

**DESERT HILLS
HIGH SCHOOL**



**FACULTY
HANDBOOK**

2017 - 2018

TABLE OF CONTENTS

Mission Statement/Belief Statements

Section 1 Faculty, Staff, and Assignments

Administration/ Faculty and Staff.Page 1

Section 2 General Classroom Procedures

School Hours Page 2
Dress and Grooming Standards. Page 2
Professional Practices. Page 2
Lesson Plans. Page 2
Hall Passes. Page 2
Classroom Cleanliness. Page 2
Classroom/Building Security. Page 3
Attendance/Tardy PolicyPage 3
Grading Guidelines and Info. Page 3
PowerSchool Grades Page 3
Grade Changes Page 3
Evaluations/Observations. Page 3
Student Aides. Page 4
Substitutes. Page 4
Movies & Videos Page 4
Electronic Communication Devices Page 4
Assembly Supervision Page 4
Weight Room Page 4
Computers/ Email/ Acceptable Use Policy Page 4

Section 3 Behavior Guidelines

Student Discipline – Belongs to all of us.... Page 5
Suggestions for Reducing Classroom Problems Page 5
Teaching by Example. Page 5

Section 4 Extracurricular Guidelines /Finance Related Information

Purchases with School Money. Page 6
Advisors and Coaches. Page 6
Participation or Pay-To-Play Fees. Page 6
Cash Boxes for Dances or Fund Raisers Page 6
Transportation Requests. Page 7

Section 5 Dance Supervision Guidelines

Dance Supervision Guidelines.Page 8
Dance Supervisory Assignments – 2014-15 Page 8
DHHS Executive Council and Class Officers 2014-15 Page 9
DHHS Clubs and Advisers 2014-15 Page 9
Bell Schedule Page 10
School Fight Song Page 11

FACULTY HANDBOOK



Mission Statement

“Desert Hills High School is a community of lifelong learners held to high standards of academic achievement, integrity, self-discipline, and personal responsibility.”

SECTION 1

Faculty, Staff, and Assignments

Administration

Rusty Taylor, Principal
Justin Keate, Assistant Principal (Students J-Z)
Troy Coil, Assistant Principal/Athletic Director
Terri Howell, Assistant Principal (Students A-I)
Officer Steve Linton, School Resource Officer

Counseling

Sanders, Anne
Beck, Jerry
Blackham, Kaitlyn
Wade, Ginger
Esplin, JJ

Language Arts

Lowe, Karen
Burkett, Jill
Callahan, Ben
Barber, Matthew
Gubler, Kathy
Jones, Jason
Miller, Janessa
Sparks, James

Mathematics

Nelson, Teena
Christenson, Dow
Allred, Chris
Brickey, Shelly
Dyer, Laurie
Lee, Brittney
Bliss, Wendy

Foreign Language

Wallace, Diane - Spanish
Mildenhall, Rich – Japanese
Jones, Elisha – ASL
McArthur, KaCee – Spanish

Social Science

Dixon, Robyn
Richardson, Patty
Brosier, Brielle
Enos, Kathy
Carlisle, Tom
McArthur, Jace
Pack, Kristy

Science

Quilter, Ron
Bringhurst, Jared
Robinson, Taylor
Blair, Russ

Callahan, Ben

Phys. Ed./Health

Swaney, Jill
Turley, Wade
Franke, Carl
Denos, Ron
Norton, Shaun
Christensen, Sharon

Fine Arts

Winslow, Mike
Candland, Kirsten
Deschamps, Mindy
Shakespear, Jerilyn
Rogers, Ani
Woolf, Joseph
Pearce, Courtney

Special Education

Black, Fran
Gardner, Tim
Curtis, Sandy
Marre, Teresa

Career &Tech. Ed.

Bleak, Eric – Ag. Sciences
Cooper, Steve - Automotive
Smith, Derek – Graphic Arts
Wilson, Steve - Woodworking
Langston, Janelle – Business
Fonnesbeck, Brady – Health Sciences
Brown, Linda – Computer Science
Davis, Tierra – FACS
Mendenhall, Shelly – FACS
Reading, Victor – Welding
Crandall, Lou, Photography
Humphries, Amberlie – Ag. Sciences

Media – Mathews, Lynn

Tech. Support – Pay, Dan

Learning Coach – Matt Barber

Custodians

Alan Martin – Head Custodian

SECTION 2

Professional Practices

1. School Hours

You should be in your classroom at the scheduled contract time each day. If it is necessary to leave campus during the work day, please let our secretaries know.

