

Greenville High School

FACULTY/STAFF HANDBOOK

2017 – 2018



Melvin D. Brown, Principal

PURPOSE OF THE HANDBOOK

As Greenville High School strives toward academic excellence, the staff must work cooperatively to improve our school and workplace environment. To ensure that high standards of excellence are established and maintained throughout the school year, it is important that all staff members read this handbook and understand the commitment that being part of this organization requires.

This handbook has been written for you to use as a tool to assist you through the 2017-2018 school year. Please refer to this handbook for any questions you may need answered or any procedures for which you may be unsure. In the event you have a question that is not answered by the contents of this handbook, please seek the assistance of any GHS administrator.

Teacher Handbook Acknowledgment Form

I understand and acknowledge the procedures and policies that are set forth at Greenville High School for the 2017-2018 school year. A copy of this acknowledgement will be given to my pathway administrator and a copy kept on file upon completion of my signature below.

Teacher Signature: _____ **Date:** _____

Subject Area: _____ **Room #:** _____



Greenville High School

419 East Robertshaw Street, Greenville, MS 38701

Phone: 662-334-7063 Fax: 662-334-2910

Melvin D. Brown, Principal

Dear Faculty and Staff,

This faculty/employee handbook will assist in meeting District and Greenville High School requirements for notifying employees of expectations, standards, rules, policies, and procedures. Read it carefully, as everyone is expected to adhere to the policies contained in this guide for the successful operation of Greenville High School.

The faculty and staff will pursue and promote the highest performance standards for all of our employees at Greenville High School. We will maintain and promote ethical performance standards in accordance with School Board Policy, contractual stipulations, state and federal statutes, and competent practice, in concert with the District Strategic Plan. We are committed to ensure that high performance standards are promoted, monitored and maintained for all Greenville High School employees.

We will maintain our focus on teaching and learning by incorporating strategies just as lesson refinement, tuning protocols, and job-embedded professional development. We will utilize FAST strategies to promote student engagement, increased student learning, and higher levels of student achievement.

Please refer to this handbook and/or consult an administrator if you have questions concerning school policies and procedures.

We are proud of Greenville High School and we look forward to the 2017-2018 school year.

Sincerely,

Melvin D. Brown

Principal, Greenville High School

GREENVILLE HIGH SCHOOL

MISSION STATEMENT

The mission of Greenville High School is to promote an effective staff and curriculum that are focused on learning, support different styles of learning, and develop students who are globally conscious and prepared. Our goal is that ALL students will learn and progress. We are dedicated to preparing students for post-secondary life in college/military/career. We will strive to:

1. To promote and provide a safe and orderly environment for students, staff and visitors;
2. To increase the graduation rate;
3. To increase the school accountability status in accordance with the Mississippi Department of Education;
4. To promote and maintain high standards of excellence in all areas;
5. To increase our focus on academic excellence;
6. To develop effective communication strategies within the school and its surrounding community on the programs, events, initiatives and general items in a timely and consistent manner;
7. To provide learning experiences that allow all children to gain knowledge & skills that will prepare them to become lifelong learners;
8. To implement and maintain a student life program that fosters a sense of acceptance among all students, inspiring them to become passionate contributors of society;
9. To establish effective Professional Learning Communities, professional dialogue and growth opportunities for all staff, and
10. To develop our skills as 21st century educators, using technology tools and innovative teaching techniques.

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GREENVILLE HIGH SCHOOL



ADMINISTRATIVE TEAM

Melvin D. BrownPrincipal
Michael Banks Assistant Principal
Barbara Cage Assistant Principal
Pamela Ward..... Assistant Principal

CURRICULUM SPECIALISTS

Lucille Reece-Brown..... English
Adrienne MooreMathematics
Alicia Knighten-Jones.....Science
Aaron White..... Social Studies

COUNSELORS

Glenda Atkins-Williams.....Counselor
Trina Davenport.....Counselor
Lajada RobinsonCounselor
Candace WilsonCounselor

SCHOOL SUPPORT STAFF

Andrea Mercer Librarian
TBDSpecial Services
Tuesday Benson-Mosely..... Social Worker
Joyce Little.....Nurse
Ginger Matthews.....Nurse

CLERICAL STAFF

Wendy GibsonPrincipal's Secretary/Bookkeeper
Jasmine Cannon Attendance Clerk
Joyce Nash Secretary
Sheatrina Porter..... Secretary
Tomeka Shaw Secretary
Deidre Palmer Records Clerk

SECURITY STAFF

Joseph DavisSchool Resource Officer
Shirley Cork..... School Security Officer
Loretta Jones School Security Officer
Ralston Shead School Security Officer

CUSTODIAL STAFF

???? Lattimore.....Custodial Manager
????? Custodian
????? Custodian
????? Custodian
????? Custodian
????? Custodian
????? Custodian

COACHING STAFF

Phil Short, Football Coach
Dakedreon Lampkin, Girls' Basketball Coach
Delmar Sprouse, Boys' Basketball Coach
Nick Seymour, Volleyball Coach
????, Girls' Soccer Coach

Stephen Kiss, Tennis Coach
Timothy Collins, Softball Coach
Antonio Calvin, Baseball Coach
????, Track Coach
???, Boys' Soccer Coach

DISTRICT CALENDAR

2017-2018 Academic Calendar

Greenville Public School District

July-2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

July 4 Observed 1st/2nd Independence Day
July 20-21 New Teacher Orientation

August-2017

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 1 Connection
Aug 2-3 Teacher Academy
Aug 7 First Day for Students

Student Days 91
Teacher Days 20

September-2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Sept 4 Martin Luther King Jr. Day

Student Days 24 (1170)
Teacher Days 10 (4170)

October-2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Oct 2-5 1st/2nd Week Assessments
Oct 6 End of 1st 8 Weeks/45 Days
Oct 10 1st Day 8/10/16 Report Cards
Oct 11 Professional Development for Teachers
Oct 12-16 Fall Break for Students
Student Days 26 (9170)
Teacher Days 25 (3470)

November-2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Nov 20-21 Thanksgiving

Student Days 19 (6170)
Teacher Days 17 (21170)

December-2017

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Dec 14-29 2nd/3rd Week Assessments
Dec 22 End of 2nd 8 Weeks/45 Days
Dec 23 Last Day for Students
Dec 27 Last Day for Teachers
Dec 28-29 Holiday/Christmas/New Year

Student Days 14 (4170)
Teacher Days 10 (31170)

January-2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Jan 1-5 Holiday/Christmas/New Year
Jan 6 Professional Development for Teachers
Jan 8 Return of Students
Jan 15 Holiday/Martin Luther King Jr.
Jan 16 Report Cards issued for 2nd 8 weeks

Student Days 10 (5170)
Teacher Days 10 (11170)

February-2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

Feb 19 President's Holiday

Student Days 14 (5170)
Teacher Days 14 (11170)

March-2018

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Mar 1-3 2nd/3rd Week Assessments
Mar 6 End of 3rd 8 Weeks/45 Days
Mar 12-16 Spring Break
Mar 25 Report Cards issued for 3rd 8 weeks
Mar 26 Easter Holiday

Student Days 19 (5170)
Teacher Days 19 (11170)

April-2018

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

Apr 2 Easter Holiday

Student Days 21 (5170)
Teacher Days 21 (11170)

May-2018

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

May 1-15 District Assessments
May 20 Last Day for Students/End of 4th 8 Weeks
May 21 Graduation
May 22 6th Day for Students
May 23 Last Day for Teachers
May 24 Holiday/Memorial Day

Student Days 14 (5170)
Teacher Days 14 (11170)

June-2018

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30


LEGEND

1st & Last Days for Students
Regular Classroom Days for Students
Student/Staff Holidays - Schools Closed
District Assessments
Teacher/Student Holiday
6th Day
Last Day for Teachers

200-245 Day Employees will work Oct 13 & 16 & Dec 22, 2017

GREENVILLE CAMPUS DIRECTORY
SCHOOL YEAR: 2017 – 2018

RM #	NAME	EXTENSION	RM #	NAME	EXTENSION
0	EMERGENCY	3799	205	Peterson, Latonia	3740
100	Benson, Tuesday	3701	206	TBA, SOCIAL ST.	3741
101	TST/RtI Room	3804	207	TBA, Psychology	3736
102	CONFERENCE ROOM	3776	208	Moore, Rosalyn	3738
103	Taylor, Deborah	3709	209	Milton, Ladarius	3739
104	Crawford, Forside , Taylor	3715	210	Storage	3724
105	Roby, Valencia	3710	211	OFFICE	3761
106	Campbell, Stephanie	3710	215	Cannon, B. – Lab	3744
107	Klustner, Tim	3774	216	LIBRARY	3742
108	Ibaboia, Maria	3714	221	Williams, Samantha	3728
109	Johnson, Tajuan	3713	222	Brown, Derrick	3775
110	NURSE	3711	223	Wise, Eric	3731
112	SECURITY	3716	224	Thomas, Meril	3730
117G	Williams, Glenda	3724	225	TBA, Zoology	3733
115C	Wilson, Candace	3727	226	Seymour, Nick	3732
117G	Robinson, Lajada	3795	227	Mohammed, Vazeeth	3734
117D	Davenport, Trina	3705	228	TBA, Algebra	3729
118	BANKS, MICHAEL	3706	271	Ross, Sandra	3745
119	Johnson, Robert	3736	272	Johnson, Lonnie	3746
120	ASSESSMENT OFFICE	3737	273	White, Earnestine (JMG)	3747
121	Jackson, Johnnie Ruth	3717	274	Dogan, Evelyn	3748
122	Thomas, Tekoah	3719	275	Rogers, B. –Lab	3749
123	TBA, SPED	3718	276	McCoy, Laneysa	3750
124	Bell-Bradley, Sherela	3720	280	Edwards, Frances	3783
125	Edwards, Frances	3721	281	Green, Dianca	3784
126	Dubard, Easter	3722	282	Toole, Brittany	3785
127	Gates, Alma	3723	283	Lance, Broderick	3786
128	Wright, Dorothy	3763	284	Presson, Connie	3787
129	TBA, STEM	3757	285	Cole, Kayla	3758
130	CAGE, BARBARA	3764	286	Love, Charles	3789
131	Nettles, Kristie	3762	508	Brady, Allison	3805
132	Foster, Kerby	3762	509	Chatakondi, Nikhil	3806
133	Jones, June	3777	510	Rao, Bandala	3807
134	TBA, SPED	3773/3743	511	Kimble, Almeda	3808
135	James, Shelton	3768	514	TBA, Human A&P	3809
136	CAFETERIA	3725	515	Calvin, Antonio	3810
160	Allen, Jonathan	3770/3767	516	Higgins, Whitney	3811
			521	WARD, PAMELA	3812

RM #	NAME	EXTENSION	RM #	NAME	EXTENSION
163	Armstrong, David	3771	601	CONFERENCE ROOM	????
164	Rios	3772	602	Nicholson, Lakecia	3814
167	OFFICE	3370	603	Brown, Lucille	3815
171	Corbett, Teresa	3752	604	Akimova, Svetlana	3816
172	Lampkin, Dakedreon	3751	605	Clark, Amy	3817
173	Wells, Valiesha	3754	608	Walker, Janice	3818
174	TBA, FRENCH LAB	3753	609	Moore, Adrienne	3819
175	Cook, Martha - Lab	3756	610	Knighten-Jones, Alicia	3820
176	Liu, Yiyang	3755	615	OFFICE	3821
180	Palmer, Linda	3778	FLOATER	Collins, Timothy	
181	TBA, Chemistry	3779	GYM	Dorsey, Larry	RADIO
182	Washington, Lakeisha	3780	GYM	Stanford, Jimmy	
183	Carter, Tonya	3781	GYM	Sprouse, Delmar	
184	Barnes, Kamilah	3782	GYM	Gideon, Curtis	
501	BROWN, MELVIN 	3801			
505	Porter, Sheatrina	3703/3707			
114	Cannon, Jasmine	3724			
507	Gibson, Wendy	3700/3704			
116	Nash, Joyce	3826			
130	Shaw, Tomeka	3764			
115B	Palmer, Deidre (Records)				

