooms:	80 classrooms; science labs
Athletic Areas:	2 gymnasiums, 8 basketball courts, 8 tennis courts, 2 baseball diamonds, 2 softball diamonds, 1 synthetic track synthetic field, weight room
Visual and Performing Arts:	1 drama/chorus room, 1 band room, Performing Arts Theater,
Parking:	Student and faculty lots, visitor parking in front of Administration Building

Santa Rosa City School District Calendar 2006 - 2007

Month/Year	M	T	W	T	F			Instruct. Days
August	14	15	16	17	18	8/14	District In-Service Day	12
	21	22	23	24	25	8/15	Teacher Workday	
	28	29	30	31		8/16	First Day of School	
						8/25	Back to School Dance	
September					1	9/4	Labor Day, no school	20
	4	5	6	7	8	9/6	Last day for program changes	
	11	12	13	14	15	9/21	Back to School Night	
	18	19	20	21	22	9/18 - 9/22	Oral Grade Week	
	25	26	27	28	29			
October	2	3	4	5	6	10/13	End of First Quarter	21
	9	10	11	12	13	10/16	Non-instructional/Non work Day	
	16	17	18	19	20			
	22	23	24	25	27			
	29	30	31					
November			1	2	3	11/10	Veterans Day	18
	6	7	8	9	10	11/12 - 11/17	Oral Grade Week	
	12	13	15	16	17	11/22 - 11/24	Thanksgiving Holiday	
	20	21	22	23	24			
	27	28	29	30				
December					1	12/15	Winter Dance	15
	4	5	6	7	8	12/19-12/21	Minimum Days: Testing	
	11	12	13	14	15	12/22	Teacher Workday	
	18	19	20	21	22	12/25 - 12/29	Winter Recess	
	25	26	27	28	29			
January	1	2	3	4	5	1/1 - 1/5	Winter Recess	17
	8	9	10	11	12	1/15	Martin Luther King's Day	
	15	16	17	18	19	1/19	Last Day for Program Changes	
	22	23	24	25	26			
	29	30	31					
February				1	2	2/5 - 2/9	Oral Grade Week	18
	5	6	7	8	9	2/12	Lincoln's Day Holiday	
	12	13	14	15	16	2/19	President's Day	
	19	20	21	22	23			
	26	27	28					
March				1	2	3/1	Eighth Grade Parent Night	21
	5	6	7	8	9	3/19	End of 3 rd Quarter; non-work day	
	12	13	14	15	16			
	19	20	21	22	23			
	26	27	28	29	30			
April	2	3	4	5	6	4/6	Non-Instruction/Non Work Day	15
	9	10	11	12	13	4/9 - 4/13	Spring recess	
	16	17	18	19	20	4/23 - 4/27	Oral Grade Week	
	23	24	25	26	27			
	30							
May & June		1	2	3	4	5/1 - 5/11	AP & IB Exams	23
	7	8	9	10	11	5/19	Prom	
	14	15	16	17	18	5/28	Memorial Day Holiday	
	21	22	23	24	25	5/30 - 6/1	Minimum Days: Final Exams	
	28	29	30	31	1	6/1	Graduation Day; final instructional day	

Bell Schedule

Regular Schedule

Block Schedule

Monday

Tuesday - Friday

Period 1	8:00 AM	-	8:55 AM
Period 2	9:00 AM	-	9:50 AM
Brunch	9:50 AM	-	10:00 AM
Period 3	10:05 AM	-	10:55 AM
Period 4	11:00 AM	-	11:50 AM
LUNCH	11:50 AM	-	12:20 PM
Period 5	12:25 PM	-	1:15 PM
Period 6	1:20 PM	-	2:10 PM

Period 1/2	8:00 AM	-	9:55 AM
Guided Study	9:55 AM	-	10:25 AM
Brunch	10:25 AM	-	10:35 AM
Period 3/4	10:40 AM	-	12:30 PM
LUNCH	12:30 AM	-	1:05 PM
Period 4/6	1:10 AM	-	3:00 PM

Important Meeting Dates

In an effort to coordinate communication and streamline after school meetings, the following dates and times will assist in scheduling and reducing conflicts.

Meeting	Day	Time	Place
PAC	3 rd Wednesday	3:15 PM	Library
Counselors	Monday	8:00 AM	Vice Principal's Office
Faculty/Staff	4 th Wednesday	3 PM	Cafeteria
Department	TBA		
Classified	Mondays, as announced	3 - 4 PM	Admin. Wing Conference Room
Administrators	Tuesday	8:30 AM	Principal's Office
Common Planning	Monday	2:15 PM - 3 PM	TBA

Board of Education Trustees

Donna Jeye
Frank Pugh

Larry Haenel
Bill Carle

Jim Leddy
Noreen Carvolth

Wally Lowry

District Administrative Staff

Superintendent - Dr. Sharon Liddell
Assistant Superintendent, C & I (7 - 12) - Anastasia Zita
Assistant Superintendent, (k - 8) - Greg Espinoza
Associate Superintendent, Business Services - Doug Bower
Assistant Superintendent, Human Services - Ron Calloway
Director, Curriculum & Student Support Services, 7 - 12 - Arlen Agapinan
Director, Special Services - Lauren Taylor
Director, District, State and Federal Programs - Greg Espinoza
Director, Management Information and Student Testing -
Director, PAR/BTSA - Rachel Ayres
Director, Program Improvement - Sally Bimrose
Director, Maintenance & Operations - Barbara Luchte
Director, Internal Human Services Operations - Marla Goddard
Director, Purchasing - Louise Bostrom
Child Welfare and Attendance Coordinator - George Valenzuela

MHS Administrative Staff

Principal - Laurie Fong

Assistant Principal - Jan Smith Billing

Vice Principal - Chris White

Assistant Principal - Raul Guerrero

MHS Office Support Staff

Secretary to the Principal - Jennie Bruneman

Registrar - Dina Murphy

Business Office Technician - Debra Hicks

Counseling Technician II - Linda Callen

Attendance Technician I - Eve Peterson

Computer Technology - Mary Lehman

Attendance Technician II - Kris Mendoza

Health Technician - Sandy Siebert

Counseling Technician II - Karen Ruesel

Student Advisor - Wendy Albarron

Campus Supervisor - Al Wheeler

Counselors

Linda Archer

Forrest Arata

Sophear Hang

Joanne O'Meara

Important Phone Numbers

Name	Position	Private Number
	Principal	5512
Ms. Laurie Fong	Vice Principal	5501
Mr. Raul Guerrero	Assistant Principal	5502
Mrs. Jan Smith Billing	Assistant Principal	5587
Miss Jennie Bruneman	Principal's Secretary	5512
Mrs. Kris Mendoza	Attendance Office	5252
Mrs. Eve Peterson	Attendance Office	5251
Mrs. Debra Hicks	Business Office	5395
Mrs. Mary Lehman	Computer Technician	5858
Mrs. Karen Ruesel	Counseling Office	5366
Mrs. Linda Callen	Counseling Office	5367
Mrs. Linda Archer	Counselor	5507
Ms. Sophear Hang	Counselor	5885
Mrs. Joanne O'Meara	Counselor	5508
Ms. Forrest Arata	Counselor	5557
Mr. John Fortunati	Custodian	4638
Ms. Sandy Siebert	Health Technician	5187
Ms. Cate Farrell	Library	5341
Mrs. Dina Murphy	Registrar	5503
Mrs. Wendy Albarron	Student Advisor	5509
Bookroom		5370
Cafeteria		5516
Faculty Lounge		5820/5338
Staff Dining Room		4669
Teacher Workroom		5705

Academic Progress Reports

Academic Progress Reports, in addition to report cards, are intended to point out difficulties a student may be having in a subject or to commend a student for exceptional work or for improving. When needed, reporting to parents should be done by telephone and written communication. Parents may request academic progress reports at any time. *Oral Grade Week* is the 5th week of each quarter and a computerized progress report will be generated for students and parents. You are responsible for keeping parents informed about student progress -- particularly those working below the "C" level at this time.

A failing grade ("F") cannot be assigned unless a written progress report has been sent to the parent/guardian notifying them in a timely manner of their student's unsatisfactory progress. Computerized progress reports are issued in the fourth week of each quarter. If a student's grade falls after that time, the teacher **MUST** complete a hand-written report. According to California State Education Code, "Whenever it becomes evident to the teacher that a student's progress is unsatisfactory, a conference with a parent or written report to the parent is required." (Ed Code 49067)

Accident Reports

Adequate and prompt accident reporting is essential. Timely reports are vital in assuring the District of insurance coverage, particularly if there are injuries or property damage. The District requires that an accident report be filed for every accident that involves a school vehicle, students, or staff on school-sponsored trips, including staff members on authorized school business trips. Such reports are required within 24 hours of the accident *whether or not* there are any injuries or property damages.

All accidents involving students on school property during the school day must be reported, regardless of how slight they may seem. Teachers are required to complete an Accident Report form *by the end of the day* for any injuries to any students under their supervision in or out of their classroom. This form is available in the Health Office and must be completed and filed with the Health Technician. Forms for accidents involving staff are available from the principal's secretary.

Please adhere to the required timelines when filing these reports. A sample form is in the Appendix.

Announcements - Daily Bulletin, School Newsletter

Announcements or notices for the daily bulletin should be submitted to the PA box (located in the Administrative Wing hallway) by 10 AM on the day before the date that they are to be read. Forms are available outside the PA room. A faculty sponsor must sign all announcements pertaining to clubs or organizations.

Representatives from ASB read the announcements at the beginning of school after the pledge to the flag or following the morning break. Only special or emergency announcements will be read over the intercom at other times.

A newsletter called the *Montgomery Messenger* is produced every other month during the school year by a parent volunteer in order for the school to communicate with Montgomery families regarding various aspects of our program. If you would like to submit an article or announcement, please place it in the *Montgomery Messenger* box in the mailbox area.

Assemblies

Assemblies are a regular part of the school program. They help create better school spirit, develop leadership and talent, and give the student body entertainment of educational value. Proper student conduct is essential in our assemblies. When an assembly or rally has been planned, please follow published seating arrangements and time schedules carefully. **Faculty members are expected to sit with their students throughout any assembly or rally.**

Attendance Recording Procedures

1. Daily attendance is to be taken by each instructor at the beginning of the period. Students are NOT to take roll. **YOU MUST TAKE ROLL DAILY—DO NOT "SAVE IT UP" UNTIL FRIDAY.**
2. To take roll on Web Tools, please follow the steps listed below.
 - a) Click on Internet Explorer
 - b) Go to <http://srcsweb/>
 - c) Go to Contents and click on Web Tools
 - d) Sign in
 - e) Go to "Attendance by Class"
 - f) Scroll to bottom of page
 - g) Click on "Show all Periods"
 - h) Take attendance
 - i) Update
3. Students who arrive in class more than ten minutes late to the first period of the day, or more than five minutes late to any succeeding period of the day, are to be marked absent.
4. Students do not need a readmit when returning to your class from being absent.

