A Guide to Hornet Pride

2019-2020

East Central Essentials

ABOVE THE LINE!

Mission:

Together, we will inspire learning by creating interesting and meaningful experiences for every student - every minute - everyday.

Core Values:

WE VALUE...

- High expectations for ALL
- Growth Mindset (+1+)
- Optimism
- Collaboration
- Teamwork



HORNET SPIRIT **HORNET PRIDE**

ALMA MATER

To these hallowed halls of learning,
We shall bid farewell some day,
But we shall not forget ideals
We've learned along the way.

Alma Mater, we salute thee,
Our love to thee proclaim,
Our talents into wisdom turn,
Our loyalty never wane!
Hornets Fight! Hornets Fight!
Hornets Fight! Fight! Fight!

HORNET FIGHT SONG

Hornets, Hornets, hats off to thee,
To our colors we shall be true,
Firm and strong, united are we!
Hornets, Hornets, Black and Gold.

Rah! Rah! Rah! Rah!
Hornets will win tonight!

SCHOOL COLORS
Black and Gold

SCHOOL MASCOT
Hornet

SCHOOL MOTTO
Excellence
Character
Honor
Spirit

Table of Contents

Instructional

EC Model of Instruction……..…….2
The Ideal Classroom ……....3
Top 10 Key Instructional Levers ……...……...4
Professional Development ……..…….5
Teaching is a Professional ……..…….6
Preparing a Lesson …….…. 6
Reading and Writing Across the Curriculum ...……..….. 7
Standards Based Grading ……...….8

Procedural

A Day at East Central ……..……..10
Entrance Into Class ……..……..11
Exit Out of Class ……..……...12
Classroom Management ……...…….13
Parent Contact ……..……..13
Safety ……..…….14

Informational

Knowing Your Way Around ECHS ……...….15
Student and Teacher Dress Code ……...….16
Who To Contact ……...17
Special Programs ……..…….18
Special Populations and IEP ……..……..19
504 ……..……..20
Behavior/Rebound/PBSI ……..…….20
Attendance …….…..…. 21
7 Mindsets ……..…. 22
Bell Schedule ……..…… 24

The EC Model of Instruction

Should See and Hear Almost Daily	***Should See and Hear Often***	**Should Never See or Hear**

· Student friendly learning targets
· Clear classroom routines and procedures
· Bell-to-bell instruction
· Content chunked into manageable sections
· Checks for understanding (2-7 minutes) of individual students and the whole class
· Quality Questioning Strategies
  ○ Ask question first, pause, then call on students
  ○ Random selection of students
  ○ Use of wait time
  ○ Multiple types of questions
  ○ Prompts for elaboration on information
· Teachers using total participation techniques with no opt-out
· Teachers building meaningful relationships with students
· Students and teachers using physical movement
· Teachers noticing and reacting to student disengagement
· Teachers demonstrating energy, intensity, and enthusiasm
· Students provided structured opportunities to talk in purposeful ways
	· Students engaged in cognitively complex tasks
	· Teachers narrating the positive (3:1)
	· Students utilizing sentence stems to build academic language
	· Academic vocabulary instruction
	· Students doing timed writing
	· Students purposefully reading
	· Teachers and students referencing scales
	· Students tracking their own progress
	· Technology used to enhance learning
	· Teachers and students celebrating success
	· Previewed or reviewed content
	· Examination of errors with problem solving or reasoning
		· Teachers or students being disrespectful
		· Sarcasm or criticism of students
		· Disengaged students
		· Low expectations for students
		· Students who are unsupervised
		· Teachers assigning work that is not meaningful
		· Teacher doing all the talking about the content or task

THE IDEAL CLASSROOM - THE EC WAY		
The Teacher is.....	**The Student is.....**	**The Classroom Environment & Culture is.....**
Standing at the doorway at the start of class greeting students	Following routines & procedures	Centered on routines
Teaching with passion	Being respectful to self, teachers and others	Positive - hopeful
Demonstrating positive behaviour	Taking ownership of their learning	Calm and welcoming
Referring back to the LT - before - during - after leading	Dialoguing about the learning	Focused on academic success
Using bell to bell instruction	Engaging in learning bell to bell	Review exit routines daily
Narrating the positive using 3:1	Think about their thinking	Academic
Redirecting any off-task behavior immediately - high teacher radar	Reading often in class & annotating the text	Focusing on high expectations for behaviors
Using a strong voice	Using purposeful opportunities to interact with peers	Respectful
Circulating with purpose	Seeking help from students and teacher	Collaborative
Checking for understanding every 2-7 minutes	Speaking, reading & writing	Geared for growth mindset
Cold calling	Collaborating	Consistent daily expectations enforced
Asking open ended questions	Asking content questions	Encouraging - loving
Providing wait time when asking questions	Writing in small timed chunks	Safe
Using sentence stems to promote academic language	Using sentence stems	Self Managing efficacy - belief
Following the ...I do, we do, you do	Independently practicing	Positive, encouraging, helpful
Engaging students in meaningful learning	Interacting with students and teacher	Exemplars / student work displayed
Challenging students thinking	Developing products	Neat, clean, clutter free, organized
Working with small groups of students who need additional time/help		
Smiling and providing feedback		

Top 10 Key Instructional Levers

Engagement and Management

1. ***Develop Routines and Procedures.*** *Write up and rehearse minute by minute.*
    - Write out every routine and procedure down to the smallest detail of what is said and done.
    - Introduce each procedure with short sequential steps.
    - Practice routine to perfection: have students do it again if it's not done correctly.

2. ***Narrate the positive.*** *Describe what students are doing well, not what they're doing wrong.*
    - "I like how Javon has gotten straight to work on his writing assignment."
    - "The second row is ready to go: their notes and their eyes are on me."
    - Narrate the positive while looking at the students who are not complying.

3. ***Challenge and build momentum.*** *Give the students a simple challenge to complete a task.*
    - "The last class was able to transition to small groups in 45 seconds. I bet you can do even better."
    - "I have an advanced problem that I bet you could master. Get ready to prove how hard of a worker you are…."

4. ***Increase teacher radar*** *(awareness of when students are off task)* ***and implement least-invasive immediate intervention*** *(when the first student is off-task).*
    - Deliberately scan the room for compliance: choose three or four "hot spots" (places where students often get off task) to continually scan.
    - Circulate with purpose by moving to different locations on the perimeter of the room.
    - Give an instruction, narrate the positive, then redirect student who is not complying.
    - Redirect from least to most invasive:
        - Use proximity.
        - Use a nonverbal.
        - Maintain eye contact.
        - Say student's name quickly.
        - Give a small consequence.
    - Anticipate student off-task behavior and pre-rehearse the next two things you will do when that behavior occurs.