2. Dress and Grooming Standards

We send a message about who we are by the way we dress; therefore, dress professionally. Levi or denim pants for men or women may be worn on Fridays with a school shirt. Please review the WCSD policy regarding dress and grooming.

3. Professional Practices

- Making **students** and **student learning** the focus of our efforts.
- Teachers will provide all students with access to a **guaranteed and viable curriculum**.
- Using the **Professional Learning Communities** framework to improve instruction and student achievement in our classrooms.
- Providing **real-life application** of learning standards and life skills required for post-high success.
- **Involving parents** in their students' education.

4. Lesson Plans: All teachers are required to prepare daily and yearly lesson plans per WCSD policy. Teachers will take part in the development and implementation of curriculum maps for each subject taught.

5. Hall Passes

- Each teacher should have a hall pass. Please do not allow more than one student to use the hall pass at a time.
- Establish a classroom procedure such that students do not leave the room without your knowledge.
- Students are not to be in the halls without a valid reason.
- Because of liability issues, do NOT issue students off-campus passes.

6. Classroom Cleanliness

Please help the custodians by:

- Keeping your assigned classroom floor free from clutter.
- Keeping food out of the classrooms. If you feel an activity with food is germane to the lesson, please do it in an eating area designated for the purpose.
- Cleaning up after projects -- keep all rooms neat and tidy.
- Allowing a minute at the end of the class/day for students to "pick up" the room.
- Developing a sense of pride in your room. It will positively affect students.

7. Classroom/Building Security

Keys are issued at the beginning of the year. Please note that:

- It is illegal to duplicate school keys.
- Loss of keys creates a possible security problem. There may be a fine for a lost key.
- Do not loan your keys to **anyone**.

- Keep your keys in a secure place. It is recommended that you have them with you at all times.
- When you leave an area after hours, ensure that all outside doors are closed and locked.

8. Attendance: Read and understand the WCSD Attendance Policy. Whereas attendance is an integral part of the student's grade, keeping daily attendance is crucial. This information is recorded on Power School and open to parents' review. At Desert Hills High, we expect **all teachers** to keep careful **DAILY** attendance records.

Coaches/Advisors: Please inform those athletes or activity participants of the responsibility to attend class. **If students miss a class the day of an activity, without prior permission, they will NOT participate that day.**

Absences: All absences are per class not total absences and all absences are considered in the total, excused and unexcused.

- Continue to use PBIS positive rewards program to reward and recognize positives in attendance.
- At 5 absences and failing grades first email sent to parents, Teacher contacts parents/student about the concern.
- At 7 absences and failing grades, second email to parents, and administrator or counselor will contact parents and discuss the concern and possible solutions.
- At 9 absences and failing grades, third email to parents, student/parents are required to meet with administration to discuss solutions/alternative placements.
- At 11+ absences students/parents may be required to meet with district student services director to determine court referral as per administration.
- At 11+ absences and with a failing grade, students will fail the class and be transferred to an online version of that class immediately to recover the credit, students will have to pay the \$50 fee for credit recovery.
 - If students recover the credit before the first day of the next quarter they may be reimbursed the \$50 fee as an incentive to quickly recover the credit. This will replace the credit for graduation not the F on the transcript.
 - If the student does not recover the credit by the first day of the next quarter they will be enrolled in a Basic Academic Skills class in place of an elective until they recover the credit for classes required for graduation.
- Lunch detention for trancies 2 days lunch detention per truancy.

9. Tardy Policy

It is the teacher's responsibility to communicate the expectation to students to be on time to class and plan meaningful and engaging lessons/activities that reflect that expectation. Teachers are expected to keep accurate attendance records including tardies.

