



STAFF HANDBOOK 2026-2027

Danville High School
202 E. Fairchild Street
Danville, Illinois 61832
(217) 444-1500

Mr. Jacob Bretz, Principal

Mr. DeMarko Wright, Associate Principal
Last names I - Q

Mrs. Elizabeth Cosat, Assistant Principal
Last names A-D

Mrs. Betsy Porter, Assistant Principal
Last names E-H, AVID

Mr. Scotland Vogel, Assistant Principal
Last names R-Z

Danville District 118 Mission Statement

To ensure that all District 118 students reach their fullest potential.

Danville High School Mission and Vision Statement

Danville High School promotes school success and nurtures lifelong learners through Rigor, Relevance, and Relationships.

According to individual potential, each student will:

- Read critically and with understanding.
- Communicate effectively in speech and writing.
- Understand natural phenomena, their causes and effects.
- Solve problems efficiently using mathematics and logic.
- Appreciate the past for its potential to improve the future.
- Understand the rights and responsibilities of citizenship.
- Develop skills and qualities that enhance employability.
- Express themselves creatively and respond to the creative expression of others.
- Treat others with empathy and respect.
- Work cooperatively with others.
- Exhibit personal fitness, both physical and emotional.
- Set personal goals and develop plans to achieve them.
- Recognize the need for new knowledge and be able to see it.

A Collaborative Focus on Learning and Results

- Guaranteed and Viable Curriculum
 - CCSS
 - NGSS
 - Common Assessments
 - Mastery Criteria
- Student Supports
 - Classroom and School-Wide
 - Academic and Behavioral
- Data-Driven
 - Instruction
 - PD
 - PLC Discussion and Result

ACCIDENT REPORTING

All accidents, regardless of severity and regardless as to whom, will be reported immediately to the office. An accident form will be filled out completely by the teacher, signed, and then turned in to the office. If there is any type of injury involved, please **notify the nurse immediately.**

Students – The injury must be reported to the nurse who will process the proper paperwork.

Staff – In the event any staff member should suffer an on-the-job injury:

1. Report the injury to the nurse or the principal's secretary and fill out an "Employee Accident Report."
2. As soon as possible after the injury, if needed, employees are to complete a second form, "Medical/Injury Report," and take it to Carle Occupational Medicine, 2300 N. Vermilion.

ASSEMBLIES

Teachers will be assigned a block of seats in the auditorium for use by their students.

Teachers need to sit with their class and maintain supervision. A general seating assignment area will be given for the gymnasium.

Administrative approval is required for all assembly programs with an overview of the specific content.

1. When leaving, please turn off the lights and make sure both the door you entered from and the door you're leaving through are locked and latched. If you are leaving after school hours, please ensure your students have left or will be leaving with you

There is to be no food or drink besides water in the auditorium; all food, snacks, candy, and beverages, besides water, that are not in a sealed bottle, must be left outside or in backpacks.

ATTENDANCE POLICY

ATTENDANCE AND DISCIPLINE:

All teachers are expected to take period by period attendance. Any time a student is absent from class, including Advisory, the instructor must report that absence. Furthermore, the teacher is not absolved of this responsibility until the student in question has been permanently removed from his/her class by official notification on an add/drop list from the Attendance Office.

Refer to OWNERSHIP IN EDUCATION for appropriate disciplinary measures

1. Teachers are to take attendance each class period at the beginning of the class. Information should be entered in the computer. Students who are on approved field trips are not to be counted absent.
2. Each morning an attendance summary sheet for the previous day will be issued. Students absent the previous day and are on this list are considered unexcused. A student must be cleared by the parent phoning in within 48 hours of the absence. The clearing of an unexcused absence, by the student, has to be done before school,

during the student's lunch period, or after school. No student is to be sent out of class or study hall to clear an unexcused absence.

3. Attendance is a matter of concern for all of us, not just the office. If a student is absent from your class, take the time to talk to the student. Teachers should record the phone numbers and address of each student and keep parents informed of a student's attendance and work. This is essential. Attention to absences, excused and unexcused, is essential.
4. When a student is unexcused, he or she is allowed to make up work. Keep students informed of our attendance policies.
5. Teachers are expected to contact the attendance office or contact a counselor for information or to discuss any questions relating to student attendance. Mutual exchange of information on attendance-related matters can often lead to an improvement of student performance.

Our students' overall well-being is always our highest priority. Attendance will be taken and please make sure that ANY CORRECTIONS THAT NEED TO BE MADE TO YOUR CLASSROOM ATTENDANCE ARE DONE IN A TIMELY MANNER.

STUDENT FORMS/PASSES

1. All passes should be used sparingly to maximize student time on task.
2. No student should be allowed in the hall during class time without a valid pass (see #3).
3. **Students will be given a hall pass and staff will enter the pass in 5 Star. Students will only be allowed 2 hall passes a day.**
4. All Passes will be tracked through 5 Star.
5. Teachers will need to enter call slip passes in 5 Star.
 - a. **Dismissal Reports** – For dental and doctor appointments and other valid reasons student may receive a dismissal report. The student should present this to the teacher for permission to leave class or study hall and have the dismissal signed to verify attendance at the appointment. Only the attendance office should call to remove a student from class. Do not allow students to call from their cell phones or classroom phones. Students should not be released to call their parent.
 - b. **Call Slips** – This form is used primarily by office personnel to call a student to the office. The teacher should make sure the call slip is issued by authorized personnel.
 - c. **Tardy Passes** – For students entering school late – issued by the reception monitor at Clock Tower.

Staff members are the major controlling factor of the number of students in the hallway. we must work together to eliminate unnecessary traffic. staff should position themselves outside of their classroom during all passing periods to demonstrate to students that teachers care and support the mission and vision for a positive school climate and culture.

TARDINESS

Good study and work habits are important to a student's academic success. Time spent on tasks in the classroom is essential to good grades and student comprehension. When a child misses the first part of class, they miss valuable instructional time and may soon fall behind in the subject that is taught before they arrive. Their arrival is also disruptive to the class.

Tardies will be tracked through Skyward. **It is imperative that teachers close their doors at the bell and only accept late students who have a pass.**

ATTENDANCE FOR STAFF

Procedure for teachers and staff reporting their own absences and securing substitutes – whole and half days:

- All employees must report absences to the building administrator and division leader. Please also utilize Red Rover to enter your absence. Put your absence in as early as possible and it must be in before 6:30 AM. When reporting absences for school business, make sure that you have a travel form filled out. **The travel must be approved before entering the absence in Skyward Q.** Please remember that an absence must be posted in skyward Q even if a sub is not required.
- **Staff will be responsible for providing assignments in their Google Classroom for students when absent. Please make sure that students know that they must use their technology to access their work missed.**
- **Emergency sub-packets (in beginning of the year binder) must be completed with current rosters, seating chart, and a schedule must be included with a plan for each hour in the file on the classroom door.**
- The School Board may require a physician's certificate, or if the treatment is by prayer or spiritual means, that of a spiritual advisor or practitioner of such person's faith, as a basis for pay during leave after an absence of 3 days for personal illness, or as it may deem necessary in other cases. Business leave (Personal Day) requires 5 days of approval, except in cases of emergency.

AUDITORIUM USE

RESERVATION REQUESTS for the use of the auditorium may be made via a shared Google Form or by emailing the Auditorium Manager. Please make reservation requests for any, and all, use of the auditorium so you may be better accommodated within the schedule. When making your request, please be as detailed as possible with dates, times, what you would like to do in the auditorium, and any equipment you will need to set up or are bringing in. Please supervise your students while they are in the auditorium; they are not to touch the curtains and any equipment/electronics they will not be using. If your students are in the audience, please ensure they are properly sitting in the seats.

Failure to follow the guidelines below will be reported to the building administration and your future use of the space may be suspended.

1. Do not leave students unattended in the auditorium.
2. Ensure that all items brought into the auditorium are promptly removed following your use unless prior arrangements have been made with the Auditorium Manager. Please inform the Manager about any items that need to be stored in the auditorium over multiple days for your use.
3. Any use of the fly system must be approved by the Auditorium Manager first. This includes any modifications to them and general utilization of the equipment by

someone other than the Manager or a Custodian. No modifications are to be made without the Manager and/or Head Custodian.