5. ***Use a strong voice.*** *Use these five techniques to establish a teacher's authority in the classroom*:
    - Square up and stand still. When giving instructions, stop moving and strike a formal pose.
    - Use economy of language. Give crisp instruction with as few words as possible.
    - Do not engage. Keep repeating your core instruction and ignore student complaints.
    - Employ quiet power. Lower your voice and change your tone to communicate urgency.
    - Do not talk over. Use a reset (for example, all-class clap) to get students' full attention before continuing to speak.

6. ***Develop pacing.*** *Create the illusion of speed so that students feel continually engaged.*
    - Use a timer for each aspect of your lesson and let students see how much time they have left during each activity.
    - Use brief 15-30 second turn-and-talks.
    - Cold-call students.
    - Elicit choral responses to certain questions.

Rigor (Intellectual Engagement)

7. ***Establish the right learning target.*** *Write precise learning objectives that are*:
    - Data driven
    - Curriculum plan driven
    - Able to be accomplished in one lesson

8. ***Check for understanding***. *See whether students have learned the material frequently using a variety of techniques.*
    - Actively monitor student work, making note of students who have wrong answers.
    - Poll the room to see how many students answered a certain question correctly.
    - Track right and wrong answers to class questions.
    - Implement an exit ticket (brief final mini-assessment) and collect at the end of class to see how many students have mastered the concept.

9. ***Increase the think ratio***. *Get students to do more of the thinking.*
    - Script out what you will ask and do when students do not answer correctly.
    - Script out the questions and activities that will facilitate students getting to the right answer.
    - Push students to use habit of discussion to critique or build off each other's answers.
    - Provide wait time after posing challenging questions.

10. ***Encourage effective independent practice***. *Make sure student independent practice meets the assessment objective.*
    - Build into each class at least 10 minutes of independent practice.
    - Support struggling students during independent practice (identify the first two or three students you will support) while continuing to scan the room for compliance (position yourself so that you can still scan the entire room).
    - Align independent practice to the rigor of the upcoming interim assessment.

Professional Development the EC Way

The best professional development sessions occur within our building. "Teachers teaching teachers" is our preferred model. ECHS teachers conduct "PD" sessions within Design Meeting sessions, on Professional Development Days, and during special topics meetings such as at ESL Huddles and EC University sessions. In addition to these local opportunities, ECHS will send teachers to trainings provided by reputable agencies and programs such as those through Region 20, the College Board, NMSI, state level professional organizations (Ex: CAST, CAMPT) and local universities. These professional development sessions must *first* be approved by the teacher's supervisor. Next, the proposal must go to an Academic Dean who will research funding sources and then make a proposal to the principal. PD proposals should be made at least six weeks in advance. Teachers who attend PD sessions are expected to return to their campus and train others on what was learned in their session or workshop. We encourage you to seek professional growth opportunities and to share what you learn with your colleagues! Fill out the form linked here to submit a request.







Notes:

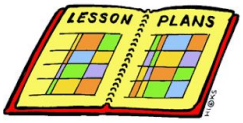
Teaching is a profession? Yes!



Teaching is a profession that entails more than delivering curriculum. It involves teaching values, such as being respectful, responsible, and safe. We strive to positively reinforce these values with a 3:1 whereby we praise student behavior three times to every one redirection. This is hard work that requires keen attention, dedication, and consistency. We seek opportunities to reinforce positive behavior during class, passing periods, before school, and even after school during extra-curricular events both on and off our campus. We are cognizant of our influence.

Furthermore, this understood teaching of values comes from the teacher's own conduct and how he or she conducts the class as a whole. People who choose to teach are taking on a tremendous responsibility. They need to master their content. They need to be able to adapt it in a manner that is understood at all levels and by all learning styles. They need to have a classroom culture that is well-managed and conducive to learning. This is having a room in which the teacher exemplifies the behaviors he or she would like to receive, promptness and preparedness, consistency in discipline, and fairness in grading. This takes work.

Preparing a Lesson



For many teachers, especially those new to the curriculum, designing a lesson is a time consuming task. Teachers ARE creative and creativity takes time! Those teachers that have more than one prep spend even more time preparing their lessons. We use TCMPC, NMSI, and other district approved resources and textbooks to design lessons. But most importantly, we use our teams to collaboratively create engaging lessons. As a standards based grading district, knowing your standards and beginning a lesson plan with the end in mind is imperative to the design of the lesson. Teams discuss the Depth of Knowledge (DOK) required for students to master Critical Content and the Assessments and Proficiency Scales they use to measure and communicate with their students.

Knowing your students is imperative to designing your lesson. Parents and students expect to have a lesson at the appropriate level and the material ready prior to class. Teachers that have completed their planning exemplify the responsibility and preparedness they expect from their students' assignments and assessments. Additionally, when lessons are well-prepared and engage students in the learning process, it becomes easier to manage student behavior.

Having a unit and daily lesson plan is a campus requirement. The format that is utilized by each department may be different, however the plan should include the following:

<u>Weekly/Unit</u>

- Learning Target: What, How, Why
- TEK(s) = Critical Content (number and description)
  - anticipated misconceptions
- Differentiation
  - Accommodations or Modifications (SPED, 504)
  - Language Objectives (ELs)
  - Extension (GT, early finishers)
- Checks for Understanding / Evaluate
  - Formative Assessments that occur often
  - Essential Questions
- Required Resources or Materials
- Time Stamps (guidelines for duration)

<u>Daily</u>

- Learning Target: What, How, Why
- Time Stamps
- Do Now / Warm-Up / Bell-Ringer / Engagement Activity
  - *not to exceed the first 10 minutes of class*
- Description of Lesson / Explain
  - Mini-lesson
  - "I Do" & "We Do" & "You Do" components
  - Essential Questions
- Checks for Understanding / Evaluate
- Exit Activity tied to content

*Note: If your student is in PBSI, Rebound, or consistently absent from the classroom setting, teachers must check-in with him or her to monitor and adapt the lesson as necessary.

Reading & Writing Across the Curriculum

ECHS students need to read and write every day in order to strengthen their critical thinking and creative problem solving skills. Here are some reading and writing strategies that can be used in any classroom!

1) **BEFORE reading the "Text" → Teacher Determines the Purpose, Student Writes Predictions**
   - What is the Main Idea? *(think message; refer to titles/subtitles and images/graphics)*
     - What connections could the students make to themselves, other texts, and/or the world?
   - Who is the Writer? *(consider author's biographical information)*
     - How could the student determine what makes her/him credible?
   - Who is the intended Audience? *(think who, what, where, when, why)*
     - What can the student infer?

