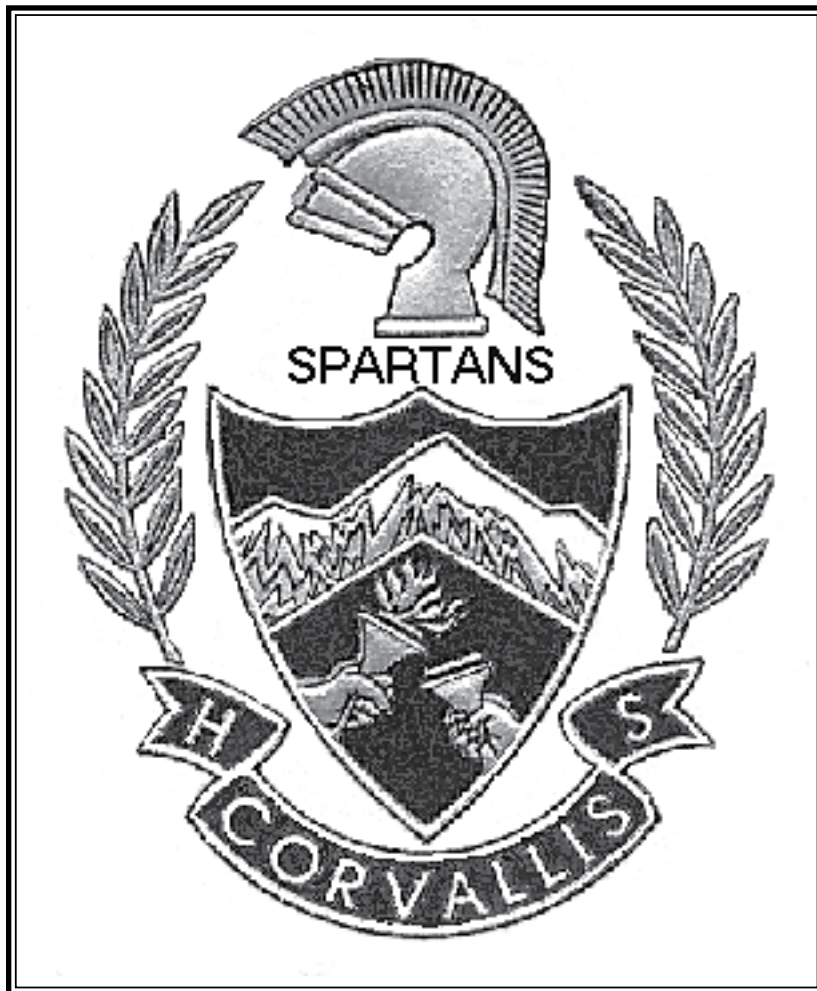


CORVALLIS HIGH SCHOOL



**STAFF HANDBOOK
2009-2010**

*“Real Education should educate us out
of self into something far finer;
into a selflessness which links us with
all of humanity.”*

— Lady Nancy Astor

Corvallis School District 509J values the diversity and worth of all individuals and groups and is an equal opportunity educator and employer. It is the policy of the district that there will be no discrimination or harassment of individuals or groups on the grounds of age, citizenship, color, disability, parental or marital status, national origin, race, religion, sex, or sexual orientation in any educational programs, activities, or employment.

District Title II Contact—Mike Strowbridge, Instructional Services, 757-5855

District Title IX Contact—Jennifer Duvall, Human Resources, 757-5840

District 504 Contact—Kathleen Walker, Student Services, 757-5752

The address of the above contacts is 1555 SW 35th Street, Corvallis, Oregon 97333

Welcome to the new school year

We know this is a great team of teachers and support staff who make Corvallis High School such an incredible place to learn and work. The purpose of this handbook is to clarify general information for you as we work together to make this the best year possible for students and staff.

There is general information on:

- School contact numbers
- Class schedules
- Student expectations/consequences
- Teacher expectations
- Procedures
- Policies

This handbook is a work in progress. Questions, comments or need for clarification can be directed toward the administrative team.

Have a great year!



| CHS 2009-2010 Advisor Subject Schedule | | | | |
|---|--|---|---|---|
| Date | Freshman | Sophomore | Junior | Senior |
| Sept 16, 2009 | Link Crew | Student Handbook | Student Handbook | Student Handbook |
| Sept 24, 2009 | Attendance | Attendance | Bus Video | Bus Video |
| Sept 30, 2009 | Bus Video | Bus Video | Attendance | Fundraiser/ Attendance |
| Oct 1, 2009 | Career Rel Learn Expectations | Career Rel Learn Expectations | Career Rel Learn Expectations | Josten Rep |
| Oct 21, 2009 | Present HS Count Deadlines-Counseling Office Reg to Play Sports Making High School Happen | Deadlines-Counseling Office Reg to Play Sports OUS visit | Deadlines-Counseling Office Reg to Play Sports OUS visit | Deadlines-Counseling Office Reg to Play Sports OUS visit |
| Nov 5, 2009 | Link Crew | | | Check names for spelling |
| Nov 18, 2009 | | | | Nominate class speaker |
| Dec 3, 2009 | | | | Vote for Speaker and Class Motto |
| Jan 7, 2010 | | | | |
| Jan 13, 2010 | Link Crew | | | |
| Feb 11, 2010 | | | | |
| Feb 24, 2010 | | | | |
| Mar 11, 2010 | Forecasting | Forecasting | Forecasting | Graduation Heads Up |
| Mar 17, 2010 | Return Forecasting Sheets | Return Forecasting Sheets | Return Forecasting Sheets | |
| Apr 1, 2010 | Career Related Learning | Career Related Learning | Career Related Learning | Career Related Learning |
| Apr 7, 2010 | Link Crew | | | Cover Important Dates |
| Apr 22, 2010 | | | | |
| Apr 28, 2010 | | | | |
| May 6, 2010 | | | Prom Talk | Prom Talk |
| May 12, 2010 <i>40 mins</i> | Elections | Elections | Elections | Graduation Info |
| May 20, 2010 | | | | Walking Partners |
| May 26, 2010 | | (20) Minute ADVISOR schedule: A Block • 7:40 – 9:10 First Break • 9:10 – 9:15 B Block • 9:20 – 10:50 Passing Time • 10:50 - 10:55 ADVISOR 10:55 – 11:15 Second Break • 11:15 – 11:20 C Block • 11:25 – 12:55 Lunch 12:55 – 1:35 D Block • 1:40 – 3:10 | | |
| June 3, 2010 | Link Crew | | | |

CHS Daily Class Schedules

Regular Schedules

Schedule #1Odd/Even

Block A..... 7:40-9:15
 Break 9:15-9:25
 Block B..... 9:30-11:05
 Break 11:05-11:10
 Block C..... 11:15-12:50
 Lunch..... 12:50-1:30
 Block D 1:35-3:10

ALL (usually on Fridays)

Period 1..... 7:40-8:25
 Period 2..... 8:30-9:15
 Break 9:15-9:25
 Period 3..... 9:30-10:15
 Period 4..... 10:20-11:05
 Break 11:05-11:10
 Period 5..... 11:15-12:00
 Period 6..... 12:05-12:50
 Lunch..... 12:50-1:30
 Period 7..... 1:35- 2:20
 Period 8..... 2:25-3:10

Department Chairs

| | |
|------------------------------|---|
| Business/Tech | Scott Lasswell |
| Counseling | Josh Miller |
| Fine Arts | Bret Godfrey |
| Language Arts | Dena Minato |
| LRC/Alt Ed | Meg Gear |
| Math | Greta Brooks and Eric Dazey |
| PE/Health | Greg Garrison/1st SemesterHeather Perrigan /2nd Semester |
| Science | Matt Kirby |
| Social Studies | Sarah Theurer |
| World Languages | Trudi Caster |

Special Schedules

15 Minutes

Schedule #2Odd/Even

Block A..... 7:40-9:10
 Break 9:10-9:20
 Block B..... 9:25-10:55
 15 minutes..... 11:00-11:15
 Break 11:15-11:20
 Block C..... 11:25- 12:55
 Lunch..... 12:55-1:35
 Block D 1:40- 3:10

35 Minutes

Schedule #3Odd/Even

Block A..... 7:40-9:05
 Break 9:05-9:15
 Block B..... 9:20-10:45
 35 minutes..... 10:50-11:25
 Break 11:25-11:30
 Block C..... 11:35-1:00
 Lunch..... 1:00-1:40
 Block D 1:45-3:10

Pride Assembly - 30 minutes

Schedule #4Odd/Even

Block A..... 7:40-9:10
 Break 9:10-9:20
 Block B..... 9:25-10:55
 Assembly 11:00-11:30
 Block C..... 11:35-1:00
 Lunch..... 1:00-1:40
 Block D 1:45-3:10