4. Dispose of all trash in the bins located on both sides of the stage, the back of the auditorium, and both sides of the balcony.

BREAKFAST AFTER BELL

Public schools in which at least 70 percent of the students were eligible for free or reduced-price lunches in October of the preceding year must operate a breakfast after the bell program. Breakfast must be provided to children after the instructional day has officially begun. This mandate does not prohibit schools from additionally providing breakfast before instructional day begins.

We will have a Grab and Go Breakfast cart available until 9:00 a.m. each day. Staff may also purchase breakfast if there are funds established in their account.

Students may take this breakfast to the cafeteria before the instructional day begins as an alternative to a hot breakfast. Students that arrive after the bell will be given 10 minutes in class to eat and their breakfast.

CHAIN OF COMMUNICATION

For concerns regarding school related issues, please see your division leader first. The division leader will make the Assistant Principal/Principal aware of any school-related problems. Please follow the chain of command.

CHILD ABUSE AND NEGLECT REPORTING POLICY

Abuse and neglect are defined by Illinois law, but may generally be understood as follows:

1. Abuse is any physical injury, mental injury, or sexual abuse inflicted on a child, other than by accident, by a person who is responsible for the child's health and welfare.
2. Neglect is abandoning a child, subjecting a child to an environmentally detrimental injury to his/her welfare, failing to provide the proper support, education, medical care, or remedial care required by law by one who is responsible for the child's welfare.

The policy to be followed is: "Danville School District 118 affirms its position that all school personnel shall cooperate in following the State of Illinois Reporting Law regarding suspected child abuse and neglect."

Current law requires that: "any...school personnel, truancy officer, social worker, (social service administrator), registered nurse...registered psychologist...having reasonable cause to believe a child known to them in their professional or official capacity may be an abused child or a neglected child, shall immediately report or cause a report to be made to the Department of Children and Family Services."

School personnel by statute are immune from any civil or criminal liability for reporting in good faith.

The procedure for reporting is as follows:

1. When an employee of Danville School District 118 receives a report or complaint or otherwise has reasonable cause to believe that a child has been, or is being subjected to any form of abuse or neglect, the employee shall immediately report or cause a report to be made to the Illinois Department of Children and Family Services. It's toll free, 24-hour number, is **800-252-2873**.
2. A form is to be completed after the report. Forms are available in the Principal's Office. The form should be filled out at the time of the report and immediately turned into the Principal's Office.

All school personnel are obligated by law and district policy to follow these guidelines. If you have any questions regarding "reasonable cause" or your obligation, you may direct those to any administrator or School Counselor

COPIERS

Copiers are available for your use in the Mailroom, 234, 314, 325 and 1023. Staff are asked to utilize these machines according to floors.

COUNSELORS

Counselors are available to assist students with academic problems, educational and vocational planning, and personal problems. Students may schedule an appointment before or after school, during a study hall, or during a lunch period. The School Counselors have a wide variety of materials available to check out. Materials include college catalogs, career planning guides, and scholarship information. The counselors are also available for consultation with parents and teachers. They will also assist with the examination and interpretation of student records.

CROWD CONTROL

Crowd control workers at DHS earn extra pay as ticket crews, ushers, and general supervisors at public events. Staff members interested in working athletic events should sign up in the Athletic Office in room T-142; those wishing to work non-athletic events (plays and music performances, auditorium events, etc.) should sign up in the Assistant Principal's office. Announcements will be made to solicit workers for these events.

DISCIPLINE

ARTICLE III: DEFINITIONS OF RULES AND REGULATIONS

When self-discipline fails, regulations for management of school behavior, including those adopted by the Board for each individual school, must be enforced by those directly responsible for the operation of the schools. Teachers and other certificated educational employees shall maintain discipline in the schools, including school grounds which are owned or leased by the Board and used for school purposes and activities. (In all matters related to discipline and conduct of the schools and the school children, they stand in the relation of parents and guardians to the pupils.) This relationship shall extend to all activities connected with the school, including all athletic and extracurricular programs, and may be exercised at any time for the safety and supervision of the pupils in the absence of their parents or guardians.

Teachers and other certificated educational employees may use Handle with Care following training as needed to maintain safety for the purpose of self-defense or the defense of the property.

THE DISCIPLINE POLICY OF DISTRICT #118 PROHIBITS SLAPPING, PADDLING, OR PROLONGED MAINTENANCE OF STUDENTS IN PHYSICALLY PAINFUL POSITIONS, OR THE INTENTIONAL INFLICTION OF BODILY HARM.

All teachers and educational employees are expected to exercise supervisory functions during those times when students are present in the school facility. This includes classroom and hallway supervision and may include, on a scheduled basis, lunch, and after-school activity supervision.

Although the quality of the classroom environment is affected by the larger school environment, teachers play a key role in establishing a climate conducive to learning. Effective teachers alleviate many discipline problems in their classrooms by good instruction. However, it is recognized that good instruction will create a variety of atmospheres appropriate to a variety of forms of learning. On some occasions this may involve quiet and orderly classrooms. On others, it may involve multiple activities going on at once. Nonetheless, when teachers create positive communities for learning where all students are invited to be actively involved in their own and other students' learning, many discipline problems can be eliminated.

DISCIPLINE HINTS

Order and respect are essential ingredients in the educational process. Unless students are cooperative and attentive in the classroom, it is difficult to teach them. The first responsibility of the teacher is to have good discipline, and this sets the climate for learning. It is understood that the administration supports and assists the teachers in this effort.

The following discipline procedures are recommended:

- Always be positive and courteous to students. Address students by name. Do not allow them to address you by your first name.
- Start all disciplinary situations as though you plan to follow them to completion.
- Try reasoning with the student and understanding his/her problem before coming to any conclusions. Do not engage in verbal exchange back and forth. Never make aggressive physical contact with a student unless: you are breaking up a fight or you are preventing a student from harming themselves or others. Then use Handle with Care restraint to control the situation.
- Do not gossip or “spread the word” about problem students with other unaffected teachers or personnel.
- Talk to the school counselor, school social worker, parents, and other affected teachers about the difficult student positively. Do not hesitate to contact the parents.
- Assign detentions to deter additional infractions.
 - Students must be given advance written notice of a detention. Be sure that students are clearly informed of date, reason, time, and length of detention.
 - Detentions must be served in the order of assignment.
 - Failure to serve a detention will result in referral to a Dean/Assistant Principal for appropriate action according to the Ownership in Education manual.
- Seek a conference with the parents if conduct does not improve.
- Do not leave students unsupervised in the hall. Notify the hall monitor if a student's behavior warrants removal from the classroom.
- Ask the Assistant Principal/Dean for help on discipline and send for him/her if the situation is an emergency. Classes are not to be left unsupervised or doing busy work. A teacher should NOT be in the hallway for 5-10 minutes disciplining a child when a class is waiting.
- Do not bring discipline cases to the office and tell the Assistant Principal/Dean how to handle them. Explain what the problem is and what steps you have taken.
- Do not physically initiate contact or use profane language as a means of punishment. Corporal punishment is not a legal option.
- Give your name and position before asking an unwelcome visitor to leave. If he/she refuses to go, send for an administrator.
- Speak as you desire to be spoken to.

CLASSROOM EXPECTATIONS-PBIS

Teachers should have their classroom expectations (including grading, make-up work, behavior expectations, etc.) communicated both orally and in written form (i.e. handout) to students within the opening week of school. The PBIS school-wide matrix will be visible in your classrooms as well as in the hallways. Teachers will communicate PBIS goals ahead of time and will implement strategies to help students be successful.

Teachers should have a syllabus with clear expectations for academics and behavior. **The syllabus should be shared with your administrator or evaluator.**

Responsibility for maintaining discipline must be the (primary function) of the classroom teacher. A student should only be sent to the Dean for major disciplinary problems. If it is necessary to send a student to the Dean, be sure to complete, in detail, the online referral via Skyward.

If it is necessary to remove a student from your classroom, contact should be made with the Deans office at 1609. Do not leave the student unsupervised in the hallway.

Except in the case of emergency, students are to be referred to the appropriate Dean/Assistant Principal. If the Dean is not in his/her office at the time the student reports, the student must wait until he/she returns.

In case of emergency, contact the nearest Assistant Principal or the Principal.