2) **DURING the reading of the "Text" → Teacher and Student Make Notes and Write Reflections**
   - For each major paragraph/section, summarize what has just been read in a few key words or sentences. *Model your thinking for students to hear and see.*
     - Have students pair-and-share their thoughts with a partner or as a class.
   - For entire pages or chapters, transfer the information into a new format alongside the original.
     - Make a list, doodle ideas, use symbols to note important info, ask quick questions…
   - Highlight or underline new or difficult vocabulary terms. *Define and provide real-life examples.*

3) **AFTER reading the "Text" → Student Paraphrases Ideas and Presents Their Understanding**
   - Discussion: Socratic Seminars, Retelling, Four Corners, Whip Around, Give One-Get One
   - Writing: Quizzes, Graphic Organizers, Responding to a Prompt, Exit Slips/Tickets (3-2-1)

WRITING

- Cornell Note-Taking
- Learning Logs
- Quickwrites and Reflections
- Process Writing
- Peer Evaluation
- Authentic Writing

READING

- Deep Reading Strategies
- Note-Taking
- Graphic Organizers
- Vocabulary Building
- Summarizing
- Reciprocal Teaching

INQUIRY

- Skilled Questioning Techniques
- Costa's Levels of Thinking
- Socratic Seminars
- Tutorials
- Investigations
- Questions that Guide Research



ORGANIZATION

- Binders and organizational tools
- Calendars, planners, and agendas
- Graphic organizers
- A focused note-taking system
- Tutorials and study groups
- Project planning and SMART goals

COLLABORATION

- Socratic Seminars
- Tutorials
- Philosophical Chairs
- Group Activities and Projects
- Peer Editing Groups
- Service Learning Projects

Standards Based Grading

Click HERE to learn about Standards Based Grading. Read Below for a Quick Overview (excerpts from ECISD Secondary Grading and Reporting Handbook)

How is standards-based grading different from traditional grading?

In the traditional 100-point grading system, a student's grades are typically based on all of the work assigned in class, including classwork, homework, projects, quizzes, and tests. The grade may also include points for non-academic factors, such as participation, effort, or attitude.

For standards-based grading all of the work a student does is used to assess the student's mastery of the essential standards. A student's scores from their work are tracked by the essential standards, which gives the teacher, student, and parent a very detailed picture of which standards a student has mastered. Non-academic factors like behavior, attitude, and attendance are not included in this grade and reported in a different manner.

What is standards-based grading?

Standards-based grading measures student's mastery of the essential standards/skills for a class, or how well students understand or demonstrates mastery of the material. During the unit, the students are assessed to see if they truly know the material using a variety of assessment measures, such as traditional pencil-and-paper tests, projects, discussions, or reports. The class grade will be based on all of the evidence the teacher collects demonstrating mastery of the essential standards/skills. The goal of this approach is to provide the teacher, student, and parent as accurate a picture as possible of the student's learning and to encourage a dialogue about how the student can master the material for the class.

At ECISD, our goal is that student grades are consistent, accurate, meaningful, and supportive of each student's learning. Standards-based grading and learning is being implemented in an effort to reach our goal. In addition, SBG addresses the four criteria required of a uniform grading system under the following guidelines. The four criteria are:

Accuracy: Basing a student's grade on assessments of learning, allows the teacher to create a clear picture of what the student has learned without the influence of other, non-academic factors. These other factors, such as effort and behavior, are still essential, but are not part of the student's academic grade and are communicated separately.

Consistency: For each outcome, the teacher provides a proficiency scale that describes exactly what the student should know or be able to do.

Meaningful: A meaningful grade is one that clearly communicates the demonstration of learning that has taken place. In a standards-based classroom, scores are recorded by the learning outcomes rather than by categories, such as tests or homework. This makes it easier to identify areas of strength and areas of growth.

Supportive of Learning: SBG supports student learning by focusing on demonstrated proficiency and providing enrichment and intervention as needed. Students are provided opportunities to reassesses once they have partnered and engaged in the learning process.

The ECISD Grading System in 6th – 12th Using Standards Based Grading

Students in 6th through 12th Grade are marked on a scale ranging from 1-5 for each item on the report card to reflect the state standards for that grade level.

Measurement Topic: Shows the standards being assessed	
Score 5.0 (100)	**In addition to score 4.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.**
Score 4.5 (95)	*In addition to score 4.0 performance, partial success at 5.0 content.*
Score 4.0 (90)	**The student demonstrates mastery of grade-level standards**
Score 3.5 (80)	*No major errors or omissions regarding score 3.0 content, and partial success at score 4.0 content.*
Score 3.0 (70)	**The student demonstrates prerequisite knowledge and skills**
Score 2.5 (65)	*Partial success at score 3.0 content, and major errors or omissions regarding score 4.0 content.*
Score 2.0 (60)	**With help, partial success at score 3.0 content and score 4.0 content.**
Score 1.5 (55)	*With help, partial success at score 3.0 content but not at score 4.0.*
Score 1.0 (50)	Even with help, no success.

Behavior Grades

ECHS School Wide Behavioral Expectations					
2019-2020	**Professional**	**Technology**	**Common Areas**	**Social Settings**	**Transportation**
Safe (Actions)	- Use materials as intended or directed. - Observe personal space. - Be on time.	- Walk without distractions. - Protect your personal information. - Know who you are communicating with online.	- Be aware of your surroundings. - Walk with purpose. - Remain in assigned areas.	- Be aware of your surroundings. - See something say something.	- Stay clear of moving vehicles. - Obey all traffic laws, speed limits, and right of way. - Enter and leave in an orderly manner.
Respectful (Verbal or Cognitive)	- Wait your turn to share. - Listen to others. - Use a conversational voice and professional word choice.	- Use professional word choice. - Think before posting.	- Wait your turn. - Use a conversational voice and professional word choice.	- Use professional word choice. - Show good sportsmanship. - Speak your opinions but listen to others.	- Use professional and academic word choice. - Make room for others to sit or pass by.
Responsible (Things)	- Complete assigned tasks. - Fulfill your commitments. - Dress for success - Keep track of your personal belongings.	- Use electronics as directed in each setting. - Use cell phones when directed.	- Keep track of your belongings. - Clean up after yourself.	- Dress for success - Keep track of your belongings. - Use equipment as intended.	- Clean up after yourself. - Park or wait in designated areas only.

A Day At East Central

Contacts:

Asst. Principals:

Counselors:

Before The First Bell at 7:39 A.M.