GREENVILLE HIGH SCHOOL

2017-2018 PATHWAY ASSIGNMENTS

Melvin D. Brown, Principal

EDUCATION (Education & Training)	ARTS & HUMANITIES	SOCIAL & BEHAVIORAL	INDUSTRY, MANUFACTURING, & CONSTRUCTION
MICHAEL BANKS Administrator	MICHAEL BANKS Administrator	PAMELA WARD Administrator	PAMELA WARD Administrator
Jasmine Cannon, Administrative Assistant	Sheatrina Porter, Administrative Assistant		
C. Wilson, Counselor	G. A. Williams, Counselor	G. A. Williams, Counselor	C. Wilson, Counselor
<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>
Barnes, Kamilah	Allen, Jonathan	Akimova, Svetlana	Cook, Martha
Carter, Tonya	Armstrong, David	Clark, Amy	Dogan, Evelyn
Cole, Kayla	Brown, Derrick	Gideon, Curtis	Johnson, Lonnie
Edwards, Frances	Cannon, Berdie	Nicholson, Lakecia	Lampkin, Dakedreon
Green, Dianca	James, Shelton	TBA, English	Liu, Yiyang
Lance, Broderick	Johnson, Robert	Sprouse, Delmar	McCoy-Hall, La Nyesha
Love, Charles	Jones, June	Walker, Janice	Rogers, Barbara
Palmer, Linda	Mohammed, Vazeeth		Ross, Sandra
Presson, Connie	Rios, ???		TBA (French)
TBA, Chemistry	Seymour, Nick		Wells, Valiesha
Toole, Brittany	TBA, Algebra		
Washington, Lakeisha	TBA, Zoology		
	Thomas, Meril		
	Williams, Samantha		
	Wise, Erick		
(12)	(15)	(7)	(10)
HEALTH SCIENCES	STEM	Public Safety	BUSINESS
PAMELA WARD Administrator	BARBARA CAGE Administrator	BARBARA CAGE Administrator	BARBARA CAGE Administrator
Tomeka Shaw, Administrative Assistant			
L. Robinson, Counselor	L. Robinson, Counselor	T. Davenport, Counselor	T. Davenport, Counselor
<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>	<i>Pathway Coordinator</i>
Brady, Alison	Brooks, ???	Milton, Ladarrius	Bell-Bradley, Shereela
Calvin, Antonio	Collins, Timothy	Moore, Rosalyn	Campbell, Stephanie
Chatakondi, Nikhil	Foster, Kerby	Peterson, Latonia	Dubard, Easter
Cook, Martha	Gates, Alma	Stanford, Jimmy	Ibaboia, Maria
Crawford, Natargia	Nettles, Kristie	TBA, Psychology	Jackson, Johnnie Ruth
Dorsey, Larry	TBA, SPED	TBA, Social St.	Johnson, Tajaun
Higgins, Whitney	TBA, STEM		Klustner, Tim
Kimble, Almeda	Wright, Dorothy		Roby, Valencia
Rao, Bandala			Taylor, Deborah
TBA, Zoology			TBA (SPED-G)
			TBA, SPED
			Thomas, Tekoah
(9)	(8)	(6)	(12)

Greenville High School

Conference/Planning Period

2017 - 2018

1 st 8:05 – 9:08	2 nd 9:13 – 10:06	3 rd 10:11 – 11:06	4 th 11:11 – 12:41
Social & Behavioral	Business	Education & Training	STEM
Akimova, S.	Bell-Bradley, S.	Barnes, K.	Brown, D.
Clark, A.	Campbell, S.	Carter, T.	Collins, T.
Forside, E.	Klustner, T.	Cole, K.	Brooks, ???
Nicholson, L.	Dubard, E.	Crawford, N.	Foster, K.
TBA, (Skipper)	Ibabo, M.	Green, D.	Gates, A.
Taylor, D.	Johnson, T.	Lance, B.	Nettles, K.
Walker, J.	Roby, V.	Love, C.	TBA, SPED
Wright, D.	Thomas, T.	Palmer, L.	TBA, STEM
	Health Science	Presson, C.	
	Brady, A.	SPED 2	
	Chatakondi, N.	TBA, Chemistry	
	Kimble, A.	Toole, B.	
	Rao, B.	Washington, L.	
	Higgins, W.	Edwards, F.	
	TBA, Science		
5 th 12:46 – 1:39	6 th 1:44 – 2:47	7 th 2:52 – 3:451	
PUBLIC SAFETY	ARTS & HUMANTIES	Coaches	
Milton, L.	Allen, J.	Calvin, A.	
Moore, R.	Armstrong, D.	Collins, T.	
Peterson, L.	Jackson, JR	Gideon, C.	
Ross, S.	James, S.	Johnson, L.	
SPED, G	Johnson, R.		
TBA, Psychology	Jones, J.		
TBA, Social St.	Mohammed, V.		
.	Seymour,		
	TBA, Algebra		
	Rios, ?		
	TBA, Zoology		
	Thomas, M.		
	Williams, S.		
	Wise, E.		

*****Highlight indicates – Vacancy

CONTENT SPECIALISTS' FOCUS/DUTIES

Greenville High School will utilize content specialists to establish a collaborative culture with a focus on student achievement. The Departmental team is expected to meet at least once per week.

1. Facilitate focused, content area specific, professional development to increase instructional capacity;
2. Engage in collaborative lesson planning and development of rigorous instructional units;
3. Observe teachers instructional practice and provide coaching assistance as needed;
4. Facilitate professional development sessions based on observed needs;
5. Facilitate in the analysis and disaggregation of data to improve instructional practice;
6. Lead the development of common tests and formative assessments for content area;
7. Meet at least monthly to collaborate on vertical alignment with the middle schools;
8. Coordinate textbook requests and technology integration for instruction;
9. Submit meeting and PD minutes with agenda to the administrator;
10. Meet with pathway teachers weekly to engage in the following (during and after school):
 - A. MTSS Process (Academic, Behavior, and Attendance)
 - B. Peer observations
 - C. Assistance for new and/or struggling teachers
 - D. Tuning protocols and lesson refining protocols
 - E. Facilitate professional development facilitated by a pathway designee. (The designees become the expert on a research based strategy and present it to the community for implementation and analysis.)

CLUB AND ORGANIZATIONS

It is important that we promote and encourage participation in clubs and organization for our students. This will help facilitate their focus to attend regularly and care about their learning. It is the goal of Greenville High School that 90% of our school community is involved in 90% of the activities 90% of the time. If you are interested in a club or organization that is not listed, please see your Pathway Administrator.

Students who participate in on or off campus activities must adhere to the discipline policy. Students with prior or current discipline issues will not be allowed to participate in any extracurricular activities.

2017 – 2018 School Clubs/Organizations/Committees

Leadership Team	Student Activities
Collaborative Assessment Review (CAR)	Teacher Support Team (TST)/ Multi-tiered System of Support (MTSS)
Pathway Coordinators	Freshman Sponsors
National Honor Society (NHS)	Sophomore Sponsors
Professional Learning Communities	Junior Sponsors
Faculty Relations (Teacher Appreciation, Secretaries Day, Boss' Day, Teacher of the Month, etc.	Senior Sponsors
Academic Team	School Testing/Assessment Team
School Safety Team	Positive Behavior Intervention Support (PBIS)
Yearbook	Prom
Homecoming	Newspaper
School Improvement Plan	CIPD (Curriculum, Instruction, and Professional Development)
SPED	Athletics
French Club	History Club
Book Club	Mock Trial/Debate
Hornets on Patrol	Student Government Association
Hospitality Club (birthdays, weddings, funerals, illness, etc)	Family Consumer Science Club
School Website	Drama Club
Economics Team	Athletics
Instructional Oversight Committee	Parental Involvement Committee

Greenville High School 2017 - 2018 Bell Schedules



Duty Schedule

Morning

7:20 A.M. - Early Duty Staff (at assigned post)
 7:25 A.M. - Breakfast
 7:30 A.M. - Staff Duty
 7:55 A.M. - Dismissal to Class

Afternoon

3:45 P.M. - Early Duty Staff (at assigned post)
 4:00 P.M. - Staff Dismissal

Daily Schedule

Homeroom Period - 7:45 A.M. - 8:00 A.M.
 1st Period - 8:05 A.M. - 9:08 A.M.
 2nd Period - 9:13 A.M. - 10:06 A.M.
 3rd Period - 10:11 P.M. - 11:06 A.M.
 4th Period (LUNCH) - 11:11 AM. - 12:41 P.M.
 5th Period - 12:46 P.M. - 1:39 P.M.
 6th Period - 1:44 P.M. - 2:47 P.M.
 7th Period - 2:52 P.M. - 3:45 P.M.

60% Day Early Schedule

1st Block - 8:00 A.M. - 9:20 A.M.
 2nd Block - 9:24 A.M. - 10:44 A.M.
 3rd Block - 10:48 P.M. - 12:38 P.M.
 4th Block - 12:42 P.M. - 2:02 P.M.

Lunch Schedule

Education & Training	11:25 A.M. - 11:45 A.M.
Industry, Manufacturing, & Construction	11:30 A.M. - 11:50 A.M.
Arts & Humanities	11:40 A.M. - 12:00 P.M.
Social & Behavioral	11:50 A.M. - 12:10 P.M.
Health Sciences	12:00 P.M. - 12:20 P.M.
STEM	12:10 P.M. - 12:30 P.M.
Public Safety	12:20 P.M. - 12:40 P.M.
Business	12:20 P.M. - 12:40 P.M.

Afternoon Activity Schedule

1 st Block	8:00 A.M. - 9:14 A.M.
2 nd Block	9:18 A.M. - 10:52 A.M.
3 rd Block	10:56 A.M. - 12:56 P.M.
4 th Block	1:00 P.M. - 2:14 P.M.
Activity Period	2:16 P.M. - 4:00 P.M.

GHS ORGANIZATIONAL ROLES

As the principal, I, Melvin D. Brown:

- Am ultimately responsible for all aspects of Greenville High School
- Am the instructional leader for Greenville High School
- Am the fiscal manager for Greenville High School
- Will ensure that the individuals I supervise fulfill the obligations of their job descriptions
- Will model life-long learning by securing advanced degrees, seeking out and attending professional development sessions, and reading professional materials
- Will maintain a school environment that is clean, safe, orderly, and conducive to learning
- Will build leadership capacity through the identification of talent and preparation of employees for professional advancement
- Will assist the superintendent in attaining his goals for the district
- Will maintain the organizational values of honesty, integrity, transparency, courage, fortitude and respect
- Will demonstrate the moral imperative of leadership by acting with competence, trust, and fairness
- Will respect the chain of command for Greenville Public Schools
- Will lead the faculty, staff, and students as we strive to become a greater institution by the end of 2017-2018

As an assistant principal for Greenville High School, I, (*Insert Assistant Principal's Name*):

- Am the instructional leader for my career pathways
- Will assist in the maintaining of fixed assets for Greenville High School
- Will ensure that the individuals under my supervision fulfill the obligations of their job descriptions
- Will model life-long learning by securing advanced degrees, seeking out and attending professional development sessions, and reading professional materials
- Will assist in maintaining a school environment that is clean, safe, orderly, and conducive to learning
- Will assist my immediate supervisor in attaining the goals for Greenville High School
- Will complete tasks delegated to me fully and in a timely fashion
- Will maintain the organizational values of honesty, integrity, transparency, courage, fortitude and respect
- Will demonstrate the moral imperative of leadership by acting with competence, trust, and fairness
- Will respect the chain of command for Greenville Public Schools

As a content specialist for Greenville High School, I, (*Insert Content Specialist's Name*):

- Am the curriculum leader for my content area
- Will support the individuals under my supervision in providing rigorous, engaging instruction to the students to promote student achievement
- Will provide professional development based upon the needs of the subject area teachers
- Will assist the staff and leadership in the use of data to promote growth and achievement for all students
- Will assist in maintaining a school environment that is clean, safe, orderly, and conducive

to learning

- Will assist my immediate content or pathway administrator in attaining the goals for Greenville High School
- Will complete tasks delegated to me fully and in a timely fashion
- Will maintain the organizational values of honesty, integrity, transparency, courage, fortitude and respect
- Will demonstrate the moral imperative of leadership by acting with competence, trust, and fairness
- Will respect the chain of command for Greenville Public Schools

As a teacher, I, *(Insert Teacher's name):*

- Am ultimately responsible for ensuring that my students learn the information contained in the state framework for my subject area(s)
- Am responsible for the fixed assets of my classroom
- Will set and maintain high expectations for all my students
- Am responsible for ensuring that children placed in my care are properly supervised at all times
- Will model life-long learning by securing advanced degrees, seeking out and attending professional development sessions, and reading professional materials
- Will maintain a classroom environment that is clean, safe, orderly, and conducive to learning
- Will identify and nurture talent in my students and encourage children to participate in extra-curricular activities
- Will assist my immediate supervisor in attaining the vision for Greenville High School
- Will maintain the organizational values of honesty, integrity, transparency, courage, fortitude and respect
- Will respect the chain of command for Greenville Public Schools

As a support staff member, I, *(Insert Support Staff Member's Name):*

- Will maintain the fixed assets for my areas of responsibility
- Will model life-long learning by attending staff development sessions and reading professional materials
- Will maintain the necessary supplies and materials for staff to ensure that teaching and learning take place daily
- Will assist my immediate supervisor in the execution of his/her areas of responsibility
- Will fulfill the obligations of my job description
- Will maintain a work environment that is clean, safe, orderly, and conducive to learning
- Will assist the supervising principal in attaining the vision for Greenville High School
- Will maintain the organizational values of honesty, integrity, transparency, courage, fortitude and respect
- Will respect the chain of command for Greenville Public Schools



Greenville High School

Instructional and Operational Information

STAFF POLICIES AND PROCEDURES

Work Hours

The typical workday at GHS begins at 7:20 a.m. and ends at 4:00 p.m. Arrive in time to prepare for class and be in the proper area at the specified time. At the sound of the 7:35 a.m. bell, all teachers not assigned a duty post should assume a position outside their classroom door encouraging students to report to class.