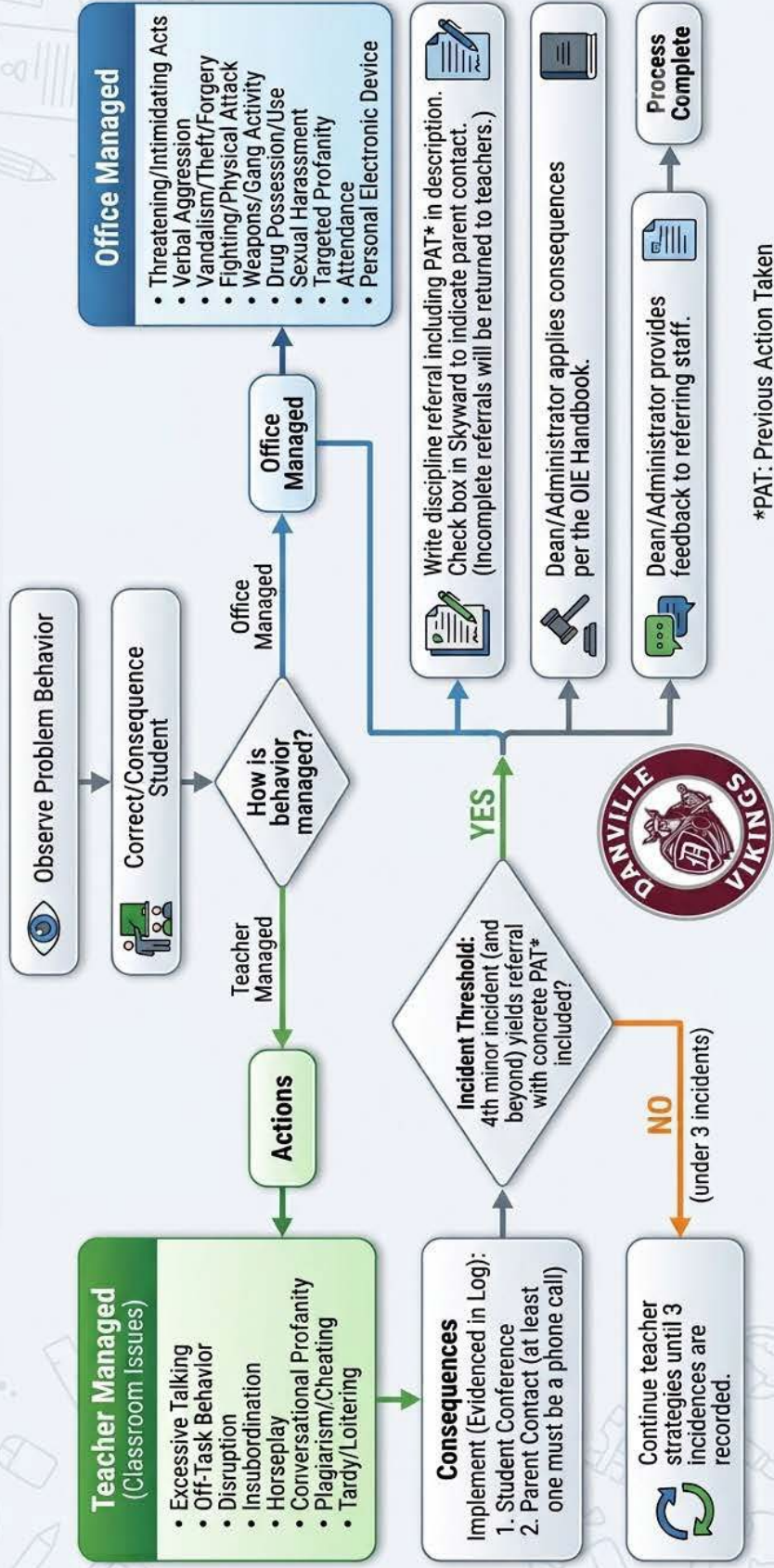
To achieve consistency, continuity, fairness, and a sense of direction in the handling of discipline, it is absolutely imperative that all personnel, certified, and non-certified support one another in the decisions that are made. Teachers should only refer MAJOR disciplinary problems to the Dean/Assistant Principal. The Dean/Assistant Principal must support and back the teacher at this point, and after the decision by the Dean is made, the teacher must support and back the Dean/Assistant Principal. When an incident arises where there is a disagreement between the teacher and a Dean/Assistant Principal regarding a discipline issue, the two parties should work together to resolve it.

The referral of a student to a Dean/Assistant Principal and the disposition of the case is a private matter between the teacher and the Dean/Assistant Principal and need not be discussed with others. Any teacher who is not satisfied with the handling of a specific case, should make an appointment with the Principal to discuss the case.



* PAT – Previous Action
Taken

Danville High School Behavior Management Process



ELECTRONIC DEVICES/EAR BUDS

🔗 Electronic Device Policy

🔗 Yondr Cell Phone Guidelines

ELIGIBILITY

POLICY

To participate in extracurricular activities, all students must meet the academic standards of the Illinois High School Association. They must be passing 5 solid classes of high school work per week. Eligibility checks will be taken every week.

Extracurricular activities are activities that occur outside normal school hours and are not included as a part of a Board accredited curricula offering. Some examples of extracurricular activities are:

1. Athletics
2. Supportive of outside-of-class groups associated with music:
 - a. Drum line
 - b. Colorguard
 - c. Marching Band
 - d. Show Choir-Curricular and Extra-curricular
 - e. Music competitions
3. Cheerleaders
4. Clubs
5. Homecoming Court, Prom Court
6. Pompettes/Dance Squads
7. National Honor Society
8. Student Council
9. Scholastic Bowl, etc.

This is not an inclusive list. Other activities may be subject to the eligibility policy as determined by the principal. There are several new sports, clubs, and activities so please check with the Athletic Office at 444-1556 if you are unsure.

PROCEDURES FOR ELIGIBILITY

1. The initial eligibility check of the first semester will be listed in the eligibility schedule in the pocket of the staff handbook folder. Thereafter, eligibility checks will be made every week unless interrupted by a vacation schedule.
2. The initial eligibility check of the second semester will be made according to the eligibility schedule. Thereafter, eligibility checks will be made every week unless interrupted by a vacation schedule.
3. Grades will be cumulative by semester.
4. All grades must be posted in Skyward NO LATER than the end of the day on each Wednesday. Eligibility grades will be pulled from Skyward at noon on Thursday.

5. Field trips and performances that are related to a class are considered curricula and are not affected by this policy.
 6. A list of students ineligible will be produced the next day and will be sent to administrators, staff, advisers, and coaches.
 7. It is the responsibility of the adviser/director/coach to see that no ineligible student practices or performs.
 8. Section 3.024 of The Illinois High School Association Handbook states that "Passing work shall be defined as work of such a grade that if on any given date students would transfer to another school, passing grades for the course would immediately be certified on their transcript to the school to which they transfer". Again, grades are cumulative by semester, and these grades are to accurately reflect a student's current status. (Failing grades are not to be given to students to discipline them or to try to motivate them.) A failing grade means the student is doing "F" work. Teachers are to have weekly homework and/or quiz/test grades.
 9. Students' names will be removed from the eligibility list only if the classroom teacher writes a memo to the Assistant Principal stating that the grade was miscalculated. Students will not be added to the list after the deadline of each eligibility check day.
1. Homework must be assigned to the student for which they will not be in class
 2. If no one is home but the parent has given permission for the student to be transported, then Home Interventionists will transport the student home.

EMERGENCY DRILLS

EVACUATION PROCEDURES FOR WHEELCHAIR BOUND

For any emergency drill where an elevator can be used to evacuate our wheelchair bound/physically handicapped students; handle the evacuation process as follows:

1. If there is no teaching assistant with the student, the classroom teacher should have his/her class move with the teacher next door. The teacher should then make sure that the wheelchair bound/physically handicapped student under their immediate supervision gets to the first floor by way of the elevator.
2. The teacher and the wheelchair-bound/physically handicapped student should then rejoin the rest of the class or proceed to a safe area outside.
3. Under no circumstances, should the wheelchair-bound student be left to "fend for himself or herself". If the elevator is in use, staff members should use two-person carrying techniques to evacuate the student from the building.

CRITICAL INCIDENT DRILL

This drill will be conducted in certain sections of the school at different times for practice situations. If your classroom has not been advised that you are part of the drill, proceed as if there is a soft lock-down.