45 Minutes

Schedule #5Odd/Even

Block A..... 7:40-9:00
 Break 9:00-9:10
 Block B..... 9:15-10:35
 45 minutes..... 10:40-11:25
 Break 11:25-11:35
 Block C..... 11:40-1:00
 Lunch..... 1:00-1:45
 Block D 1:50-3:10

General Staff Information

| Important Office Numbers | Staff | Phone |
|--|-------------------------------|---------------|
| CHS Office | | .757-5871 |
| Main Office | Sherry Faller | .757-5872 |
| Principal | Dawn Granger | .757-3905 |
| Assistant Principal | Eric Wright | .757-5876 |
| Assistant Principal | Alicia Ward Satey | .757-5904 |
| Bookkeeper | Cindy Wettengel | .757-5873 |
| Campus Support (cell) | Ed Strowbridge | .740-1440 |
| Activities/Athletics Office | | .757-5917 |
| Athletic Director | Bob Holt | .757-5920 |
| Administrative Assistant | Jan Walker | .757-5917 |
| Attendance Office | Debbie Begin | .757-5888 |
| Beyond CHS | Nancy Shaffer | .757-4453 |
| Book Room | Judi Welever | .757-5896 |
| Counseling Center | | .757-5881 |
| Administrative Asst. | Linda Larson Keller | .757-5881 |
| Counselors | Joshua Miller | .757-5915 |
| | Cathy Wright | .757-3823 |
| | Keri Phipps | .757-5883 |
| ELL Student and Family Advocate | Monica Schlechter | .757-4489 |
| Learning Resource Center | | .757-5986 |
| Teachers | Karen Jones | .757-4745 |
| | Monica Forsman | |
| | Maughn Hagel | .757-3872 |
| | Meg Grear | .757-5930 |
| Secretary | Sharon Watenpaugh | .757-5896 |
| Library - Librarian | Judy Westlake | .757-5900 |
| Registrar | Karen Nelson | .757-5884 |
| Career Education Specialist | Donna Keim | .757-5911 |

CHS Traditions

What is a Spartan?

The CHS community is made up of staff, students, parents, and other interested individuals. Together we hold a strong commitment to provide student learning that is characterized by:

Respect ~ Responsibility ~ Safety

Spartans exemplify these beliefs in a school culture that is diverse, welcoming, and educationally challenging.

CHS Mission Statement

At Corvallis High School we strive to create an environment that nurtures self-esteem, responsibility, sensitivity and life-long learning. Corvallis High School provides students with opportunities and support to acquire academic and life skills for success in our highly competitive global economy. CHS offers a balanced and challenging education program insuring that our graduates possess the knowledge and skills to live productive and satisfying lives.

At CHS all individuals will treat all others with respect, compassion, and fairness.

There should be diversity in the curriculum: students allowed to express viewpoints in an equal forum; students and staff welcoming presenters with differing cultures or experiences; a system of communication in the classroom which allows for concepts to be communicated by the teacher and student when applicable and offers opportunity for student curiosity to be satisfied through appropriate questioning and exploration of ideas presented.

All individuals in the school will display good citizenship, and acknowledge responsibility for their behavior. Teachers use group projects assigned with individual responsibility emphasized; analysis of social situations and history to come up with a common definition of good citizenship; a system for assignment make up which transfers responsibility to the student and is communicated to everyone.

All individuals are expected to attend all classes, arrive on time and be actively engage in tasks.

Teachers are expected to model good attendance; starting class when the bell rings; having a system for how a student enters the room late and is held accountable; using the detention system if needed and when necessary; call upon a variety of students or allowing them to choose when they will be called on in such a way as to encourage participation by all.

- All individuals will be expected to be engaged in learning that is balanced, challenging and relevant.
- Creating exciting lesson plans, asking students to model for you what engaged and disengaged look and feel like; allowing for student input into what is taught and/or how it is taught; keeping up to date and asking students to bring in articles or ideas relevant to the topics being taught; allowing for differing perspectives; pre-assessing student ability and ongoing assessment of learning to better tailor lessons.
- Staff will establish, teach and use behavioral consequences in an educational manner, helping students to appreciate the purpose of expectations, the importance of making amends, and the taking of responsibility for improving their behavior.
- Explaining what the systems in place are and how you will use them; developing those guidelines with class input; developing a set of classroom rules with students or explicating your personal classroom rules with examples; role playing acceptable and unacceptable behaviors; relationship building or team building activities.

- Students have the right to be treated with respect, to expect fair and consistent treatment from staff and to be able to voice and have their opinions heard in a respectable forum. In turn, they must be respectful of staff.
- Most importantly - be consistent; follow the guidelines you set up; don't say one thing and then make an exception; listen when a student appeals to your judgment or questions you, but be consistent.
- All individuals have the responsibility to be aware of and abide by school procedures and expectations.

Model and use expectations in your classrooms; post school or classroom expectations; support your peers in their efforts to improve classroom and school behavior; teach expectations like any other lesson; warn students who may be on the edge; refer students to available services if they need them (mediation, counseling etc.); form relationships with students and staff based upon mutual trust so you can do all of the above.

Student Conduct

The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation. Staff members are asked to follow school and district guidelines as they supervise students in these situations. The culture and climate of our school as well as our discipline system and core beliefs will be discussed throughout the year.

Individual Expectations

Respect for self and others

Our traditions require that students will respect fellow students, staff and guests, as well as themselves. Examples- mediating a disagreement, listening to all sides of an issue, participating in class activities, following staff directions, avoiding conflict, reporting safety or other concerns, treating others as you would like to be treated.

Violations of this expectation include:

Fighting; Threats; Use or possession of a weapon; Harassment; Sexual Harassment and Racial Harassment; Intimidation/ Bullying/ Humiliation; Endangering others, either intentionally or carelessly; Inappropriate displays of affection; Profanity, either abusive or incidental; Insubordination or defiance of authority.

Respect for the educational process

Tradition also has students seeking full advantage of the opportunity to learn and does not allow for interference with their own or other students' opportunity to learn. Examples - keeping up on classroom assignments, focusing on instruction, seeking tutoring if needed, monitoring progress toward graduation and goals with honesty and personal integrity.

Violations of this expectation include:

Disruption of class or other learning opportunity; Cheating/ Plagiarism / Forgery/ Lying; Dress code violation; Loitering in classroom hallways, stairways or other unauthorized areas; Tardiness; Skipping class.

Respect for property of others

Another tradition is respect for the property of the school, students, staff, neighbors of the school, and guests. Examples - leaving your table clean for the next student in the cafeteria, returning found articles to the office, throwing trash in the proper receptacles, eating in specified areas, returning something in the same condition in which it was borrowed.

Violations of this expectation include:

Theft; damaging property of another, either intentionally or carelessly; Graffiti; Vandalism; Food violations (see below). Loitering: in neighbors' yards or the street/sidewalk within 1000 feet of the school.

Available Support for Staff

Staff members are encouraged to develop their own classroom consequences and interventions for students who are struggling. When expectations are not met or the student needs a more in depth intervention there are a variety of ways that consequences and assistance may be given to students outside of the classroom.

Behavior Referral: There are behavior referral forms available in the main office, the staff room, room and room. These behavior forms may be completed for anything from chronic tardiness to fighting. Staff is asked to fill out the top part of the form, giving student information and a short description of the incident. The form is then turned into the office. The administrators or behavior specialist will process the form ASAP, have the student make reflections about the incident, assign a consequence and give a copy of the action taken to the teacher.

SST Referrals: There are also SST referral forms in the main office as well as on the shared drive. These referrals are for students who are struggling, may need academic interventions, attendance issues, mental health concerns, or just those students about whom you have concerns. In the past, there have been few referrals made and we are trying to utilize the SST more effectively this year. There will be a feedback portion of the form so that you will know what steps have been taken to support these kids. Members of the SST will include teachers, administrators, counselors, behavior specialists and folks from the juvenile and truancy departments.

Sending students to the office: At times staff may need to send a student to the office. We fully support you in doing this, but to make sure that we know how to best handle the student, we ask you to either send the student with a behavior referral form or call the behavior specialist at 5794 or the office at 5872 to let us know why the student is being sent to the office. A referral form should be turned in for the student that was sent to the office before the end of the day.

Please turn in both behavior and SST referral forms into the basket located in the main office or email them to Ed Strowbridge, behavior specialist.

Possible Behavioral Consequences

Most students choose to act responsibly and, as a result, are able to benefit from the opportunities available at CHS. If, after our teaching and modeling it is still difficult for some students to learn to assume responsibility, it is necessary to provide natural consequences.