Announcements

All announcements must be presented to the office the DAY before the announcements are made and on appropriate forms. Announcements will be made **twice** a day; at the beginning of school and at the end of seventh period. Impromptu announcements will not be made.

Attendance is important to the successful daily operation of Greenville High School. It is necessary to avoid gaps in coverage that may jeopardize the safety of our students, parents, visitors and co-staff members. Teachers not on duty can leave at 4:00 pm, but duty teachers are not to leave school as long as students are present, unless granted permission by administration.

Clocking/signing-in

Clocking in and signing in is a requirement of all staff at GHS. There will be a book near the clock that all staff is required to sign in with clock number for the day. This intentional act notifies the financial secretary that you are on campus working for the day. Failure to Clock/sign-in leaves some doubt as to your work status for the day. This doubt will lead to you not being paid for this work day. Please make every effort to clock/sign-in correctly each day.

Clocking/signing-out

Clocking out and signing-out is as important. There will be a book near the clock that all staff is required to sign in with clock number for the day. There will be a book near the clock that all staff is required to sign out with clock number for the day.

Communications

Teachers should check their mailboxes and emails three (3) times a day: before school, during their planning periods, and after school, in order to be knowledgeable about the events and activities of the school. Teachers will use these means as an aid in communicating information truthfully and accurately. Group emails or blanket emails should not be sent to others without administration approval.

Leaving Campus During School Day

In the event that a staff member needs to leave the building during the instructional day, that staff member *must* notify his/her pathway administrator. Upon securing permission from the pathway administrator, the staff member should sign-out on the appropriate sign-out form and sign-in upon returning to campus. When teachers receive phone calls or are needed for reasons outside the classroom, clerical staff should be able to notify inquiring persons that you are “off campus” for one reason or another.

Teacher/Staff Absences

Instructional staff members are responsible for notifying Mr. Brown by phone and emailing Mr. Brown, Mrs. Gibson, and their Pathway Administrator before an absence. Please provide notification the afternoon before or before 6:15 a.m. Failure to comply will be considered job abandonment and will lead to disciplinary actions that may include recommendation for

termination.

Personal and Professional Leave

If personal leave or vacation is being requested, please submit a *Special Absence Request Form (Long Form)* to the office at least 3 days in advance for approval. Failure to comply will result in a denial of the request.

If professional leave is being requested, you must submit a *Travel Request Form*, information regarding the professional conference, training, or meeting, an agenda for the conference/meeting/training, and a *Special Absence Request Form (Long Form)* to the office at least 3 weeks in advance for approval. Failure to comply will result in a denial of the request.

Holidays and District Wide State Testing

According to district policy, staff members cannot miss the day before or day after a holiday. Staff members also cannot miss the days during state testing, SATP2, MAP, and ACT without providing a doctor's excuse. Staff members must provide a doctor's excuse or lose a day of pay.

Missed Punches

A *Missed Punch Edit Report* form must be provided within twenty four (24) hours of occurrence. The form must be completed and signed by the Pathway Administrator and then submitted for time adjustments to be applied.

Timesheets

Signatures on timesheets are due when you are notified timesheets are ready. Missed Punch Forms, Vacation/Sick/Personal Leave Forms, Jury Duty, or Professional Leave documentation is due prior to generating timesheets. Be sure the necessary forms are signed in a timely manner.

Smoking

Greenville High School is a tobacco free area. Smoking is not allowed on school property by anyone at any time. In order to promote and maintain a tobacco free environment for our students, examples must be set by all staff and employees of the Greenville High School and Greenville Public School District.

Communications

Teachers should check their mailboxes and emails three (3) times a day: before school, during their planning periods, and after school to be knowledgeable about the events and activities of the school and to communicate that information truthfully and accurately. Intercom announcements will be made in the morning at 8:05 a.m. and in the afternoons before dismissal.

Professional Dress Code

Greenville Public School District has adopted a dress code policy for their students and professionals. Teachers, staff and administrators are to enforce the district's dress code policy and adhere to its standard of dress. As educators we intentionally or inadvertently model the desire behavior for our students.

The School Board of Trustees believes that professional dress by its staff command greater respect and, and as a result, ensures a learning environment more conducive to education. Therefore, teachers will dress professionally and appropriately as educators at Greenville High School.

This list is illustrative only and not intended to exclude other dress or attire which is not appropriate for professionals. Teachers may not wear the following items: **Jeans, T-shirts, shorts (except walking or similar shorts, or coaching shorts or other attire suitable in physical education classes or the athletic field), wind pants, capris, , immodest dress such as dress which is too short, tight, sleeveless or otherwise revealing, sweat clothes or jogging suits or other apparel more appropriate for exercise and similar apparel, flip-flops, mules (any shoe with the back out), Shoes must have a strap or be enclosed.**

Male teachers must wear collared shirts or shirts with ties, except when working around machinery or teaching physical activity requiring their involvement. All male administrators, principals, assistant principals, coordinators, and directors must wear a collared shirt with a tie.

The principal in his or her discretion, may periodically designate spirit, casual or similar days on which the dress code may be modified after Superintendent or designee approval.

Professional Duties and Responsibilities

All teachers and staff will be provided job descriptions outlining the duties expected for their position. Professionalism is expected of every staff member of Greenville High School at all times. Failure to adhere to the duties outlined in the applicable job description will result in the below listed procedure:

1. Written warning
2. Written warning with a written explanation by the teacher
3. Formal letter of reprimand
4. Recommendation for suspension

Classroom Management



"The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them."

Harry Wong

Discipline

The goal of Greenville High School administration concerning student discipline is to enable students to make appropriate choices and to grow and mature socially. Our emphasis regarding discipline is to facilitate a climate of responsibility for our students and to make them aware of the consequences. Discipline begins in the classroom and is consistent throughout every aspect of the school. The following guidelines will be used by teachers:

- Post classroom rules and consequences in clear view.
- Provide students and parents with a detailed list of rules and consequences, which will be used in their classrooms, and especially emphasize the consequences for inappropriate behavior.
- Have clearly defined expectations for students. Model appropriate and desired behavior.
- Maintain communication with students and parents. (Phone and/or email Log)
- Recognize appropriate behavior and document inappropriate behavior.

Student discipline is a responsibility that needs to be shared between school and home. It is extremely important if there are disciplinary or academic concerns, that teachers notify the parents immediately and document the contact.

Class I Behavior will be handled by the teacher, according to the classroom management plan.

Class II Behavior will be addressed by the teacher and Pathway Administrator.

Class III Behavior will be handled by the Pathway Administrator and Teacher Support Team TST.

TST (Teacher Support Team) will be initiated and implemented after the third Class III referral to the office, to assess the student's needs concerning instruction and behavior.

TEACHER SUPPORT TEAM (TST)/MULTI-TIERED SUPPORT SYSTEM (MTSS)

TST (Teacher Support Team), which is comprised a representative from each pathway, is a designed intervention for students who are having academic or behavioral problems. A team of teachers from each pathway will meet to discuss possible accommodations and interventions to implement for improving student's academics or behavior for success in the classroom. All accommodations, interventions, and necessary procedures must be documented and parents must be aware what is occurring. After TST has been initiated or completed, all documentation will be submitted to the TST committee for final review. Failure to follow proper procedure, (document, and implement appropriate accommodations and interventions correctly), will cause the referral to be deemed invalid.

Any student who is failing before or when progress reports are issued must have a TST intervention. TST procedures are the following:

- Meet with designated team of teachers and discussing student's weakness or troubles
- Filling out TST packet, review accommodations and interventions then implement
- Make and document appropriate parent contact: conference, phone log, or certified letter
- Apply the necessary accommodations and interventions numerous times
- Make more parent contact
- Submit completed TST packet to TST committee

STUDENT CODE OF CONDUCT

CLASS I BEHAVIORS - (Handled by Teacher and Classroom Management Plan)

Each teacher will deal with these behaviors:

1. Abusive language, (or threats related to another student that are spoken, written, or gestured)
2. Excessive distractions of other students, horseplay, shoving, pushing;
3. Eating in class;
4. Violating school dress code;
5. Absences or tardies;
6. Inappropriate public display of affection;
7. Failure to bring classroom materials, homework, or other required items;
8. Stealing;
9. Running and/or making excessive noise in the hall or building
10. Loitering;
11. Failing to abide by school rules and regulations; and
12. Any other violation the principal shall deem to fall within this category.

Recommended disciplinary consequences for Class I behaviors:

1. Warning;
2. Individual teacher's classroom management plan;
3. Teacher-student conference, time-out;
4. Teacher-parent conference; detention (30 minutes);
5. Total restitution for any stolen or damaged item upon proof of offense;
6. In school counseling or alternative counseling; and
7. Withdrawal of school privileges
8. Other appropriate action deemed necessary by the teacher and/or principal.

CLASS II BEHAVIORS- (Handled in Pathway with Content Specialist)

Each teacher will deal with these behaviors:

1. Habitual violation of Class I behaviors (3 violations)
2. Minor defacing of school property (writing on desks, walls, etc.)

Recommended disciplinary consequences for Class II Behaviors

1. Mandatory parent conference with pathway;
2. Total restitution for any items stolen or damaged upon proof of offense;
3. Mandatory **Behavioral Plan** (signed by parent, student, content specialist, and pathway administrator; and

4. Other appropriate action deemed necessary by the teacher and/or principal.
5. Habitual violators of Class II behaviors will get up to three (3) days suspension in school or out of school. Parents will receive notification of in-school and out-of-school suspensions. A parent conference will be required for readmission after in-school and out-of-school suspensions.
6. Refer to TST as needed.