Tardies: A student is considered tardy if he/she is not in the classroom when the tardy bell rings. Total tardies, per class, will result in the following:

- 5 + Teacher emails/calls home to discuss tardy problem
- 7+ Admin calls home to discuss tardy problem (warn of consequences)
- 9+ Parent/Admin meeting/Lunch detention assigned for every tardy after this point
- 11+ In school suspension or other interventions as per admin

10. Grading Guidelines and Information

DHHS GRADING POLICY

- Purpose The purpose of a grade is to communicate subject-area skills and knowledge proficiency to the student, parents, and others and give feedback for improvement in teaching and learning. Our guiding principle for all grading decisions is to accurately measure and communicate demonstrated levels of student learning and skills proficiency.
- Grade Determination—the 80/20 Rule Academic letter grades are determined by measurements of subject-area knowledge or skills. The letter grade may also reflect behaviors that affect instruction and learning, but at least 80% of the letter grade will be determined from summative assessments tied to department GVCs or core standards. No more than 20% of the letter grade will reflect formative assessments, practice assignments, and coursework behaviors such as timeliness, attendance, and participation.
- Summative Assessment (80%) Make-ups and Retakes Students who are not proficient on (or absent for) a summative assessment must be given an opportunity to retake the assessment in order to demonstrate proficiency, within an appropriate timeframe. Students who are proficient but want to demonstrate higher proficiency may be offered an assessment retake.
- Teachers may change the format of a retake assessment or summative project and also may require students to submit evidence of additional learning before they are allowed an assessment retake. (Evidence may include all formative assessments be taken, all key assignments be turned in, and /or intervention be completed.)
- Practice Work (20%) and Late Work Assignments designed to allow students to practice specific subject-area skills may be made up within a specified time, keeping relevance of practice as a guideline to set deadlines. Once a final assessment of a skill or a unit of study has been completed, practice assignments may not be made up unless the teacher determines that doing so has a valid learning outcome for the student.
- Assignment Deadlines Teachers may use quarter mid-term dates as a cut-off deadline for late work, retakes, and missing assignments. Teachers should plan remediation time within a grading period. Students must completely remediate an Incomplete grade within one week of the end of the term in order to receive credit. Immediately following, students with an I or F grade will be directed to credit recovery or other grade remediation by counselors and/or administration.
- "Extra Credit" Teachers will not give "extra credit" assignments to enable students to add points to their grade; rather, teachers may give students additional or alternate opportunities to improve or demonstrate their learning of essential skills. Every assignment will have a clear learning purpose relevant to core standards.
- Grading Scales Teachers will use a grading scale that communicates an accurate measurement of student achievement. Therefore, a teacher's grading scale will not skew a grade with mathematically disproportionate letter-grade intervals such that a failing assignment is unfairly punitive (e.g., F= 0-50 on a 100-point scale). Teachers may choose to use a 4-point or 10-point grading scale, or otherwise make mathematically proportionate adjustments, such as beginning a 100-point scale at 50 (with 10-point intervals to 100%).

- **Power School Grades:** You are required to update your grades before you leave at the end of the last school day each week. Keeping your grades updated provides parents and students with current progress towards learning objectives. Communication with parents is essential ergo, you are required to send emails each quarter to parents.
 - **Grade Changes:** If a grade change is necessary, get a **Grade Change Form** from counseling and submit the COMPLETED form to Mrs. Whitehead. UHSAA also only considers the recorded grade when determining eligibility. Grades will be finalized days after the end of the quarter.
- 11. Evaluations:** School administrators are required by WCSD policy to conduct regular evaluations. DHHS will evaluate teachers consistent with the EYE format and recent legislation. All teachers will be evaluated yearly by administration.
- 12. Student Aides (seniors only):** Seniors may apply to serve as a teacher aide. A teacher may request **one** student aide from the existing pool. If you have a need for more than one teacher aide clear it with administration.
- 13. Substitutes**
WCSD uses the KASS program in all schools to request a substitute for an absence. This service is user friendly and allows you to call or go online to request a preferred substitute well in advance of your scheduled absence and may be accessed until 7:30 A.M. each day. If you are asked to substitute for another teacher, you will be paid if you fill out a time card and submit it on or before the 15th of the month. **Arranging for a substitute is the teacher's responsibility. Each teacher must provide the substitute a detailed lesson plan.** If you have any questions regarding substitutes please contact Mrs. Nikki Salay in the front office.
- 14. Movies and Videos** (See WCSD Policy 4240)
- Videos, instructional or otherwise, are not to be shown during regular school time except for instructional purposes and must be directly related to the curriculum.
 - Videos rated with restrictions (other than "G") may not be shown without written parental consent.
 - Preview any student suggested materials (YouTube, or other computer generated material) before presenting them in class. Ensure that the material meets the criteria in WCSD policy 4240.
 - If commercial videos or other movies are shown outside regular school hours for students, parents must be notified.
 - DHHS is responsible for following applicable copyright laws and/or fees.
- 15. Electronic Communication Devices**
Teachers, administration, or any school official may confiscate ECDs (including the power source) that are used inappropriately. The owner will be identified, the device labeled and then given to administration or office staff.
- 16. Assembly Supervision**
All teachers are expected to attend assemblies to help supervise. Being visible is a helpful deterrent to problems.
- 17. Weight Room – Staff Access**