Attendance Procedures for Athletic Events, Field Trips, etc.

Any student not present in a class must be marked absent, regardless of the reason for the absence. The Attendance Technician will clear students who participate in school-sponsored events as soon as the supervising instructor has verified the student's attendance at their respective event.

Make-Up Tests, Quizzes and Work for Students Who Were Absent

If a student was absent and needs to make up work, but you do not know whether the absence was excused, you may either:

- 1) Check Web Tools or
- 2) Check with the Attendance Office.

Any student absent from classes for a lawful reason is required to make up all work missed within three days of absence. Teachers may grant extensions on an individual basis due to extenuating circumstances. It is the responsibility of the student to obtain missed assignments following an absence.

Provision for make-up work for absences due to family vacations, meeting other family needs, concerted activities contrary to law, and cutting shall be at the discretion of the teacher. The decision of the teacher shall be based on the assessment of the degree to which the extra work demanded of the teacher will detract

from energy and efforts necessary to conduct instruction for all students enrolled in the course. A student's grade may suffer if participation objectives are specified in the planned course statement.

The Board of Education discourages family vacations during the school year because the break in class participation is detrimental to sequential learning activities. However, when such a vacation is a family necessity the Board has provided for short-term independent study. Parents wishing to avoid the conditions specified in the above paragraph should contact an attendance technician for further details concerning independent study.

Students on field trips or other school activities are considered absent and should be reported as such. The Attendance Office will clear these absences in the computer. Staff should provide the Attendance Office a record of students attending field trips/activities including those students who did not attend the activity.

Students returning from suspension have make-up privileges. All materials distributed during the suspension may be made available to returning students and each student should make a reasonable effort to secure those materials. Teachers are not required to reschedule individual laboratory experiments, audio-visual presentations or lectures. This information may be secured from classmates.

Attendance Codes

•	Present	C*	Cut (Unexcused)	V	Verified
O	Absolved	/*	Unresolved Absence	D	Detained
B	School Business	L	Late Entry	P	Personal, religious, crisis
F	Field Trip	M	Medical, illness, dentist	N	Non-Medical
T	Tardy	S	Suspension (full day)	*	Counts against 10 hour total
J	Ind. Study in Progress				
I	Independent Study Completed				
E	Extended Suspension				
#	Partial day suspension				

Calendar of Events

All activities should be placed on the master calendar, which is kept by one of the administrators (check the administrative assignment list on page 18), in conjunction with the Counseling Office receptionist. Events should be scheduled as far in advance as possible and must be approved by the administration. The administrator responsible for the master calendar will regulate the number and type of activities so that conflicts are kept to a minimum.

Care of Classrooms and Teaching Stations

1. **Always lock your door(s) when you are not in the room.**
2. Do NOT leave keys, class record-book, answer books, passes, etc., where they are accessible to students—**LOCK THEM UP IN A SECURE PLACE.**
3. During the last minute of each period, see that each student cleans up his/her table or desk and the area around it. The room should be in good order for the next class. It is helpful to the custodial staff to stack chairs up on the evenings the classroom is to be vacuumed or swept.
4. Instruct students and have them get in the habit of taking care of school property: furniture, equipment, instructional materials, etc. Immediately refer any student, in or out of class, who willfully damages any school property.
5. Turn off the lights when the room is not in use.
6. Be sure the room is secure when you leave. Lock all doors and close and lock all windows.

Cheating

Teachers are expected to carefully monitor their classes with regard to preventing cheating, collusion and plagiarism. Rules are to be established and uniformly enforced. The message given in every classroom will be that acts of cheating, collusion and plagiarism are not tolerated. When class rules are published, they should explicitly state the sanctions for cheating, collusion and plagiarism.

Teachers must always use their best professional judgment with regard to evidence of cheating, collusion and/or plagiarism and the seriousness of an incident.

Cheating not only deprives the person doing the cheating from a meaningful learning experience, but is unfair to the student who has earned a grade fairly.

Individual teachers may implement class rules and sanctions for cheating, collusion and plagiarism that are consistent with Board policy.

School administrators will support teachers in establishing a climate of honesty and fair play. Information will be sent to parents enlisting their support. School rules and school discipline plans will address cheating. Effort should be made to respect the rights of the students.

Note: The above information was taken from Administrative Regulation 5132.2. The complete Administrative Regulation is found in the Appendix.

Child Abuse and Neglect

Section 11161.5 of the California Penal Code requires certificated school employees to report suspected cases of abuse and protects those who make reports in good faith from civil and criminal liability. In order to fulfill the district's responsibility and to insure thorough and professional management of the problem, the following shall apply:

- a) The district administration shall see that all employees are provided with information about the nature of child abuse and neglect, the state law, the district policy, and the reporting procedures as well as the legal and social treatment resources available in the community.
- b) All school employees must report all cases of suspected child abuse or neglect to the building administrator who will report, orally and in writing, to the child protective agency of the Department of Social Services of Sonoma County and to the law enforcement agency having jurisdiction, according to procedures set forth in administrative regulations.
- c) Any school employee having information relative to a case of suspected child abuse or neglect must cooperate with investigating and/or treatment agencies.
- d) The guiding principle for handling all situations is maximum protection for the possible abused or neglected minor plus humane treatment of parent or other adult suspected of abuse or neglect.

AN ABUSED CHILD IS ANY CHILD UNDER 18 YEARS OF AGE WHO:

- a) Has sustained physical injury as a result of cruel or inhumane treatment or as a result of malicious acts by his/her parent or any person responsible for his/her care or supervision.
- b) Has been sexually molested or exploited, whether or not s/he has sustained physical injury, by the parent or any other person responsible for his/her care or supervision.

WHAT TO LOOK FOR

There are several clues to look for when considering the possibility of child abuse or neglect. One sign alone may not necessarily be indicative of a problem. If a number of signs are present, it is prudent to consider the possibility of child abuse or neglect. The teacher or school worker should suspect neglect or abuse if the following is observed:

The child...

- a) Is habitually away from school and constantly late;
- b) Arrives at school very early and leaves very late because he/she does not want to go home;
- c) Is compliant, shy, withdrawn, passive, and uncommunicative (perhaps having internalized his/her problem of dealing with adults);
- d) Is nervous, hyperactive, aggressive, disruptive, or destructive (perhaps acting out his/her hurt to secure attention);
- e) Has an unexplained injury—a patch of hair missing, a burn, a limp, bruises, etc.
- f) Has an inordinate number of "explained" injuries, such as bruises on his/her arms and legs over a period of time;
- g) Exhibits an injury that is not adequately explained;
- h) Complains about numerous beatings;
- i) Complains about the mother's boyfriend "doing things" when the mother is not at home;
- j) Goes to the bathroom with difficulty;
- k) Is inadequately dressed in inclement weather with, for example, only a sweater in winter for outerwear;
- l) Wears a long-sleeved blouse or shirt during summer months to cover bruises on the arms;
- m) Has clothing that is soiled, tattered, or too small;
- n) Is dirty and smells or has bad teeth, hair falling out, or lice;
- o) Is thin, emaciated, and constantly tired, showing evidence of malnutrition and dehydration;
- p) Is unusually fearful of other children and adults;
- q) Has been given inappropriate food, drink, or drugs.

The parent/guardian...

- a) Shows little concern for their child's problems;
- b) Does not respond to the teacher's inquiries and is never present for the teacher's visits or for parent's nights;
- c) Takes an unusual amount of time to seek health care for the child;
- d) Does not adequately explain an injury;
- e) Gives different explanations for the same injury;
- f) Continues to complain irrelevant problems unrelated to the injury;
- g) Suggests that the cause of an injury can be attributed to a third party;
- h) Is reluctant to share information about the child;
- i) Responds inappropriately to the seriousness of the problem;
- j) Cannot be found;
- k) Is using alcohol or drugs;
- l) Has no friends, neighbors, or relatives to turn to in crises;
- m) Has unrealistic expectations for the child;
- n) Is a very strict disciplinarian;
- o) Was abused, neglected, or deprived as a child;
- p) Has taken the child to different doctors, clinics, or hospitals for prior injuries (often called "doctor shopping" or "hospital shopping");
- q) Shows signs of loss of control or a fear of losing control;
- r) Is unusually antagonistic and hostile when talking about the child's health problems.

PROCEDURES FOR REPORTING CHILD ABUSE

1. **Reporting:** To comply with the Mandatory Reporting requirement of the Child Abuse Act (Section 11161.5) of the California Penal Code, 1963.
2. **Who Shall Report:** Any teacher or other school employee who suspects that a child's physical or mental health or welfare may be adversely affected by abuse or neglect shall report to the school principal or the principal's designee who will make the initial contact with Child Protective Services and the appropriate law enforcement agency, i.e., Santa Rosa Police Department or Sonoma County Sheriff's Office if child lives outside of city limits.
3. **Staff Responsibility:** According to Penal Code Section 11161.5, any staff member is responsible for completing a report even if s/he reports to the principal. The teacher or other school employee must complete the written report form (Report of Suspected or Possible Child Abuse Form) with or without the endorsement of the administrator, by virtue of being a separately managed class of professionals required by law to report. The Site Administrator must forward this form to the appropriate agency.
4. **Information Required:** The written report shall be filed giving the following information: Name, address and age of the student; Name and address of the parent/guardian; Nature and extent of injuries or description of neglect; Any other information that might help establish the cause of the injury or condition; Name and signature of initial reporter, name and signature of site administrator and date. School employees shall not contact the child's family or any other persons to determine the cause of the suspected abuse or neglect.
5. **Proof:** It is not the responsibility of the school employee to prove that the child has been abused or neglected to determine whether the child is in need of protection.
6. **Professional Conduct:** Any personal interview or physical inspection of the child should be conducted in a professional manner with sensitivity to the child's privacy, concerns, and self-respect.
7. **Method of reporting to the Appropriate Agency:** An oral report (telephone) must be made as soon as possible and must be followed by a written report within 36 hours.
8. **Immunity:** No person shall incur any civil or criminal liability as a result of making any report authorized by this section unless it can be proven that a false report was made and the person knew or should have known that the report was false.
9. **Penalty:** Failure to report suspected child abuse or neglect may result in a misdemeanor charge: punishment by a fine of up to \$500; imprisonment up to six months; or both. Failure to report can result in civil liability in that anyone acting on the child's behalf or the child himself/herself upon reaching legal adulthood and sue the professional who failed to report.

A sample *Suspected Child Abuse Report* form is in the Appendix.