CLASS III BEHAVIORS- (Handled by Pathway Administrator)

Each principal will deal with these behaviors:

1. Habitual violations of Class II behaviors (3 violations)
2. Vandalizing school property;
3. Gambling;
4. Fighting;
5. Stealing;
6. Intentionally providing false information to any school employee or member of the school board;
7. Creating a major disturbance in the classroom, on the bus, on school property, or any school function;
8. Written or verbal proposition to engage in a sexual act or any form of sexual harassment;
9. Leaving class/absent from class without permission;
10. Insubordination, disrespect for authority and willful disobedience;
11. Profane, obscene, indecent, immoral, or seriously offensive language and gestures, propositions or exhibiting
12. Bus disruptions
13. Simple assault of a school board employee, either verbally or physically; and
14. Trespassing;
15. Use of and possession of tobacco products, (matches, lighter);

Recommended disciplinary consequences for Class III Behaviors:

1. Up to five (5) days suspension, in school or out-of-school
2. Contact parent to recommend professional counseling; when counseling is proposed proof of counseling may be required before student re-enters school;
3. Probation period (student behavior will be monitored);
4. Total restitution for any items stolen or damaged upon proof of offense;

Classroom Management

HELPFUL HINTS FOR CLASSROOM MANAGEMENT

1. Set expectations on the **1st day of class** and remain *consistent* throughout the school year.
2. Provide the student with a signed hall pass before leaving your room. Be sure to have them sign a **Hall Pass Log**. Teachers are to sign hall pass, NOT the student.
3. Students should not be allowed out of the class during the first and last fifteen (15) minutes of class.
4. Teachers should provide the student and parent with a **Classroom Management Plan** that includes consequences, grading procedures, etc.
5. Classroom rules, rewards, and consequences **must** be posted on the classroom wall.
6. All students must be engaged in rigorous learning activities from bell to bell.
7. Key attendance into SAMs within the first fifteen minutes of class.
8. Find a constructive way to keep students alert and awake during class (see #6).
9. Refrain from discussing personal details with students.
10. Nicknames should not be used in classroom setting with teacher and/or students. Focusing students on learning formal language (written and spoken) for use in professional settings.
11. Do not allow students who are not assigned to your class to remain in your classroom.
12. Students should not be allowed to use classroom phones or personal cell phones.
13. Provide students a pass to go to the office to use the phone. (see #2)
14. Do not allow students to work in your email and SAMS account w/ username and password.
15. Do not leave computer unlocked if you happen to walk away for a moment.
16. Make sure the “In God We Trust” sign is visible on the wall of the classroom.
17. Leave assignments, rules, and notes for the substitute teacher with the office or a colleague. It is best to have a **Substitute Teacher Folder** on file with your administrator. (see page 47)
18. Do not allow students to complete attendance on paper or in SAMS.
19. Maintain a folder on all students to document contact information, class work, grades entered into SAMS, and any intervention documentation.
20. Maintain fixed assets assigned to you and your classroom. Be sure that the fixed assets inventory is posted in your classroom.



Classroom Management Plan

Each teacher must submit a *Classroom Management Plan* to your Pathway Administrator. Plans are due **Friday, August 4, 2017**. Plans should include classroom rules and consequences, rituals and routines, procedures, etc.

The First Day of School

Remember that whatever happens in your classroom on the very first day of school will set the tone for the entire year. Students will be getting their first impression of you. If you have a good plan for the day, and if you are organized, your students will realize that you know what you are doing. If you seem unable to find materials, or if you haven't planned for the entire day, your students may wonder who is in charge.

Classroom Management Ideas

- Establish a routine and follow it. Students need to know what to do, how to do it, and when to do it. Students like routines and tend to become disruptive when they are not followed.
- Feel comfortable with yourself, with your students, and with your content. Students feel secure with a confident teacher.
- Expect your students to conduct themselves in socially acceptable ways. Students tend to live up to what is expected.
- Present lessons that are interesting, relevant, and at an appropriate level of instruction. Material that is too difficult or too easy will cause students to lose interest and become disruptive.
- Vary your methods of presenting material.
- Always be prepared. Students will take advantage of the opportunity if you are not.
- Prevent problems before they happen.
- Show that you genuinely respect your students. Give them evidence through your actions: listening to their ideas and concerns, having friendly chats with them, smiling often, finding something to laugh about, accepting them, and giving lots of encouragement and praise.
- Give your students love and understanding so that they can learn to give it in return.

Procedures

Procedures are “how we do things in this class.” You will need to establish and teach procedures for things like...

What do I do when I enter the room?
How and when do we go the restroom?
How do I hand in papers?
What do I do when you are absent?
What do I do in case of all emergency drills?
What do I do if I need help?
What do I do when I need to ask a question?

The teacher teaches procedures and rehearses them. For example, when a student bolts out of his seat the moment the bell rings without waiting for you to dismiss class, he has not followed a procedure. You should ask, “What is the correct procedure?” and then have the student return to his seat and practice the procedure. Do not feel that you have to scold, lecture, or yell when students do not follow procedures. Fussing will not make the student reform anyway. Just as parents have to teach and re-teach their students to say “thank you”, teachers have to teach and re-teach procedures. In fact, you may have to spend a great deal of time at the beginning of the year teaching procedures. But a classroom where procedures have been taught well will have more uninterrupted teaching and learning time. Students who follow procedures have learned a valuable life lesson.

Please examine all class procedures to ensure that you are making the best of the instructional day. Examples of time wasters:

- Taking an entire class to the bathroom and having students wait in the hall
- Round robin reading
- Writing spelling words X times each
- Knowledge level board work/ work sheets
- Writing definitions from the back of the textbook



Suggestions for Solid Classroom Discipline

1. Make early days impressive.

Discipline is easier if students respect teacher competency. It is during the first day of class that opinions about the teacher are crystallized.

2. Institute a policy of daily routines.

At least some classroom tasks should be followed daily in a prescribed manner. Requiring students to be in their seats at bell time or to copy an assignment from the chalkboard upon entering class are examples of routines. The use of routine helps structure an ordered classroom and provides training for students in habit formation.

3. Treat students as human beings.

The student has a need for personal worth and dignity. Good student-teacher rapport is achieved when the student believes the teacher is interested in him as a person.

4. Foster student involvement in class activities.

Student boredom and inattention, which may lead to behavior problems, develop in classes with little activity. Keep students alert participating overtly in class activities, knowing that you are aware of each one at all times.

5. Develop proper student-teacher relations.

Set up reasonable and effective rules and enforce them impartially. One can be friendly and courteous to students without losing the proper student-teacher relationship.

6. Motivate!

The learning-motivated student usually behaves.

7. Be consistent.

Consistency in student-teacher interaction, whether academic or disciplinary, is important.

8. Rewards and discipline are important.

Determine each student's preferred reward and apply as soon as the student gives you a clue.

9. Silence is sometimes golden.

A verbal reprimand can be deadly. In most cases, silence is more effective. A "visual confrontation" often gets the point across and lessens the possibility of public verbal display.



DRILLS

Fire, tornado, or any other emergency drills are serious procedures that must be practiced and done correctly. Students must know where to go and how to react. State law requires every classroom to have a fire and tornado plan posted in the classroom.

Evacuation/Fire Drill: Signaled by **three short rings**

1. Remain and keep students calm.
2. Exit room in an orderly fashion by designated route.
3. Move students to designated area away from building.
4. Take your grade book and take attendance immediately.
5. Keep all students together during the drill, do not allow anyone to leave.
6. Wait for all clear (continued long ring of bell, return to classroom).
7. Take attendance again to make sure all students are present.



Tornado Drill: Signaled by **one long ring**

1. Remain and keep students calm.
2. Exit room in an orderly fashion designated areas in the hallway.
3. The teacher will instruct each student sit on the floor with their knees up and ready to put their head between their legs.
4. Take your grade book and take attendance immediately.

5. Keep all students together during the drill, do not allow anyone to leave.
6. Wait for all clear (continued long ring of bell, return to classroom).
7. Take attendance again to make sure all students are present.

Intruder Alert: Signal- **“There is an intruder in the building.”**

1. Remain calm and keep students calm.
2. Lock your door.
3. Turn off all lights.
4. Wait quietly until you hear the “The Superintendent has left the building.” call over the intercom.

Wedges have been provided for all classrooms/offices to utilize during "LOCK DOWN" mode. The wedges are to be placed behind the door to prevent an intruder from entering your classroom during a "LOCK DOWN". The wedge will serve as additional support to the door locks to maintain the safety of the students and school environment.

Classroom Instruction



"Tell me and I'll forget. Show me, and I may not remember. Involve me, and I'll understand." ----Chinese proverb.

Lesson Plans

Lesson plans are a written outline of the daily activities in each of your classes.

Efficient and effective instruction entails careful organization and planning. Submitting lesson plans encourages us to put our teaching goals in writing. Writing fabulous lesson plans does not guarantee a successful day. However, we cannot be effective on an ongoing basis if we do not have a goal, a specific destination, and a time frame.

Plans are not set in stone and can be modified for enrichment and/or remediation. As a professional, you certainly have the prerogative to deviate from your plans. Remember to plan for the entire day. Every minute needs to be used for work. It is always better to have too much material planned.

Remember it is the responsibility of the teacher to teach until all students have attained academic success.

The lesson plans should include:

- Learning objectives
- Essential questions
- Teacher instructions
- Student activities
- Materials
- Evaluations
- Accommodations/Enrichment
- Time allocations for each stage of learning cycle



WHEN TO SUBMIT LESSON PLANS

Lesson plans are due in the ELS Management System on Thursday of each week by 11:59 p.m. Teachers will submit one week of lesson plans each week (with the exception of August 6, 2017). August 6, 2017, teachers will submit two weeks of lesson plans. One for the week of August 7, 2017 and one for the week of August 14, 2017. Thereafter, teachers will submit one week of lesson plans each week. Refer to the table below for clarification.

Week of August 7, 2017

Due August 6, 2017

Week of August 14, 2017

Due: August 6, 2017

Week of August 21, 2017

Due: August 10, 2017

Week of August 28, 2017

Due: August 17, 2017

Etc.....

Bell – to- Bell Instruction

The length of instructional periods is fifty-three (53) minutes. Plan thoroughly to teach bell-to-bell daily. This will maximize learning and minimize disruptions.

Each teacher will post the indicator from state standards (or learning objectives) with DOK level for each lesson in a manner visible to all students throughout the class period.

The agenda (order of events) for each lesson will be posted in a manner which is clearly visible to all students (**including time allocations for each activity**).

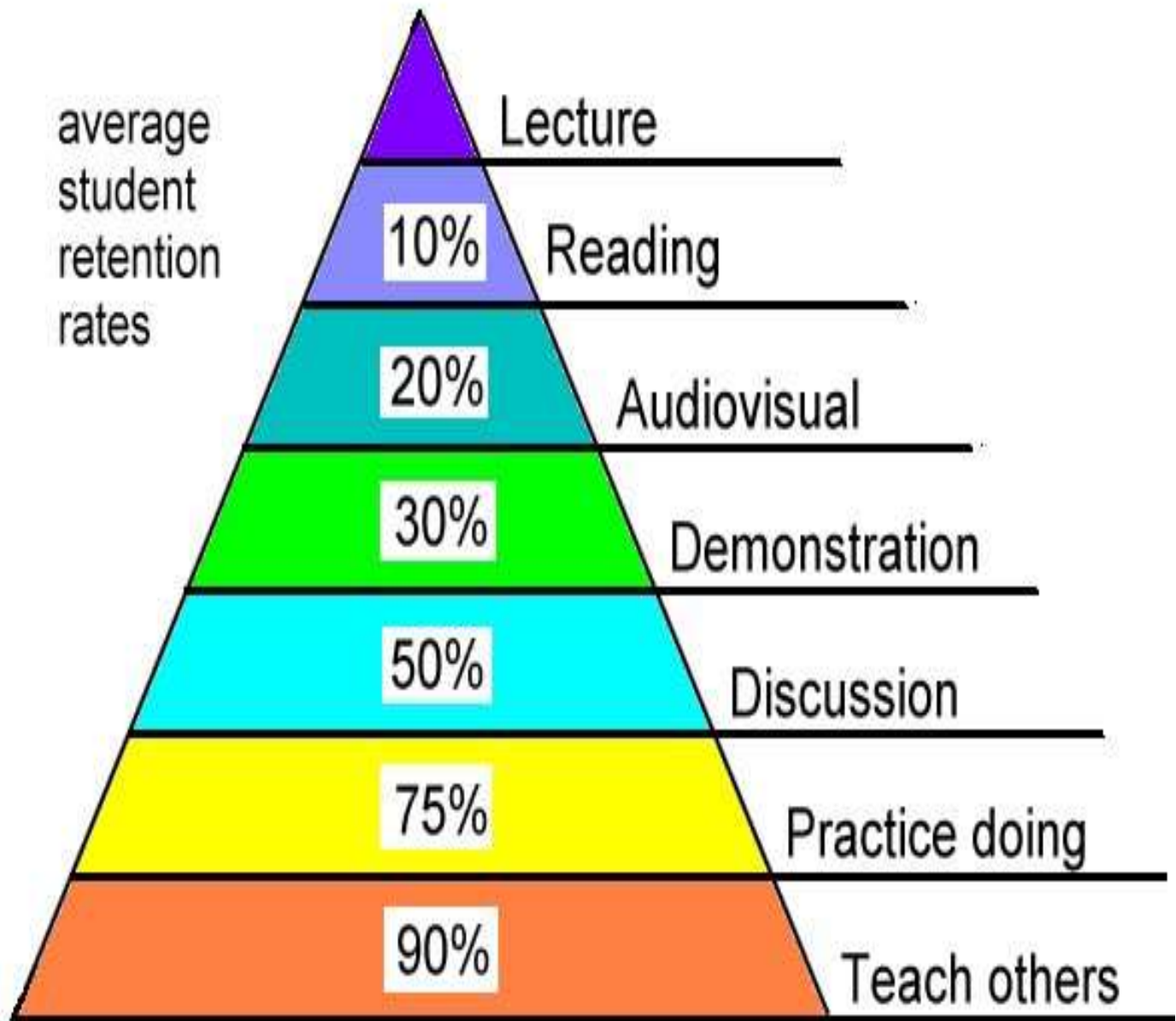
Classroom Instructional Expectations

Each student at Greenville High School is entitled to a safe and effective instructional environment. To ensure students receive consistent, maximum, and efficient instruction, each classroom will implement the following procedures:

- Have the date, lesson objective, essential questions, key vocabulary and class activities clearly posted
- Have daily agenda posted on board (include the time allotted for each learning activity)
- Have classroom rules and consequences posted in clear view
- Have a supportive learning environment that encourages student achievement (posters, student work samples)
- Have effective procedures for managing daily routines:
 - Check the ***Do Not Admit List*** daily
 - Check attendance
 - Bell Ringer/Do Now activity (writing or discussion activity pertaining to the day's objective ready when students enter the classroom) (*Should not exceed 5 minutes*)
- Have activities that engage students and keep them on-task from bell to bell
- Have at least one hands-on activity daily pertaining to the day's objective
- Utilize a variety of teaching strategies that appeal to all types of learners
- Always check for student understanding and adjust/ re-teach based on student's needs
- Keep organized, dated, and consistent documentation (attendance, grades, parent call log, and documentation of academic and behavior issues).
- Effectively close each lesson using research based closing strategies.



Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

Course Syllabus

At the beginning of each semester a course syllabus should be distributed to students and parents that contain the policies, procedures and course content to be taught during that semester. This overview will include, but will not be limited to, the following:

- Teacher's name, contact number, email address and conference hours.
- The academic objectives for the course.
- Policies dealing with grading, evaluation of extra credit, homework, class participation, late work, rounding of grades as well as the use of zero credit.
- Class rules
- Materials needed
- Anticipated due dates for major assignments and tests.
- Any special stipulation.

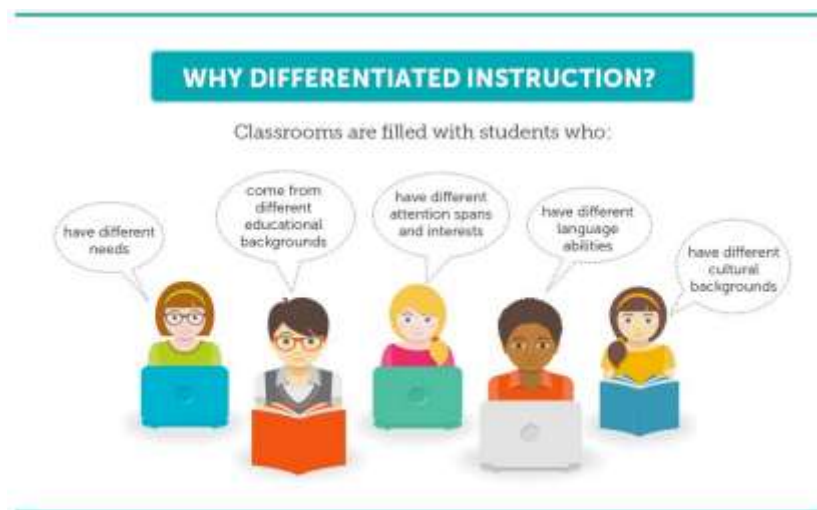
A copy of each syllabus should be submitted to the Content Specialist and Pathway Administrator by August 4, 2017. All syllabi must be approved before issuing to students and parents.

Long Range Planning

Long-range planning is a necessary component to ensure effective instructional delivery. At the beginning of the school year, all teachers are expected to study the achievement profiles of their students based on the most current test data, note pertinent demographic information, schedule effective pacing for differentiated instruction to address individual student needs, plan for effective communication, and define classroom academic and non-academic routines.

It is expected that all Greenville High School teachers complete this process in a timely manner at the beginning of each school year.

The evidence of teachers' long-range planning should be obvious through teacher conferences with administrators, collaborative teacher meetings, syllabi for courses, utilization of district pacing guides and support documents, etc.



What Is Differentiated Instruction?

By: Carol Ann Tomlinson

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping should be included.

At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction.

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

- **Content** – what the student needs to learn or how the student will get access to the information;
- **Process** – activities in which the student engages in order to make sense of or master the content;
- **Products** – culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and
- **Learning environment** – the way the classroom works and feels.

Content

Examples of differentiating content at the elementary level include the following:

1. Using reading materials at varying readability levels;
2. Putting text materials on tape;
3. Using spelling or vocabulary lists at readiness levels of students;
4. Presenting ideas through both auditory and visual means;
5. Using reading buddies; and
6. Meeting with small groups to re-teach an idea or skill for struggling learners, or to extend the thinking or skills of advanced learners.

Process

Examples of differentiating process or activities include the following:

1. Using tiered activities through which all learners work with the same important understandings and skills, but proceed with different levels of support, challenge, or complexity;
2. Providing interest centers or collaborative learning circles that encourage students to explore subsets of the class topic of particular interest to them;

3. Developing personal agendas (task lists written by the teacher and containing both in-common work for the whole class and work that addresses individual needs of learners) to be completed either during specified agenda time or as students complete other work early;
4. Offering manipulatives or other hands-on supports for students who need them; and
5. Varying the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue a topic in greater depth.

Products

Examples of differentiating products include the following:

1. Giving students options of how to express required learning (e.g., create a puppet show, write a letter, or develop a mural with labels);
2. Using rubrics that match and extend students' varied skills levels;
3. Allowing students to work alone or in small groups on their products; and
4. Encouraging students to create their own product assignments as long as the assignments contain required elements.

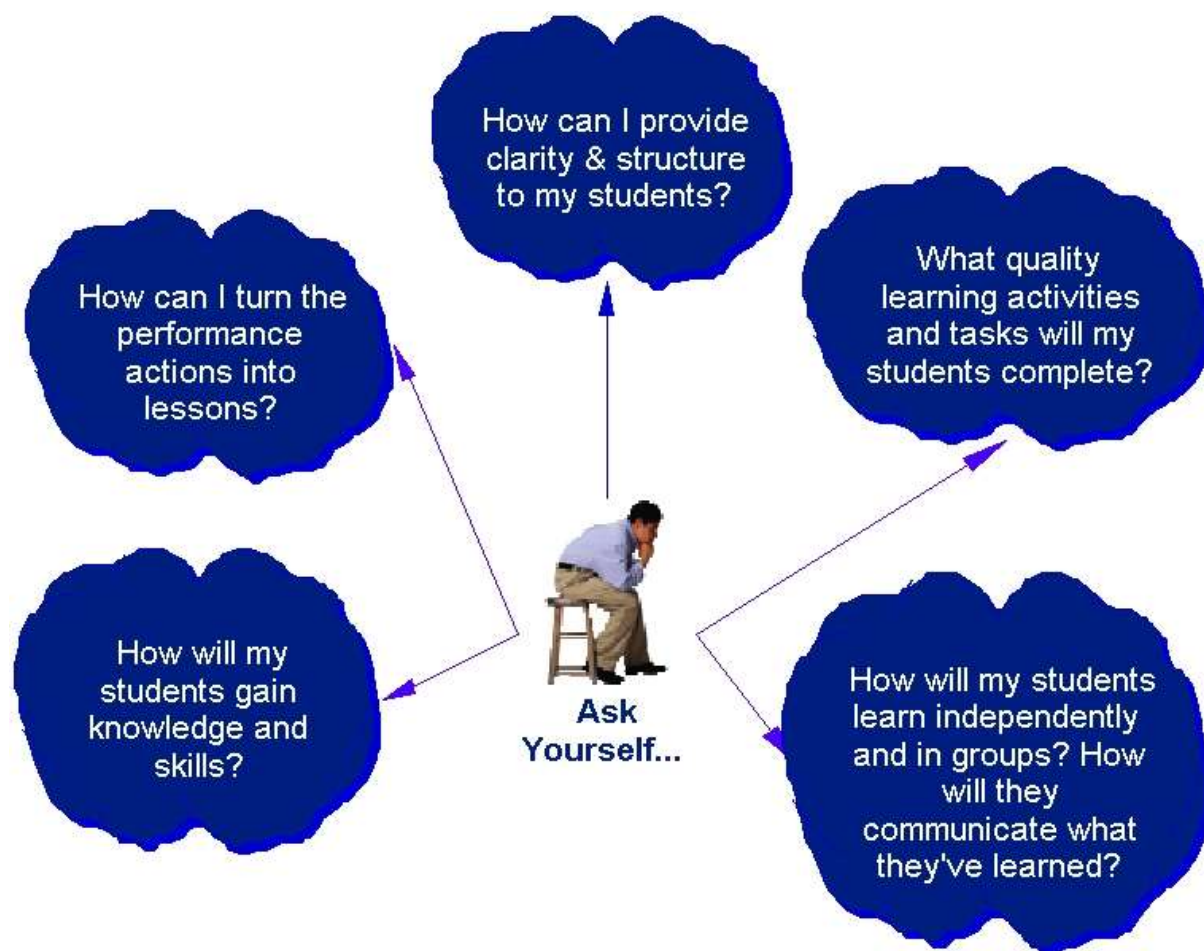
Learning environment

Examples of differentiating learning environment level include:

1. Making sure there are places in the room to work quietly and without distraction, as well as places that invite student collaboration;
2. Providing materials that reflect a variety of cultures and home settings;
3. Setting out clear guidelines for independent work that matches individual needs;
4. Developing routines that allow students to get help when teachers are busy with other students and cannot help them immediately; and
5. Helping students understand that some learners need to move around to learn, while others do better sitting quietly (Tomlinson, 1995, 1999; Winebrenner, 1992, 1996).

Madeline Hunter Model for Direct Instruction

The Madeline Hunter Model for lesson planning is the acceptable model for Greenville High School. A more thorough description of this model and other examples are located in this section of the handbook.



Madeline Hunter's Lesson Plan Format

The research conducted by Dr. Madeline Hunter showed that effective teachers use a methodology when they are planning and presenting a lesson. She discovered that no matter what the teacher's style, grade level of students, the subject matter being taught, or economic background of the students, an organized lesson consists of eight elements that enhances and maximizes student learning. The elements of her lesson plan design/template have withstood the test of time and are still being used today. Embedded in each element of the lesson design are many sub skills, methods, and techniques that require training, practice, and review in order to achieve mastery of the Hunter lesson plan model. The following lesson plan template has been adapted to fit our district's needs.

Madeline Hunter Lesson Plan Template

Materials/Resources Needed:

1. **Anticipatory Set** (In what way will you activate **their prior knowledge and experience** to help them relate to today's lesson.) Focus attention, brief practice on previous/related learning
2. **Objective/Purpose** (The **object** is what **students will be able to know/do** by the end of this lesson. The **overarching purpose/understanding** is the **broad goal/curriculum** standard related to the discipline.)
3. **Instructional Input** (What knowledge will you communicate to the student-tell, **lecture, stand up and deliver** so that the student will understand the objective.) Disseminates new information and activities to achieve the stated objectives
4. **Modeling** (How will you **show/demonstrate** the skill or competence so the student will also be able to do it?) Demonstration and/or example of the acceptable finished product or process
5. **Checking for Understanding** (How will you check that the students have understood/learned the objectives?) Activities which examine the student's possession of central and essential information to achieve the stated objective
6. **Guided Practice** (What activities will the students **perform under your supervision** to ensure that they are able to practice the material. If they make mistakes, you are able to show them how to do it correctly.) Close monitoring and direction of the students by the instructor as they practice the whole task for the first time independently of each other
7. **Independent Practice** (List homework or seatwork assignments the students will be given to successfully practice the material/skill **without teacher supervision.**) Only after you **know** the students can proceed, the continued practice of the whole task by the students without the instructor's monitoring and guidance.

Note: Not all steps are present in every lesson. In some cases, **some of these steps can occur more than once. It is not a rigid formula.** It is intended to guide thinking about what is necessary in a particular lesson. Sometimes it can take more than once class session to complete all of the necessary steps.