The following consequences may apply to those students who violate the behavior expectations of CHS.

1. Verbal Warnings(s)
2. Conference with Campus Behavior Specialist or Administration;
3. Detention: Noon
4. School service;
5. Peer mediation
6. ISS- In school suspension;
7. OSS- Out of school suspension;
8. Expulsion;
9. Automatic notification of police;
10. Activity Participation--Suspension or Termination;
11. Drug and Alcohol Assessment and Treatment;
12. Loss of Driver's Privileges.

Suspension of Driving Privileges

The school district may request that a student lose their driving privileges or the right to apply for driving privileges for the following offenses:

- If the student has been expelled for bringing a weapon on school property;
- If the student has been suspended or expelled at least twice for assaulting or menacing a school employee or another student;
- If the student willfully damaged or injured district property;
- If the student has used threats, intimidation, harassment or coercion against a school employee or another student.

The first request to suspend a student's driving privilege or right to apply for a driving privilege may be for up to a year. A second request may result in suspension of privileges until the student reaches the age of 21.

Athletics/Activities

All students are encouraged to take part in extracurricular activities. Students wishing to participate in athletics, theater, state performing arts contests, cheerleading must meet the following eligibility requirements. Staff members need to be aware of these requirements to support the students in their efforts to continue participating and answer any questions students may have.

For clarification, please contact the Athletic Department :

- A student must be enrolled in and passing five credits of work and also has been enrolled in and passing five credits during the preceding semester.
- Students must pass all classes or receive a 2.00 GPA at each grading period. Progress report cards will be checked every nine weeks. Students must also be current with graduation requirements.
- Students must be in regular attendance, maintain academic eligibility, obey the Mid-Willamette Conference training rules and follow all school rules. Criminal acts, violence, intimidation or discrimination will not be tolerated and may be the cause of immediate suspension from the program.
- All athletes must be covered by insurance.

Staff members who support clubs as advisors or help those who do are greatly appreciated. Remember- new clubs can be formed. Please see one of the assistant principals for more information should you desire to advise/form a club.

Corvallis High School 2009-2010 Meeting Schedules

***Conflicts which have caused the dates to be out of order: Sept 23rd – Fall Open House, Nov 11th – Veteran's Day, Nov 24th – Thanksgiving weekend, Mar 31st – Spring Break.**

Staff Meetings: 1st Wednesday of the month @ 3:30 pm, in the Library, unless otherwise announced.

Department Chair: 2nd Wednesday of the month @ 3:30 pm in the Staff dining room, unless otherwise announced

Professional Development Focus: 3rd Wednesday of the month @ 3:30 pm, in the Library, unless otherwise announced.

Site Council Meetings: 4th Wednesday of the month @ 3:30 pm, in Dawns office, unless otherwise announced.

| CHS CLUB SCHEDULE for 2009-2010 | | | | | |
|--|--|--|---|--|--|
| Monday | Tuesday | Wednesday | Thursday | Friday | Sporatic |
| French Club Room 219 @ lunch Penny Bazanele | Anime Rm 205 @ lunch Heather Zeman | Ballroom Dance Forum 3:30-5:30 Cathy Wright | Anime Rm 205 @ lunch Heather Zeman | Artisan's Club Rm T40 3:30-4:30 J. Lont/D. Staats | Craft Club Holiday based schedule - TBD |
| Gay Straight Alliance Rm 209 @ lunch M. Kimes/J. Williams | Nat Honor Soc (members only) Upper Gym @ lunch Sarah Theurer | Chess Club Rm 104 @ lunch Greta Brooks | G.A.M.E.R Rm 202/207 @ lunch Andy Collins | Variations Rm 232 @ lunch Charlyn Ellis | Drama Club/sporatic Theatre Sh @ lunch Laura Braibish |
| Magic Card Club Rm 205 @ lunch Rich Larrowe | Z Club Rm 222 @ lunch Jane Kiekel | Magic Card Club Rm 205 @ lunch Rich Larrowe | German Club Rm 223 @ lunch Trudi Caster | Magic Card Club Rm 205 @ lunch Rich Larrowe | |
| Model U N Rm 205 @ lunch Rich Larrowe | | Green Club Rm 216 @ lunch G Hyde/J Williams | Nat Novel Wr. Club Rm 225 @ lunch Amy Knoke | | |
| | | Key Club Rm 231 @ lunch Tom Martin | Students for Peace & Global Responsibility (SPGR) Rm 232 @ lunch Charlyn Ellis | | |
| | | Sherpa Club Rm 232 @ lunch Charlyn Ellis | Latin American Club Rm ? @ lunch every other week Monica Schlecter & Alicia Ward | | |
| | | Interpreters Club Rm 114 @ lunch (1st Wed of each month) Alicia Ward | | | |

| Staff Meetings | Department Chair Meetings | Professional Development Focus Meetings | Site Council Meetings |
|-----------------------|----------------------------------|--|------------------------------|
| Sept 9th | Sept 16th | Sept 30th* | Sept 29th |
| Oct 7th | Oct 14th | Oct 21st | Oct 28th |
| Nov 4th | Nov 18th* | Nov 18th | Nov 24th (*Tuesday meeting) |
| Dec 2nd | Dec 9th | Dec. 16th | NO MEETING |
| Jan 6th | Jan 13th | Jan. 20th | Jan 27th |
| Feb 3rd | Feb 10th | Feb 17th | Feb 24th |
| Mar 3rd | Mar 10th | Mar 17th | Mar 31st |
| Apr 7th | Apr 14th | Apr 21st | Apr 28th |
| May 5th | May 12th | May 19th | May 26th |
| June 2nd | June 9th | June 9th | |

(combined w/Site Council Mtg) (combined w/Dept. Chair Mtg)

Staff Attendance

Certified staff are to be in the building and available to students and other staff from 7:30 am to 3:30 pm each day. Individual certified staff may, with administrative agreement, adjust these hours to provide more preparation time before the start of the new school day. If so, 7:15 am to 3:15 pm is the recommended adjustment.

Certified staff are expected to model good attendance habits and closely follow all attendance procedures. Start class when the bell rings to demonstrate the importance of punctuality. Rooms should be open to students during the five-minute passing period prior to each class. Certified staff should be available to students during these times if possible.

If personal or professional needs require a staff member to be elsewhere during their prep, you will need to give prior notice to an administrator. Certified staff are expected to give professional responsibilities first priority during school hours.

Conferences

Regular conferences will be scheduled in October 2009 and April 2010 to review student learning progress. Details will be included in staff handouts and the Parent Newsletters.

At CHS, we work in partnership with parents and communication is very important. A student or parent may request to confer with a teacher at any time. The parents/guardians have been asked to please call the office for an appointment. They have also been told that most teachers are available before or after school. They also have been informed that teachers are available for telephone conferences. Your ability to be available to parents is valued. Office staff will do their best to encourage parent communication at your convenience. We will send the parent calls to your voicemail so, please put your classroom phones on voicemail while you are teaching to avoid interruptions.

Nondiscrimination

The district shall promote a climate of civility and inclusiveness and an environment free of discrimination based on an individual's race, color, religion, sex, national origin, citizenship, sexual orientation, disability, parental or marital status, or age; or because of the race, color, religion, sex, national origin, citizenship, sexual orientation, disability, parental or marital status, or age of any other persons with whom the individual associates. The district seeks to avoid endorsement of any activity or organization that does not adhere to these principles.

In keeping with requirements of federal and state law, the district strives to remove discrimination in employment, assignment, and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in use of facilities; in educational offerings and materials; and in accommodating the public at public meetings.

The Board affirms the value of human diversity in a learning organization by honoring all people regardless of race, color, religion, sex, national origin, citizenship, sexual orientation, disability, parental or marital status, or age; or because of the race, color, religion, sex, national origin, citizenship, sexual orientation, disability, parental or marital status, or age of any other persons with whom the individual associates.

Staff will establish channels through which citizens can communicate their concerns to the administration and the Board. The superintendent shall appoint and make known the individuals to contact on issues concerning the Americans with Disabilities Act of 1990, Americans with Disabilities Act Amendments Act of 2008, Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues. The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints.

Federal civil rights laws prohibit discrimination against an individual because he/she has opposed any discrimination act or practice or because that person has filed a charge, testified, assisted or participated in an investigation, proceeding or hearing. The ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

Discrimination Complaint Procedure

Complaints regarding the interpretation or application of the district's nondiscrimination policy shall be processed in accordance with the following procedures:

Informal Procedure

Any person who feels that he/she has been discriminated against should discuss the matter with the building principal, who shall in turn investigate the complaint and respond to the complainant within five school days. If this response is not acceptable to the complainant, he/she may initiate formal procedures.