Classroom Safety

It is your responsibility to provide safety instruction for all students enrolled in your classes. This is especially important in such departments as art, industrial arts, performing arts, physical education, and science. You must also instruct all students in the Emergency Evacuation Procedures for their classroom. **AT NO TIME SHOULD STUDENTS BE LEFT IN A CLASSROOM WITHOUT A TEACHER PRESENT.**

Classroom Supplies

Classroom supplies can be ordered from the district warehouse through your department. The Stores Requisition forms and Stores Catalog listing supplies are available from the school secretary in the Main Office or in the Business Office. Items available from the stores catalog but purchased elsewhere are not reimbursable. Any needed supplies not listed in the catalog must be ordered on a regular purchase order. *The Business Office DOES NOT supply basic classroom supplies such as paper, envelopes, chalk, erasers, paper clips, staples, calendars, and tape and it is your responsibility to order these items through your department chair.* Teachers are not to purchase supplies or equipment without an approved requisition or purchase order.

Closed Campus

Montgomery High School is a closed campus. Once students arrive at school they may not leave at any time except with the proper permission from a parent/guardian and school attendance personnel. **Teachers or staff members may not give a student permission to leave campus or at any time.** A student must be referred to the Attendance Office to officially sign out. When a student must leave campus for an appointment or engagement, s/he should have a pass to show you from the Attendance Office verifying permission to leave. This pass will show a signature and a time stamp. If you have doubts about the authenticity of a pass, please call an Attendance Office technician (5251) to verify.

Clubs and Organizations

Any individual interested in sponsoring a club or organization must make application with the Student Government. A club or organization wishing to have a school-sponsored event must first obtain the approval of the Student Government and the Administration. The Student Activities Director is available as a resource for any interested group.

Fund Raising

The Board of Education recognizes the need for students to occasionally conduct fund raising activities in order to provide for the maintenance and enrichment of student activity programs. Such activities should be conducted in a manner that will provide the funding without frequent, broad and direct solicitation of the public and community.

See the Appendix for a fund-raising application and be sure to follow all steps.

The Business Office technician administers all funds for classes, clubs, and organizations in accordance with District Policy and California Education Code. Monies collected by teachers or by student groups must be deposited daily with the Business Office and receipts are made out to verify the amount collected. No monies should be left in desk drawers, files, cabinets or cupboards. Club or class officers and sponsors wishing to use club or class funds for any purpose must request the amount needed and a justification for the request (club minutes must be supplied as verification). The club student treasurer and adult advisor must sign requests. The Principal or Vice-principal reviews each request at the time the check is signed. Under no circumstances are club, class, or ASB funds to be used to purchase gifts for sponsors or advisors.

Counselors

A counselor is assigned to each student at Montgomery High School and the counselor, teacher, parents/guardians and student should work together in designing the student's educational plan. The counselor is responsible for the maintenance of a student's records, programs, and credits needed for graduation, and is available to students to discuss educational, social and personal matters. Students should be allowed to visit their counselors at scheduled appointments verified by passes. Students are to request appointments through the Counseling Office **outside** of class time.

Each counselor possesses a Pupil Personnel Services Credential and is quite willing to discuss any student's progress or difficulties, or use their training to assist you, the student, and/or parents/guardians when it is to the benefit of the child to have a conference. Counselors are available to teachers for support concerning academic and social issues of students, communication with the home, and classroom problem solving.

Teachers' requests for a change in a student's schedule should be made to the counselor prior to the end of the third week of any semester. Students' program changes will be placed in teacher mailboxes.

Custodians and Work Orders

Our custodians are very important to the health and welfare of our students and deserve our cooperation and respect. Rooms are straightened and cleaned as often as possible. Reports for unsatisfactory maintenance or cleaning should be made to the administrator in charge of Buildings and Grounds. Work request forms are available in the Main Office and are to be given to the administrator in charge of Building and Grounds. Major requests are handled in the summer through the annual work request procedure.

Discipline

Good discipline exists in a school and in a classroom when a positive, constructive learning environment is apparent and when misbehavior of a small minority of students is not allowed to interfere with, or adversely affect, the learning process of the vast majority of students. Good discipline in a school is the result of a group endeavor. The establishment and maintenance of good discipline is a shared responsibility and can only be accomplished when the parent/guardian, student, teacher, administrator, and all other school personnel each fulfill specific role expectations.

Good discipline within a class may be defined as having sufficient control to assure that activities are directed toward positive educational goals. The manner in which these controls are utilized will vary with each teacher. The administration will be concerned with the quality of a teacher's discipline when it appears that (a) the teacher has lost the leadership role in the classroom, (b) educational goals are not being met, or (c) the activities create disorder in the operation of the school.

Each teacher is responsible for maintaining effective control in his/her classroom. In addition, teachers are expected to correct or make a referral on a student's violation of school policy that they might observe anywhere within school jurisdiction.

When discipline problems occur with individuals, the teacher should first strive to handle the problem, usually involving the parents or guardians. Administrative referrals should be considered a last resort. When it is necessary to refer the student to the administration, the teacher must fill out a referral form and direct the case to an assistant principal for action. Referral forms are available from the Attendance Office. A sample is in the Appendix.

Student Suspension by a Teacher

In accordance with California Education Code, teachers may suspend a student from class for a maximum of the remainder of the current period and the period following. **Class suspensions should be used for serious offenses only.**

If you wish to suspend a student from your class, you:

1. Must tell the student s/he is suspended and why, and:
 - Call 5252 or 5251 to alert staff that the student is on his/her way up.
 - Send the student to the Attendance Office with a pass and complete the class suspension form no later than the end of that school day.
2. At no time should the teacher indicate to a student that s/he is suspended permanently from class.
3. It is **mandatory** the teacher make a reasonable attempt (by phone or mail) to contact the parent and complete the form letter for class suspension within twenty-four hours. A conference with the parent should be requested if the student has repeated behavior problems.

Teacher Responsibilities for Discipline

- Assist in the development and enforcement of school rules.
- Develop concise classroom limits that clearly communicate to the student and parent/guardian what is needed for teachers to teach and for students to learn.
- Establish and teach a classroom management program that elicits proper behavior and that gives each student a full opportunity to pursue his or her studies without disruption.
- Communicate with students and their parent/guardian regarding both behavior successes and behavior problems and proposed solutions. The student should have an opportunity to state his or her perception of the situation. The teacher should indicate the behavior desired of the student and make sure that the student understands the action that is being taken. Time frames for improvement should be set and then a review of the next step should be made.
- Report promptly any continuing student behavior problems to appropriate school personnel.

Duties—Administrative

Laurie Fong Principal	Chris White Vice-principal	Jan Smith Billing Assistant Principal	Raul Guerrero Assistant Principal
<ul style="list-style-type: none"> • Staff Development. • Principal's Adv. Committee • Faculty meetings • WASC & WASC Action Plan Implementation • Suspension appeals • Site Council • School-wide budget • Hiring of all staff • Public relations & communication • Board of Ed. Rep. • Complaints re: staff • Montgomery Ed. Foundation liaison • Booster Club liaison • Graduation • Staff evaluations • Student Supervision • IB Liaison 	<ul style="list-style-type: none"> • Counseling oversight • Literacy/academic support • Master Schedule • College/career visit coordinator • Peer Tutors • OARS trainer & oversight • Enrollment & registration • AP Examinations • Assessment (STAR, CELDT, CAHSEE, Aprenda, writing) • 504 Coordinator • Back to School Night • Eighth Grade Parent Night • Student supervision • Staff evaluations • Room assignments • Senior Awards Night 	<ul style="list-style-type: none"> • Discipline, L - Z • Athletics oversight • ASB liaison • Communication (Billing Bulletin & Website) • Star testing rewards • Work permits • SRPD liaison • Staff Handbook • Adjunct duty assignments • Senior awards program • SSTs (L - Z) • Student handbook & distribution • Staff evaluations • Credit loss appeals (L - Z) • IEPs (L - Z) • Student Supervision • Campus supervision oversight 	<ul style="list-style-type: none"> • Discipline, A - K • Building & Grounds • ELL/ ELAC Liaison • Attendance & Health Office oversight • Facility Use • Credit Loss appeals (A- K) • SSTs (A - K) • IEPs (A - K) • Safety Plan, Emergency Drills, Disaster Prep. • Student supervision • Staff Evaluations • Cheerleader & Booster liaison • Classified Staff Mtgs.

Duties—Support Staff

Focus Area	Attendance Office	Business Office	Health Technician	Counseling Technician	Registrar	Principal's Secretary	Technology
ASB Accounts		X					
Attendance	X						
Budget						X	
Bus Passes (City)		X					
Bus Passes (SRCS)				X			
Cash Boxes		X					
Computer Problems							X
Counseling Office				X	X		
Diplomas					X		
Drops				X			
Emergency Cards			X				
Grades				X			
Homework Pickup	X						
Keys						X	
Locks and Lockers		X					
Parking Permits		X					
Paychecks						X	
Passes*		X					
Purchase orders						X	
Referral or Class Suspension Forms	X						
Student Fines/Fees		X					
Student Reg.					X		
Short day stickers	X						
Substitutes						X	
Suspension Records	X						
Teacher/Classified Absences						X	
Transcripts					X		
Voice Mail						X	

Hall passes, monthly passes, and Guided Study passes are available in the Business Office.

Student referrals are available in the Attendance Office.

Extra-Curricular Activities

Extra-curricular activities are an integral part of school life and often require as much careful planning and supervision as academic subjects. However, these activities should support the academic work of the school and should not take precedence over subject matter areas. When possible, link an extra-curricular activity with an academic area in order to engage a student who might otherwise not participate in class.

Interscholastic Athletics

Montgomery High School offers the following interscholastic athletic teams:

Football (Varsity and JV)	Wrestling
Men's Soccer (Varsity and JV)	Badminton (Varsity and JV)
Women's Soccer (Varsity and JV)	Baseball (Varsity and JV)
Cross Country (Men's and Women's)	Track (Men's and Women's)
Tennis (Men's and Women's)	Golf (Men's and Women's)
Women's Volleyball (Varsity and JV)	Swimming (Men's and Women's)
Men's Basketball (Varsity, JV and Frosh)	Softball (Varsity and JV)
Women's Basketball (Varsity, JV and Frosh)	

Eligibility for Extra-Curricular and Co-Curricular Activities

Participation in extra-curricular and co-curricular activities is a valuable part of the education of all students. Along with a student's course of study, participation should give students opportunities to grow and explore new fields and to develop talents and skills.