During this drill, staff and students will hear the announcement that this is only a drill.

Once you hear the announcement, you may or may not hear a whistle. The whistle is to simulate the sound of gunfire. **No guns** will be used in the scenario. There will be administration and several officers present for this drill.

Once you hear the announcement of the drill, your classroom will make a decision on whether to evacuate or not based on what information you have.

Effective information can keep the shooter off balance, giving people in the school more time to further LOCKDOWN or EVACUATE.

For example, once you hear the initial announcement, you should make sure your door is shut and locked. Barricade the room if possible. Prepare to **EVACUATE or COUNTER**.

COUNTER:

For this drill, if you decide to LOCKDOWN, then you will want to counter, create noise, movement, distance and distraction. You may heavily barricade your classroom door if you have time. You may need to be prepared to arm yourself with a chair, a book or any other object in your classroom.

Counter is not actual fighting, you are doing anything you can to decrease the shooters chance of hitting a target. Counter is about survival and the last barrier between a shooter and potential victim.

FOR THE DRILL DO NOT THROW ANYTHING AT ANYONE PLEASE

EVACUATE:

For this drill, you will need to determine if it is safe to evacuate and remove yourself from the danger zone. If your class determines you need to evacuate, your teacher will open the door and see if it is clear. If you feel it is clear to evacuate, your teacher will direct you to the rally point which will be the blacktop by the bleachers on the football field. The crisis plan instructs you to respond to the YMCA during a true incident but for the purpose of the drill it will be the blacktop by the bleachers on the football field.

If you evacuate your classroom, please remind students to move quickly but do not run. We do not want anyone to get hurt. Teachers will take attendance on the blacktop, so your students will need to reunite with you once outside.

Once the drill is over, an announcement will occur signaling the end of the drill. We will have an assembly to debrief on the drills the following week, once everyone has completed the drill.

EARTHQUAKE DRILL

During an earthquake the “solid” earth moves or sways. The shaking is seldom the actual cause of injury or death. Most casualties result from falling objects and debris because the shocks can damage or destroy buildings. Landslides and fires can also be triggered by earthquakes. For a school to be properly prepared, actions must be taken before, during, and after an earthquake has occurred.

HAZARD CHECKLIST:

- Glass – windows, aquariums, beakers, etc. which can shatter.
- Anything stored above head level which can fall or be thrown.
- Objects which may impede the orderly movement of people to exits.
- Cabinets without strong latches or open face shelving from which objects may fall or be thrown.
- Chemicals which may be hazardous if combined with another chemical.
- Water or gas pipes that may fracture.
- Suspended ceiling that can fall.
- Desks or tables that are not securely fastened to a floor or wall.

Students should be informed of the danger that earthquakes pose before an earthquake occurs. It is important that students know where to seek shelter and how to protect their heads and bodies from falling or flying objects.

Students who are in a classroom should crawl beneath desks or tables, place their heads between their knees, and cover their heads with their arms. Students who are in hallways or large open areas should move to the interior wall, crouch down and cover their heads with their arms. Students who are outdoors should move away from buildings and utility wires and either lie or sit down. People should remain covered for approximately 60 seconds.

The first indication of a damaging earthquake may be a gentle shaking. You may notice the swaying of hanging plants or light fixtures or hear objects wobbling on shelves. The first indication of a strong earthquake may be a violent jolt (such as a sonic boom). You may hear a low rumbling noise such as thunder. After these preliminary indicators, the shaking is greatly amplified and it may be difficult to stand up or move from one place to another. Do not wait to be certain that a strong earthquake is occurring. Take immediate action. At the first indication of shaking, have students drop and cover as they have done during the drill. Everyone remains covered until the teacher or administrator in charge is certain that the shaking has stopped.

DURING AN EARTHQUAKE THE FOLLOWING EVENTS MAY HAPPEN:

- Objects will slide and crash together.
- Free standing cabinets and bookshelves may fall over.
- Wall mounted objects may shake loose and fly across the room.
- Suspended ceiling components may pop out, bringing light fixtures, ventilators and many other ceiling fixtures down with them.
- Door frames may be bent and may jam doors shut. Window frames may bend and break causing windows to shatter, sending dangerous shards of glass into rooms.
- The noise levels may be extremely high and many unfamiliar sounds will be heard. This will cause great emotional stress on all involved, especially children.

During a strong earthquake, the overriding concern must be for the safety of as many individuals as possible. A sense of order, although difficult to maintain, is needed throughout the event.

After a strong earthquake has passed, the following items must be assessed:

- Structural damage to the building must be investigated by a janitor or building trades teacher.
- First aid may be rendered by the school nurse.
- Fires of small origin need to be extinguished.
- Gas mains, water mains, and electrical service may need to be shut off by someone qualified to do this.
- It may be necessary to take roll to find out if everyone is accounted for.
- The school may be isolated from its surroundings because of damage to highways or telephone lines. It may be necessary for the school to be self-sufficient for hours or perhaps a few days.
- Aftershocks may occur after the initial tremor. It may be necessary to take cover again while implementing the above steps.

Calm, diligent actions will be the best way to assure safety and efficiency during and after an earthquake.

FIRE DRILL/EMERGENCY EVACUATION

REVIEW FIRE DRILL INSTRUCTIONS IN YOUR CLASS

Fire drills are held so that in any emergency the building may be quickly evacuated. The signal for an actual fire is in the sounding of the fire horn, the same as for a fire drill. It is necessary that everyone understands the directions for a drill. The following directions are to be observed in case of a fire drill or an actual fire.

1. Please note the fire exit route sign posted in the room where you are teaching. If you do not have a fire exit sign, please inform the Assistant Principal in writing. This is important.
2. Before leaving, the teacher should take their attendance book, close any open windows, turn out lights and close classroom or study hall doors.
3. Check restrooms as evacuating.
4. If able to, extinguish small fires.
5. Report any leaks/explosions to Main Office.
6. Report strange odors (i.e. gas, smoke) to Main Office.
7. Students should walk quickly, but not run. Keep up with those in front of you.
8. Talking should be avoided.
9. The first students reaching an outside door should hold the door open until all students are out. Then move quickly away from the building.
10. Please stay in line. Go all the way to the sidewalk and far enough down the walk so that all students may leave the building. On the east side, please move on toward the railroad track, away from the building.
11. Everyone must exit the building. This includes students, teachers, office personnel, maintenance workers and cafeteria employees.
12. Physically handicapped students should be evacuated by personnel using one of the "two-person methods" of carrying as demonstrated in staff development training. Elevators will not be operational.
13. Teachers must remember to move students far enough away from the building to allow room for all to clear the building.

14. Take attendance once outside to account for all students.
15. Return to the building when signal is given.
16. Any problems with alarms or exits should be reported in writing to the Principal.

TORNADO DRILL

In the spring of the year, Illinois is prone to tornadoes. If school is in session, please follow the schedule below, regardless of the time of day. If a tornado approaches during the lunch hour, students already in the cafeteria should remain there. Please instruct your students where their assigned area is located. Move quickly but do not run. Classroom teachers are to stay with their students. All unassigned teachers should assist in the area where they are located.

If a tornado is approaching, a siren sound will come over the intercom, this will be the signal to part to your assigned area. We will make an announcement on the intercom for all clear.

BASEMENT AREA

1. B100 through B104 will remain in rooms.
2. The North, East/West hallway, Cafeteria and Locker Rooms will be used by persons in the area and by persons coming from other floors.
3. Weight Room/Dance Studio remain in rooms and avoid areas that contain glass.

FIRST FLOOR

1. Rooms 102 and 103 remain in rooms and move to South wall.
2. Rooms 100 & 101 move to shelter in and around men's restroom area. Keep stairs clear.
3. Rooms 117 & 120 - 126 will move to west wall of hallway. Rooms 133 and 136 will also remain in their rooms and move to the north wall.
4. All other first floor rooms in old section move to east, north/south hallway. Use locker and restroom area if necessary.
5. Pool – Leave pool and exit down short east stairs to basement landing. Group around stairs but keep stairs and halls clear.
6. Rooms 1004 & 1002 move to east/west hallway between small and large gymnasium.
7. Physical Education (large and small gym) and weight room.
8. Boys – down stairs between gyms to boys locker room.
9. Girls – down stairs between gyms to girls locker room.
10. Room 1020 remain in room and move to east wall.
11. Classrooms/Offices 1011 – 1015 move to interior hallway next to wall.
12. Rooms 1021, 1022, 1024, 1028, and 1030 move to interior hallway next to wall.
13. Rooms 1023, 1010 remain in rooms and move to interior walls.
14. Field House – move to east/west hallway north of field house. Use area around handicap ramp if necessary.