Staff and their immediate families may use the weight room outside school hours; however, staff must be with your families while they are in the weight room.

18. Computers, Email, and Acceptable Use Policy

- Secure your computer. **Students must never have access to your computer or files.**
- Check your email often. Use school district email for professional purposes only.
- Review and follow WCSD Acceptable Use Policy. Protect your professional career.
- Do not share school email lists with others.

SECTION 3

Behavior Guidelines

Behavior Management – Belongs to all of us...

As a staff member at Desert Hills High School, part of our stewardship is to ensure discipline on campus. Please take action as any reasonably prudent person would in situations where students, staff, school materials or the building is being abused or threatened. If you are unable to resolve the issue on the spot, please bring those involved to the office (or report names).

According to board policy and school rules, you have the right and responsibility to direct students as needed; however, **corporal punishment is not an option** as a disciplinary action. Remember be firm, fair, consistent and encourage the positive behavior you'd like to see.

Suggestions for Reducing Classroom Problems: Desert Hills High School is a Professional Learning Community and as a professional, you should be familiar with the PLC model. Incorporated in that model is an overarching philosophy of student engagement. Read about and understand the philosophy. It does not preempt your personal philosophy but should help you perfect it.

- Work within the PLC framework to engage students in meaningful learning.
- Visibility helps curb disciplinary problems. Teachers' visibility in the halls during passing times reduces problems significantly.
- Use our school wide behavior model (PBIS) which models and teaches positive behavior expectations of Respect, Responsibility, Integrity

Before Sending Students to the Office: As you work with difficult students, sending them to the office is an option but you should exhaust all other options first. Suggestions include:

- Work with the student in class.
- If necessary have them step into the hall until you can talk to them.
- Contact and consult with the parents.
- If more intervention is needed, invite the parents to conference and formulate an agreement with the parents and student.
- If these options do not work, **bring** the student to the office.
- There are times when you need help immediately. Call for an administrator or SRO to come to your room when those times arise.
- Teachers are NOT authorized to suspend a student from class or require that the student transfer classes.

- If you feel the student would benefit from a different setting, consult with administration. If agreed, the change will be made through counseling with parental support.

Teaching by Example: It is important that we present a positive example in our classrooms. Messages carried home by our students can be beneficial or detrimental. The way you dress and your decorum with and around students should always be professional. Values, morals, ethics, and respect for others are taught every day by your presentations and personal example.

Remember the behavior expectation of Respect, Responsibility, Integrity begins with us and we model, teach, praise, and reteach that expectation of positive behavior in the classroom.

SECTION 4

Extracurricular Related Guidelines and Procedures

Finance Related Information: These guidelines for purchasing materials using school money are to protect you and the school. Please read and understand them as you will be held financially accountable.

1. Purchases with School Money

- a. You **MUST** have an approved purchase order (P.O.) before making a purchase.
- b. Request a school Purchase Order from Mrs. Jackson. Complete the required information on the P.O. and return it to Mrs. Jackson. Administration will give final approval and will provide you a copy of the approved P.O. authorizing the purchase.
- c. If your request relates to an athletic program, administration may approve the P.O. and will provide you an approved signed copy.

Failure to follow these guidelines may leave you responsible to pay for any items you order and receive.