Students who participate in extra-curricular and co-curricular courses of study must:

- a) be proceeding toward successful completion of their course of study
- b) maintain at least a "C" average
- c) maintain attendance in classes according to district standards
- d) maintain exemplary citizenship standards
- e) not be on the LOP list

Extra Duty Assignments

Members of the Montgomery High School faculty will be called on at times to assist with many of the extra-curricular activities sponsored by the school. These duties may include assistance or supervision at athletic or fine arts events, acting as a chaperone, assisting in the formation and supervision of clubs, and so forth.

A list of assigned extra-duty assignments is published each fall. Should it be necessary to switch an assigned duty, teachers are required to find their own substitutes and notify the assistant principal responsible for extra duty assignments of that change. Teachers will be given the opportunity to sign up for extra-duty assignments during the first week of school.

Field Trips

Field trips taken during the school day must be for educational purposes (exceptions may be special education and classes specifically designed to improve socialization) and must be approved in advance by the administration. Complete field trip information packets may be obtained from the Principal's secretary in the

Main Office. There are time deadlines to observe for trip approval and teacher permission. District guidelines for field trips and sample forms are contained in the Appendix.

Final Exams

Final examinations are given at the end of each semester. Minimum days will be held for the last three days of each semester. These minimum days have been set aside for assessing student knowledge and performance. You must use the time for valid educational purposes, preferably utilizing some form of authentic assessment: exhibitions, demonstrations, written essay tests, etc. **This time is not to be used for reward activities, such as films, parties, etc.** Students must stay in your classroom for the full length of the period and cannot be dismissed early.

Food Sales

There are many Board of Education restrictions (Policy 5130.1, see Appendix) regarding the sale of food on a high school campus. Please check in the Attendance Office prior to engaging in the sale of food on campus. All food sales must be cleared by the school administration and must be in accordance with State and District guidelines.

GATE Program

Gifted and Talented Education (*GATE*) is a program dedicated to students who are chronologically, mentally, and intellectually more mature than other students. They are identified in the following areas: intellectual ability, creative ability, specific academic ability, leadership ability, and visual or performing arts. Once a year, in the spring, identified students and any teacher may apply for mini-grants to develop special interests or projects.

A school site *GATE* Committee of parents, students, teachers, and one administrator meets once a month to determine programs and budget. These members vote on mini-grants, teacher's conferences, new programs, etc.

Grade Criteria

Assessment in education is the continuing process of gathering and weighing evidence that reveals instructional achievement, conduct, effort and study habits of students as they progress through school. Since education deals with the total development of the student that accompanies instruction and guidance, student progress reports will be used as an aid in reporting, analyzing, and evaluating such development.

The primary purpose of student evaluation is to present an accurate appraisal of the progress of each student to inform parents, students, subsequent teachers, colleges, and future employers. Montgomery High strives to use authentic assessments and performance assessments where students exhibit what they know, can do, and have learned in ways that mirror real world applications.

Teachers must give a copy of their grading policy to the students at the beginning of each semester, including, where applicable, the homework policy and its influence on grades. It is expected that teachers use a variety of criteria for determining marks. Behavior problems shall be reflected in citizenship marks, not in marks for achievement.

Teachers will turn in a copy of their grading books at the end of the school year to the Registrar.

Uniform Method of Reporting Student Progress

<u>Scholastic Marks</u>		<u>Comment Codes</u>	
A	Excellent	1	Student doing outstanding work
B	Good	2	Student making maximum effort
C	Satisfactory	3	Student actively engages in class activities
D	Minimum achievement	4	Student improving in this course
F	Failing	5	Student achieving below apparent ability
I	Incomplete	6	Books or materials not brought to class
NG	No grade	7	Class work/homework/test preparation not completed
CR	Credit		
WP	Withdrawal—passing	8	Student does not actively engage in class activities or community learning experiences
WF	Withdrawal—failing		
P	Pass	9	Student does not use guided study time
NC	No credit	10	Poor attendance/tardiness is affecting school work
		11	Student work/stud/listening habits need improvement
		12	Student does not complete portfolio/exhibitions/demonstrations
<u>Citizenship Marks</u>			
1	Outstanding		
2	Satisfactory		
3	Unsatisfactory		

Criteria for Determining Marks in Achievement

- Preparation of assignments (including neatness, legibility, accuracy, and promptness).
- Organization and presentation of material in written and/or oral form.
- Contributions to class discussions and group participation except in those cases where there is an excused absence and no opportunity for make up is provided or available.
- Tests, examinations, and observation of performance.
- Applications of facts and principles to new and unfamiliar situations.
- Initiative, originality and/or creativity.
- Skills in appropriate subject fields.
- "Extra Credit" for academic work.
- Excluded from consideration as criteria are requirements relating to tests, written assignments or homework where such requirements are extraneous to the subject matter of the class to other criteria listed in SRCS Policy 5122.
- A teacher may have the option of designating his/her course a "Pass/No Grade/Fail" course. Courses so designated shall be clearly identified in the course catalog.
- A NG, "No Grade," may be issued in courses which are not designated "Pass/No Grade/Fail" when a student arrives in the last three weeks of a quarter/semester grading period and there is insufficient work to assign a letter grade. The "NG" must be changed to a letter grade upon receipt of the student's records from the previous school.
- The I, "Incomplete," grade may be issued when a student has excused absences which have prevented the student from completing assigned work within a quarter/semester grading period. All notices of incomplete shall have the approval of the principal or designee prior to issuance. Illness is generally a major factor in assigning an "I" grade. A student earning an "I" for excused absences shall complete the work within six weeks after the final day of the quarter/semester for which the student earned the grade. The "I" will be changed to a failing grade after the sixth week. The Principal or designee may extend this time based on a consultation with the teacher, and advance written request and justification by the student with the written consent of the parents/guardians.

- A credit/no credit grade may be used as an alternative to other grading marks when it is difficult to attach a specific letter grade to a student's achievement (for example, ESL, independent study, and home and hospital students). Under extenuating circumstances, this may be used with prior approval of the Principal.

Grade Reporting

The program will be open for teachers to input grades at specific times during the school year. Confirming grades are generally printed approximately one week later, so that changes and corrections can be made.

1. Do not mark "CR", "P", "NC", "WF", or "None" unless you receive permission from the Vice-principal.
2. An "I" turns into an F after six weeks.
3. After you complete all grades for a class period, you should print a copy for your own records.
4. If a student is transferred to another class, the original teacher must forward the grade to the new teacher.

If you have questions, consult your Web Tool instruction sheet from Data Processing. If you need a copy, please check in the Counseling Office.

Guided Study

Guided Study was implemented in 1993 to allow students to hold personal conferences with teachers and to get individualized help with classroom work or projects assigned. Students have nearly two hours a week of Guided Study in which to get additional help from teachers.

Expectations

- Guided Study is a privilege, not a right. Guided Study can be taken away, and /or modified to a sustained silent work or reading period if students do not appropriately handle guided study time. Please understand that the Guided Study period was initiated by the MHS faculty and staff because we want to help students manage their work load and their time.
- Guided Study is to be spent only with a teacher or class in which the student is enrolled.
- Guided Study time must be spent productively and school related. A few examples of what the student may want to accomplish during Guided Study:
 - Get help with homework.
 - Get make-up work if absent the day/days before
 - Get help with projects
 - Pleasure reading or pleasure math
 - Form study groups
 - Study for tests
 - Make up tests and classwork with teacher
 - Hold a personal conference with teacher regarding a grade or academic achievement.
- The student may attend the following areas during Guided Study **ONLY WITH A WRITTEN INVITATION (PASS)**:
 - Counselors
 - School offices
 - PE
 - Drama Room
 - Computer Lab
 - Peer tutor
 - Library
- Food and drink are not appropriate during Guided Study—this is not a brunch period!

Process

1. The student must sign out on the *Guided Study Sign Out* form.
2. The student is to report to the class indicated on the *Guided Study* pass and must remain there the entire period.
3. The student must sign in when he/she arrives at the *Guided Study Class*.
4. Teachers may schedule an appointment with a student during *Guided Study* and the student is required to attend this meeting.

Loss of Guided Study Privilege

A student will lose guided study privileges if he/she:

1. reports to a different location from the one indicated on the sign-out sheet.
 2. is found loitering in the halls or other areas.
 3. leaves the class without signing out.
 4. accumulates excessive tardies to *Guided Study*.
- ★ ABUSE OF GUIDED STUDY WILL RESULT IN A MEMORANDUM OF UNDESTANDING AND A REFERRAL.
 - ★ GUIDED STUDY IS A CLASS. IT IS INSTRUCTIONAL TIME! BEING ON TIME AND ON TASK IS EXPECTED AND WILL BE ENFORCED.
 - ★ THE GUIDED STUDY ATMOSPHERE IN A CLASSROOM MUST BE CONDUCTIVE TO STUDY. THIS IS NOT A TIME TO HANG OUT OR SOCIALIZE WITH FRIENDS.
 - ★ IT IS IMPORTANT FOR STAFF TO MODEL APPROPRIATE BEHAVIORS AND EXPECTATIONS DURING THE GUIDED STUDY PERIOD.

Health Office

The Health Office is open from 7:30 AM - 3 PM (telephone #5187). Students who feel ill or have an injury must have a pass to be allowed in the Health Office, located next to the Attendance Office in the Administration Building. A written pass should be used as the student may be in the Health Office for an extended length of time or may leave campus. A monthly hall pass is okay for students who come in for a Band-Aid or an ice pack and expect to return immediately to class. A daily sign-in sheet is used to keep track of student's complaints, time in, time out, and destination.

If a student has an accident, a temperature, or needs to remain longer than 15 minutes, an attempt will be made to contact the parent/guardian. The parent/guardian may then request the student be released from school, picked up as soon as possible or sent back to class. Students must obtain a permit to leave through the Health Office before going home.

Students must have a physician's statement to take medication at school. The medication is kept locked in the Health Office. If medication is taken on a daily basis, in almost all cases it can be administered during the lunch break. Medication cannot be brought to school and kept in lockers, purses or pockets. No medication is available from the Health Technician, and no medication (including aspirin) may be given to any student by any member of the staff.

Health reports on students who have continuing health problems such as epilepsy, diabetes, or severe allergies will be routed to the teacher at the beginning of the school year, or at any time during the year as the information is received by the school authorities.

Intervention Process

The intervention process illustrated in the accompanying flow chart is a systematic approach to dealing with learning and behavior problems in a secondary school setting. This approach is based on the following strategies and assumptions.