<http://www.svsu.edu/~mcmanus/edl622/hunter.htm>

<http://nerds.unl.edu/pages/preser/sec/assessment/hunter.html>

Greenville Public School District Lesson Plan Template					
Class				Teacher	
Topic				Date(s)	
College and Career Readiness State Standards					
Focus Standard					
Supporting Standard(s)					
Lesson Goal/Target Objective					
Target Skill/Objective					
The Lesson Line					
Introduction and Lesson Specifics	<i>Bell Ringer</i> (3-5 min max)	<input type="checkbox"/>	MAP Sample Problem/Item	<input type="checkbox"/>	Mastery check of target skill
		<input type="checkbox"/>	On Demand Writing Prompt	<input type="checkbox"/>	Student reflection
		<input type="checkbox"/>	Skills Review	<input type="checkbox"/>	Other:
	<i>Essential Question(s)</i>				
	<i>Academic Vocabulary</i>				
	<i>Materials</i>	<input type="checkbox"/>	iPad/computer	<input type="checkbox"/>	Workbook/Handout/Novels
		<input type="checkbox"/>	Student Whiteboard	<input type="checkbox"/>	Misc. School supplies (scissors, glue, tape, markers, etc.)
		<input type="checkbox"/>	Calculator	<input type="checkbox"/>	Other:
The Lesson in Action					
Intro/Input					
Model					
Guided Practice					
Strategies/Activities (attach documentation)		<input type="checkbox"/>	Whole Group Lecture or Discussion	<input type="checkbox"/>	Oral Assessment
		<input type="checkbox"/>	Whole Group Activity/Exercise	<input type="checkbox"/>	Project-Based Assessment
		<input type="checkbox"/>	Learning centers/stations	<input type="checkbox"/>	Diagnostic Assessment
		<input type="checkbox"/>	Small/Group Discussion or Activity	<input type="checkbox"/>	Timed Writing Assessment
		<input type="checkbox"/>	Test/Quiz	<input type="checkbox"/>	Other:
Differentiation: Remediation Modifications					
Closure					
Homework					

Lesson Line Structure

OPENING

"Starting it Up"

- Statement of Objective/Standard
- Statement of Purpose
- Activating Prior Knowledge/Making Connections
- Critical Vocabulary
- Direct, Explicit Instruction
- Posting of Work Period Agenda



"Teaching it Up"

- "I DO" }
 - "WE DO" }
- GRADUAL RELEASE OF RESPONSIBILITY**



WORK PERIOD

"Soaking it Up"

- Guided Practice
 - Group Collaboration/Communication
 - Teacher as Facilitator
 - Differentiated Activities
- "YOU DO"**



CLOSING

"Closing it Up"

- Student demonstration of learning
- Informal/Formative Assessment
- Independent Practice – i.e., homework

QUESTIONING – CHECKING FOR UNDERSTANDING



Non-Negotiable Practices for High Student Performance

The faculty and staff of Greenville Public School District are committed to using effective instructional practices that are non-negotiable in every classroom. Our goal is that all students in GPSD will be successful because they will achieve at their highest level. To meet this goal:

We will teach the Mississippi Frameworks and Mississippi College Career Readiness Standards with integrity and fidelity by:

- ❖ Designing lessons aligned to the Mississippi Frameworks and MCCRS
- ❖ Identifying key concepts in the language of the standards
- ❖ Using essential questions to connect instruction to the standard
- ❖ Asking students to explain the standards in their own words
- ❖ Designing lessons that are thematic or integrated in nature

We will monitor the progress of our students while working collaboratively using the Teacher Support Team and/or Leadership Team and the Multi-Tiered Support System (MTSS):

- ❖ Developing formative assessments that are explicitly aligned to the standards and of appropriate rigor
- ❖ Collecting, charting, and analyzing student work on a regular basis
- ❖ Identifying students who have minimal understanding, adequate understanding, or distinguished knowledge
- ❖ Adjusting instruction based on assessment results
- ❖ Using a variety of instructional strategies to address the students' needs
- ❖ Developing research based interventions

All teaching and learning activities will reflect a shared understanding of what students should know, do, and understand and will be built around a common framework for instruction that consists of:

- ❖ Opening- Activating strategies centered on the standard(s), element(s), and essential questions while connecting to prior knowledge.
- ❖ Teaching- Input, modeling while referencing standard & key vocabulary Checking for understanding
- ❖ Monitoring- Guided practice
 - Engaging students using performance task
 - Using higher order thinking questions to probe student understanding
- ❖ Closure- Summarizing strategies to assess student understanding/Independent practice Our classroom environment will contain and it will be built on:
 - ❖ Appropriate student-teacher relationships based on the GPSD's core values
 - ❖ Established rituals and routines
 - ❖ Displayed GPSD's vision, mission, and goals
 - ❖ Displayed Madeline Hunter's Lesson Line
 - ❖ Displayed anchor charts ,current date, word walls, and current content specific bulletin board
 - ❖ Displayed lesson plans in a centralized location
 - ❖ Displayed Mississippi Frameworks objectives, MCCRS, essential questions, and key vocabulary
 - ❖ Evidence of learning centers and/or cooperative groups
 - ❖ Evidence of student work that reflects the Mississippi Performance Standards with appropriate commentary Our communication with parents will be:
 - ❖ Frequent, clear, and consistent (evidence must be provided)
 - ❖ Focused on building a partnership with parents for improving student performance

Movies/Videos

Show movies judiciously and sparingly. Do not show a movie merely to entertain, to fill up time, or to give a break when everyone is tired. Any movie you use should be pertinent to the subject material of your class. To be effective, a movie should be used in conjunction with a class discussion or perhaps study questions and it should be included in your lesson plan. Do not allow students to talk, sleep, or do homework during a movie. If a movie is not important enough for students to watch, do not show it. It should go without saying that a movie with adult language and/or other questionable matter is out of place in the classroom.

Substitute Folders

Teachers should prepare a substitute folder and turn it in to the office. There must be at least three days of planned subject related activities. All lesson activities should be complete and detailed.

The Substitute Folder must contain the following:

- **Current class roster** - Instructions should be provided for reporting and recording absences and tardiness.
- **Seating chart** - Seating charts should be provided for each class period.
- **Forms** - All forms necessary for reporting daily activities should be included (absentee, discipline, etc.)
- **Schedule** - A copy of the teacher's master schedule should be included. This would indicate times, subject areas taught each period, break and lunch times, and planning periods. Also bell schedules should be provided.
- **Lesson Activities** - A copy of the daily activities **MUST** be provided. All necessary materials **MUST** be included. There must be at least **three** days of planned subject related activities.
- **Discipline** - Class rules should be posed in the classroom so that they are clearly visible.
- **Duty post and times** - A current listing of all duty stations and times must be provided (e.g., bus duty, morning and afternoon duty, cafeteria duty, etc.)
- **Disaster drill procedure**- Fire drill, tornado drill, etc. must be posted in your classroom.

Substitute Folders and 5 days of ISS assignments must be submitted to your content specialist no later than August 18, 2017.

Student Attendance



*"The greatest asset of a school is the personality of its teachers."
John Strachan*

FIRST TEN (10) DAYS OF SCHOOL

The first ten (10) days of school is crucial to correctly identifying the number of students who will be enrolled for the 2016 - 2017 school year. ***Student attendance should be reported within the first fifteen (15) minutes of each class block.*** The 10-Day Count Process will be used to report students who do not report to school within the first 10 days. The 10 Day Count Form will be used in the place of the regular absentee form. We will inform you when it is time to start using the regular absentee form.

The 10 Day Count Form is used only for the first block and attendance is entered in SAMS for the other blocks. **Do not** allow students to complete this form. The 10-Day Count Report or Absentee Reports should be sent to the attendance clerk.

Teachers must correctly post attendance on the board each day for each block for the entire school year. The report totals should reflect the following: **Enrolled/Present/Absent.**



Attendance and Make-Up Policy

According to the Mississippi Department of Education and the Greenville Public School District's policy, student must be present 95% of the time to receive credit in a credit in a class in which they are enrolled. Therefore, students cannot miss more than 20 (10 per semester) days in a class that offers one (1) Carnegie unit. Students cannot miss more than 10 days in a class that offers a half (1/2) Carnegie unit. **Students must be present 63% of the day to be counted present.**

An excused absence allows a student to make up assignments missed during an absence. **Teachers are not required to allow students to make up assignments missed for unexcused absence. Students have to make up time whether excused or unexcused.**

If the extended absence was due to an extended illness that has been documented, the administration has the right to waive the excused days; however, the students have to make-up the missed assignments. If the student has not made up time and work by the end of the grading period, he/she **must not receive a grade higher than a 59**. Time must be made up for EACH class missed, not collectively. For example, if a student misses Algebra I, English II, and World History; they must make up 53 minutes for each class for a total of 159 minutes. Time must be made up after school or during Saturday school.

- Students must have a separate time sheet for each teacher the makeup time is owed.
- Saturday School sheets must be submitted to the Saturday School Administrator at the end of the day.
- Content specialists and pathway administrators will verify all time made up before it is credited.

Tardy to School

A student who arrives to school after the first period tardy bell will receive a tardy admittance slip from before reporting to first period. The classroom teacher will record the tardy in the grade book. If the student arrives during first period but after 8:30, the student shall report to the attendance office and will be considered as absent from class.

Failure to report to class will result in an unauthorized absence from class. **Any student who enters after 8:00 must be accompanied by a parent In the event a student arrives to school after 8:00 without a parent, parent notification must occur, which will require disciplinary action. (Administrator)**

Car trouble, personal and/or family errands, or a family member assuming responsibility for a late arrival to school or to the first scheduled class are not examples of an excused tardy.

The school (*Attendance Clerk*) will process the data. In addition, consequences for excessive tardies are as follows:

1 st Excessive Tardy (4 th tardy)	Mandatory Parent Conference
2 nd Excessive Tardy (5 th tardy)	After-school Detention 1 hour
3 rd Excessive Tardy (6 th tardy)	In-School Suspension 3 days
4 th Excessive Tardy (7 th tardy)	In-School Suspension 5 days
5 th Excessive Tardy (8 th tardy)	Out –of-School Suspension 3 days

Failure to report to detention will result in administrative action.



Truancy

A student will be considered truant if the student is unaccountably absent from class for **ten minutes**. A student who leaves campus without proper authorization will be considered truant.

Failure to leave campus with proper authorization or an unaccountable absence from class that exceeds ten (10) minutes will result in the following consequences:

1 st Infraction	Three (3) days of ISS
2 nd Infraction	Five days (5) of ISS
3 rd Infraction	Three days (3) of Out School Suspension
4 th or greater	Other disciplinary actions may be taken

Monitoring & Reporting Student Progress



*"If you're walking down the right path and you're willing to keep walking,
eventually you will make progress."*

44th President of the United States, Barack Obama

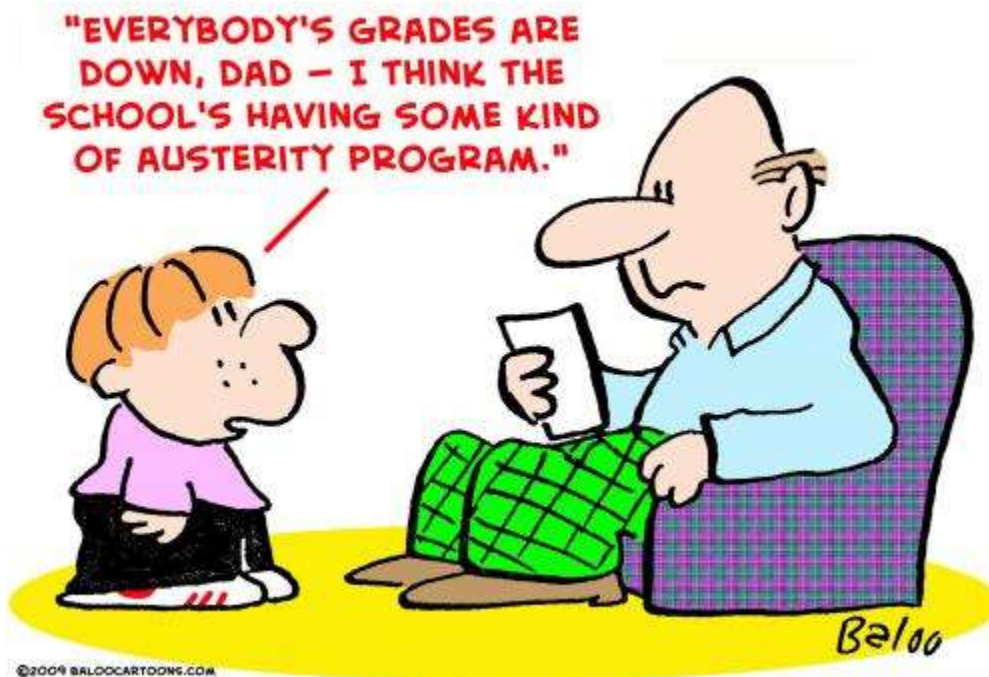
SAMS Grade Book and Teacher Grade Book

All teachers are required to maintain their SAMS grade book. The grade book must be accurate and correspond directly to what is entered into SAMS. Manual/online grade books must contain the following:

- Attendance for each student
- Listing of assignments with standard/objective number
- Dates that correspond to assignments and attendance
- Grades- participation, homework, quiz, test (**at least sixteen grades per term**)

Grade reporting will follow the listed dates on the Greenville Public School District Calendar. Teachers are responsible for maintaining updated and accurate grades and attendance via SAMS. Progress reports are issued the based on the calendar provided. All students will receive progress reports regardless of their grade.