2. Advisors and Coaches

- a. Team head coaches are fiscally responsible to stay within the budget.
- b. As an adviser to a club, class or athletic program, become familiar with the WCSD policy relating to fund raisers. See district policy #2020 on fundraising and #3600 on distribution and posting of promotional materials.
- c. All money earned through fund raising, etc., must be turned in to Mrs. Jackson ASAP for accounting and depositing. Do not open “outside” school accounts. For your protection, do not keep school money at school or home – turn it in.
- d. Coaches and advisors are responsible and accountable for uniforms and equipment associated with their activity. Ensure that all uniforms checked out are accounted for at the end of the season. Store and care for all equipment.
- e. It is illegal and unethical to make personal purchases using the school purchase system.

3. Participation or Pay-To-Play Fees:

- a. Once the activity season is over, collecting participation fees becomes nearly impossible; therefore we require that each participant pay the pay-to-play fee before participating.
- b. Coaches are responsible to see that team members pay the fee in a timely manner. All programs are affected when fees are not paid.

4. **Cash Boxes for Dances or Fund Raisers:**

- a. Fill out a request and submit to Mrs. Jackson at least 2 weeks in advance of the activity. On the request, include the amount of money you need. Mrs. Jackson will prepare the cash box for you ahead of time with stamps and cash receipt slips.
- b. You must pick up the box, sign for it. Students may NOT pick up cash boxes.
- c. Protect yourself and your program and **do not allow students** to be in charge of cash boxes.
- d. Once the event/fundraiser is completed, turn the cash box back to Mrs. Jackson together with a slip showing the amount of money in the box.
- e. Two adults must agree and sign off on the amount of cash in the box.
- f. Separate the denominations and roll the coins and account for all money.
- g. Mrs. Jackson will verify the amount and provide you a receipt.
- h. Remind patrons to make **all checks** payable to: **Desert Hills High School**.

Transportation Requests: You are advised to submit trip requests for all trips before the activity season begins. All travel requests must be submitted to Mrs. Wade.

- a. Travel requests must be submitted and approval given **at least 15 days** prior to the trip.
- c. Bus assignments are first come-first served.
- d. The travel request form is available online at the Virtual Faculty Meeting webpage under the Faculty tab on our school website
- e. Once the request has been submitted, you will receive a copy of the approved request in your mailbox. If you have not received a copy a few days before the trip, follow up with Mrs. Wade to ensure the status of the trip.

SECTION 5

Dance Supervision Guidelines

- Faculty members will be assigned to supervise dances as needed.
- If you are assigned to supervise and are unable to fulfill the assignment, please arrange with another teacher/staff member.
- Read and follow Dance Supervision Rules and Guidelines (below).

Dance Supervision Rules and Guidelines

1. The DJ must sign the DJ Contract.
2. Advisors sponsoring a dance must supervise – no exceptions.
3. Dances should conclude at 11:30 P.M.
4. Two staff members are responsible for the cash box (never a student), one chaperon to monitor the dance, and at least one for security check – doors, “dark corners”, etc.
5. Dances are for DHHS students only. Supervisors are to turn away all others and report problems to the SROs.
6. Students who leave the dance may be required to pay again to reenter.
7. If a student is suspected of being under the influence of any illegal substance refer him or her to the SRO who will handle the incident.
8. Moshing, slam dancing, dirty dancing, “horseplay”, or any activity deemed inappropriate by the dance chaperons may be cause to terminate the dance. Warn students if the problem continues the dance may be terminated.

9. Once the dance is over, two advisors must count the money and sign the slip before turning the cash box in. Do NOT make any disbursements from the cash box. The DJ will be paid by school check.
10. Students who cause problems at any activity may face suspension from school and could face further disciplinary measures.
11. Clean up after a dance is required by those advising and the student group involved. Make sure that all items are taken down and trashed or stored. Floors should be picked up and swept. Spilled drinks or food should be mopped up.