- Each professional in the school uses his/her training and talents to assist students to improve learning and to behave appropriately.
- Early intervention and prevention are more effective than remediation.
- The best place for learning is in the regular classroom. The ideal intervention strategy is one that results in the student being successful in the regular classroom.
- If students are not able to succeed in the regular classroom or if their behavior is not appropriate for the regular classroom, the system provides a process for carefully placing the student in the most appropriate educational setting or program. This process assures that the student's needs are assessed and that these needs are matched with the services provided in various settings. The process also assures that valuable educational resources are most efficiently and appropriately utilized.
- All activities are aimed at helping the student succeed.
- All participants take a coaching approach. Professionals coach other professionals to help them be most effective in dealing with students. Teachers coach students to help them continuously improve.
- Parents have a key role and responsibility in helping their students succeed and are to be involved early and often.
- The system is based on progressive intervention. Recognize a problem. Analyze the problem. Collect information as needed. Ask for and receive assistance. Develop an intervention plan. Implement the plan. Monitor progress. Revise the plan as needed. Monitor progress. Evaluate progress. If the problem persists, go to a higher level of intervention. **THE GOAL IS ALWAYS THE SUCCESS OF THE STUDENT.**

What will be required of schools and staff members to make the intervention process a success?

- Staff will need to accept more responsibility for student progress and success. Traditionally it has been felt that teachers have the responsibility to teach and students have the responsibility to learn. While there is certainly some truth to the adage, it would not ring so true if it were applied to doctors and patients. "It's the doctor's job to provide treatment and it is the patient's job to get well." In the medical world it is the doctor's job to treat the patient. If the patient does not respond to the treatment, the doctor has the responsibility to try another treatment, and another, and another, and another, until the patient improves or there is simply no hope.
- Schools will need to make the intervention process a top priority. Time will need to be regularly scheduled to conduct the consultations.
- Staff members will need to work very closely together for the common good of the student.
- Schools will need to closely examine present practices and processes. A new system cannot simply be imposed on an existing system. Something has to go.
- Progress is reported to parents on a regular and frequent basis. Training in conferencing and coaching techniques will be needed.

What are the benefits of the system to staff, students, and parents?

- The process unites staff, students, and parents by focusing on the common purpose of student success. Home-school communication is improved.
- Specialists and regular teachers work more closely together to improve student achievement and behavior.
- Early intervention provides the best opportunity for success.

Teacher Intervention

Recognition of a learning, adjustment or behavior problem

When the teacher recognizes a problem that is interfering with a student's learning, it is the teacher's responsibility to initiate an intervention designed to help the student correct the problem and to succeed in the class.

Types of problems

- Student commits any of the suspendable or expellable offenses contained in Education Code 48900 or 48900.2 (Student is referred immediately and directly to the appropriate administrator).
- Student is not completing assignments.
- Student is not performing at a level commensurate with his/her ability.
- Student does not participate in classroom discussions and activities.
- Student does not pay attention in class.
- Student is tardy or absent excessively.
- Student disrupts learning of others
- Student uses profanity.
- Student does not bring books and materials to class.
- Student is rude or disrespectful to students or staff.
- Student exhibits signs of distress or fatigue.

Teacher Analyzes the Problem

Some problems are easily analyzed and solved by the teacher. Others require in-depth analysis. Following is a list of suggested activities.

- Have a conference with the student.
- Contact the parent/guardian to ask for assistance and guidance. Discuss the situation on the phone. Schedule a parent conference if needed.
- Review the student's cumulative record.
- Discuss the situation with the counselor.
- If the student is in special education or is Limited English proficient, contact the specialist teacher.
- Contact the appropriate administrator to discuss the student's disciplinary record.

Teacher Develops a Classroom Intervention Plan

The teacher develops and implements strategies to solve the problem.

- Have conferences with the student.
- Change the seating arrangement.
- Try different instructional materials and strategies.
- Communicate to parents by note or phone as often as needed. Ask parents to support the student's efforts to improve.
- Ask specialist teachers or mentors for assistance.
- Ask the counselor to provide supportive services.

Teacher/Specialist/Counselor Intervention

If the teacher intervention does not produce the desired results, then the following actions will take place.

- If the problem persists past a reasonable period of time, usually one or two weeks, the teacher will contact the counselor and ask that a meeting be scheduled to discuss a second level intervention.

- The counselor will schedule a conference involving all the appropriate people. This may include regular teachers, specialists, parents, and the student. A complete review will be made of the student's progress in class.
- The counselor will be responsible for constructing a teacher/specialist/counselor intervention plan.

CONTENTS OF THE TEACHER/SPECIALIST/COUNSELOR INTERVENTION PLAN

Counselors will explore a wide range of activities to gain additional information, to focus resources, and to solve the defined problem. Following is a list of suggested activities.

- Schedule regular counseling conferences with the student and his/her parent or guardian. The counselor may use individual or group counseling sessions.
- The counselor, specialists, mentors, and coaches (if available) may observe the student in class so that they can make recommendations to the teacher and the counselor for solving the problem.
- When appropriate, a program change may be made.
- The school psychologist may be called for consultation.
- Peer counselors are assigned.
- Tutoring is arranged.
- Parents may be asked to observe their students in the classroom setting.
- Referrals are made to outside agencies as needed and as appropriate.
- Progress is reported to parents on a regular and frequent basis.
- The counselor may request a special education assignment.

Administrative Consultation

If the teacher/specialist/counselor intervention does not produce the desired results, then the following actions will take place.

- The counselor will contact the appropriate administrator. The case will be reviewed. The teacher intervention plan and the teacher/specialist/counselor intervention plan will be carefully examined.
- The administrator will contact and consult with the parent about the options that are available.
- A referral to the Child Welfare and Attendance Officer may be made if truancy is involved. Depending on the severity of the problem, the CWA Officer may visit the student's home, file papers declaring the student to be a habitual truant, order the student and parent/guardian to a Student Attendance Review Board hearing, or file charges against the parent/guardian with the District Attorney for the truancy of their child.
- If the school level disciplinary action may help solve the problem, the administrator will take that action.
- If the problem is not resolved, then the process goes to the next step, which is the convening of the School Resource Team.

School Resource Team Intervention

When the administrator and the counselor have not been able to resolve the problem, the administrator schedules a School Resource Team meeting.

- The appropriate members are contacted and the administrator schedules a meeting of the team. The team will always consist of the administrator, counselor, teacher, parents, and the student. The membership may include the students other teachers, specialists such as the ESL teacher and the special education teacher, the school psychologist, mentor teachers, and coaches (if available).

Resource team Scope

- Reviews the teacher intervention plans and the teacher/counselor intervention plans.
- Collects additional information about the student as needed.
- The administrator leads the team in a brainstorming session to identify an array of possible interventions.

- Develop a Resource team Intervention Plan

Contents of the School Resource Team Intervention Plan

The team will develop a plan for resolving the problem. The plan will include a time line and will assign responsibility to team members for monitoring the student's progress.

- Additional modifications of the student's program in the regular classes may be made. If the student remains in the regular school, the administrator will be responsible for continued monitoring of the School Resource Team intervention plan.
- A special education assessment may be requested. When appropriate, this will lead to a special education placement.
- A referral to an outside agency or service may be made.
- With the principal's approval and the parent/guardian's approval, the student may be placed on a four or five period day.
- If a student is not successful in the regular program, and is not identified as a special education student, then the following actions may be taken as appropriate.
 - Placement in an alternative program may be recommended. In grades 9 - 12, these programs include Ridgway Opportunity Class, Grace High School, Independent Study program, or Ridgway High School (age 16 or over).
 - If the School Resource team intervention is not successful, a referral may be made to the District Resource team.

District Resource Team Intervention

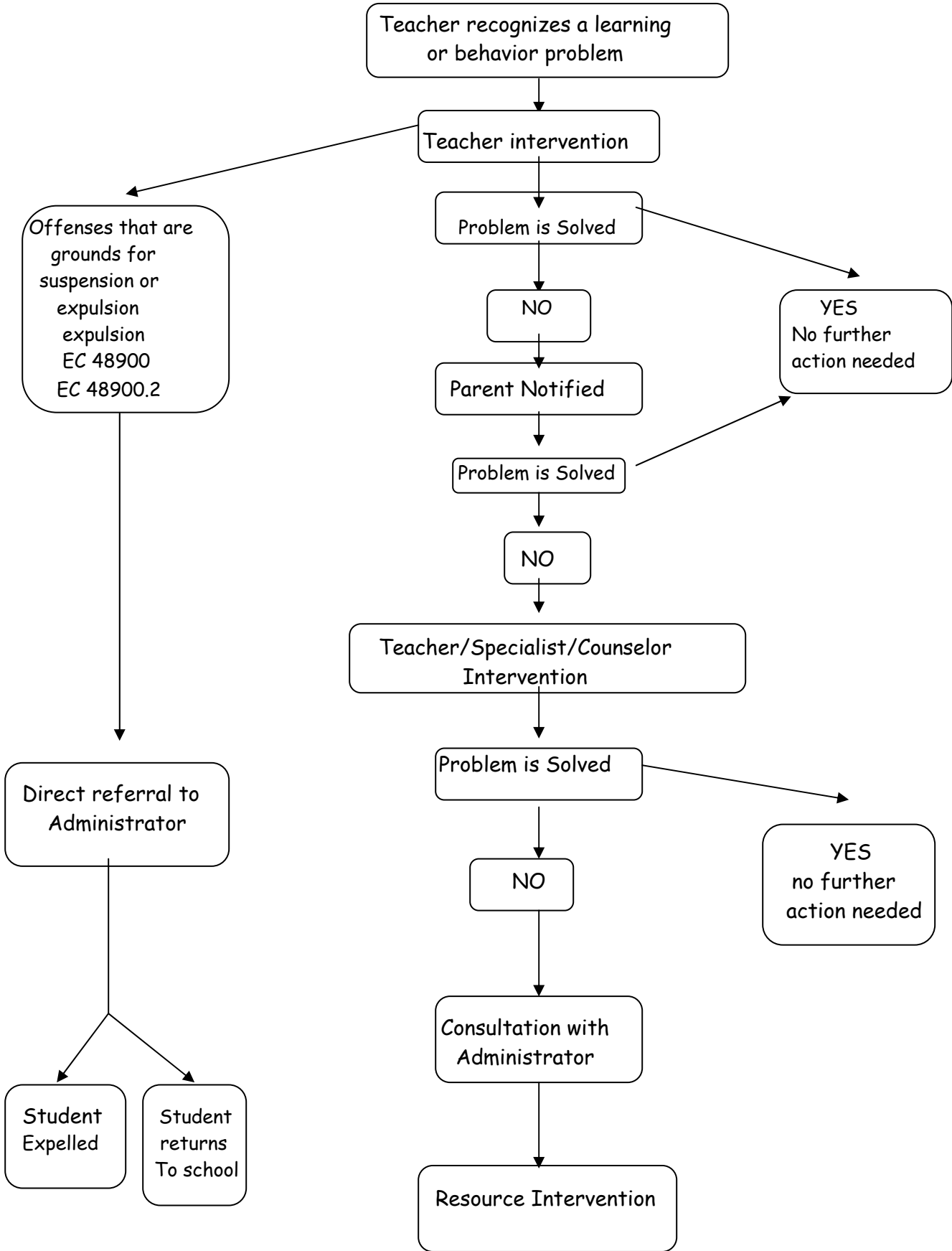
When a referral is received from a School Resource team, the CWA Officer will schedule a meeting and assemble an appropriate team. The meeting will be held at the District Office. The team will consist of administrators from other schools and appropriate specialists. The parents and the student will be required to attend. The CWA Officer will be the chairperson of the team.