- Be on time - no later than 7:40 A.M.
- Find two ways to get to school in case your first route is a no-go.
- Sign in daily - closest designated area.
- Check your mailbox periodically.
- Make sure assignments for PBSI and Rebound are sent or emailed to the teachers.
- If you have morning duty (you will be given a duty roster) make sure you are at your /./assigned area from 8:00 - 8:30 A.M.

During The School Day

- Be at your doorway EVERY passing period greeting your students.
- Close your door when the tardy bell rings.
- **NEVER** let your students leave your classroom without a pass.
- Post your attendance **EVERY** period **- this is a LEGAL REQUIREMENT.**
- NEVER leave your computer unsecured.
- NEVER leave your valuables unsecured.
- Check your emails periodically.
- Check your mailbox periodically, but never send a student to do it.
- Post grades weekly to effectively communicate with the students and parents.
- DO NOT cover windows in your classroom, including your door window.
- When you have restroom duty before your conference - make routine pop-ins during the passing period. After the bell rings, check every stall, look for things out of order or any signs of inappropriate behavior. If anything is wrong, please lock the restroom down (without students inside of course) and notify the office immediately.

After The Last Bell at 4:10 P.M.

- Straighten your room - the custodians will empty the trash and clean the boards, but general maintenance is your job.
- Always shut down your projector, document camera, and computer every night.
- Check your email before you leave.
- Prepare instruction for the following day.
- Leave no earlier than 4:15 P.M.

An Entrance Into Class

Tardy Round Up

Those students who are not in the classroom when the tardy bell rings will receive a “tardy” in the gradebook. Periodically throughout the year we will conduct a “Tardy Round Up.” On those occasions, we will notify you in advance which period will be a round up. When the bell rings, close your door and make sure it is locked. We request all teachers who are on conference period, assist administration in gathering students still in the hallway and escort those students to the nearest administrator. Those students caught in the round up will receive consequences.

Beyond Tardy

If a student shows up more than five minutes late and you have already taken attendance, please email deborah.hernandez@ecisd.net and let her know the student was present but showed up late for class. It is important that attendance be marked accurately for financial, legal, and ethical reasons. All students who arrive late should have a pass from the office or admit slip to be excused.

From Another Teacher’s Class

If a student must go to another teacher’s classroom, you must write him or her a “General Pass.” All students will be required to sign out of your class whenever they leave - for ANY REASON. Make sure you give as much detail as possible on the pass so that our Safety Monitors, Administrators, or other teachers can ask for a student’s pass and know exactly where he/she is going, why, and what time you released them. The primary purpose you will allow a student to another teacher’s classroom is for ACADEMIC reasons ONLY. It is best if you already worked an arrangement out with that teacher before sending a student. Use good judgement when considering.

For NO REASON should you allow a student to leave your class to go the following areas:
GYM(s), Band Hall, Locker Room, Cafeteria.

Return From Office

All students will have a pass upon returning from the counseling or administrative office. Please readmit into class when they have that pass. If they do not have a pass, please send them back to the office to collect. If you have already taken attendance and marked the student absent, please email deborah.hernandez@ecisd.net for the student information to make sure it is accurate. Always check the time to ensure the student was not roaming the hallways.

Notes:

An Exit Out of Class

I want a student to go to…

Just as there are times when a student requests to leave a class, so too will there be times when YOU request a student to leave your class. However, you cannot simply send a student out of your class. For disciplinary issues, you may send a student to the office, but you must press the "emergency button," and let the office know which student you are sending down to the office. Next, you must write a referral immediately in Educator's Handbook detailing the circumstances you are sending the student up to the office. (Refer to your disciplinary matrix for justifiable reasons to send a student immediately to the office). When completing the referral form use factual, non-emotional details, and include any quotes by the student verbatim. Please use your "professional voice" when completing a referral; it is a legal document and must be written as such. If you suspect drugs and or alcohol, discreetly notify your administrator ASAP - text, etc. This way, your administrator can make your location and investigate. If there are threats of violence, immediately push the emergency button, contain the situation, and notify administrators accordingly. Do not let any student who is threatening violence, or is under the influence of drugs or alcohol out of your sight. Wait for an administrator to arrive.

Bathroom Pass

Each teacher will be issued a colored hall pass that is color-coded for each appropriate building and or hallway restrooms. This pass is only good for a particular floor of the building. Generally, the pass is effective only for the bathroom because most other places will be farther away than the hallway of the classroom. Every student will be REQUIRED to sign-out and sign-in when leaving your classroom for any reason. Students can take advantage of restroom passes, so use your judgement in these situations. Try not to let students go the restroom the **first 10 minutes** or the **last 10 minutes of class.** Do not use anything other than the color-coded restroom pass. If you have lost your restroom pass notify your assistant principal ASAP to obtain another. Not only will you ensure your students use the appropriate restroom pass, but you also have a responsibility to check the restroom passes of suspicious looking students you notice roaming the hallways. If a student has no pass or the wrong colored pass for the hallway/building, escort him or her to class or to the office.

General Pass

If a student needs to go somewhere else, such as another teacher's classroom, then you need to take the time to complete the general hall pass you were given at the beginning of the year. You also have a responsibility to check the general passes of students you notice roaming the hallways. If a student has no pass, escort him or her to class or to the office if possible.

Clinic Pass

The clinic pass should only be used when you need to send a student to the clinic. Again, use your judgement - for many instances the nurse will come to your classroom and deliver (ice, band-aids, take a temperature, etc). If you need the nurse to make a visit to your room, press the emergency button and request a nurse - DO NOT state any specifics about the student (for privacy reasons) just the need and maybe a short description, "I will need a nurse to bring some ice…" DO NOT say or do anything to embarrass a student or violate any FERPA, etc. In case of a true medical emergency, please notify the office ASAP. The nurse along with administration will make the scene and secure the situation.

Library Pass

If there is a valid need for the student to go to the library, you must complete the library pass. The library will not accept a student into the library with the general pass. (Visit our library if you need additional passes.) Please pay special attention to students that you send to the library during 4th period since many students request to go simply to be with their friends.

Counselor Pass

Please do not let students go see a counselor unless it is an extreme emergency (emotional support) in which you will complete the general hall pass and have the student sign-out. In most other cases, the procedure is for the student to visit the counseling office before school, after school, or between periods and complete a request form to see their counselor. The counseling secretary will then schedule a time with the counselor to send for the student.

Tutoring Pass

When possible, please complete a tutoring pass for students that are requesting to attend your tutorials before school, during lunch, or after school.

Notes:

Classroom Management



Classroom management is one of the most difficult aspects of the job for first year teachers as well as veteran teachers. It takes knowledge, skill, and time. If there is no classroom management, then there is no learning. A teacher needs to adjust, not lower, his or her rules and expectations. It is his/her job to have a conducive learning environment. Building rapport with students is key to a positive classroom. Using consistent routines is another effective tool that teachers must employ.