SECOND FLOOR

1. Library and rooms 213, 212, 211 & 210 exit through the library northeast stairwell. Proceed to north basement hallway.

2. All other students use the stairs to the cafeteria. Rooms 241, 237 236, & 234 use southwest stairs to cafeteria. Avoid standing under skylights.
3. Rooms, 2001 - 2008 use southwest stairwell to first floor interior hallways.
4. Music room 2000 moves into hallway adjacent to room.

THIRD FLOOR

1. Rooms 300 - 305 and rooms 310-312, 345 use northwest stairwell to new addition hallway.
2. All other third floor rooms use stairwells to student cafeteria.

**PHYSICALLY HANDICAPPED STUDENTS WILL USE ELEVATORS
AND SHOULD BE ACCOMPANIED BY A TEACHING ASSISTANT OR TEACHER.**

EMERGENCY MEDICAL PROCEDURES

An emergency medical situation is one in which the student's condition is uncontrolled or unconscious. It is not necessary to call the Principal when the condition is not an emergency and you can administer normal first-aid. The steps outlined below will be followed in any emergency.

1. Keep cool – no one is helped if you panic. Try to prevent physical harm to the student and to others. Do not otherwise attempt first aid (emergencies only).
2. Send for (or go get) an administrator and the school nurse immediately. Use the telephone, word of mouth, or any other method that will most rapidly get word to the person(s) that their assistance is needed.
3. Notify the Principal's Office of the emergency and of any classes that should be covered.
4. The administrators and/or the school nurse who arrive on the scene will decide whether an ambulance and/or assistance of others is necessary. If an ambulance is needed, the first teacher on the scene should follow the procedure outlined below.
5. Other teachers present should attempt to clear the area and maintain calm.
6. If possible, attempt to determine the factors leading to the emergency medical situation. It may be helpful to talk to other students in the immediate area to help determine the factors contributing to the medical alert. If drugs have been taken, try to determine (in a non-threatening manner) the nature of the drug used. Pass this information on to the team member present who, in turn, will communicate this to hospital personnel or ambulance personnel.
7. Any items, such as drugs, weapons, etc., that may have contributed to the emergency medical situation should be given to the team member who is present.

TO CALL THE AMBULANCE:

If, as indicated in Step 4 above, the Administrator in charge decides if an ambulance is needed, please follow the steps outlined below:

1. Call 911.
2. Call the Principal's Office and have the secretary notify an administrator.
3. If an emergency, say so clearly.

4. Identify the pick-up location (outside door nearest the occurrence) as precisely as possible. Assign someone the responsibility of waiting in that area to help direct the ambulance attendants upon their arrival.
5. There should be radio contact between the hospital and ambulance.
6. Make certain that the parent or guardian is notified immediately after contacting the ambulance and/or emergency room.

EMERGENCY TEACHER INFORMATION

FIGHTING

1. If a physical confrontation has not yet started, reach the site as quickly as you can while letting the students know that you are heading toward them. Use a very loud, authoritative voice as you approach and tell the students to break it up and go to class. Escort potential combatants to the Dean's Office or Assistant Principal individually, each with an adult.
2. If a fight has already begun, walk to the location while observing the fight and surrounding areas for other possible problems. Be aware of the areas on either side as you approach. At times, students will run in from the side to join the fight.
3. If possible, while walking to the fight, stop at various classrooms and obtain help from other teachers. Make sure someone calls the office for additional help.
4. Call out to any of the students you recognize and start giving orders to have students return to classrooms. You want them away from the commotion.
5. Tell the students who are fighting to "Break it up. Stop right there. Everyone back off. Move away from each other, now!" You represent authority and most students will respond. Most of the time, this verbal response will stop the fight.
6. Be sure to document the fight as soon as possible after order is restored. This documentation should include time, location, names of students if you know them, descriptions of those involved if you do not have names, and a narrative about the fight.
7. Remember to use the phone when immediate communication with the Main Office is necessary. **The emergency number is 9999.** It rings into every office in the building.

CLASSROOM CONFLICT

1. Do not raise your voice.
2. Try to remain calm and rational.
3. Do not touch an agitated or angry student.
4. Try to keep the student seated. In some instances, this is impossible. Suggest the student remain seated so that he/she might explain what is wrong.
5. Be reassuring to the student as well as the rest of the class. Explain the importance of protecting every student's right to learn. Talk about options for resolving the conflict.
6. Use the phone to summon assistance from the Deans or administration. The emergency number is 9999. It rings into every office in the building.
7. Do not block the door with your body if an angry and agitated student attempts to leave the room. Let him/her go and report it to the Dean immediately.
8. After the incident is over, immediately document everything that has happened.

CRISIS PLAN

You will receive an abbreviated copy and one pager that details the protocol for critical incidents.

ESSENTIAL SKILLS FOR TEACHERS

1. Structured opening with student engagement within 45 seconds
2. Structured closing with student engagement until the bell rings (no lining up at the door)
3. Objectives and agenda posted and communicated verbally
4. All activities are connected to the objective(s).
5. Checking for understanding throughout the lesson
6. Method of instruction changes every 20 minutes (variety of activities)
7. Clear consistent procedures for:
 - absent students
 - tardy students
 - transitions between activities
8. A calendar of upcoming events/requirements
9. Posted deadlines

EVALUATION PROCEDURES

Teacher evaluation procedures, as outlined by District 118 are:

- Tenured teachers must be formally evaluated at least once every three years.
- Non-tenured teachers must be formally evaluated once a year.
- Non-certified staff members must be formally evaluated at least once every three years.
- Any staff member, tenured or non-tenured, can be formally evaluated at any time and as often as necessary.
- Self-evaluation for teachers is a component in Frontline/Danielson and individuals will self-rate.
- Bulls-Eye is a tool used for teacher walkthroughs for administration to provide immediate feedback and to collect data to inform best practices.

Copies of the formal evaluation instruments are available from your administrator. They include an explanation of procedures and ratings, and the list of items used to arrive at the rating. This will be given to you when you meet with your evaluator.

FACILITY USAGE

Any use of school facilities by staff (i.e. the gym, weight room) must be cleared by the building administration prior to usage. A Facility Usage Form is required for non-district employees.

FACULTY/STAFF MEETINGS

Faculty meetings will be generally held on an as needed basis, either in a large group, small group, or on teams. They will be announced in advance.

Staff are always encouraged to meet with the Principal or other building administrators at any time to offer opinions or suggestions.

FIELD TRIP PROCEDURES

Field trips fall into two major categories:

1. Directly related to instruction in classroom.
2. Related to an extracurricular activity.

FIELD TRIP GUIDELINES

1. Buses or school vans should be used as transportation on all field trips.
2. Parents may be invited to accompany groups on field trips to assist with supervision. A background check must be conducted through central office.
3. All students (elementary, middle and high school) must have permission slips signed by their parent or guardian in order to participate in a field trip.
4. NO FIELD TRIPS WILL BE APPROVED FOR DATES DURING THE LAST THREE WEEKS OF A SEMESTER UNLESS SPECIAL APPROVAL IS GIVEN BY THE PRINCIPAL.
5. In no instance are students to ever be left at a field trip site. If a student or students are unaccounted for, a school administrator should be contacted from the site and notified for further direction. If unable to reach someone at the school, the parents should be contacted from the site. Other options include the police being notified as a last resort. The teacher should remain until the parents have been notified and arrangements made for someone to assume responsibility.

FIELD TRIP INFORMATION

1. Bus requests for any trip requiring a bus or passenger van should be routed first through the Principal's Office. A purchase order must be completed for each bus.
2. Bus requests will require 10 school days lead time for approval and processing.
3. Bus requests must include the following:
 - Be specific as to the nature and purpose of the trip.
 - Fill in estimated time students will be gone.
 - The number of students going and whether a bus or van is needed.