CONTENTS OF THE DISTRICT RESOURCE TEAM INTERVENTION PLAN

The team will review the intervention plans made by the teacher/specialist/counselor and the School Resource Team that were not successful. The team will then develop its own plan for resolving the problem. The plan will include a time line. The CWA Officer will be responsible for monitoring the student's progress.

- As appropriate, parole officers, police officers, and probation officers will be consulted and possibly invited to attend the meeting.
- The CWA Officer will lead the team in a brainstorming session to identify an array of possible interventions.
- A special education assessment may be requested.
- Outside counseling may be required.
- The student may be returned to the regular school with a contract specifying the changes that the student must make and the consequences that will take place if the contract is violated.
- A SARB referral may be made.
- Charges may be filed with the District Attorney if chronic truancy is involved.
- Involuntary placement in an alternative may be ordered.
- The student may be scheduled for an expulsion hearing if the discipline record warrants such action. Students expelled from school will be referred to the Community School conducted by the Sonoma County Office of Education.

INTERVENTION PROCESS



IWE's - Inside Work Experience

Inside Work Experience is an alternative course offering for **tenth, eleventh, and twelfth** grade students who wish to gain experience through training in such areas as teacher, laboratory, or office assistants. Students who successfully perform the duties assigned to them earn a grade and elective credit. The grade and credit count toward graduation and are included in the student's grade point average.

GUIDELINES FOR IWE STUDENTS

1. Enrollment in any of the student IWE classes must be arranged in advance through the *Vice Principal*.
 - Teachers and office staff will notify the *Vice Principal* regarding the number of IWE students needed each semester. (Up to the maximum stated below). This will eliminate the need for students to contact staff to determine IWE openings.
 - Appropriate forms are available in the Counseling Office.
2. The teacher/supervisor will work with the *Vice Principal* to verify that the student meets the following general requirements:

Office IWE: Good attendance record
 Good citizenship
 Appearance acceptable for office work
 Administrative approval
Teacher IWE Possession of appropriate skills and knowledge to complete tasks
 Good attendance record
 Good citizenship
 Approval of supervising teacher
3. The maximum number of units of credits a student may earn for IWE is 20.
4. Each student may enroll in only one period of IWE per semester.
5. Students in IWE will receive a Pass/Fail grade.
6. Students must sign an IWE contract with the appropriate teacher or supervisor. This contract will be kept on file with the *Vice Principal*. A parent signature is also required. A copy of the form is contained in the Appendix.
7. Each teacher may have a maximum of **TWO (2)** IWE's assigned to him or her per semester. Teachers **MAY NOT** have an IWE during a prep or non-teaching period. Office and Library IWE's will be limited as determined by the administration. Student advisors will **NOT** be assigned IWE's.
8. **ALL IWE PLACEMENTS MUST BE APPROVED BY THE VICE PRINCIPAL.**

Keys

The principal's secretary will issue keys to you for all rooms and storage to which you need access. Please take every precaution to insure the security of our facilities by keeping keys in a safe place. Keys should not be left on top of your desk! Under no circumstances should keys be loaned to students! Any duplication of keys **MUST** have approval and District-authorized personnel **MUST** do the duplication. Employees or students involved in unauthorized duplication of keys are subject to disciplinary action.

Library

The MHS Library is open from 7:30 AM to 4:00 PM, Tuesday – Friday. On Monday, the Library is **ONLY** open during class time, due to limited staff. Students may check out a total of ten books at a time for a three-week period by presenting their MHS ID Cards. All students are required to maintain their library accounts with no overdue or lost books in order to check out new materials.

Library resources include a circulating collection of over 20,000 books and over a thousand reference books that support research projects. In addition, MHS has access to a wide variety of electronic databases that provide additional reference and journal articles, as well as newspaper and primary print sources. All these materials are searchable using the MHS web-based catalog from any Internet connection. Students may request books from other SRCS secondary schools as well.

All students are able to use the photocopier (ten cents a page), to use the computers for word processing and printing (ten cents a pager) and browse the magazine and newspaper section when visiting the Library.

Teachers

1. If you would like to bring your class to the Library, you must sign up in advance with the librarian. Please meet with the librarian so that we can work together to clearly set goals and objectives for the research assignment. Teachers must remain with their classes in the Library. They should help by supervising the students and enforcing appropriate Library behavior.
2. You may also sign up to send small groups of students to the Library. No more than six students should be sent to the Library from any one class without being accompanied by a teacher.
3. Please make students accountable for the time they spend in the Library. If they come individually, require that they complete a particular task. Indicate a time for students to return to class on their out of campus pass.
4. Do not ask substitutes to accompany your class to the Library unless prior arrangements have been made. Also, substitutes may not send individual students or small groups of students to the Library unless the teacher has given specific instructions to do so.
5. Teachers may check out up to 100 items at any one time.
6. Textbooks are distributed through the Library during the first week of school. All textbooks are distributed during a student's English class.
7. English teachers must sign up with the book room technician to check out English literature texts. Literature books are circulated from the side door on the East Side of the Library.
8. The Library has a collection of videos that support the curriculum. There are specific copyright laws that govern the use of videos in the classroom. Please refer to the section on videos in this handbook. Only staff may check out videos.
9. VCR's and other AV equipment may be checked out through the Library. These circulate on an overnight basis.
10. The Library subscribes to three online databases. These may be accessed from any computer in the Library as well as in your classroom and in your home computer. Please see the librarian for the addresses of these websites.
11. The Library has a collection of professional material that may be checked out by teachers.

Lesson Plans

Each teacher is expected to make general lesson plans on a weekly basis. In the event of absence, plans should be readily available for the substitute teacher. Lesson plans should be flexible enough to take advantage of "teachable moment" without disregarding course objectives.

Mailboxes

Teachers' mailboxes are located in the Main Office. Students are NOT to remove teacher mail.

Meetings

Attendance at faculty, departmental and student intervention meetings i.e., IEP meetings or Student Study Team meetings is a professional responsibility and is required of all teachers (as per contract). Faculty meetings are scheduled for the third Wednesday of each month.

New Courses

If you wish to propose a new course of study, follow these steps:

1. Be sure the new course meets State Framework guidelines and model curriculum standards for the subject area.
2. Discuss the new course with the Vice-principal.
3. Complete a new course request form and submit it to the Vice-principal.

Outside Speakers

The use of outside speakers is encouraged to enhance learning opportunities for students. Strive for balance in the use of speakers, so that different perspectives can be presented. All visitors to campus should check in at the Main Office, sign in, and obtain a visitor's pass. Notify the administrative receptionist in advance so that your speaker(s) may be greeted and directed to your classroom. Any paid consultants, regardless of the funding source, must have Principal approval prior to providing the services.

Parking

Parking lots are provided for your convenience on a first come, first served basis. Questions regarding available parking spaces should be directed to the Business Office. Staff members should register their vehicles and prominently display their parking permit during the school day.

Passes

No student should enter or leave a classroom or be outside during class time without a written hall pass. The date, time the student left the classroom, destination, and teacher's signature should always be included on the hall pass. If a student is sent on a brief trip out of the classroom, the teacher may use the monthly pass issued

by the Main Office, but be sure to indicate the student's name and the time they left the classroom on this pass, as well. If a student has been to the Health Tech or any office, or to another teacher, the pass should be countersigned by that teacher and returned with the student to the classroom teacher. Any teacher out and about during class time should feel free to stop a student and ask to see a pass. If the student does not have one, s/he is to be sent or walked back to the class s/he came from.

Patriotic Exercises

Section 5211 of the Education Code requires each school to conduct appropriate patriotic exercises. Montgomery High School's participation in this requirement is conducted daily at 8 AM, prior to the reading of the bulletin. Every student is requested to stand and recite the Pledge of Allegiance or to listen respectfully. **Students may not be required to stand and recite the Pledge, but they may be required to be respectful.**

Personal Property

The District reminds employees and students that when they bring personal property onto campus, they do so at their own risk. The District cannot be responsible for lost, stolen, or damaged personal items simply because the loss occurred on the District's premises.

Recovery of damages from the District can only be made if it can be shown that the item was willingly in the care, custody, and control of the District and reasonable steps were not taken to safeguard that item.

Photocopy Machines

Photocopy machines for teacher use are available in the Teacher Workroom. Multiple copies may be made in the following ways:

- Use copy machines in the Teacher Workroom
- Request that District Duplicating reproduce material if over 100 copies total. Forms are in a drawer in the counter near the teacher mail boxes. Allow 5 - 10 days for return.

Teachers are NOT to use the copy machines in the Main Office, Counseling Office or Attendance Office.

Privileged Information

You are cautioned that information about students is privileged and protected by legal statutes. Information should be released only to the individuals listed below:

1. Parents and guardians
2. Persons designated in writing by parents
3. Any legal agency, by an administrator

Any exception should be cleared through an administrator.

Public Relations

Public relations are everyone's business. Every time you speak with a student, parent, community member, district peer or other faculty member, you are representing Montgomery High School. Please make sure that

anything you say to anyone concerning your involvement at Montgomery is truthful, accurate, and is representative of the collaborative spirit in which all believe so strongly. Take every opportunity to further the perception that educational excellence is the norm at Montgomery.

Punctuality

In order to instill punctuality in our students, it is necessary for teachers to be punctual. A teacher coming to class late is not a positive roll model for students. Each teacher is expected to be in his/her classroom **at least** three minutes before the beginning of each period.

Purchasing

Purchases of department and school supplies and equipment are governed by departmental budgets. Requests for purchases are made through Department Chairs to the Principal's Secretary and purchase order forms are available in the Main Office. The administration liaisons and the Principal approve purchase orders. Special requests must follow the same procedures. Some budgets may require additional approval at the district level. Balances remaining in accounts may be checked with the Principal's Secretary. **All paperwork must be typed before processing.**

Many classroom supplies (paper, pencils, etc.) can be ordered from the district central warehouse. Each Department Chairperson should maintain a Stores Catalog. Stores requisition forms are available in the Main Office from the Principal's Secretary. These forms, also, must be filled out completely and approved by the Department Chairperson and the Principal. Sample forms are in the Appendix.