ECHS is committed to consistently teaching behavioral expectations to every student. Everyone is working together to contribute to ECHS friendly inviting environment by setting the tone through our actions and attitude. Through our continuous support and encouragement we will teach behavioral expectations, acknowledging our students for meeting our expectations, implement the school wide behavior system, focus the behavior changes of our students through modeling and feedback and working collaboratively to support peers and students with more intensive behavioral needs.

If you are struggling with management issues, see a mentor teacher, or ask an administrator or department instructional facilitator to observe your class and provide helpful ideas. Students, parents, fellow teachers, and administrators who ask for help will grow and then can get the job done in the class!

Parent Contact

Maintaining open and regular communication with parents is crucial for student success. Parents should be contacted in regard to a variety of concerns including grades, absences, and behavior. Parents should be contacted when a student is failing or becomes close to failing a class. Although parents can view grades through Texas gradebook, a teacher should not assume that the parent is regularly monitoring gradebook; therefore, a contact from the teacher is essential. Additionally, this provides the teacher with an opportunity to discuss the student's struggles with the parent and work in partnership with the parent to formulate a plan to support the student academically. While both progress reports and report cards are sent home, teachers should not rely on these as the only source of communication with parents about a student's academic progress.

Parents should also be contacted when attendance concerns arise. If a student is absent three or more consecutive days, the parent should be contacted by the teacher. If the parent is unaware of the student's absences or if truancy is suspected, the teacher should contact the appropriate assistant principal and possibly write a referral. Any minor disciplinary infractions that the student is causing during class should be addressed through parent contact. These infractions include but are not limited to: talking in class, using cell phones or other electronic devices, excessive tardiness, violation of rules in the student handbook, and violation of classroom rules.

Teachers should maintain a parent contact log that includes the student's name, date and time of contact, notes about the discussion, and any follow-up information. Teachers may keep these contact logs as a hard copy or in electronic format.

Regular communication with parents is an effective way to aid in classroom management. Our ECHS parents can be very supportive of our teachers; we have the same goal - for our students to be successful. Building a positive rapport with parents can help your class run more smoothly. Parent contact information is available on gradebook or can be accessed through the enrollment paperwork in the attendance office; if the contact information is incorrect, please contact the student's administrator for correct parent contact information.

Safety

- Download the Navigate Prepared App
- Always be prepared for an emergency and have your students ready also.
- Know the emergency operations plans, evacuation routes, and lockdown procedures. See Mr. Damon Trainer if you have any questions.
- In case of an evacuation - remember to take your YELLOW GO FOLDER with you.
- In case it is a **true emergency**, press your emergency button in your classroom to call the administrative office.
- Maintain strong classroom management; safe - respectful - responsible students will make for a comfortable classroom.

IN AN EMERGENCY
WHEN YOU HEAR IT. DO IT.

LOCKOUT! GET INSIDE. LOCK OUTSIDE DOORS.

STUDENTS
Return inside
Business as usual

TEACHER
Bring everyone indoors
Lock perimeter doors
Increase situational awareness
Business as usual
Take attendance



LOCKDOWN! LOCKS, LIGHTS, OUT OF SIGHT.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

TEACHER
Lock interior doors
Turn out the lights
Move away from sight
Do not open the door
Maintain silence
Take attendance



EVACUATE! TO ANNOUNCED LOCATION.

STUDENTS
Bring your phone
Leave your stuff behind
Follow instructions

TEACHER
Lead evacuation to location
Take attendance
Notify if missing, extra or injured students



SHELTER! HAZARD AND SAFETY STRATEGY.

STUDENTS

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

TEACHER
Lead safety strategy
Take attendance



K12 STANDARD RESPONSE PROTOCOL

© Copyright 2009-2016, All Rights Reserved. The "I Love U Guys" Foundation, Bailey, CO. More info at http://iloveuguys.org. The Standard Response Protocol and Logo are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution by recognized schools, districts, departments and agencies. SRP K12 CLASSROOM POSTER | Version 2.1.0 | 10/28/2011 | Revised: 01/03/2017 | http://iloveuguys.org.

Notes:

Notes:

Knowing Your Way Around ECHS

As a member of the EC family, you may need to know the following:

Spirit Days - every Friday, and some other special days, the faculty don spirit shirts and dress in jeans to celebrate the numerous extracurricular organizations on our campus. You may purchase any number of shirts from booster clubs, athletic teams, and organizations.

Athletic Events - at any home athletic event, all staff may attend for free using their employee ID. During football games, the staff section is located next to the reserved seating on the 50 yard line. During volleyball and basketball season, the staff section is located behind the team benches.

Assemblies - class assemblies are held during advisory period. The entire school will be on advisory schedule and the appropriate students will be called for over the intercom when it is time to leave class. Teachers must escort their classes to the assembly.

Custodians - our custodial staff is outstanding and take pride in keeping EC clean and safe. They are always willing to give individual help, but they have many duties that must be fulfilled daily, so be patient with requests.

Workroom and Copier Etiquette - all machines on campus are available to all faculty members. However, students are not allowed to use the machines without prior approval. **DO NOT** send students to make copies. Make sure to report all copier problems immediately. Refill paper trays after your copies are complete to ensure it is ready for the next user. Before leaving the teacher workroom, check that you only have your copies to ensure we are not wasting paper. Check for any originals and take them with you or recycle the unwanted copies. The workroom is for everyone's use, so clean up after yourself and respect our community space.

Substitutes - it is your responsibility to get your own subs. If you need a school business or personal day, you must fill out a leave request form. They can be found in every teacher work room. WARNING: do not wait until the last minute to enter your sub request in AESOP. Taking a personal day before or after a holiday may result in being docked for the day.

TIER I Positive Behavioral Supports - Just like academic subjects, behavior must be deliberately taught and learned. Our school-wide expectations are SAFE, RESPECT, and RESPONSIBLE. When a student is exhibiting these behaviors, we positively reinforce them through recognition and utilize our campus acknowledgement system.

What is our teacher dress code?

The world of fashion is always changing but professional dress is not. Despite the trendy fads, a teacher's appearance and language must always be professional. They set the tone and expectations for the class. For all teachers, especially a first year teacher, dress code is extremely important. Professional attire includes slacks, blouse or dress shirt, dresses/skirts (appropriate length) and appropriate footwear (no shower type flip-flops). Your appearance helps stress how important your job and curriculum are to you. Always be and dress like the professional you are.