If using an activity account, be sure there is enough money in your account to cover the bus expense. If money is donated for the funding of the trip, it should be given to the Cashier to deposit in a district account.

4. A TRAVEL REQUEST MUST BE COMPLETED AT THE SAME TIME IN ORDER TO:
 - Request a substitute teacher when necessary.
 - Meet insurance requirements.
 - Teachers are expected to check with the Principal's Office to confirm the availability of a substitute on the day of the field trip. If no sub is available, the trip may need to be cancelled.
 - Complete the form even if you do not need a substitute, for insurance purposes only.

5. The teacher sponsoring the field trip must submit both bus request and the travel request to the Principal for preliminary approval. The purchase order requesting a bus or van will be sent to the Assistant Superintendent for approval.
6. If the field trip occurs on a school day, the sponsoring teacher will create an alphabetical list of students to be excused from classes and sent to staff at least five days prior to the trip. Rosters should be sent to all DHS staff upon approval for trip via email.

OTHER HELPFUL INFORMATION

1. There are very few extra drivers to cover special bus requests, therefore, the flexibility of good lead time is essential.
2. The best time for field trip travel is between 9:00 a.m. – 2:00 p.m. as most all drivers and buses are available. Evening trips are usually not a problem for the scheduling of buses and drivers.
3. For a small group (six to eight students plus the sponsor or driver), the passenger van is more economical and more comfortable.
4. If for some reason, the bus request needs to be canceled, it must be done at least one day in advance, or the district will be charged for a trip that was not taken.
5. Check on any medical or eating restrictions ahead of time with the nurse prior to taking any student on a field trip. Take any necessary medical support items with you.

USE OF DISTRICT VAN

The primary function and priority for the district van (Suburban) is to transport special needs students at Danville High School for community based educational programs between the hours of 8:00 a.m. – 3:00 p.m. each school day. Other requests must be scheduled in consideration of that usage.

SCHEDULING THE DISTRICT VAN:

1. Contact Special Education Division Leader at DHS to determine availability.
2. Submit a request for use of the vehicle to the Principal's Office at least 10 days in advance.
3. The vehicle is normally housed at DHS. Otherwise, it will be housed at the bus garage. Keys may be obtained from the Special Education Division Leader at DHS or the bus garage.

DISTRICT VAN USE PROCEDURES:

1. Complete the log book located in the driver's side door pocket:
 - a. Odometer reading, date, etc.
 - b. Checklist for scratches or anything unusual.
 - c. Sign the form and note the group or line item that is to be charged.
2. Gas is your responsibility. The van is not to be returned empty. Gas can be obtained at the bus garage.
3. Clean the vehicle of all debris.

4. If you are returning the vehicle to DHS, please park in the assigned parking spot on Jackson Street, lock the doors, and return the keys to the Special Education Division Leader.

FINAL EXAMINATION POLICY

- Consumer Education and Driver Education will give a final assessment at the end of each quarter. All other classes will give a final assessment at the end of each semester.
- Final exams will be comprehensive. The exam grade is currently worth 10% of the grade but AP and Honors classes are 15% of the grade.
- Exam rules and requirements should be discussed with students prior to final exams. Review packets or study guides should be given to students one week in advance of the final.

GRADEBOOKS/RECORDING OF GRADES

For many years the teacher's gradebook was the sole source of record keeping regarding student assessment and progress. In recent years we have moved to a more technical approach and thus gradebooks have become somewhat obsolete. Skyward is the mechanism to enter grades electronically. Along with the instructions that are offered, please be mindful of a few items of importance:

- Make sure that you can refer to and identify specific entries in case there is a question or a grade review.
- Grades should be entered in a timely and consistent fashion. More and more parents are utilizing the grade access portal and an increasing number of parents are tracking their respective student's grades very closely. It is very evident if we are not posting grades in a consistent manner. There are times when we can fall behind during a busy period, but overall we need to strive to meet a consistent and frequent pattern of posting grades. There have been several parental concerns in the past regarding absent grades or large gaps in posting.
- If you are using google classroom for your grading please make sure that you enter those grades into skyward in a timely manner.
- Staff should record the appropriate number of summative and formative grade for each quarter and each semester. No less than four summative grades per quarter should be recorded.
- A letter system is used for grades at DHS. Grades A, B, C, and D are passing: A indicates excellent work; B represents above average work; C indicates average work; D indicates below average work; F indicates failure (no credit earned). The grade given at the end of the semester is a cumulative grade for that semester and is recorded on the transcript. **Teachers will have 2 categories in Skyward: formative (25%), and summative (75%).**
- Grades will be mailed home every three weeks. Please make sure grades remain current each week.
- Please make sure that grade timelines are followed for posting. These timelines will come from the Data Processor, then to the Principal, and then be forwarded to you.
- Corrections to the first summative assessment may be required prior to earning a retake. The student may be required to attend a remediation/tutoring session with

the teacher to earn a retake. DHS gradebooks will have two categories summative weighted 75% and formative weighted 25%.

GRADING EXPECTATIONS

The following is a finalized list that all staff members must adhere to in order to make sure we are consistently equitable with our gradebooks from a mathematical perspective.

- **Principle:** Both formative and summative categories must be used.
- **Rationale:** When only one category is used, the grade represents an accumulation of points rather than a mathematical representation of student learning.

- **Principle:** Assignment point values within the formative and summative categories must be consistent. The point value does not matter as long as they are consistent. If there are a variation of assignment types within a category, such as tests and quizzes, different point values for each type may be used but point values must be consistent by assignment type
 - Example: Tests 100 points, Quizzes 50 points
 - Example: Tests 100 points, Labs 50 points
 - Example: Essays 100 points, Quizzes 50 points
- **Rationale:** Consistency with assignment point values ensures that one or two gradebook entries do not have an inordinately high stakes impact on students' grades.
- **Principle:** There must be a minimum of 6 summative gradebook entries by the end of each semester.
- **Rationale:** Based on an 18 week semester, 6 summatives creates a three week assessment cycle.
- **Principle:** Formative gradebook entries must not have an overall grade impact of more than 5%.
- **Rationale:** A formative assignment must not impact the overall grade at a level of half a letter grade or higher.
- **Principle:** Summative gradebook entries both in number and assigned point value must be consistent across teachers of a common course.
 - This does not mean teachers need to be in lock step each day, each classroom context is different. Teachers also deserve flexibility within the formative category as long as they do not have formative assignments impacting the overall grade at 5% or higher.
- **Rationale:** Students must experience the same grading practices and opportunity in a course regardless of their teacher.
- **Principle:** Zeros must be entered for all formative and summative assessments no later than a week of the assignment being entered into the gradebook. Rare exceptions of a student on homebound, quarantined, or suspended may be made.
- **Rationale:** Entering zeros in a timely manner gives an accurate update of students' grades and helps SPED teachers know what work students need help with.

GRADING SYSTEM & RETAKE POLICY

A letter system is used for grades at DHS. Grades A, B, C, and D are passing: A indicates exceptionally fine work; B represents better than average work; C indicates average work; D indicates poor work; F indicates failure (no credit earned). The grade given at the end of the semester is a cumulative grade for that semester and is recorded on the transcript. Semester grades are based on an accumulation of all grades for the entire semester. The 1st quarter and 3rd quarter grades are progress reports and indicate student progress up to that point. Final exams are 10% of the semester grade except in AP and Dual Enrollment classes where the weighting may be higher.

If a student turns in a fully completed assignment the lowest grade awarded will be a 40%. Zeros will be given for assignments when no attempt is made.

Because the purpose of grades is to reflect student progress or performance, the goal is that all students will meet the grade level expectations. In order to provide an opportunity for students who did not meet grade level expectations on their first attempt, students will be given the chance to retake summative assessments.

1. The higher of the retake/assessment grades WILL be recorded in Skyward.
2. The teacher may require the student to complete an alternative assessment as the retake.
3. Some summative such as essays may not be eligible for retakes. Please refer to individual course syllabus.

Students will be eligible for a retake if they meet the following criteria:

1. All missing Formative Assessments pertinent to the summative assessment being retaken MUST be completed prior to earning a retake.
2. Students must complete one or more of the following before the next summative:
 - An additional practice assignment/re-teaching activity may be required prior to earning a retake.
 - Corrections to the first summative assessment may be required prior to earning a retake. The student may be required to attend a remediation/tutoring session with the teacher to earn a retake. DHS gradebooks will have two categories summative weighted 75% and formative weighted 25%.