If the building principal is the subject of the complaint, the individual may file a complaint directly with the superintendent. If the superintendent is the subject of the complaint, the complaint may be filed with the Board chairman.

Formal Procedure

1. A written complaint must be filed with the building principal within five school days of receipt of the response to the informal complaint. The building principal shall further investigate, decide the merits of the complaint, and determine the action to be taken, if any, and reply, in writing, to the complainant within ten school days.
2. If the complainant wishes to appeal the decision of the principal, he/she may submit a written appeal to the superintendent within five school days after receipt of the building principal's response to the complaint. The superintendent shall meet with all parties involved, as necessary, make a decision and respond, in writing, to the complaint within ten school days.
3. If the complainant is not satisfied with the decision of the superintendent, a written appeal may be filed with the Board within five school days of receipt of the superintendent's response to step (2). In an attempt to resolve the complaint, the Board shall meet with the concerned parties and their representative at the next regular or special Board meeting. A copy of the Board's decision shall be sent to the complainant within ten days of this meeting.

If the complainant is not satisfied after exhausting local complaint procedures, or 90 days, whichever occurs first, he/she may appeal in writing to the Superintendent of Public Instruction.

Discrimination Complaint Form

| | | |
|---|--|---|
| Name of Person Filing Complaint | Date | School or Activity |
| <input type="checkbox"/> Student/Parent <input type="checkbox"/> Employee <input type="checkbox"/> Nonemployee (Job Applicant) | | |
| Type of Discrimination <input type="checkbox"/> Race <input type="checkbox"/> Sex <input type="checkbox"/> Marital Status <input type="checkbox"/> Citizenship | <input type="checkbox"/> Color <input type="checkbox"/> National Origin <input type="checkbox"/> Age | <input type="checkbox"/> Religion <input type="checkbox"/> Disability <input type="checkbox"/> Sexual Orientation |

Specify complaint: (Please provide detailed information including names, dates, places, activities, and results of informal discussion.)

Remedy requested:

The complaint form should be mailed or taken to the building principal. Direct complaints related to educational programs and services may be made to the U.S. Department of Education, Office for Civil Rights. Direct complaints related to employment may be filed with the Oregon Bureau of Labor and Industries, Civil Rights Division, or the U.S. Department of Labor, Equal Employment Opportunities Commission.

General Faculty Procedures

Emergency Communications/Weather Closure Information

When the decision is made to close the school or delay the start, we rely on emergency phone trees and local radio and television stations for notification to staff. Closure and/or delayed start information will be broadcast no later than 6:30 am.

When the school is closed for the day, only the emergency crew is to report to work. Members of the emergency crew will report as close to their assigned time as they can safely arrive. The emergency crew includes maintenance staff, campus stewards, and additional staff as assigned by the building principal.

When delayed start is announced, all classified and non-represented staff are requested to report as close to their assigned times as is possible, given road conditions.

According to the collective bargaining agreement contract language, teachers are not required to be in attendance when student attendance is not required. (Example: When a two hour delay is announced, teachers are expected to report no more than two hours beyond their usual start time.)

When an emergency early release is announced for weather related conditions, all staff are requested to leave their assignment as soon as the students are safely on their way home.

Information about late opening or school closure will be available through the following:

| TV | AM Radio | FM Radio |
|-----------|-----------------|-----------------|
| 6 KOIN | 920 KSHO | 95.1 KSND |
| 8 KGW | 990 KRKT | 99.9 KRKT |
| 9 KEZI | 1240 KEJO | 104.7 KDUK |
| 12 KPTV | 1340 KLOO | 106.3 KLOO |
| 13 KVAL | 1580 KGAL | 16 KMTR |

Emergency Procedures

Fire:

1. Familiarize yourself and your classes with the Emergency Exit Plan for your room(s) and for the building in general.
2. Any sounding of the fire alarm means evacuation of the building. This means IMMEDIATE TOTAL EVACUATION of the building.
3. The only people left in the building will be those designated to clear hallways and restrooms. These people will alert main office after areas have been cleared.
 - Proceed to the nearest exit immediately.
 - Move to your designated zone outside the building. Keep class with you at all times.
 - Students with unassigned classes report to the nearest adult. Adults will direct students to the closest zone area and attendance will be taken.
 - Staff with prep will report to their zone area and assist the zone leader.
 - Go away from the school at a distance equal to one and one-half times the height of the nearest building.
 - Do not return to building until you have been clearly informed. Three continuous bells will clear the evacuation.

Keep students away from the building and do not block any entrances leading to the building. Emergency vehicles will need a clear path. Have students assemble on sidewalks, or areas leading to the safe clearance of building.

Fire Drill Emergency Evacuation

Everyone must evacuate, don't assume that it is "just" a drill!! Once alarm is sounded, do the following.

1. With your roll book, lead your class through the indicated exit. Follow the Fire/Drill Emergency Exit Plan posted in your room.
2. Make sure everyone quickly and orderly exits your room.
3. If the exit for your room is blocked, leave by the nearest exit.
4. If the evacuation is during lunch or some other time when classes are not in session, see that students leave by the nearest exit. The object of the fire drill is to clear the building as quickly as possible in an orderly manner.
 - Assist in having building evacuated. Make sure you direct students to vacate building.
 - Once outside go directly to the nearest zone area.
 - Students with unassigned classes will go to the nearest adult. The adult will take the student to the closest zone area. Once in the zone area attendance will be taken.
 - Staff with prep will report to their zone and assist the zone leader.
 - Do not allow students to re-enter the building.
5. Assemble at your designated zone area. Take roll, list any student absent (use yellow emergency absent sheet). A designated staff in your zone will collect student absent sheets.
6. Return to building only upon hearing the all-clear bells (a signal of three bell rings) or when instructed to do so.

Keep students away from the building and do not block any entrances leading to the building. Emergency vehicles will need a clear path. Have students assemble on sidewalks, or areas leading to the safe clearance of building.

2009-10 CHS Fire Drill Zone Assignments

Zone A

East End Zone Hackethorn, C. Williams, Judy Storie
 0 Yard Line/East Ellis, Lont, Staats, Zeller
 10 Yard Line/East Becerra, Duvall, K. Skillings, Wake

Zone B

20 Yard Line/East J. Williams & everyone in Cafeteria/Auditorium, Jan Walker
 25 Yard Line/East Egan, King, Knoke, Larowe, Minato, K. Muravez
 30 Yard Line/East Delp, Garrison, McGowan, Painter
 40 Yard Line/East Cornell, Dazey, Diaz, Kimes, Works

Zone C

50 Yard Line Brooks, Macklem, Linda Keller
 45 Yard Line/West Beedlow, Braibish, Godfrey, Luchessa, Price, Karen Nelson
 40 Yard Line/West L. Griffin, Kammerzelt, Theurer

Zone D

35 Yard Line/West Boley, Collins, Kollath, S. Shafer, Cindy Gulledege
 30 Yard Line/West Casey, Caster, Crotti, Kiekel, Sharon Watenpaugh
 20 Yard Line/West Bazanele, Duerfeldt, Lasswell
 15 Yard Line/West Cok, Kirby, Martin, Sather

Zone E

- 10 Yard Line/West Hyde, Mooney, Perrigan, Westlake and everyone in Library, Judi Welever
- O Yard Line/West Beyond CHS, Credit Recovery, Ex. Learning students
and ALL LRC Teachers, Nancy Shaffer
- West End Zone Forain-Bolais, Krueger, M. Skillings
- West side of track..... K. Peterson/Life Skills class

****EARTHQUAKE****

In Case of an Earthquake

Teacher or Supervising Adult during an Earthquake:

Instruct your students to follow practiced emergency procedure of DUCK, COVER & HOLD

- Take cover under desks, tables or other heavy furniture
- Turn away from windows
- Help keep your students reassured by giving them instructions in a calm, firm voice

When the shaking stops:

Remember there will be aftershocks!

- Evacuate the building quickly and calmly to evacuation zone
- Take roll on Emergency Absence sheets. Give absence sheets to zone leader (DO NOT LEAVE YOUR STUDENTS TO LOOK FOR A MISSING PERSON)
- Remain outside the building until it has been inspected and declared safe by authorized personnel.

An announcer will inform staff and students to stay inside, move away from windows, shelves and heavy furniture that may fall. Students are to take cover under a table or desk, and "DUCK, COVER AND HOLD ON."

Reminder:

In hall, stairways or other areas where no cover is available, move to an interior wall. Turn away from windows, kneel alongside the wall, bend your head close to your knees, cover the sides of your head with your elbows, and clasp your hands firmly behind your neck.