Release Time

Release time request forms are available from the school secretary. Release time requests are processed through the Substitute Services at the district office; approval numbers are required by phoning the Curriculum and Instruction secretary at extension 5284. Completed paperwork is to be turned into the school secretary as soon as possible, but not later than six days prior to the release day or two weeks if it is to be funded through alternative site funds. Half day Friday, or Monday release time is highly discouraged because of the difficulty in securing substitutes. However, if this is unavoidable, all backup coverage must be completed as well.

Restrooms

Faculty restrooms are provided throughout the school plant. The Principal's secretary will issue you a key. Do not allow students to use faculty facilities.

School Equipment

The Education Code requires that any student who defaces or destroys school property must pay for damages or loss. Each instructor is responsible for the school property used in her/his classes and for the inventory of these materials. Equipment belonging to the school is not available for personal use. Occasionally, it may be desirable to take school equipment home for school purposes and in this case, an administrator must make this approval.

Security

Call ESP whenever you enter or exit the building after hours. Instructions are posted near the keypads. Check the status to see if the system is armed or disarmed. If someone has already disarmed the system, DO NOT "disarm" it again—it will toggle back ON and create lots of noise and confusion. If the alarm sounds, call ESP right away (3100), state your school, name and code number. Follow their directions.

Please print the date, your name, "in" time and "out" time on the small white board posted near the keypad. When leaving, check the system (someone may have come in behind you), sign out, arm the system (if applicable) and leave the area.

Remember:

1. When you enter your zone you will have 60 seconds to disarm (Off) the system.
2. When you arm (On) the system, you will have 60 seconds to leave your wing.

Sexual Harassment

The Santa Rosa City Schools District has a well-designed sexual harassment policy. This policy is located in the Appendix.

Site Council

The purpose of the School Site Council is to oversee the school's program in a coordinated effort to improve the instruction, culture, and climate of the school. The Site Council is composed of Montgomery High School staff, students, parents and a project manager.

Staff Dining Room, Lounge and Patio

A staff dining room, lounge and patio are provided for your convenience adjacent to the student cafeteria.

Staff Ethics

An educational employee's professional behavior must conform to an ethical code. The code must be idealistic yet practical, so that it can reasonably apply to all educational staff members. Because schools belong to the public for the purpose of providing educational opportunities to all, an employee assumes responsibility for providing professional leadership on the campus and community. This responsibility requires the employee to maintain standards of exemplary professional conduct. It must be recognized that the employee's actions will be viewed and appraised by the greater community (including parents), professional associates, and students.

Substitute Arrangements

Substitute service is provided when teachers are absent from duty. Please take advantage of your sick leave if there is a chance you cannot get through the school day, since it is difficult to get a substitute after the school day begins. Well-planned procedures will enable the work of the substitute teacher to proceed with as little interruption as possible.

Any teacher desiring a substitute because of illness or other emergency is requested to follow the procedures listed below.

Certificated Substitute Service SRCS

To secure a substitute for absences other than for release time, please call the prior evening or before 6:30 AM. Certificated staff members not needing a substitute but reporting an absence must also call. **NEVER TELL A SUBSTITUTE TO REPORT LATER THAN 7:30 AM.**

SRCS teachers are on an automated system. You need a PIN number to access the system.

System Phone Number: 547-5847

Help Desk: 528-5659

Lesson plans and a list of extra duties are necessary for the substitute teacher.

Procedures to keep subs for additional days:

- Teachers are to call the sub service before the end of the school day to retain a substitute.
- If a substitute is not retained, but the teacher finds it necessary during the night or early the next morning to be absent for another day, that teacher must call sub service to again request a substitute.
- Arrangements for long-term substitutes are processed through the Human Services Office.
- Upon returning to duty after an absence, each teacher shall find a Certificated Absence Report (other than for illness and medical absence) and a substitute evaluation form in his or her mailbox. Please complete and submit these to the Principal's Secretary at your earliest convenience.

Substitutes and Your Students

Please develop a plan that includes the proper treatment and respect of substitute teachers, and then discuss this with your students. Included in the plan should be guidelines for student behavior and your expectations of them.

Each teacher will provide lesson plans when s/he is absent. Ideally, the teacher's regular daily lesson plans should be designed so that a substitute teacher can interpret and implement them, resulting in a minimum of disruption of the instructional process. If you call in ill on a day you are scheduled for an extracurricular supervision, you must also notify the Assistant Principal in charge of adjunct duties of your absence.

Since the faculty at Montgomery High is so large, there are times when many substitute teachers are in the classrooms. To maintain the integrity of the instructional process, substitute teachers should be as prepared as possible to deal with any foreseeable teaching situation effectively. A sheet with the following information for the substitute should be included each time a substitute lesson plan is used:

1. General information such as:
 - a. General daily routine for the classes.
 - b. Location of commonly used materials such as books, folders, pencils, paper, or equipment.
 - c. A current roll list and seating chart.
 - d. A class profile that should include helpful information regarding what to expect from each class, a list of helpful students, and advice for the management of foreseeable behavior problems.
2. A copy of the Classroom Management Plan. The substitute should be aware of the established ground rules and procedures for dealing with any problems.
3. A copy of the grading policy (for long-term absences when work is to be graded).
4. An outline, if applicable, of the duties of IWE's, paraprofessionals, or parent volunteers and/or specific calendared school events.

Supervision of Students

State Law requires that students be under supervision while on campus. If it is necessary for you to leave your room, ask a neighboring teacher to stay with your class, or you may call 5251 to reach a campus supervisor. NEVER leave students unsupervised before, during, or after school (even if they are reliable). The behavior of students is a matter of responsibility for all members of the staff.

Supervision of Teachers

All teachers are invited to meet with the administrative team to discuss various procedures, methods, materials, etc. If a teacher has a particular problem, or if s/he desires that an administrator see some of the work taking place in the classroom, s/he should ask for a classroom visitation.

Supervision will, however, be made of all classrooms from time to time by the administrative team. All staff members should be aware of the District Evaluation Procedures. This procedure is reviewed at the beginning of each year for those being evaluated. If a staff member has a question concerning the procedure, see the Principal as soon as possible.

Tardy Policy

Being on time for class and other appointments is a vital lifelong skill. Tardiness is detrimental and destructive to the educational process. Six minutes is allowed between classes; this is sufficient time for students to be prepared and in their next class. Students should schedule trips to their locker before school, during breaks, and at lunch in order to be on time. If a student is more than ten minutes late to a first period class, his/her absence is marked as a cut. For all following periods, being over five minutes late will be marked as a cut. Tardiness that results in cuts will be counted toward loss of credits at the end of the semester.

Consequences for Tardies (per semester, per class)

First Tardy.....	Teacher warns and confers with student
Second Tardy	Teacher warns, confers with student and calls home
Third Tardy	Tardy Referral, 1-demerit and contact home
Fourth Tardy	Tardy Referral, 2-demerits and contact home
Fifth Tardy.....	Tardy Referral, class suspension or alternative
Sixth and Subsequent Tardies.	Tardy Referral issued by teacher; Referral to Administrator for defiance—community service

Teacher Responsibilities at the End of the School Year

The following information is requested at the close of each school year:

- Class rolls and grade sheets
- Keys (optional for returning teachers)
- Summer address
- Disposition of warrants during summer
- Purchase orders
- Staff Handbook

Technology

Technology includes computers, monitors and all devices attached to the computer such as the mouse and keyboard, printers, scanners, digital cameras and PC to TV converters. If you are having a problem with any of

these items, you should contact your Technology Assistant at extension 5858 and leave a message. The assistant will usually respond within 24 hours and set a time to make adjustments to your equipment or arrange for repairs. If you need toner or an ink cartridge for your printer, diskettes for your computers, batteries of any kind, or tapes for your VCR, these are considered supplies and must be purchased through your department.

Technology also includes televisions, VCR's, overhead projectors and even your telephone. If you have a problem with any of THESE items, please contact the principal's secretary at 5512.

Telephones

Telephones are available throughout the school for your use. Personal long distance phone calls are discouraged unless using a phone card. Long distance calls not made with personal calling cards and/or for school business must be recorded on yellow Long Distance Call Tickets; you may pick up and return these to the school secretary in the Main Office. You will be notified of the charges when the bill is received. ALL long distance calls need to be accounted for, whether they are for school or personal business.

School intercom phones should be in working order so that emergency phone messages can be delivered to you. Do not allow students to use the intercom phone. Report any difficulties with your phone to the school secretary. Your classroom phone should not be attached to an answering phone that is activated during class hours. It is important to be able to contact all teachers in case of an emergency.

Textbook Checkout

The Bookroom (adjacent to the Library) is open from 7:30 AM to 2:00 PM, Thursday and Friday **ONLY**. To receive a textbook, each student must present his or her MHS ID card when the class goes to the Bookroom. It is each student's personal responsibility to keep all textbooks in good condition and return them on time. If the textbook is lost or damaged, the student must pay for the cost of the book in order to clear his or her SRCS account OR be placed on the *Lost of Privilege* list.

When a student is absent for a class checkout, he/she can visit the Bookroom or Library to check out textbooks before school, during brunch or lunch, during the first ten minutes of class, or after school, **Tuesday - Friday ONLY**. Textbooks are NOT issued during Guided Study or class periods after the first ten minutes.

Tobacco Free Zone

Montgomery High School and all Santa Rosa City Schools are Tobacco Free Zones. The policy states that there is no smoking by anyone on Santa Rosa City School properties, including adults on campus for school activities.

Tuberculosis Verification

Verification that employees are free from tuberculosis should be filed in each individual's central office personnel folder every four years. State Law establishes this requirement and payroll warrants are not processed if this requirement is not met. The central office will attempt to notify employees that a resubmission of a negative tuberculin result is due. School volunteers are also required to have tuberculosis verification.

Video Tapes

District Standards for Use of Video/Film Productions Not Normally Intended for Classroom Use

1. Prudence and good judgment is essential on the part of teachers in selecting and using video/film productions for classroom use. Productions used for instruction should be clearly and directly relevant to lesson content.
2. No "X" rated productions will be shown at any secondary school. No "R" rated productions may be shown at the junior high level. "R" rated productions may be shown at senior high schools with prior approval of the Principal.
3. "PG-13" productions may be shown at the junior high level only with approval of the Principal. Parents are to be notified in writing prior to the showing and given the opportunity to specify that their child not attend the viewing.
4. No production shall be shown which has not been viewed ahead of time in its entirety by the teacher whose students are the intended audience.
5. Productions shown as rewards shall conform to all of the provisions above, and shall be limited to one per quarter.