GRADING PROCEDURES

It is the philosophy of the Danville School District that students will respond more positively to the opportunity for success than to the threat of failure. Through performance objectives in the instructional program, the school district strives to make achievement both recognizable and possible for students. It emphasizes achievement in its processes of evaluating student performance.

The issuance of grades on a regular basis serves to promote a process of continuous evaluation of student performance, to inform students and parents of individual progress and to provide a basis for bringing about change in student performance, if such change seems necessary.

1. The letters A, B, C, D, and F will be used to report progress. The definitions of these five marks are as follows:

A – Excellent (90 – 100%)

- Shows academic progress and strong scholarship.
- Completes and exceeds all requirements of the grade level or the course.
- Exhibits excellent knowledge of the skills in the subject manner.
- Works at grade level or above.

B – Above Average (80 – 89%)

- Completes all requirements of the grade level or course.
- Shows good progress and knowledge of skills of the subject manner.

C – Average (70 – 79%)

- Learns basic skills
- Completes level or the course.
- Shows adequate and steady progress.

D – Below Average (60 – 69%)

- Makes slow progress.
- Meets minimal requirements of the grade level or the course.
- Some work is incomplete or carelessly done.
- May show little effort or interest.

F – Failing (40 – 59%)

- Makes little or no academic progress.
- Shows little or no effort or interest.
- Does not meet the minimum requirements of the grade level or course.

2. No grade with plus or minus should be entered on the grade report. Incomplete grades must be approved by your administrator. Specific instructions for filling out the grade forms will be made available at the appropriate times.
3. Students cannot legally have their grade lowered for tardiness or detention time, etc. The general guide is that “discipline for behavior concerns cannot affect academic grades.”
4. Pass/Fail Option.
 - a. The Pass/Fail Option is open to all juniors and seniors.
 - b. Any Danville High School non-required course that meets five (5) times per week will be offered on a Pass/Fail basis.
 - c. Only one (1) full credit course per semester can be taken on a Pass/Fail basis.
 - d. The decision to take a course on a Pass/Fail basis and the course which may be taken, is at the student’s discretion, with parent approval. An application blank must be completed, signed by both parent and student, and filed with the student’s counselor.

- e. If the student is a junior, the Pass/Fail course must be a fifth solid subject. For seniors, it need only be a fourth solid subject.
 - f. Application blanks are available from the School Counselors. The student's decision to add or drop a Pass/Fail course must be made by the end of the second week of school during each semester.
 - g. Only one (1) full unit (two semesters) in each department, in the span of two years, may be taken on a Pass/Fail basis.
5. AP, Honors, and Dual Credit Courses follow the traditional 0-100 point scale
 6. The following point value (5, 4, 3, 2, 1, 0) may be assigned to the formative category:

90-100 A (5)

80-89 B (4)

70-79 C (3)

60-69 D (2)

40-59 F (1)

GRADUATION REQUIREMENTS

The following are the graduation requirements for Danville High School:

English	8.0 credits
Social Studies	5.0 credits
Mathematics	6.0 credits
Science	4.0 credits
Physical Education	3.0 credits
Health	1.0 credits
Consumer Education	0.5 credits
Government/Civics	1.0 credits
Electives	15.5 credits
TOTAL	44.0 credits

HOME/HOSPITAL INSTRUCTION

Home/hospital instruction is provided for students who miss (or know they will miss) two weeks of school for medical reasons (including psychological disabilities) certified by a licensed physician. The home/hospital instructor is assigned by the Director of Special Education. By Board policy, home/hospital instruction is offered for a minimum of five (5) clock hours per week during the time school is in session.

Classroom teacher procedures:

1. The homebound student's teachers will receive a notice from Student Services including date/time/location of conference and name of homebound instructor. Conferences are usually scheduled two to three days from the day Student Services receives notification of need for homebound instruction. Please mark the date/time/location on your calendar. Your punctuality, cooperation, and assistance is greatly needed and appreciated.

2. If you are unable to attend, the study materials and instructions should be brought to the student's counselor prior to the conference.
3. Classroom teachers should be aware if a textbook has been issued to the student. If not, please assign one to the student and if possible, provide one for the homebound teacher as well.
4. Both you and the homebound instructor are encouraged to exchange phone numbers so that you can readily check with one another when questions arise or assignments are overdue.

HOMEWORK

Homework is a necessary aspect of the learning process and serves as an important tool in that process. Homework is defined as additional work assigned by the teacher to help ensure development of essential skills and information.

The amount and type of homework assigned and the method of evaluation should be left to the discretion of the classroom teacher. However, it should begin in the third grade and continue through high school, increasing in amount as the student progresses through school.

Homework should not be the primary means to determine grades. Homework is predominately about practice and reinforcement of skills and concepts learned in the class setting.

HONOR ROLL REQUIREMENTS

Danville High School has two Honor Rolls – a High Honor Roll and Honor Roll. Requirements are:

1. Students must be full-time students, enrolled in 5 credits
2. High Honor Roll 3.75 – 4.00 average
3. Honor Roll 3.25 – 3.74 average

CRITERIA FOR ACADEMIC RECOGNITION: Honors Program

- Students in grades 10 through 12 are eligible.
- Students must be full-time students, enrolled in 5 credits.
- Students must have earned a 3.25 grade point average and have no grade in any class lower than a C or a U (for a Pass/Fail grade) last year.
- Summer school grades are not included.
- Students transferring to DHS during last year are eligible for this award.
- Eligibility will be determined on a yearly basis.
- An academic letter is awarded in the first year. Subsequent eligibility will be awarded with a pin attached to the academic letter.

INSURANCE

District 118 carries life, accidental death on all its full-time Board approved employees through group policies.

JOB DESCRIPTIONS/TEACHER

PERFORMANCE RESPONSIBILITIES

1. Meets and instructs students at designated locations and times.
2. Develops and maintains a classroom environment commensurate with the teacher's style, norms of the building program, appropriate to the classroom activity, and within the limits of the resources provided by the district.
3. Prepares for assigned classes and shows written evidence of preparation and implementation on request of the immediate supervisor.
4. Encourages students to set and maintain acceptable standards of classroom behavior.
5. Provides an effective program of instruction based on the needs and capabilities of the individuals or student groups involved. This should include, but not be limited to:
 - a. Review of previously taught material, as needed.
 - b. Presentation of new material.
 - c. Use of a variety of teaching materials and techniques.
 - d. Evaluation of student progress on a regular basis.
6. Correlates instructional objectives with the philosophy, goals, and objectives stated for the district.
7. Takes all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
8. Maintains records as required by laws, district policy, and administrative regulations.
9. Assists in upholding and enforcing school rules and administrative regulations.
10. Makes provisions for being available to students and parents for education related purposes when necessary and under reasonable terms.
11. Attends and participates in faculty, department, and district meetings.
12. Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
13. Assists in the selection of books, equipment, and other instructional materials.
14. Works to establish and maintain open lines of communication with students, parents, and colleagues concerning both the academic and behavioral progress of all students.
15. Establishes and maintains cooperative and professional relations with others.
16. Performs related duties as assigned by the administration in accordance with district policies and practices.
- 17.

KEY INFORMATION

KEYS TO SCHOOL DOORS

- All necessary keys will be checked out to individual staff members prior to the opening of school. Keys may be obtained from the Principal's Secretary on the first day of school.
- **SHOULD YOU LOSE A KEY, NOTIFY THE OFFICE IMMEDIATELY SO THAT A LOCK MAY BE ALTERED AND NEW KEYS ISSUED IF NECESSARY.**
- No person or group of persons will duplicate, nor have duplicated, any keys belonging to the school district.
- All staff have been issued new I.D's that contain a scanner for entrance to the building. Phobs will no longer be in use.
- Students – no keys will be issued, given, or loaned to students at any time

- The Assistant Principal shall maintain a current inventory of all building keys, showing the total number and the names of individuals to whom a key(s) has been issued, including number and type, and the balance of unissued keys by number and type. All keys must be accounted for at the end of the year. Any special arrangements to keep keys over the summer must be cleared through the Assistant Principal's Office.