In a library, immediately move away from windows and bookshelves and take appropriate cover.

In laboratories and kitchens, extinguish all burners (if possible) before taking cover. Stay clear of hazardous chemicals that may spill.

After approximately 15 seconds you will be instructed to take your students outside (in the same manner as a fire drill). Make sure students do not rush for the doorway since other people are going to have the same idea. Move away from display shelves containing objects that may fall.

Bomb Threat Procedure:

When a bomb threat is received, the person taking the call should adhere to the guidelines regarding bomb threats. See clipboard located near phone for instructions.

- Gather as much information as possible from the caller.
- Take notes.
- When the caller hangs up, do not use that phone again as this may interfere with our ability to trace the call.
- Use another phone to call the main office. 757-5871

Administration clears the building.

Lock Down

When the lock down alarm is heard (either a continuous ringing of bells with short pauses in between or an announcement on the phone system), begin following the lock down procedures.

- All staff and students stay in their classrooms. Lock doors, close windows and blinds.
- Move students away from doors and/or glass.
- Once the room is locked, do not open the door until the all clear signal is given.
- Take roll, noting any student who is absent or in another area of the building.
- Students in or near the cafeteria should go immediately to the large gym.
- Students in the hallways, restrooms or empty classrooms should find the adult in charge of that floor and gain admittance to a classroom. (The adult will unlock the door, usher students in and re-lock the door.)
- Each area of the building has designated adults to sweep the halls, evacuate restrooms and lock outside doors.
- A Lock Down drill will end when an all clear signal is given (three short bells.)
- After the drill, please clip the Emergency Student Absence Report (yellow absence sheet used during fire drills) to your attendance hook.
- If an evacuation is needed, we would move directly into those procedures and go to our zones.

Staff in charge of main building – same as fire drill.

Visitors

Guidelines for student visitors to CHS are as follows: Student visitation will not be allowed if the student guest lives within 60 miles of Corvallis (Mid Willamette Conference Principal's Agreement); The guest must be of high school age and considered to be a "student in good standing" by their high school administration; A "visitor's request form" must be completed by the host student 24 hours prior to the visit and turned in to Behavior Specialist (available in the main office); Any violation of school guidelines during the visit may result in both students being sent home. Please make certain any visitors to your classroom have followed this procedure. It ensures the safety of students here at CHS.

Unfortunately, CHS allows NO visitors the week prior to Winter Break, the week prior to Spring Break and the final two weeks of the school year.

Guidelines for speakers or guests in your classroom: the guest must sign in at the main office and get a badge to wear prior to coming to your room. If you have a volunteer who will be working with kids they need to complete a Background Check form which is available from the main office. The visitor may fill this out with you and you turn it in to the main office, or you can just send them to the office and we will see that they get the form.

If you see someone walking around in the school that does not have a tag, is not a student or staff member, please send them back to the main office to check in. Your assistance in maintaining building security is invaluable and appreciated.

Telephones

The main office and counseling office phones are available for student emergency situation calls. Please do not allow students to use classroom phones. Staff needing a phone to make a private call are encouraged to utilize their room phone.

Cell Phones

Student cell phones, pagers and other electrical communication devices are not to be used in the classroom during instructional time. Do not excuse a student from class to use/answer their cell phone or pager.

Student Attendance/Tardies

- Attendance is taken at the start of each half of every block.
- The program that we use is called "Pinnacle".
- New teachers are provided a copy of the instructions.
- Others may ask for them at the attendance window.
- Substitutes will be supplied with an attendance roster.
- The roster will be turned in by the substitute and recorded in the Advantage program by the clerk.

Tardy Excused, Tardy Unexcused

Students late to class:

If a student arrives to class after the bell rings, they should be sent to Debbie Begin, attendance assistant to receive a pass to enter class. When students check in with her, she will determine if the tardy should be excused or unexcused and mark it in Pinnacle. Therefore, all late students should be required to get a pass before entering class.

Attendance is critical to success for students at CHS. Equally important, absences and makeup opportunities create a great deal of additional workload for staff. The following policies reflect those values.

Excused Absences-- The following are absences that will be "excused" for purposes of the student being able to make up class work missed during the absence.

- Illness
- Educational visits, on campus or off campus
- Occupational / job site visits, on campus or off campus
- Bereavement or serious illness in the family
- Inclement weather
- Absences related to religious practices
- Emergencies

Pre-arranged absences are excused for a planned medical procedure, a trip or similar needs. They may not exceed five days in a semester. Students need to check with the Attendance Office to get the appropriate form, which must be completed prior to their absence.

The Attendance Office has the authority to deny an "excuse" if it determines that the excuse is not truthful, as in the case of the student having been sighted on campus during the time of the absence. Please let the clerk know if you see a student who is supposed to be in your class.

Parents must call the attendance office (757-5888) within 48 hours of the absence. Office hours are 8:00 – 4:00. There is a 24 hour message machine.

*Please note:

- Parents must call the school for a student who must leave school during the day.
- A student who becomes ill during the school day must report to the Health Room. Parents will be notified.
- Students who are unexcused absent from school for more than 2 blocks will not be allowed to participate in school-related activities on that day or evening.
- Unexcused absences may result in credit denial. Skipping classes will lead to a loss of learning and perhaps a loss of credits. Individual teachers must have credit denial policies stated in their course expectations if they wish to enforce credit denial.
- Homework assignments may be requested through the Attendance Office. Teachers, please be prepared to provide these for students who request them within 24 hours of request.
- The Attendance Office also takes phone messages for students from parents in the event of urgent situations. We try to not interrupt classes, so students will often get notes left on their lockers- remind them to check there and the attendance office if they are expecting something to be dropped off for them.

Grades

Academic grades indicate how successful students were in meeting class requirements and mastering the subject matter. Grades become a part of their permanent record and will influence college or military entrance, scholarships, athletic eligibility and job opportunities. Each teacher needs to provide to students learning expectations and grading policies.

Academic grades

- A - excellent performance, mastery
- B - very good, above average performance, mastery
- C - adequate performance, mastery
- D - poor performance, mastery
- F - failing, no credit is awarded
- G - no grade, no credit is awarded
- I - incomplete
- N - no pass
- P - pass

Citizenship grades

- E - excellent citizenship
- S - satisfactory citizenship
- N - needs improvement in citizenship
- U - unsatisfactory citizenship

Pass/No Pass Option - Students may take a maximum of two credits per semester on a P/NP basis. They cannot reverse this decision so advise them to choose carefully. To earn a P, they must meet your requirements and complete the required petition within the given time frame – usually mid-semester. Refer them to the counselor to get and process this form.

Incomplete Grades – These are used when a student misses school because of illness or other legitimate reasons. They must complete all work needed to remove an Incomplete grade within three weeks after report cards are distributed or they will receive an F in the course. Your extra work in allowing for these rare occurrences is appreciated. It models compassion and yet keeps students accountable.

Progress Reports and Report Cards

Parental notification is expected when a student is in danger of failing a class. **All teachers are expected to use the Web Grade program as one of the methods of that communication.** Progress reports will be issued at 4 ½ weeks and 12 ½. Report cards are given at the end of each quarter and semester. Credits are awarded only at the ends of the semesters.

Class Standing

Students must earn a specified number of credits each school year to maintain their normal class standing. Freshmen must earn 6 credits to attain sophomore class standing the following fall. Juniors need to have earned 12 cumulative credits by fall registration and seniors need to have acquired 17 credits by the beginning of their senior year. Class standing determines class placement in the yearbook and on student body cards.

Graduation Exercises

Students must be within one credit of graduation requirements to take part in the district's graduation ceremonies. Any student who has been expelled or is suspended on the day of graduation is not allowed to participate in any school-sponsored activity – including graduation. Staff is welcome and encouraged to attend the event.

Program Exemptions

At CHS, we practice sensitivity toward the needs and interests of all students. If a student's needs or beliefs require that they not attend a school program or learning activity, please respect their request for alternative placement or assignment. Please use care in developing these assignments and appreciate the diversity of views of all of our students. If the primary activity has academic credit attached to it, students must have the opportunity to complete an alternative assignment.

Valedictory/Salutatory Scholars

Valedictory scholars will be the top-graduating scholars each year. They must earn at least 48 graded credits, 41 of which must be completed by April 1 of the graduating year. They must not have any G (no grade), N (no pass) or I (incomplete) mark on their transcripts.