Monday - Professional attire - NO Jeans
(TIE FOR MEN; BUSINESS PROFESSIONAL FOR WOMEN)

Tuesday - Professional attire - NO Jeans
(TIE FOR MEN; BUSINESS PROFESSIONAL FOR WOMEN)

Wednesday - Business casual or jeans with Western wear, or Hawaiian shirt (Waikiki Wednesday)

Thursday - Business casual or jeans with college shirt or Department/Team shirt

Friday - Business casual or Spirit day (jeans allowed only if sporting EC attire)

What is our student dress code?

ECISD takes pride in the appearance of its students. The Dress Code is intended to promote responsibility and good citizenship in a safe and respectful learning environment.

Because fads in dress and grooming are subject to sudden and sometimes radical change, the examples and guidelines listed in the dress code may not cover every possible instance of inappropriate dress, grooming, or appearance. The interpretive authority as to inappropriate, unsafe, disruptive, or distracting clothing/accessories, shall be vested in the principal, assistant principal, or any other administrative authority in the school system.

The detailed student dress code can be found in the student handbook.

Important Extensions:

Front Desk
2101 Jade Rodriguez

Principal's Sec.
2109 Karen Wildman

AP Secretaries
2102 Katrina De Los Santos
2151 Ramona Salazar
2107 Monica Moncillas

Academic Dean Secretary
2176 Lisa Sanchez

Counselor Sec.
2110 Kelly Ramirez

School Nurse
2166 Fitzgerald
2166 Friesenhahn

Attendance
2148 Debbie Hernandez
2181 Jennifer Halbardier

Bookkeeper
2104 Renee Ford

Special Education
2174 Jade Rodriguez
2169 LeeAnn Traylor
2182 Jen Ford

Library
2131 Liana O'Leary
2132 Lisa Merrifield

South Campus Secretary
649-2121 Liz Maldonado

Athletic Office
2149 Cambri Polasek
2116 Donna Cervenka

PBSI
2171

Rebound
2249

Who to contact, when...

There is an AC issue in the classroom (too hot or cold):
- Send an email to: karen.wildman@ecisd.net.

Something breaks in a classroom that needs immediate cleanup:
- This would be considered a safety issue for students and teachers; therefore, it is appropriate to press the emergency button to ask for assistance.

Someone gets sick in a classroom that needs immediate cleanup:
- This would be considered a safety issue for students and teachers; therefore, it is appropriate to press the emergency button to ask for assistance.

Copier machines in the teacher workrooms are down (errors cannot be fixed):
- Send an email to the following staff describing the problem and workroom number.
  - Jade Rodriguez (jade.rodriguez@ecisd.net) or Amy Welty (amy.welty@ecisd.net)

The projector in the classroom stops working:
- Put in a technology support request through Eduphoria! - Help Desk - Technology
- Ask your department lead/chair for a replacement bulb (if needed).
- You may check out a mobile projector from the library technology resource center, if available, for immediate use if needed for class instruction.

I have questions regarding TESTING:
- EOC/STAAR: Coordinator, Kara Mihalski (kara.mihalski@ecisd.net)
- ASVAB & TSI: College and Career Go Center Facilitator, Christina Mercer (christina.mercer@ecisd.net)
- ACT: Coordinator, Renee Ferguson (grace.ferguson@ecisd.net)
- SAT: Supervisor, Kaylah Baca (kaylah.baca@ecisd.net)
- TELPAS: ESL Specialist, Teresa Rodriguez (teresa.rodriguez@ecisd.net)
- AP Exams: Academic Dean, Renee Ferguson (grace.ferguson@ecisd.net)

An emergency arises and I will be late or absent from work:
- Call the school and speak to Mrs. Karen Wildman (leave a voicemail, if necessary).
- Inform your immediate Level Lead and/or Department Lead/Chair (text message, phone call, and/or email).
- Inform your Supervisor (text message, phone call, and/or email).
- *If an emergency arises throughout the day, follow the above steps and then go see Monica Mancillas to confirm sub coverage.

I have questions regarding textbooks:
- Contact the textbook clerk, Ramona Salazar (ramona.salazar@ecisd.net).

I have questions regarding club funds, purchase orders, etc.:
- Contact the bookkeeper, Renee Ford (renee.ford@ecisd.net).

I was locked out of TxGradebook (inputted incorrect password too many times):
- Contact Deborah Hernandez (deborah.hernandez@ecisd.net).

I need more student desks or would like additional tables, filing cabinets, or bookcases in the classroom:
- First, see your Department Lead/Chair to determine if other teachers have extras that can be shared/transferred. (Always have a custodian help with transporting heavy furniture.)
- Next, contact Damon Trainer (damon.trainer@ecisd.net) to inquire about additional availability.

There are pests/bugs in my classroom:
- Inform a custodian right away!

Special Programs

- **AVID** - AVID (Advancement Via Individual Determination) is a program designed to draw non-traditional students into a college bound culture through AVID elective program support and AVID instructional practices that are designed to build college readiness skills. Students are also expected to enroll in at least one Pre-AP/AP or dual credit course annually. Entrance into AVID is based on application, interview, and student circumstances. AVID teachers support all teachers in building college readiness practices into their instruction.

- **Colloquium** - This four year program is designed for the college-bound gifted and talented student or any student willing to embrace high expectations and challenging work and workload. **Characteristics of Colloquium include: Continuity** – the same group of teachers follow the student's progress throughout his/her high school career; **Integration** – each unit integrates social studies and English content; **Other characteristics include:** Flexibility, diversity, independence, study skill development, encouragement of creativity, refinement of decision making, collaboration with peers, reinforcement of a rigorous academic value system, enhancement of communication skills, substantive learning, increasing levels of advanced abstraction and difficulty, and an emphasis on the principles of learning. **Course of Study:** Pre-AP English I and AP Human Geography; Pre-AP English II and AP World History; AP US History and AP Language & Composition; AP Government with AP Macroeconomics and AP Literature and Composition.

- **Dual Credit** - This program offers high school juniors and seniors an opportunity to take college level academic courses to receive both high school and college credit. Any student who plans to take a dual credit must complete the TSI Assessment before enrollment via the ApplyTexas application. ECHS students are eligible to take two college courses per semester through a partnership with St. Philip's College and Palo Alto College. Students enrolled in dual credit courses will have access to the library and tutoring services at St. Philip's College and Palo Alto College. Students may also register for certificate programs through St. Philip's College, Palo Alto College, and San Antonio College. Students are responsible for payment of books and parking for courses taken at the college campus.