Recent court rulings make it imperative that faculty and staff be aware of laws governing the showing of videotapes or disks. To assist you in your lesson planning, a summary of rules regarding the showing of videos is listed here:

Video Rentals

Videos cannot be shown for recreation or entertainment. They must be part of a systematic course of instruction and may only be used as part of face-to-face teaching activities. Movies with an "R" rating may not be shown in any classroom or on the campus without administrative approval and positive parental consent (administrative form available in appendix). It is recommended that renters of videotapes request a release statement from the video store specifically granting permission for instructional use of the rented cassette.

Broadcast TV

Programs may be taped off the air by non-profit educational institutions, but may be used only once within ten consecutive days of broadcast for relevant teaching activities. For evaluation, these programs may be retained for a period of 45 days after the date of recording. However, broadcast TV programs must be erased following the 45-day period. Taped shows cannot be shown for recreation or entertainment.

Cable, Pay TV

Programs may not be used in classrooms without the permission of the pay cable service. The copying or use of programs in the classroom that were taped from subscription television cable services, such as HBO, is illegal. These programs are licensed for private home use only and may not be taped to be used in public schools.

Emergency Response Plan

Fire and Disaster Procedures

Alarm: Continuous Alarm Sound and Five Bells

For the safety of our students, it will be necessary to have fire drills from time to time. A continuous alarm sound and five bells will designate a fire drill or alarm. On this signal, teachers are to lead their classes quickly and quietly out of the room to a point a good distance from the building. Every teacher has a designated place to take his/her class. The teacher should be the last to leave the room and close the door.

The group should then stand quietly awaiting further instructions or the signal (one long bell) that the drill or emergency is over and they are to return to the classroom. The most important point to emphasize to students is the need for quiet and no talking during a drill. This is necessary for safety in case emergency directions must be given.

Before the first drill, each teacher should inform each of his classes where to go when the fire drill is heard. In order for the drills to be as realistic as possible, students should not be told of the drills in advance. The evacuation plan is listed on the next page. Make certain students know each period of the day, the route of that plan. Check your classroom(s) to make certain that a copy of the route and the procedures card are posted.

In the event that the fire alarm sounds while students are changing classes, during the break, or lunch period, or before or after school, the buildings and corridors must be cleared as usual. It is the responsibility of each teacher and staff member to go into the corridors and assist in directing students to the open areas.

When the "all clear" bell sounds at a time when students should be going to class, staff members should provide the appropriate encouragement and supervision necessary to achieve this purpose.

Earthquake and Disaster Procedures

Alarm: Two Longs and One Short Bell

In the event of an earthquake, students are to stay in the classroom and seek protection under desks or in doorways, with backs to windows. Duck or drop down to the floor. Take cover under a sturdy desk, table or other furniture. Hold on to it and be prepared to move with it. Hold the position until the ground stops shaking and it is safe to move. Try to cover eyes and ears. Stay clear of windows and heavy objects. Don't rush outside. Falling glass or building parts may injure you.

FIRE DRILL

Alarm or 5 rings on clock bell

Send report to Team Leader

EARTHQUAKE DRILL

2 long, 1 short on clock bell

Send report to Section Leader

- Please carry class roll book on all drills
- Please carry Emergency Backpack on all drills
- If power is cut off, exit signal will be given over P/A by administrator

Emergency Preparedness

This plan has the following objectives:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.
5. To protect school property.

Fire/Evacuation: Klaxons

During a fire drill, teachers will evacuate students to their assigned area, take roll, and complete the MHS Missing and Injured Person's report.

Team Leaders will collect the MHS Missing and Injured Person's report and give them to their assigned group leader. Remain in control of your class at all times. Remain in your evacuation area until the all-clear bell is given.

Group 1 - Jennie Bruneman			Group 2 - Jan Smith Billing		
Section	Team Leader	Backup Leader	Section	Team Leader	Backup Leader
10's Wing, Performing Arts	Bao Alderson	Tod Sweeney	20's Wing	Matt Hillestad	Jan Simeone
Counseling Wing	Joanne O'Meara	Linda Callen	30's Wing	Jim Holland	John Quintrell
Cafeteria	Barbara Carter	Kathy Sosa	Library, Main Office, Attn. Office	Kate Farrell	Donna Willis
Group 3 - Sophear Hang			Group 4 - Raul Guerrero		
Section	Team Leader	Backup Leader	Section	Team Leader	Backup Leader
70's Wing, ART 1, ART 2, Student Services, SAO	Carl Baglien	Grant Gibbs	PE, Health Pathways	Haskins	S. Sweeney
			50's Wing	Paul Van Tuyl	Nina Peterson
			D,I,J,K,L,M,N	Steve Sheppard	Carolyn Kristof
Group 5 - Michael Atchison			Group 6 - Al Wheeler		
Section	Team Leader	Backup Leader	Section	Team Leader	Backup Leader
40's Wing	Tina Angel	Tracy Holley	APTC, B, C, Drafting, O, P, Q, R	Paige Warmerdam	Chris Schloemp
60's Wing	Michael Atchison				

Staff Responsibilities during an Emergency or Disaster

DUTY	LOCATION	STAFF
Supervision and decision making; communication with district office and community emergency services	Main Office	Principal
Logistics Dissemination of Information	Main Office	Vice Principal
First Aid	Basketball courts or South Gym	Health Technician Attendance Technicians
Shut off utilities	Water—red valve between South Gym and Bungalow I	Head Custodian to coordinate
	Gas and electricity—south end of Boiler Room	Head Custodian to coordinate
Food and water	Where needed, if available	Cafeteria Manager
Casualties	Choral Room	
Morgue	Art Rooms	
Parent/Community Liaisons	Attendance Office	Assistant Principals
Security and Supervision	Music Wing and 10's Wing (odd numbers)	Dixon/Byrne
	10's Wing (even numbers)	
	20's Wing	
	30's Wing	Benenson/Hill
	40's Wing	
	50's Wing	
	60's Wing (61 - 70)	
	Gyms	Sweeney
	Drafting/Arts	Miller
	Bungalows (Foreign Language)	Atchison
	Counseling Wing	Archer
	Library/SAO	Farrell

Principal's Checklist

The Principal or designees will assume overall direction of emergency procedures.

- Authorize disaster alarm.
- In times of an earthquake, once shaking has ceased, authorize evacuation.
- Assess condition of staff and students (report of Vice Principal and Assistant Principals).
- Assess structural damage, check for fires (report of Head Custodian with assistance of other custodians).
- Establish Command Center in Bungalow O
- Direct secretary to contact District Office, apprise them of condition and need for medical rescue, fire-fighting assistance.
- Remain at Command Center for decision-making.
- Approve action for demobilization - including release of school staff.

Logistic Coordinator's Checklist

Emergency Response Team - Assemble as soon as possible, assess the nature of the emergency, and organize and direct the action teams.

Assistant Principal's Checklist

- Relay information via walkie-talkie to Command Center.
- Direct student checkout (Location and Attendance Office Staff)
- Direct campus supervisors to high crisis areas.

Section Leaders Checklist

- Proceed to your evacuation area. Assess if classes/staff are present.
- Check assigned section area in an orderly and pre-established sweep pattern.
- Collect Injured and Missing Persons report from section teachers; the Assistant Principal will collect reports.
- Indicate and provide transport if necessary for injured victims to First Aid Center (Basketball Courts).
- While checking, note dangerous or pending problems to Assistant Principals.
- If possible, secure all buildings from re-entry after search.
- For heavy rescue of trapped victims, contact the Group Leader (Assistant Principals).
- Check in with Assistant Principals (Group 1 or Group 2).

Custodian's Checklist

- Disaster alarm: drop and cover.
- Shut off gas.
- Have designated custodians check for structural damage and report to Principal.
- Access disaster supplies.
- Help set up designated Command Center.

Classroom Teacher's Checklist

Responsible for the supervision of students in their charge.

- Listen to signal (klaxons or bells). However, if necessary, drop, cover and hold without waiting for bells.
- Remind class to keep quiet, reassure. KEEP THEM TOGETHER
- Order evacuation when signal is given or shaking has stopped - unless directed otherwise.

- Take roll book and emergency pack and follow class to your assigned evacuation area.
- Take roll.
- Ascertain location of any missing student. Fill in report and give to Section Leader.
- Assess condition of all students (physical and emotional). Fill in report and give to Section Leader.
- Notify Section or Administrative Leaders if support is needed.
- AP will notify and direct release of students to a Student Release Center.

Health Technician's Checklist

- Drop and cover.
- Evacuate building with first aid and medical supplies and pink medical cards when signal is given or shaking has stopped.
- Report to Command Center.
- Set up Emergency Medical Station at pre-designated location (use emergency container if necessary).
- Establish priorities for injured victims.

School Secretary's Checklist

- Signal disaster alarm in absence of administrator.
- When shaking has ceased, signal for evacuation.
- Aid in establishing Command Center.
- Serve as messengers.
- Staff telephones.
- Make contact with District Office.

Release Center/Attendance Secretaries Checklist

- Account for student distribution list with directory information.
- Account for all students and staff. Get injury and missing persons report from each Assistant Principal (teacher checklist) and report to command.
- Complete student release log.

Cafeteria Checklist

- Assess Cafeteria facilities.
- Secure and cover water and food for use.
- Control conservation of water.
- Prepare temporary kitchen facility.
- Send staff to Basketball Courts for support.

**MONTGOMERY HIGH SCHOOL
INJURED AND MISSING PERSONS REPORT**

Teacher's Name _____ Room # _____ Date _____

Injured Students/Staff		
Name	Type of Injury	Location

Missing Students/Staff	
Name	Possible Location

Students/Staff Present But Not Assigned to Your Class	
Name	Where From

Please use reverse side for additional names

Injured Students/Staff, *continued*

Name	Type of Injury	Location

Missing Students/Staff, *continued*

Name	Possible Location

Students/Staff Present But Not Assigned to Your Class, *continued*

Name	Where From

Appendix

Table of Contents

Sexual Harassment	i
Electronic Network Access - Student	vii
Grounds for Suspension and/or Expulsion	ix
Class Suspension by Teacher Protocol.....	xi
Class Suspension form.....	xii
Sample Referral form.....	xiii
Sample Tardy Referral form	xiv
Sample passes.....	xv
Guided Study Sign-in sheet	xvi
Guided Study Sign-out sheet	xvii
Video/film production approval form.....	xviii
Attendance correction form.....	xix
Sample Hall Pass Log.....	xx
Sample Off Campus Pass	xxi
Sample IWE Contract	xxii
Suspected Child Abuse Report.....	xxiii
Employer's report of occupational injury report.....	xxiv
Sample Purchase Order	xxv
Sample Release Time Request	xxvi
Sample Back-up Coverage for Release Time	xxvii
Montgomery Education Foundation Donation Form	xxviii
Montgomery Education Foundation Request for Funding.....	xxix
Academic Honesty (Administrative Regulation 5132.2)	xxx