The Credit Denial Process

Teachers may adopt the policy of denying credit if a student has four(4) unexcused block or 8 period absences and is receiving an F, with no chance of passing the class. As started second semester of last year, the main office will be sending a letter/email to parents when their student has 3 block or 6 period UX absences in a class. If a teacher decides, after multiple attempts to encourage a student to attend and complete work, to credit deny a student in their class, please fill out a credit denial form located in the main office and put it in the

Administrators will be putting chronically truant students on contracts and reducing class schedules when deemed necessary. In addition, students will be automatically referred to the Benton County truancy officer as soon as they have 4 block or 8 period UX absences within a 20 school day period.

Note: If a student is passing your class at the time you request credit denial he/she will receive a no-pass (G) grade. If they are failing, the grade will be an "F."

1. Check the attendance 48 hours after unexcused absence. If a student has even one "U" from your class you may WARN them. You must warn a student verbally first before attempting to process a denial.
2. After two (2) unexcused absences obtain the Credit Denial Warning form from the main office and fill it out. Place the warning in one of the assistant principal's box. From there it will go to the attendance office to be mailed out. Counseling will also get a copy. It has proven helpful in the past to have teachers call home and make parent contact as well, but this is not always possible.

If a student continues to be absent for 4 block periods with a "U" after the warning:

3. Check the attendance for the student; if they have at least 8 periods or 4 blocks of "U" in your class and the 2 day excuse period has passed obtain the Credit Denial form. Please inform the student they are being denied credit at this time. Fill out the denial form and place it in one of the assistant principal's box. Counseling will call the student in and make any schedule changes. Allow for a day or two prior for the student's name to be removed from your roster.

*** This policy is based upon district policy and ORS 339.280, which reads, in part:**

Each school district may establish student grading policies that permit teachers to consider a student's attendance in...deciding whether the student should be granted or denied credit. Such policies shall provide that prior to...denial of credit:

1. The teacher identifies how the student's attendance and participation in class relate to the instructional goals...and gives notice to the student and the parents or guardians of the student.
2. Procedures are in effect to ensure due process when...credit is denied for attendance rather than academic reasons.
3. The reasons for nonattendance are considered and...credit is not denied based on absences due to:
 - a. Religious reasons
 - b. A student disability
 - c. An excused absence

Health Issues

Our health services assistant provides support for students and staff, if needed, who become ill or injured at school as well as chronically ill or medicated students. Please refer students to her if they need assistance. All

students must be fully immunized against certain diseases or must present a statement that for medical or religious reasons the student should not be immunized.

Any student who must take prescription drugs during the school day must bring the medicine and a written request to administer medication signed by the parent to the office. Forms are available in the health room. Over-the-counter medication may be brought to school by students in small amounts and kept with the student for self-medication only if the student has a signed permission form on file.

Dress Code

Clothing/skirts, pants, shorts and accessories

CHS recognizes the right to free expression and the value of diversity, including diversity in dress and general appearance. It also recognizes the right to a non-disruptive, safe and healthy educational environment. Teachers should enforce dress code to ensure a safe and accepting classroom environment that is comfortable for all students and staff.

The following are appropriate:

- Clothing that covers the midriff, cleavage, and backside. Baggy pants, sports team logos, frayed clothing, and flip-flops.

The following are NOT appropriate:

- Tube, halter, backless or strapless tops or shirts with large underarm openings. Tops with spaghetti or thin straps.
- Clothing or accessories with suggestive writing or pictures related to sex, drugs, alcohol or tobacco, gangs, violence, vulgarity or ridicule of a particular person or group.
- Clothing with holes in inappropriate places.
- Pants or shorts that are intentionally “sagged” or clothing that exposes undergarments or, in the judgment of a school official may cause a disruption.
- Shoes must be worn at all times

Dances and Student Social Events

Staff members are encouraged to attend and/or assist in supervision at these events. Students and staff coming together to celebrate events are part of the tradition at CHS. The traditions of good conduct and grooming shall be observed for school dances and social events. All students and guests must have photo identification and show it at the door to enter. Security is provided for these events either in the form of chaperones alone or with the addition of sheriff’s as needed to provide a fun and safe event for all. It is important to provide an environment which creates quality dances and makes these events feel welcoming for ALL students.

Field Trips

Teachers may take students away from the building for educational, cultural or extracurricular purposes. All students are considered to be “in school” while participating in district-sponsored field trips. Students are subject to school/student conduct guidelines, applicable Board policies and teacher direction. Procedures for a field trip are:

1. The request from must be filled out 2 weeks prior to the trip date for both evening and day trips. Submit the request to the office. Once it is approved, complete all forms.
2. Extended field trips (overnight) require 30 days for processing and all overnight trips need 2 adult

chaperones. These trips must also have an itemized itinerary.

3. If students are traveling by private car, arrange for enough drivers so that every student has an individual seat belt. Provide the office with signed "Volunteer Auto Use Permit" forms completed by each driver.
4. Provide the office with a list of drivers; with Permission for Use of Private Vehicle and Volunteer Background Check application, and whom they are transporting. In case of accident or emergency this information is vital.
5. Obtain written Parent Permission for ALL students who are participating in the field trip. Bring forms to the office before the trip and we will make copies. Permission forms must be with you during the trip.
6. Check with the health clerk regarding any medical needs a student may have.
7. First aid kits are available upon request. These are located in the main office.
8. A cell phone will be available upon request from the main office.

If you have any questions, please see our office manager in the main office.

Food and Beverages

Food and beverages are available in the cafeteria, student store and from vending machines. Food service from the cafeteria and student store is available during breaks and lunch. Teachers are asked to set and enforce expectations around food and drink in their classrooms. Please keep CHS clean by using trashcans, recycle bins and reporting any spills to the custodians. **There is no food or beverage allowed in any carpeted area, or in the science area.** Food or beverages carried over carpet must be covered. The possibility of a spill and stains far outweigh any benefit of eating in classrooms or halls. Your assistance and modeling in enforcing this expectation is appreciated.

Fund Raising

Student organizations, clubs or classes, athletic teams, performing groups and/or parent groups may occasionally be permitted to conduct fundraising. An application for permission must be made to the Athletic Director at least ten days before the event. All funds raised or collected by or for school approved student groups will be receipted, deposited and accounted for in accordance with Oregon law and applicable district policies. Teachers will receive more information about this and can refer questions to our fiscal manager.

Lockers

Lockers are the property of the school and are loaned to the student for the school year. Lockers will be assigned based on student advisor teacher and are not shared. There are enough lockers for every student to have one. Searches of lockers may be conducted at any time there is reasonable cause to do so whether or not a student is present. Students are responsible for their locker and its contents. They have been advised not store money, expensive clothing, fund-raising items or any other valuables in their locker. There are staff lockers in the upstairs offices. These may be checked out through the main office. **Lockers are now coordinated by the attendance office.**

Parent Involvement

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, CHS asks parents to support children's education and put a priority on attendance. We encourage them to keep informed about school activities through the newsletter, district calendar and school website, to attend our conferences, Open Houses and parent meetings, and to volunteer in the school or at the many activities and athletic events. Any assistance teachers and staff can offer in assisting parents in communicating or in providing information to parents would be appreciated.

Parking

Student vehicles must be parked in areas designated for student parking. All vehicles that park in our lots must have a parking sticker (available in the main office- or ask our Behavior Specialist). Cars that are improperly parked may be ticketed and towed at the owner's expense – even staff vehicles unless a sticker is present for purposes of identification and notification. This year students may lose their privilege of parking in the CHS parking lot if they demonstrate a pattern of excessive absences or tardies.

Student Body Cards

CHS students will receive student body cards upon payment of the Student Activity and Supply Fee. The card provides required identification for school dances as well as supports a variety of offerings at CHS. Students who do not purchase a student body card will receive a CHS ID card with the purpose of identification for library/bookroom and cafeteria usage.

Substitutes

Staff members are expected to arrange for their own substitutes through AESOP. Absences for illness longer than 5 days need to be approved through the district. It is the employee's responsibility to make certain there is funding to cover their sub **prior** to all job related or staff development leave. Training for reporting absences and obtaining substitutes will be provided. Here is a brief overview:

AESOP website: www.aesoponline.com

CHS Web ID: your 10 digit phone number (i.e. 5417575871)

CHS Pin number: Usually the last 4 digits of your social security number

Once online you choose to Create Absence. Follow the steps and record the confirmation number you receive.

Personal Property

It is district policy to keep no money in classrooms. Any time that money is collected, the teacher should take it to the office as soon as possible. Teachers and staff are also cautioned about leaving personal valuables in classrooms. Classrooms should be locked unless a staff member is present.

Students are asked to keep valuables and money on their person rather than in their lockers. The school cannot be responsible for loss of personal items stored in school lockers. In the event such a loss occurs, the student should be referred to the Main Office to file a report.