- **Dual Enrollment** - In collaboration with the University of Texas at Austin, East Central offers OnRamps, an innovative dual enrollment program that aligns with the state of Texas Pre-calculus curriculum deepening and extending the student's knowledge of functions, graphs, and equations from their high school algebra and geometry. Students will experience high quality curriculum designed by the faculty at The University of Texas at Austin. Students can earn a high school mathematics credit and then can choose to accept or decline the college grade for the OnRamps course. Students develop independent learning skills, understand college level expectations, and increase college success with an opportunity to earn core credit from UT Austin.

- **Alamo Academies** - Alamo Academies, a nonprofit organization, is a national award winning, innovative, Science, Technology, Engineering and Mathematics (STEM) model partnering with industry, Alamo Colleges, high schools, and municipalities. This model provides high school juniors and seniors with low tuition career pathways into critical demand technical STEM occupations. Students attain industry and academic certificates leading to high-wage jobs or further higher education while addressing critical workforce industry needs. Since inception in 2001, 95% of the two-year graduates enter in higher education or high-wage careers in Aerospace, Advanced Manufacturing, IT & Security, Nursing and Heavy Equipment. As part of the program of studies, students in all AA programs with the exception of the Health Professions Academy participate in a paid internship during the summer between their junior and senior year. Students in AA follow the college calendar and attend college classes at either St. Philips Southwest Campus or at San Antonio College. Transportation is provided by ECISD to and from the college. Students must qualify as a dual credit candidate prior to admission.

- **Credit Recovery** - Students who need to recover credit for coursework in order to stay on track for graduation will either enroll in an online class via Edgenuity (Academic Support Center), enroll in an accelerated credit recovery course (math), re-enroll in the class, or appeal for the credit through credit-by-exam. Impacted students should consult with their counselors to determine their best credit recovery plan.

- **Gear UP** - GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) is a seven year, federally funded grant that was awarded to our district to support the ECHS Class of 2023 - this year's 9th graders. GEAR UP focuses on three main components: increasing College, Career and Military Readiness (CCMR), providing professional development and support for educators, and increasing parental engagement. GEAR UP Coordinators Francisco Aranda, Lisa Traugott, and Pam Salazar have been with #EC23 since their 7th grade year and will be housed on our campus. Please contact them directly for more information.

- **Learning Academy** - The Learning Academy is our dropout recovery and intervention program. Students who become off-track in meeting their graduation goals in a timely manner are candidates for this program. Students who are enrolled in this program must also meet At-Risk criteria as determined by T.E.A. The curriculum and instruction is accelerated and includes both online learning and small group instruction. Interested students must first meet with their counselor to determine if they are a candidate for this program. Students must complete an application to be considered for admission.

Notes:

How can I help my special population students?

Teachers must know which of their students are in special education, 504 or LEP. This information not only provides a framework to meet the individual needs of each student, but also can have legal implications for following specified plans for a student. Through Eduphoria you can access a list of your students who are part of these special populations and find their academic and behavioral accommodations/modifications. If you need help accessing this information see your department lead or an academic dean.

There are legal obligations related to the students in these special populations. As a teacher, you are obligated to provide the accommodations or modifications as stated in the student's educational plan. You should maintain accurate documentation of what you are doing in class to meet the student's needs and document any successes or challenges you experience with the student.

When paperwork is requested for a student in a special population, you should return the completed paperwork to the correct person (case manager, LPAC coordinator, 504 coordinator, etc.) by the date and time requested. Your feedback about a student's academic and behavior progress is needed to make adjustments to the student's educational plan and it serves as another means of communication with parents.

When you receive an "invite" to a meeting via email, please note that your attendance is required at this meeting. You should not decline the invitation unless you will be absent on the scheduled date and time. If you know you will be absent on the scheduled date and time of the meeting, please follow-up with the secretary that sent the email.

How do I know which of my students are identified as special education or 504?

1) Access Eduphoria. Click on the "Aware" icon. Click on the "Students" tab on the left. Type in special education or 504 and choose the program under the header student program membership.

2) Another option is to log into TxGradebook. Students who are in SF2 (support facilitation two days per week), SF3 (support facilitation three days per week) or co-teach classes will appear in your attendance roster with a different course code. (This option only works for the core classes). Please note however, this will not identify special education students who are only receiving external support services.

3) Also in TxGradebook, you can click on an individual student's ID number which will access the "Student Information" page. Under the section titled "Special Programs" you can find information about the student's program.

What is an IEP?

An Individualized Education Plan or IEP can be found for all students identified in the special education program. The IEP can be accessed through Eduphoria > Aware. The IEP contains information about the student's academic and/or behavior accommodations/modifications for the class. Teachers are legally bound to follow the student accommodations/modifications found in the IEP. Additional information can be found on the IEP such as state testing information, teacher feedback from ARD's, student strengths and weaknesses, etc.

What is 504?

Section 504 of the Rehabilitation Act prohibits discrimination in schools of children with disabilities. If a student qualifies for 504 services, a plan is created to provide specific educational accommodations so that the needs of the student can be met in the general education classroom and on the general education campus.

A team of individuals who are familiar with the student and who understand the evaluation create an educational plan for the student. This team must include a general education student, and the plan that is created MUST be followed.

How does a student qualify? The student must…

- have a physical or mental impairment which substantially limits one or more major life activities;
- have a record or history of such impairment;
- is regarded as having such an impairment.

Unlike special education, educational need does not have to be established for a student to qualify for 504 services. Once a student qualifies for 504 services, they may not be exited from the program unless the disability is no longer present and the disability no longer impacts the student.

Behavior problems? Failures?

What about special education students that are behavior problems? Access the student's IEP to see if the student has a BIP. If the student has a BIP, this will provide information about whether the student is connected to Redirect services. If warranted by the behavior, contact the Redirect room for assistance with the student. If the student does not have a BIP or the behavior does not warrant contacting the Redirect staff, as with any student who exhibits behavior problems, follow your regular steps of conferencing with the student and contact the parent. In addition, contact the student's case manager to further discuss any concerns.

What about special education students who are failing my class? Be sure you have accessed the student's IEP to ensure all accommodations or modifications are being implemented. Contact the student's parent to inform them of the student's grade and to provide them with further information. Contact the student's case manager to further discuss any concerns.

Rebound and PBSI

We have two forms of in school suspension, PBSI and Rebound. PBSI is assigned to students for approximately one to five days. The list of students assigned to PBSI is posted daily in ECHS News. Teachers should check the list and ensure that their students have their classwork to complete while in PBSI. Rebound is a form of in school suspension that allow for longer extended time periods. Students can be assigned to Rebound for up to 60 days. Teachers should not only send work for their students in Rebound, but should go see their students as well. It is important to continue to build/foster working relationships with students assigned to Rebound. They will appreciate it when they return to your classroom.

Q&A:

What is the difference between an accommodation and a modification?