Dance Supervisory Assignments – 2017-18

September 23rd, Homecoming (Exec. Council)

Matt Barber – Advisor

Teacher Chaperones: Brickey, Brown, Dixon, Dyer, Jones, J. Jones, E., Quilter, Robinson, Wilson, Woolfe

November 4th, Sadie Hawkins (FFA)

Eric Bleak- Advisor

Teacher Chaperones: Bliss, Burkett, Denos, Lee, Humphries, Marre, Pearce, Richardson, Wallace

January 27th, Junior Prom (Juniors)

Mindy Deschamps - Advisor

Teacher Chaperones: Blair, Callahan, Davis, Enos, Pack, Langston, Mendenhall, Rogers, Turley

April 7th, Preference (Drill Team)

Marcee Christensen - Advisor

Teacher Chaperones: Black, Carlisle, Crandall, Bringhurst, Gardner, Lowe, Nelson, Brosier, Smith, Swaney

May 5th, Senior Ball (Seniors)

Jerilyn Shakespeare - Advisor

Teacher Chaperones: Allred, Christenson, Cooper, Fannesbeck, Franke, May, McArthur, J. McArthur, K., Sparks

*If you are unable to fulfill your assignment, please make arrangements with another DHHS staff member and inform the dance advisor.

Desert Hills High School Dance Chaperone Responsibilities

Under the direction of the dance adviser, chaperones help to ensure that a safe and positive atmosphere is maintained throughout the dance. Chaperones may be asked to help with any of the following responsibilities at the dance:

- **Ticket taking and cashbox supervision (2 chaperones)**
 - Two staff members are to be with the cash box at all times (never a student)
 - Once the dance is over, two advisers/chaperones must count the money and sign the slip before turning the cash box in. Do NOT make any disbursements from the cash box.

- Chaperones assigned to take tickets should also enforce dress standards. If questions arise, chaperones may contact the dance adviser. Students may be turned away from a dance for the following reasons:
 - Inappropriate or outlandish dress
 - Students not dressed appropriately for a formal dance. These students should not be admitted to the dance. A formal dance suggests appropriate formal dress.
- **Dance floor supervision (3-4 chaperones)**
 - Dance chaperones are responsible for monitoring and addressing inappropriate or unsafe dance behavior.
 - Moshing, slam dancing, dirty dancing, “horseplay”, or any activity deemed inappropriate by the dance chaperones is prohibited.
 - Chaperones should work with the DJ to stop the music if students begin to mosh dance, slam dance, or if other unsafe conditions are present.
 - Chaperones may warn students to discontinue unsafe or inappropriate dancing, if students refuse to stop or continue to dance inappropriately, chaperones may ask the students to leave the dance.
 - Chaperones may be asked to supervise potential problem areas at the facility (hallways, back rooms, etc.) Students in these areas may be asked to leave the dance.
- **Refreshment Area (1-2 chaperones)**
 - Dance chaperones may be asked to help ensure water or other refreshments are available to students.
- **Other**
 - Chaperones may be asked to help with general safety or monitoring duties as deemed necessary by the dance advisor or School Resource Officer.

Safety Resource Officer (SRO)

SRO's are present at dances to ensure that the dance is safe and lawful, for general security and any issues where law enforcement may need to intervene. An SRO is **NOT** responsible to monitor or intervene with inappropriate student dancing. An SRO may assist the chaperones with students whose behavior is causing a disruption or unsafe situation for others at the dance. Some situations where a chaperone may request the assistance of an SRO may include:

- A student is under the influence of drugs or alcohol
- A student or group of students is fighting (verbally or physically)
- A student or students have been asked to leave the dance, but are refusing to do so

DHHS Clubs 17-18

Art Club - Shakespeare
 ASL Club(American Sign Language) – Jones
 Ballroom Dance Club - Pearce
 Board Game/Gaming/Sci-Fi Fantasy Club – Jones, J.
 BOLTS (service club) - May
 Dance Arts National Honor Society – Pearce
 Debate Club – Sparks
 DECA – Langston
 Drama/Thespian Club – Rogers
 FCCLA – Mendenhall
 FFA - Bleak
 Hip Hop Dance Club - Richardson
 HOSA - Fannesbeck
 Japanese Club – Mildenhall

Music Club - Candland
National Honor Society – Nelson, T.
Orchestra Club – Candland
Skills USA - Wilson
Spanish Club - Wallace

Thor's Revenge (DHHS Fight Song)

Our home is roaring as the lightning strikes!
Thor's hammer hits with thundering sights.
Our honor lies within the skies
As the pounding thunder roars!

The crash is heard both loud and clear!
We beat the rest as they shake with fear!
What is seen is our victory,
As the pounding thunder roars!

DH-HS, DHHS, DH-HS, GO THUNDER!