Teachers will have written documentation that a progress report was given. All TERM grades will be posted in SAMS. Grade verification sheets are to be turned in to the Counselors the day immediately after posting grades (teachers should maintain a copy for their portfolio). All final/permanent grades must be signed off by the counselor.



Assessments

Teachers' assessments (formal and informal) need to be comprehensive and display a level of complexity that prepares students to be successful on the SATP2, ACT/SAT, and MAP. All teachers must submit a copy of their assessments with their lesson plans (uploaded in ELS).

Checkpoint, Benchmark, and Term Exams are to be given only on days designated by the Greenville Public Schools Calendar. **No exam will be given before the specified time with administrative approval. A teacher must turn in a copy of his/her exam one week before the exam is administered.**

- Pop quizzes/ tests should not be given for the purpose of punishing students or controlling classes.
- If a student is absent more than three or fewer days, the student will be given three days to make up work. If the student is absent four or more consecutive days, the student must provide a valid written excuse. **All students must provide a doctor's excuse upon returning to school to make-up nine weeks tests or final exams.**

Students caught cheating will be assigned a zero for the work and will receive a disciplinary referral. A parent conference will be scheduled.



Grading

Grades should be entered according to the following guidelines:

- Teachers must input into SAMS a minimum of two (2) grades per week
- Teachers should assign homework four (4) – five (5) days per week
Teachers should provide students with immediate feedback, regarding their performance
- Bell ringers should not be used as a test grade

District Grading Policy

50% - Daily Grades

50% - Test Grades

Daily Average

SAMS Weight Distribution

37.5% - Daily Work

37.5% - Tests

25% - Term Exams (Nine week + writing)

SAMS Average

Grading Scale

The Greenville High School grading scale will be as follows:

A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	Below 59

A grade received in an accelerated course will be multiplied by a factor of 1.025, and a grade received in an advanced placement course will be multiplied by a factor of 1.045.

An incomplete grade (I) will be assigned when a student has not completed make-up work during a grading period. If the incomplete grade has not been corrected within two weeks after the end of the grading period, a failing grade (F) will be assigned. No incomplete grade will be given as a final grade in a course.

Grades will be reported and recorded in numerical form and will reflect the actual numerical average in the courses as specified in the grading plan for the course. No grade over “100” can be recorded.



Progress Reports

Teachers will formally report student progress to parents at the midpoint and end of each nine-week period via progress reports, deficiency notices, and report cards. All signed progress reports and report cards should be kept on file with the classroom teacher.

Progress reports are to be ready for distribution at mid-quarter (refer to the progress report and report card schedule for exact dates). However, *teachers may send progress reports at any other time they deem it desirable.*

All students will receive progress reports regardless of their grade.

Teachers will have written documentation that a progress report was given. Students will sign the Progress Report Receipt Form.

Progress reports should not be used as substitutes for individual conferences, and a student should understand clearly why he/she has received the notice. Teachers should maintain documentation of parent contact regarding students who are not responding to academic, attendance, or behavioral interventions.

Issuance of Progress Report and Report Card Schedule 2017-2018

<i>First Day for Students</i>	<i>August 7, 2017</i>
<i>T1-Progress Reports Issuance (half and whole credit courses)</i>	<i>September 13, 2017</i>
<i>Report Cards Issuance (1st Nine Weeks).... 60% Day (Early Dismissal for Students)</i>	<i>October 12, 2017</i>
<i>T2-Progress Reports Issuance (half and whole credit courses)</i>	<i>November 27, 2017</i>
<i>Report Cards Issuance (2nd Nine Weeks/1st Semester)</i>	<i>January 19, 2018</i> <i>*Note: per the 2017-17 Academic Calendar</i>
<i>T3-Progress Reports Issuance (half and whole credit courses)</i>	<i>February 14 , 2018</i>
<i>GHS Report Cards Issuance (3rd Nine Weeks/2nd Semester)</i> <i>*Note: A date is not listed on the district calendar for this event.</i>	<i>March 29, 2018</i>
<i>T4-Progress Reports Issuance (half and whole credit courses)</i>	<i>April 11, 2018</i>

<i>Senior Exams /Make-up</i>	<i>May 14-16, 2018</i>
<i>4th Nine Weeks Assessments (Grades 9-11)</i>	<i>May 17 – 25, 2018</i>
<i>GHS Final Report Cards Issuance Day</i>	<i>May 25, 2018</i>
<i>Report Cards Mailed (4th Nine Weeks/2nd Semester/Final Average)</i>	<i>Tuesday, May 29, 2018</i>

Steps for Struggling Students



Greenville High School
Parent Concerns Letter



Date: _____

Dear Parent or Guardian of _____:

The purpose of this communication is to inform you that your child is currently experiencing problems in my class. I would greatly appreciate your cooperation in working with me in trying to take corrective measures to eliminate these problems.

The attitudes and habits listed below are important elements that are definitely essential in order to maintain stability within the classroom. Furthermore, they must be corrected in order for your child to develop his/her maximum potential.

Please observe the items below which represent the areas in which we're experiencing difficulties:

9. AREAS OF CONCERN

- | | |
|---|--|
| <p>_____ Excessive talking</p> <p>_____ Lack of effort</p> <p>_____ Disrespectful to others</p> <p>_____ Excessive tardies (_____)</p> <p>_____ Not prepared for class</p> <p>_____ Incomplete assignments</p> <p>_____ Poor test scores</p> <p>_____ Excessive detentions</p> <p>_____ Is failing at this time (_____)</p> | <p>_____ Disturbs others</p> <p>_____ Inattentive</p> <p>_____ Bad attitude</p> <p>_____ Excessive absences (_____) (Max possible grade 59)</p> <p>_____ Does not complete work on time</p> <p>_____ Missing assignments (_____)</p> <p>_____ Request parent conference</p> <p>_____ Inappropriate materials (toys, etc)</p> <p>_____ D grade at this time (_____)</p> |
|---|--|

If you have any questions, you may contact us at (662) 334-7077 or _____@gville.k12.ms.us. If you would like a personal conference, please contact the counseling office for arrangements (please advise 24 hours in advance).

Sincerely,

_____, Teacher

_____, Pathway Administrator

Melvin D. Brown, Principal



GHS MTSS Procedures

The following procedures will be used to advance our Multi-Tiered System of Support (MTSS) efforts for our students and teachers here at GHS. The pathway serves as the Tier 2 intervention team for struggling students who have not shown success at Tier I. Our pathway Tier II process will include:

Attendance

1. Upon the 5th absence, the teacher sends an “Attendance Information” letter home to the parent. Have the students sign for the letter as documentation. Keep the signed copy for your records, forward a copy to your pathway counselor.
2. Upon the 7th absence, the pathway’s content specialist (through the classroom teacher) schedules an attendance hearing. The pathway (teachers, counselor, and admin) meets with the parent. If there is sufficient documentation (medical) to issue a waiver, the request is made to the administration. Otherwise the parent and team arrange for the student to make up time missed (for each class! Ex. If John missed the entire day, he will make up 53 minutes for each period or 371 minutes). An **Attendance Contract** will be completed for the student and parent.
3. If a waiver is granted, the form will be placed in the student’s file and copies forwarded to affected teachers for their records. If the student must make up time, a time sheet will be generated for **each teacher**. The student will be held responsible for keeping up with the form issued. The time sheet must be verified by the pathway administrator and pathway content specialist before the time is accepted.
4. If attendance issues persist, the teacher will refer the student to the Teacher Support Team.

Discipline

1. Teachers may recommend students to a disciplinary hearing due to repeated violations of the classroom rules and the Student Code of Conduct. Teachers should submit a behavioral log and documentation with the Tier I documentation (*i.e. teacher detention, parent contact, detention, etc.*).
2. The pathway content specialist (through the classroom teacher) will schedule a disciplinary intervention. The pathway (teachers, counselor, and admin) will meet with the parent to develop a **Behavioral Management Plan** for the student.
3. The recommending teacher will monitor plan for four weeks to determine if there is improvement in the student’s behavior.
4. If the student does not show improvement, the teacher will refer the student to the Teacher Support Team.

Academics

1. Teachers may refer struggling students to an academic hearing due to academic issues. Teachers should complete the Tier I process with documentation,
2. The pathway content specialist (through the classroom teacher) will schedule an academic intervention. The pathway (teachers, counselors, and admin) will meet with the parent to develop an **Academic Success Plan**.
3. The recommending teacher will monitor plan for four and a half weeks to determine if there is improvement.
4. If the student does not show improvement, the teacher will refer the student to the Teacher Support Team.

Greenville Public School District Policies



DISTRICT POLICY

1. Sexual Harassment

Any type of sexual harassment will not be accepted nor condoned at Greenville High School. Any employee who engages in such behavior is subject to disciplinary action up to or including dismissal. Greenville Public Schools offers mandatory harassment training for all new employees.

2. Grievances

The grievance policy is outlined in the district handbook. Employees are to follow the chain of command in reporting information and compliances with the grievance policy.

3. Absences and Attendance

Consistent with the mission of the Greenville Public School District, prompt and regular student attendance in all classes is an important goal of the district staff. Students will be allowed to have excused absences as follows:

- Grades nine through twelve---are allowed to miss ten days for quarter classes and twenty days for semester courses.

These absences must be substantiated by a parent/guardian either in writing or by phone. A parent/guardian may call the Greenville High School attendance office before 1:00 p.m. on the day of the absence to substantiate the student's absence, AND supply a written excuse before 7:45 a.m. upon the student's return to school. The written excuse will contain the home number and/or work telephone number. Once the specified number of absences has been taken, all further absences must be either (a) substantiated by a doctor's note (see Medical, below), or (b) approved at Least 24 hours in advance by the principal or designee (see Parental, below). Failure to comply with this policy will result in the absence(s) being unexcused, and class work for the missed classes may not be made up.

3. Social Networking Websites

Access of social networking websites for individual use during school hours is prohibited. Employees, faculty and staff should not give social networking website passwords to students.

All employees, faculty and staff of this school district who participate in social networking websites (like MySpace™ or Facebook™) shall not post any data, documents, photos or inappropriate information on any website that might result in a disruption of classroom activity. This determination will be made by the Superintendent.

Fraternization via the internet between employees, faculty or staff and students is prohibited and violation of any of these policies may result in disciplinary action, up to and including termination.

Nothing in this policy prohibits employees, faculty, staff or students from the use of educational websites, like www.schoolnotes.com, since educational sites are used solely for educational purposes.

4. Academic Honors

In order to honor outstanding academic achievement, the following criteria shall be used in determining those students eligible to be listed on school honor rolls and honors to be awarded at District graduation exercises.

I. HONOR ROLLS: There shall be two honor roll classifications:

- A. Principal's List: To be listed as a Principal's List Scholar, a student must have attained not less than a "B" average for the nine-week grading period in each academic subject.*
- B. Superintendent's List: To be listed as a Superintendent's List Scholar, a student must have attained not less than an "A" average for the nine-week grading period in each academic subject.

II. GRADUATION HONORS: There shall be three classifications of graduates with honors.

- A. Honor Graduate: To attain this honor, a student must have achieved an overall G.P.A of eighty six percent (86%) or above.
- B. Graduate of Distinction: To attain this honor, a student must have achieved a grade average of not less than "B" in each academic subject taken in grades 9-12.
- C. Highest Honors: To attain this honor, a student must have earned a grade average of "A" in each academic subject taken in grades 9-12.