Library

The CHS Library is open to students all day, every school day from 7:15 a.m. to 3:30 p.m. Staff and students are expected to help maintain an atmosphere that promotes quiet study and reading. No food or drink is allowed in the library. Use of cell phones and electronic games is limited to the cafeteria, forum or outside the building.

We are able to borrow materials from other school libraries in the district. In addition, students can quickly search for materials available from the Corvallis/Benton County Public Library, the Valley Library at OSU, and other local libraries. Most important, CHS students benefit from instruction from library staff about how to access the wide world of information effectively and efficiently.

CHS Library includes a computer lab, which classes sometimes use, and which can also be used by students dropping by. There students are welcome to use Microsoft Office; curriculum-based software; online databases, including OSLIS, EBSCOHost, and Grolier Online; and the Internet. **CHS students must use**

their own school login to access computers for classroom and limited personal research, as long as they adhere to school and district guidelines. CHS does not allow our computers to be used for games, inappropriate content, email, live journals, blogs, MySpace, video or instant messaging, chat rooms, downloading games or videos, telephony, or video streaming. Further restrictions prevent installing software from outside sources, accessing DOS without permission, network broadcasting, or altering the desktop. However, there are two open areas just outside the library, where before school and during lunch students may play games and use personal email.

We allow free printing for three pages of student assignments only. Students pay for printing of additional pages and color documents. The library copier, which costs five cents a copy, is available for students to make multiple and personal copies, and to copy worksheets. A color printer is also available; color printing costs \$1 per page.

Students need their student body cards to check out materials and are financially responsible for all materials checked out, including damage to these items. For example, damages include writing with pencils, pens or highlighters; torn pages; or broken bindings. Students will be charged a late fee of \$5 for materials not returned by the end of the school year.

Library Staff

We ask staff to assist in keeping the library a quiet place for study without food or drink:

- Please stay with your students
- Send only 5 students at a time from your class
- Ask your class to pick up their areas and push in their chairs before they leave

These services are available for staff in the Library:

- Orientation for new staff
- Tours for new students
- Reservations for use of computer lab or library: sign up on the calendar on the circulation desk, for whole block or half block
- Reservation of carts with materials for lessons: let library staff know
- Planning curriculum with library staff
- CIMC assistance: get teacher ID number from library staff for checking out materials
- Planning for teaching of library research skills with library staff, including book talks, research process, note-taking, search strategies, gathering and organizing information, evaluating web sites and other resources, citations, using online databases, and online tools
- Research resources information, including online
- Team teaching with library staff about same or similar topics
- Assistance from library staff for field trips to Public or OSU libraries, and coordination of preparation
- Coordination with library staff efforts to promote library use, reading, and literacy

Book Room

The book room is incorporated into the library. Textbooks are checked out at the book room window. As in the library, students need to bring their student body cards and be aware that they are financially responsible for all the textbooks they have checked out, including damage to these materials. Examples of damages include writing with pencils, pens or highlighters; bent or damaged covers; torn pages; or broken bindings. The requirement that textbooks be protected with a thick paper cover helps prolong the lives of our textbooks and reduces damage fines. A \$5 late fee will also apply to textbooks not returned by the end of the school year.

Book Room Staff

We ask staff to assist in keeping the hallway a quiet place for assembly without food or drink:

- Insist that students bring their ID cards
- Please stay with your students
- Insist that students cover their textbooks, write their names in them, and maintain these valuable resources
- Require that students keep their textbooks with them, not leave them in your classroom

These services are available for staff in the Bookroom:

- Orientation for new staff
- Reservations for classes to check out textbooks: use calendar in bookroom. We require that a class comes as a unit to check out textbooks.
- Processing of new textbooks
- Discarding of old textbooks
- Maintaining textbooks
- Research about pricing and availability of textbooks
- Instruction for maintenance of textbooks
- Training for laminating and copying

Purchasing Procedures 09-10

1. All requests for purchase orders **MUST BE** submitted in writing on a requisition form **BEFORE** any items are ordered (form attached). If this District policy is not followed, either the goods will be returned or the person ordering may become the responsible party for paying the invoice. All requisitions **MUST HAVE** department head signature.
2. Shipping/handling charges should be included (Estimate OK)
3. Allow at least 24 hours before a purchase order may be typed and approved. (Once a requisition has been submitted, you are **NOT** able to go out and purchase using personal cash/charge)
4. If an order is picked up by the staff member, the receipt must be returned to the fiscal clerk within 1 day.
5. If you decide not to use the purchase order, return it to the fiscal clerk immediately so it can be voided.
6. Once an order is received, give any packing slips to the fiscal clerk.
7. It is against District Policy to have any orders sent to home addresses or any other address. **ALL ORDERS MUST BE SENT TO THE SCHOOL.**
8. Purchase orders will not be issued for accounts in the red.
9. Petty cash receipts can only have the items to be reimbursed on them. **NO** personal items can show on the receipt. You risk non-reimbursement. Petty cash limit is \$49.99 per day and per receipt.
10. For reimbursements a cap of \$500 per person is in place for the year. **NO** personal items can show on the receipt.
11. No reimbursements will be made for outside copy costs. The District has an exclusive copying/printing contract with Willamette ESD. Again, you risk non-reimbursement.

Policies and Forms

Requisition Request

DATE _____ YOUR NAME _____

_____ Please Charge my "100" account (District Office – General Fund Money)

_____ Please Charge my "298" or "743" account (fees collected from students)

_____ Please Charge my "704" account (foundation money)

_____ Please Charge my GRANT account

Department Head Approval _____

Company Name _____

Address _____

Phone # _____ FAX # _____

_____ I want to hand carry P.O. to the store.

Catalog Name and Year

| Catalog Item # | NAME OF ITEM | QUANTITY per item/set | PRICE per item/set | TOTAL |
|----------------|--------------|-----------------------|--------------------|-------|
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Business Services - Tips for Success

Employee Reimbursements

What kinds of purchases are acceptable for reimbursement?

- Purchases for District goods and services must follow State and District purchasing laws to demonstrate effective use of the public tax dollars – \$500 maximum per year
- It is recognized that in the course of business incidental type expenses for supplies may occur in which staff makes a purchase directly with the prior knowledge and approval of the Administrator
- Equipment expenses must always run through the District's Purchasing process as additional accounting is done for these types of expenses
- Purchases made outside the scope of State and District purchasing laws and without Administrator approval become the personal liability of the employee

How do I submit an Employee Reimbursement?

- Only original, unaltered receipts may be reimbursed
- Note purpose of purchase on receipt
- Supply purchases under \$50 may be reimbursed via Petty Cash with approval from your school's office
- All mileage, travel and equipment expenses must be reimbursed through the District Accounts Payable check process
- Otherwise, compile receipts in an orderly fashion and submit to your school office for processing through the District's Accounts Payable check process
- Accounts Payable checks are issued on the 15th and 30th of each month. Be sure requests are submitted to the Business Office by the cut-off deadline for each run in order to make the check issue dates
- All reimbursements are mailed to your home address

What kind of documentation is acceptable to demonstrate payment?

Original, itemized receipts listing specific items purchased and proof of payment.

Proof of payment may be indicated by:

- itemized cash register receipt indicating paid
- itemized credit card receipt
- credit card statement attached to itemized receipt
- itemized invoice showing a zero balance due provided by the vendor

Note: Purchases not documented by itemized listings and clear proof of payment will not be reimbursed.

Request for Leave and/or Travel

Name: _____ Classified: _____ Certified: _____

Instructions: Complete form and return to our office manager or her mail box in the Main Office. All leaves must be called into AESOP.

Request for:

Bereavement Leave _____ Dates of Leave _____

Upon request, 3 days leave with pay may be granted in event of death in the "immediate family."

Council Leave (Certificated Only) _____ Dates of Leave _____

Leave with pay for council representatives for purpose of conducting Council business.

Council President _____

Leave without Pay _____ Dates of Leave _____

Leave without pay may be granted as deemed advisable

Personal Leave _____ Dates of Leave _____

Three days/Certificated & two days/Classified of personal leave with pay. Requests must be submitted 48 hours in advance.

Professional/Job Related _____ Dates of Leave _____

Educational conferences or visits directly related to the individual's assignment -With Pay.

Specify type below:

With expenses reimbursed Without expenses reimbursed

Name of Conference _____ Location _____

The conference (workshop) flyer and a completed Registration Form must be attached to this request before the request will be considered.