What is the difference between an SF2, SF3, and a CT class?

Who can I contact if I have a question regarding special populations?

Notes:

But I was absent.

Is taking daily attendance my only attendance duty?

Attendance is a legal, financial, and ethical requirement. It is imperative that you take accurate attendance each period. Understand that attendance documents are legal documents presentable in court. We must be thorough and accurate for EVERY STUDENT - EVERY DAY. In addition to taking daily attendance, you are also responsible for calling parents concerning attendance. You should call after the third consecutive absence for a student and after the fourth absence of any kind for a student during a nine weeks period. You can get parent phone numbers from grade book or from the attendance window. See an administrator if you cannot contact a parent. East Central High School follows the 90% rule that requires students to be in attendance ninety percent of the time. At the end of the semester if the student has exceeded the number allowable absences for the course their credits can be revoked. Our administrators will periodically review student attendance and establish a conference with parents and the student. Administration may seek more information from you regarding absences and communication with parents. Students may recover credits through night school or Saturday school.

Attendance Warning Letters - Once a student has accumulated excessive absences, the student, parent/guardian will be issued an Attendance Warning Letter (3rd, 6th, and 9th absences will trigger an automatic letter). Please advise your students if they are absent without an excuse for three or more days or parts of days in a four-week period or 10 more days in a semester, they will be called to Municipal Court to explain their absences under Texas Education Code.

What is the Texas Law Letter?

Taking accurate attendance is critical and necessary for many reasons. It is our responsibility to ensure we are thorough and accurate. If you ever make a mistake on a student's attendance, please notify Mrs. Deborah Hernandez ASAP with an email.

Texas State law states that students must be in attendance at least 90% of the time to receive credit for the course. Students are allowed nine absences in the fall semester and nine absences in the spring. If a student misses more than the allowable days, he/she could lose credit and may be required to attend Saturday School or Night School. A letter will be mailed at the end of each third week when a student begins to accumulate 3, 6, or 9 days or parts of days of absences.

1. Accurate attendance records must be kept up to date. These records will be used to generate letters home to parents/guardians.
2. This letter will be mailed to students and parents when they have accumulated excessive absences.
3. After issuance of the letter for nine absences or more, it is the responsibility of the student to make up any additional absences.
4. One Saturday School is equivalent to one full excused day absence. Students will not be allowed to make up a partial Saturday School. They must stay the entire time to receive the entire credit (9:00 - 1:00).
5. Students will also have the availability to attend night classes on Tuesdays and Thursdays from 4:30 - 6:30 to receive partial credit hours.
6. Partial hours may be made up with the student's teacher(s). An attendance contract must be first approved and signed by the student and administrator.

ECHS adopted 7 Mindsets as its SEL curriculum in 2016 to impact our students and ultimately impact their future. Many of our students don't come to school with the social emotional skills necessary to be successful in school; therefore, at ECHS, we strive to teach beyond academics and teach the whole child. Since ECHS implemented 7 Mindsets, most of the schools in the district have now adopted 7 Mindsets as their SEL curriculum.

The Mindsets

1. Everything is Possible

Dream big, embrace creativity and expect results

Everything is Possible provides an understanding that we are all capable of living extraordinary lives. We learn that everything that exists was once an idea until someone believed it was possible and made it a reality. Embracing this principle will allow you to envision a wonderful life, expect greatness, and effectively execute the process of making your dreams come true.





2. Passion First

Pursue your authentic talents and deepest interests

Passion First teaches that we are each a unique expression of human existence and that our lives should be focused on finding our unique genius and sharing it with the world to the maximum extent possible. You will learn to make your dreams authentic, and of such critical importance that you'll find the fuel to overcome the obstacles you're certain to face along the way.

3. We Are Connected

Explore the synergies in all relationships and learn to empower one another

We Are Connected teaches us to understand that everyone who comes into our lives can assist us in living our dreams. By applying this mindset, you will learn to constantly explore synergies with others, embrace diversity, and relish competition that will help you maximize your potential with and through others.





4. 100% Accountable

Choose to be responsible for your own happiness and success

100% Accountable teaches that you are not a victim of your past, your future is not predetermined, and your life is what you choose it to be from this moment forward. With a focus on recognizing fears and excuses, this mindset allows you to break down barriers, free your mind, and focus your energy to take critical steps toward accomplishing your goals.

5. Attitude of Gratitude

Seek positives from every experience and be thankful for all you have

An attitude of Gratitude teaches that you can choose the positives or the negatives in your life as the foundation on which to build your future. Choose the positives, and you're on your way toward extraordinary success; choose the negatives, and you will likely start (or continue) a downward spiral.





6. Live to Give

Inspire and serve others while maximizing your potential

Live to Give teaches that abundance in one's life is a cycle. To receive love, respect, and financial security, one must first learn to give those things. This mindset also teaches that the greatest gift you can ever give is to find and leverage your unique genius to maximize your positive impact on the world, knowing that good things will be returned to you in kind.

7. The Time is Now

Harness the power of this moment, and take purposeful action today

The Time is Now teaches that all your power exists in the moment. You cannot change the past and the future hasn't happened, so the only thing to do is take purposeful action now in order to create the ultimate life of your dreams.



East Central High School

Regular Bell Schedule

Zero Hour	**7:45 – 8:30**	
1st Period	**8:39 – 9:31**	
2nd Period	**9:37 – 10:32** **(Announcements)**	
----- 10:00 Daily Attendance Snapshot		
3rd Period	**10:38 – 11:30**	
4th Period		
A Lunch	**11:30 – 12:00**	**Class 12:05 – 1:14**
B Lunch	**12:07 – 12:37**	**Class 11:36 – 12:07/12:42 – 1:14**
C Lunch	**12:44 – 1:14**	**Class 11:36 – 12:44**
5th Period	**1:20 – 2:12**	
6th Period	**2:18 – 3:10**	
7th Period	**3:16 – 4:10**	

Wednesday's Bell Schedule

Zero Hour	**7:45 – 8:30**	
1st Period	**8:39 – 9:26**	
2nd Period	**9:32 – 10:22** **(Announcements)**	
----- 10:00 Daily Attendance Snapshot		
WIN Period	**10:28 – 10:53**	
3rd Period	**10:59 – 11:46**	
4th Period		
A Lunch	**11:46 – 12:16**	**Class 12:21 – 1:30**
B Lunch	**12:23 – 12:53**	**Class 11:52 – 12:23/12:58 – 1:30**
C Lunch	**1:00 – 1:30**	**Class 11:52 – 1:00**
5th Period	**1:36 – 2:23**	
6th Period	**2:29 – 3:16**	
7th Period	**3:23 – 4:10**	