III. GENERAL INSTRUCTIONS:

It shall be the duty of the principal and his/her staff to compile a list of honor roll students, by classification and grade level, each nine-week grading period. The list shall be posted on the school bulletin board and a copy submitted to the Superintendent for publication. Said lists shall be posted and submitted to the Office of the Superintendent within one week after report cards are disseminated to parents.

5. Academic Integrity

To create an atmosphere of mutual trust between students and faculty, Greenville High School encourages all students to strive for excellence with academic honesty and personal integrity. To do otherwise is to cheat. Cheating is a dishonest act that undermines the integrity of the student as well as that of Greenville High School. Cheating includes, but is not limited to the following examples:

- Obtaining test or quiz materials prior to the assessment without the teacher's knowledge.
- Inappropriate use of graphing calculators, programmable watches, palm pilots, and other computer or electronic devices.
- Sharing student work that should be independently/individually produced.
- Using crib notes during test situations.
- Failure to credit another person's ideas as his/her own.
- Discussing information about a test or quiz with students who have not completed the assessment.

Consequences for cheating are intended to promote growth in character and not to simply punish a student. Consequences for cheating include, but are not limited to the following:

- A grade reduction.
- A grade of zero (0) for the assignment with not an opportunity to make up the work, including extra work.
- Notification of the act to the National Honor Society advisor(s) and the Greenville High School Honors Committee.
- Discipline referral to the appropriate pathway administrator.

Greenville High School reserve the right to administer consequences beyond the identified range as previously listed.

A core value of any successful institution is to maintain high morals and ethical standards. Such is true of Greenville High School. Greenville High School students are encouraged to perform at the highest possible levels of excellence with academic honesty and personal integrity.

6. Checkout Procedure

When it is necessary for a student to check out during the school day, the parent/guardian must come to the school and check-out his or her child(ren). When a student arrives on campus, the student becomes the responsibility of the school.

Under no circumstance can the student leave campus without being checked out in the office by the parent/guardian. If a student returns to school after being checked out earlier in the day, he must report to the office before going to class. There will be dismissals after 3:00 p.m.

7. Exemptions

A graduating senior student may choose to be exempt from a **fourth nine-weeks exam** in any course(s) provided the following requirements have been met:

- The student has achieved a yearly average of 87 or above in that course.
- The student has not received an unexcused absence in that class during the current school year.
- The student has not received ISS or OSS during the current school year.

If a senior elects to take an exam in which exemption requirements have been met, the student will not be penalized by an exam grade that will lower the nine-week average.

8. Grading Scale

The Greenville High School grading scale will be as follows:

A	90	-	100
B	80	-	89
C	70	-	79
D	60	-	69
F	Below		59

A grade received in an accelerated course will be multiplied by a factor of 1.025, and a grade received in an advance placement course will be multiplied by a factor of 1.045.

An incomplete grade (I) will be assigned when a student has not completed make-up work during a grading period. If the incomplete grade has not been corrected within two weeks after the end of the grading period, a failing grade (F) will be assigned. No incomplete grade will be given as a final grade in a course.

Grades will be reported and recorded in numerical form and will reflect the actual numerical average in the courses as specified in the grading plan for the course.

9. Graduation---- Notification of Status

With the conclusion of each nine-week grading period, a student will receive a report card that will indicate academic progress. The report card is the school's official notice to the student and parent/guardian of academic progress. The parent/guardian is encouraged to review the report card and discuss the student's academic progress with the student. The parent/guardian is encouraged to call the GHS guidance office and arrange a conference if there is a question regarding the student's progress or if the parent/guardian needs more information.

Once it has been determined that a senior has failed to meet the minimum requirements for graduation, the GHS guidance office will notify the student and parent/guardian by telephone. An official notification will be forwarded to parent/guardian by mail.

In accordance with Mississippi Public School Accountability Standards, a student who fails to meet the graduation and/or exit requirements or fails to meet the passing score on the state exit examination will not be allowed to participate in the graduation ceremony.

10. Graduation----Participation

Participation in the graduation ceremony is not a requirement for graduation. However, a senior who plans to participate in the ceremony shall attend the graduation practice and be on time.

A graduating senior without proper attire will not be allowed to participate in the graduation ceremony. The proper attire for a male student is a white-collar shirt with a tie. Dark slacks or trousers are appropriate; blue jeans are inappropriate. A dress/skirt that meets the GHS dress code is proper attire for a female student. Dark footwear is appropriate for all students. Tennis shoes, boots, and flip-flops are inappropriate as well as sandals without a heel and/or strap.

11. Graduation-Valedictorian and Salutatorian

The student graduating with eight semesters of work with the highest grade point average will be recognized at graduation as valedictorian of the graduating class of Greenville-Weston High. The student graduating with eight semesters of work with the second highest grade point average will be recognized at graduation as salutatorian of the graduating class. The valedictorian and salutatorian of GHS will complete the graduation requirements of the Mississippi Department of Education, the Greenville Public School District, and the required courses for admission to the public universities in Mississippi.

In the case of a tie for either valedictorian or salutatorian, the highest numerical average for all courses taken during the current school year will determine the valedictorian. The student with the second highest numerical average for all courses taken during the current school year will be the salutatorian. The numerical averages will be carried to four decimal points. In the event a tie still exists, the student who has taken the most courses from the following list will be valedictorian: AP Art-History of, AP Art-Portfolio, AP Biology, AP Calculus, AP Chemistry, AP English Language and Composition, AP English Literature and Composition, AP European History, AP French, AP Physics, AP Psychology, AP Statistics, AP US Government, AP US History, and AP World History. The final method for breaking a tie for either valedictorian or salutatorian will be the total number of Carnegie units earned for all courses taken during grades 9-12. All credits earned will be included in the tiebreaker.

12. Hall of Fame

I. PURPOSE:

- A. To establish more appropriate and permanent marks of distinction of outstanding seniors.
- B. To encourage other student to emulate the high ideas and characteristics which a member of the "Hall of Fame" should possess.

II. COMMITTEE FOR SELECTION

- A. Anonymous faculty-student committee composed of the principals, a faculty member from each pathway and a junior from each pathway.
- B. The principal shall be the chairman and each member of the committee shall have one vote. In case of a tie, then the principal will vote to break the tie.

- C. The committee shall invite the eligible seniors to apply for membership in the Hall of Fame. Based on the results from the ratings of applications, interviews will be done and rated. Based on the ratings from interviews, the committee will nominate and select the students for the “Hall of Fame”. These seniors will demonstrate excellence in the areas of scholarship, service, and leadership.
- D. All proceedings are to be kept secret until announcements are made.

III. QUALIFACTIONS OF NOMINEES

- A. All nominees must have attended a GPSD high school for three semesters prior to selection.
- B. Not more than twelve (12) members of the senior class shall be named for the “Hall of Fame.” A lesser number may be named.
- C. Candidates must possess the following characteristics and qualities:

A good citizenship record	A profound sense of responsibility
High qualities of leadership	Courtesy
A well-rounded personality	Friendliness
A spirit of cooperativeness	Refinement
High degree of initiative	High degree of self-discipline
Good mental health	Perseverance
High degree of integrity	School pride
Respect for duly constituted authority	
High degree of spiritual and moral character	
Respect for school and community property	
High degree of scholarship with at least an 86% cumulative grade point average and no failing semester grades	
- D. Candidates must be active in the past or present in at least two extra-curricular activities. The activities should be in unrelated fields.
- E. Candidates must be in the top one-third of the senior class.
- F. Candidates must have good attendance.
- G. Candidates must have a good disciplinary record.

IV. DISCRETION OF THE COMMITTEE

In all considerations, the committee should assume responsibility for the selections to the degree that should additional qualifications be needed or should those named above be a hindrance to the best interests of the selections, that by general consensus of the entire committee, the changes recommended should be in order.

13. Restroom Privilege

A student shall receive proper authorization before exiting a classroom from restroom purposes. A restroom “excuse” may include a written excuse or other means of teacher authorization.

14. School Detention

After school detention consists of sixty minutes and will begin ten minutes after the dismissal of school. A student will be counted as absent if the student is not present to sign roll. In the event a student is absent, the student will serve the assigned detention upon immediate return to school. A student will be allowed twenty-four (24) hours to make transportation arrangements once detention has been assigned to the student. A student who reports late to detention will not be admitted. If a student attends school and fails to report to detention, consequences will be assigned according to the school discipline ladder.

15. Signs

A sign or poster will not be posted in any building or on the campus without permission from an administrator. An administrator's initials will signify that permission has been granted to post the sign or poster. A student or group responsible for posting the sign must remove the sign within twenty-four (24) hours after the event.

A student may post an election sign or poster twenty-four hours prior to an election. The sign/poster will be removed within twenty-four hours following the election.

16. Soft Drink Machines

Soft drink machines are located in faculty workrooms for the convenience of the faculty and staff of Greenville High School. **These areas are off-limits to students during the school day.**

A student will not have soft drinks in his/her possession during the school.

Any container---glass, plastic, aluminum, etc.---once opened is not allowed on campus during the school day. Students in possession of an open container during the school day will be subject disposal of the item and/or In-School Suspension.

17. Sportsmanship

As a member of the Mississippi High School Activities Association, Greenville High School will adhere to the policies and regulations of the MHSAA and will promote sportsmanship in all activities and events. Good sportsmanship is defined by the National Federation of High School Athletic Associations as a concrete measure of the understanding and commitment to fair play. Students are reminded that a ticket to an athletic event or activity is a privilege to observe a contest and support the team, not a license to verbally assault others or be generally obnoxious. Students will be expected to respect decisions made by contest officials and be an exemplary role model by positively supporting teams in every manner possible, including the content of signs and cheers.

18. Star Student

Selection of Greenville High School's Star Student and Star Teacher is mandated by the guidelines of Mississippi Economic Council. The Star Student will designate the Star Teacher.

19. Tardy to School

A student who arrives to school after the first period tardy bell will receive a tardy admittance slip from before reporting to first period. The classroom teacher will record the tardy in the grade book. If the student arrives during first period but after 8:30, the student shall report to the attendance office and will be considered as absent from class. Failure to report to class will result in an unauthorized absence from class. **Any student who enters after 8:30 must be accompanied by a parent In the event a student arrives to school after 8:30 without a parent, parent notification must occur, which may require disciplinary action. (Administrator)**

Car trouble, personal and/or family errands, or a family member assuming responsibility for a late arrival to school or to the first scheduled class are not examples of an excused tardy.

A student will be allowed three (3) tardies to school or to the first scheduled class. On the fourth tardy, the student will receive an unexcused absence. For every three (3) tardies, a student will receive one (1) unexcused absence.

The school (Attendance Clerk) will process the data. In addition, consequences for excessive tardies are as follows:

1 st Excessive Tardy (4 ^m tardy)	After-school Detention 30 minutes
2 ^{na} Excessive Tardy (5 ^m tardy)	After-school Detention 1 hour
3 ^Q Excessive Tardy (6 [*] tardy)	In-School Suspension 3 days
4 ^m Excessive Tardy (7 ^m tardy)	In-School Suspension 5 days
5 ^m Excessive Tardy (8 ^m tardy)	Out School Suspension 3 days

20. Truancy

A student will be considered truant if the student is unaccountably absent from class for ten minutes. A student who leaves campus without proper authorization will be considered truant. Failure to leave campus with proper authorization or an unaccountable absence from class that exceeds ten (10) minutes will result in the following consequences:

1 st Infraction	Three (3) days of ISS
2 nd Infraction	Five days (5) of ISS
3 rd Infraction	Three days (3) of Out School Suspension

After the 3rd infraction other disciplinary actions may be taken.

21. Vacating School Grounds

All students will vacate all buildings on campus and exit the Greenville High School campus upon the conclusion of each school day unless under the direct supervision of a school official in an organized school-sponsored activity or event.

22. Visitors

In order that the normal classroom atmosphere will exist, a GHS student will not be allowed to bring a visitor, relative, friend, or child to school for any part of the school day without prior approval of administration. Parents and community members are encouraged to visit the school regularly. All visitors to GHS are required to request a visitor's pass in the front entrance.

23. Withdrawal from School

When it becomes necessary for student to transfer or withdraw from Greenville High School, the student will report to the guidance office and request a withdrawal form. The student will complete and return the form to the guidance office. The official records of the student will be released upon receipt of an official written request by the transfer school.