Approximate number of hours absent _____ Substitute required Yes _____ No _____

Substitute Reimbursement Yes _____ No _____

For Office Use Only: Account Number _____

Applicant Signature _____ Date _____

Administrator Approval _____

CORVALLIS HIGH SCHOOL ~ BEHAVIOR REFERRAL

| | | | |
|--|---|---|--|
| S A F E R E S P E C T I V E | T E A C H E R / S T A F F M E M B E R | Student _____ Referring Staff _____ Date _____ Time _____ <u>Others Involved (Circle and list names.)</u> None Peers: _____ Staff: _____ Teacher: _____ Substitute: _____ Other: _____ Unknown | |
| | | <u>Location (Check one)</u> <input type="checkbox"/> Classroom <input type="checkbox"/> Gym <input type="checkbox"/> Special Event/Field Trip <input type="checkbox"/> Office <input type="checkbox"/> Hallway/Breezeway <input type="checkbox"/> Bathroom <input type="checkbox"/> Parking Lot <input type="checkbox"/> Playground <input type="checkbox"/> Other Location: _____ <input type="checkbox"/> Unknown Location | |
| | | <u>Description of incident:</u> <u>Teacher action prior to referral:</u> | |
| C T F U L | S T U D E N T | <u>What happened from your perspective? What was your motivation?</u> <u>What will prevent future incidents?</u> | |
| | | <u>Problem Behavior (Check one or more)</u> <input type="checkbox"/> Major incident <input type="checkbox"/> Minor incident <table style="width: 100%; border: none;"> <tr> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Alcohol Use/Possession <input type="checkbox"/> Arson <input type="checkbox"/> Assault <input type="checkbox"/> Automobile Misuse <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Bullying <input type="checkbox"/> Cheating/Plagiarism <input type="checkbox"/> Defiance of Authority <input type="checkbox"/> Disorderly/Disruptive <input type="checkbox"/> Disrespectful Behavior <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Drug Use/Possession <input type="checkbox"/> Electronic Device <input type="checkbox"/> Explosive Devices <input type="checkbox"/> Extortion <input type="checkbox"/> Failure to Do Consequence </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Fighting <input type="checkbox"/> Gambling <input type="checkbox"/> Gang Behavior <input type="checkbox"/> Harassment/Sexual <input type="checkbox"/> Harassment/Verbal <input type="checkbox"/> Hitting <input type="checkbox"/> Insubordination <input type="checkbox"/> Inappropriate Behavior <input type="checkbox"/> Internet Misuse <input type="checkbox"/> Loitering <input type="checkbox"/> Mischief <input type="checkbox"/> No Detention Served <input type="checkbox"/> Not Following Directions <input type="checkbox"/> Off Campus w/o Permission <input type="checkbox"/> Property Damage <input type="checkbox"/> Pushing/Shoving </td> <td style="width: 33%; vertical-align: top;"> <input type="checkbox"/> Recklessly Endangering <input type="checkbox"/> Safety Violation <input type="checkbox"/> Spitting <input type="checkbox"/> Talking Back/Arguing <input type="checkbox"/> Tardiness <input type="checkbox"/> Theft <input type="checkbox"/> Threats/Menacing <input type="checkbox"/> Tobacco Possession/Use <input type="checkbox"/> Unexcused Absence/Skip <input type="checkbox"/> Vandalism <input type="checkbox"/> Weapons </td> </tr> </table> | <input type="checkbox"/> Alcohol Use/Possession <input type="checkbox"/> Arson <input type="checkbox"/> Assault <input type="checkbox"/> Automobile Misuse <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Bullying <input type="checkbox"/> Cheating/Plagiarism <input type="checkbox"/> Defiance of Authority <input type="checkbox"/> Disorderly/Disruptive <input type="checkbox"/> Disrespectful Behavior <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Drug Use/Possession <input type="checkbox"/> Electronic Device <input type="checkbox"/> Explosive Devices <input type="checkbox"/> Extortion <input type="checkbox"/> Failure to Do Consequence |
| <input type="checkbox"/> Alcohol Use/Possession <input type="checkbox"/> Arson <input type="checkbox"/> Assault <input type="checkbox"/> Automobile Misuse <input type="checkbox"/> Bomb Threat <input type="checkbox"/> Bullying <input type="checkbox"/> Cheating/Plagiarism <input type="checkbox"/> Defiance of Authority <input type="checkbox"/> Disorderly/Disruptive <input type="checkbox"/> Disrespectful Behavior <input type="checkbox"/> Dress Code Violation <input type="checkbox"/> Drug Use/Possession <input type="checkbox"/> Electronic Device <input type="checkbox"/> Explosive Devices <input type="checkbox"/> Extortion <input type="checkbox"/> Failure to Do Consequence | <input type="checkbox"/> Fighting <input type="checkbox"/> Gambling <input type="checkbox"/> Gang Behavior <input type="checkbox"/> Harassment/Sexual <input type="checkbox"/> Harassment/Verbal <input type="checkbox"/> Hitting <input type="checkbox"/> Insubordination <input type="checkbox"/> Inappropriate Behavior <input type="checkbox"/> Internet Misuse <input type="checkbox"/> Loitering <input type="checkbox"/> Mischief <input type="checkbox"/> No Detention Served <input type="checkbox"/> Not Following Directions <input type="checkbox"/> Off Campus w/o Permission <input type="checkbox"/> Property Damage <input type="checkbox"/> Pushing/Shoving | <input type="checkbox"/> Recklessly Endangering <input type="checkbox"/> Safety Violation <input type="checkbox"/> Spitting <input type="checkbox"/> Talking Back/Arguing <input type="checkbox"/> Tardiness <input type="checkbox"/> Theft <input type="checkbox"/> Threats/Menacing <input type="checkbox"/> Tobacco Possession/Use <input type="checkbox"/> Unexcused Absence/Skip <input type="checkbox"/> Vandalism <input type="checkbox"/> Weapons | |
| B E H A V I O R S P E C I A L I S T | B E H A V I O R S P E C I A L I S T | <u>Administrative Decision:</u> ___ Conference with student ___ Loss of privilege ___ In school suspension ___ Time in office ___ Detention ___ Suspension ___ Parent notified by mail/phone/person ___ Other: | |
| | | Student signature _____ Administrator signature _____ | |

School Calendar
CORVALLIS SCHOOL DISTRICT
DISTRICT-WIDE SCHEDULE

JULY 2009

| 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 | |

AUGUST 2009

| 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 | | | | | |

SEPTEMBER 2009

| S | M | T | W | T | F | S |
|----|----------|----------|----------|----------|----------|----|
| | | 1 | D | D | P | 5 |
| 6 | H | P | F | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

OCTOBER 2009

| S | M | T | W | T | F | S |
|----|----------|----|-----------|------------|----------|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | N | 10 |
| 11 | D | 13 | 14 | 15 | 16 | 17 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | *G | C/G | C | 31 |

NOVEMBER 2009

| S | M | T | W | T | F | S |
|----|----------|----|----------|----------|----------|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | H | 12 | 13 | 14 |
| 15 | Q | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | H | N | 28 |
| 29 | 30 | | | | | |

DECEMBER 2009

| 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 | N | N | N | N | N | 26 |
| 27 | N | N | N | N | | |

*Elementary/Middle School

JANUARY 2010

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

FEBRUARY 2010

| S | M | T | W | T | F | S |
|----|------------|----|----|----------|------------|----|
| | 1 | 2 | 3 | G | P/D | 6 |
| 7 | Q | 9 | 10 | 11 | 12 | 13 |
| 14 | N/M | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | | | | | | |

MARCH 2010

| S | M | T | W | T | F | S |
|----|----------|----------|----------|----------|----------|----|
| | 1 | 2 | 3 | 4 | D | 6 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | N | N | N | N | N | 27 |
| 28 | 29 | 30 | 31 | | | |

P = High School

D = Elementary/Middle School

APRIL 2010

| S | M | T | W | T | F | S |
|----|----------|----|-------------|--------------|-----------|----|
| | | | | 1 | 2 | 3 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | *G/C | **G/C | *C | 17 |
| 18 | Q | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | 29 | 30 | |

MAY 2010

| 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 | H | | | | | |

JUNE 2010

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

*Elementary School

**Middle/High School

Key

- D** Professional development days provide valuable training for teachers to update curriculum and learn about the most effective instructional strategies / no school
- G** Grading days allow time for teachers to prepare for conferences and write report cards / no school
- C** Conference days provide opportunities for teachers and parents to meet and discuss student progress and how to support student learning / no school
- P** Teacher preparation days are used to set up classrooms, plan lessons, and prepare classroom materials / no school
- H** Holiday
- N** Non contract / no school
- F/L** First / Last student days
- M** Possible bad weather make-up day
- E** Early release
- Q** First day of quarter/semester