ID KEYLESS ENTRY

Teacher I.D.'s that allow keyless access into the building are a valuable security tool. Please make sure that:

- All staff have been issued new I.D.'s that contain a scanner for entrance to the building.
- While working with students, you never give your ID to a student.
- If you lose your ID, you report it to the Principal's Office immediately.

LEADERSHIP STRUCTURES

(Some teams will meet only on an as needed basis. Not all teams will meet regularly)

SEL Team – composed of teachers, instructional coaches, and administrators to develop, implement, and monitor a school-wide SEL curriculum (7 Mindsets). Meets every other week.

Viking Roundtable (family council) – composed of teachers, school staff members, parents, and other community members. The basic charter of the council is to facilitate and support activities that improve the quality of learning at DHS. Meets quarterly.

Building Leadership Team – composed of Division Leaders and Administrative Team. This group meets weekly first hour to provide communication to and from staff and provide leadership for resources and climate of the school.

PBIS/AVID SITE TEAM – composed of social workers, psychologist, home interventionists, school counselors, admin, teachers, students, parents, and community. The purpose of the team is to review building-wide data and improving behavior and academics through the collaboration of PBIS strategies and AVID methodologies. Teams will meet every two weeks or monthly as needed.

Equity and Culture Team – this team is composed of administrators, staff, and students and meets monthly to discuss the equitable teaching and learning, climate and culture within the building, and how to improve equity within our school culture.

LEARNING RESOURCE CENTER/LIBRARY

The Danville High School Learning Resource Center (Library) is located on the second floor of the building, next to Fairchild Street. It houses books, laptops, chromebooks, wireless access, and meeting space. We offer support and assistance to all Academies, students, and staff.

The library exists to serve the students, staff and community in any way possible. We are here to help you. Have a question? If you are looking for a place to do a messy project or need a special venue for your instruction, please ask. If we can, we will. Without you we have no reason to be here.

TECHNOLOGY SERVICES

Library staff can assist with most of your basic technology questions. Please ask us. If we cannot help, the district technology office can. They may be reached at 444-1583 (HELP). If you have an issue that will impact instruction and need immediate assistance call ext. 1583. It is our job to help you teach.

INSTRUCTIONAL SERVICES

Library “orientation” is available for all Academies in the library or in your classroom. Seminars on how to use district services, research, documentation, assistance integrating technology into instruction, and special presentations are available.

1. Books and reading. Literacy is key. We have an up-to-date collection of reading materials in print and electronic format. Please bring your class down. Reading is critical in the information age. Students should be free reading during any free class time.
2. Lamination is also done in the library. Please drop off your items for lamination. We try to “batch” jobs to save film.
3. Various technological resources are available. The Media Specialist/Librarian will be more than happy to put together bundles of resources or assist in your classroom with instruction.
4. Many of the library resources are now delivered electronically. Periodicals, research databases and other resources are available from the library online. Please call, message or stop by to inquire about our current selection of career and research resources.
5. Books and reading. Literacy is key. We have an up to date collection of reading materials in print and electronic format. Please bring your class down. Reading is critical in the information age.
6. Several hundred periodicals and research journals are accessible from our research databases. Please ask how they can help you teach.

LIBRARY USE

RESERVATIONS for the use of the library may be made via a shared Google Sheet or by calling the Library Front Desk at X -1531. Please consult with the librarian/media specialist before special assignments to discuss needs, available services, and the instructional requests. The library makes every attempt to accommodate every request for service. There may be times when the facility is full, or staff may not be able to accommodate your needs. Please check with the front desk. If in doubt, please call ext.1531 or 1533 for help.

Please keep your students in your area as much as possible. If you encounter any issues with students that are not yours, please notify library staff immediately and we will take appropriate action.

1. ID cards are required for entry into the library (on a pass) or before an item can be circulated. Students are not to use cards belonging to other students. ID cards may be obtained by displaying a receipt from the cashier showing that an ID card fee has been paid.

2. A hall pass is required. During the school day every student must have an active pass in 5 star and wear their teacher issued lanyard pass.
3. Please follow rules of common courtesy by keeping students in their assigned areas, when they are not looking for materials. Although a certain amount of talking may be necessary and desirable, have students refrain from loud talking and other unnecessary noises, to avoid disrupting others.
4. Students need to remember to do their eating and drinking elsewhere. Otherwise, your classroom rules are our classroom rules. We are here to help you teach.
5. Students are not to be on their cellular telephones
6. Students exhibiting disruptive conduct will be returned to study hall, class, or possibly lose library privileges. For more serious offenses, the district policies and procedures will be followed.

**PLEASE KEEP YOUR STUDENTS IN THEIR ASSIGNED AREAS
UNTIL THE BELL RINGS**

LESSON PLANS

Teachers who would like to use Planbook.edu should notify Ellen Baker.

Teachers will prepare written/electronic daily lesson plans in advance that reflect the attributes as outlined in the Danville Community Consolidated School District No. 118 Teacher Effectiveness Rubric (ie: Designing Coherent Instruction). The lesson's structure will be clear, well structured, with reasonable time allocations for learning activities. Lesson plans will include learning activities that are matched to standards-based instructional outcomes, activities to provide for the opportunity for higher level thinking by students, a variety of appropriately challenging materials and resources, and instructional student grouping(s) that are organized to maximize learning and build on student strengths. The Board agrees that the method used to plan classroom activities shall be at the discretion of the employee, subject to reasonable and professional supervision. A separate one-day plan for substitutes will also be on file for each teacher. Lesson plans will need to be provided upon request.

PARENT COMMUNICATION

Teachers should always keep parents informed in a timely manner as to any concerns they may be having with a student (academic or behavior). Such communication should include either conference or phone contact in addition to written communication, such as a progress report or Remind messages. Parents should always ideally have sufficient time to intervene or remediate their son or daughter's behavior before the end of a grading period. **Teachers should log all parent communication, including instances where an attempt was made but the parent could not be reached.**

PARENT INVOLVEMENT

Teachers are encouraged to develop positive, ongoing relationships with parents. Research articles indicate communication between teachers and parents can result in an increase in the amount of time students spend on homework, improvement in student performance, an increase in parents' trust and respect for teachers, and a decrease in conflict and apathy in the school.

Involvement with parents can be through written or verbal communication and through participation of parents in activities. Verbal communication would include phone calls, conferences, and home visits. Written communication would include letters, notes, e-mails handbooks, mid-quarter progress reports, and behavior management reports. Parents can become involved in activities through Viking Roundtable meetings, volunteering to assist in a variety of ways within the school, parent advisory groups, building committees, and attendance at school activities.

Teachers are encouraged to establish early and frequent contact with parents.

TEACHING ASSISTANT

QUALIFICATIONS:

1. A teaching assistant must have a valid Teaching Assistant Certificate.
2. A personal teaching assistant should preferably have a valid Teaching Assistant Certificate, but must have at least a high school diploma.
3. Reports to: Principal or designee, and works with teacher(s) to whom assigned.
4. Terms of Employment – Salary and work schedule is agreed between the Danville Board of Education and the Danville Education Association and is part of the Collective Bargaining Agreement.

RESPONSIBILITIES:

1. Assists with and/or carries out programs developed by/with teacher and/or other certified personnel. This may include but is not limited to educational programs, lunch and feeding programs, exercise programs, toileting, physical education, bus related services, inclusion, community training, job training.
2. Assists in maintenance of classroom materials.
3. Assists with record keeping.
4. Deals effectively with students, staff, and parents.
5. Maintains confidentiality.
6. Assists teacher(s) with other educational programs when the student assigned to the personal assistant is absent.
7. Assists in lifting both non-ambulatory and semi-ambulatory students and positioning as directed by the teacher/therapist.
8. Carries out any other reasonable duties assigned by the principal or her/his designee.

EVALUATION:

Evaluated within the first 60 days, and one other time within the first year of employment in the district and at least once every two years thereafter.

NON-DISCRIMINATION COORDINATOR/COMPLAINT MANAGER

School employees report to a non-discrimination coordinator or complaint manager to uphold **legal, ethical, and institutional standards** related to equity, fairness, and safety. It's part of maintaining a respectful environment free from discrimination or harassment.

Non-Discrimination Coordinators:

Mrs. Kimberly Pabst
pabstk@danville118.org
217-444-1027

Mr. Justin Thorlton
thorltonj@danville118.org
217-444-1047

Complaint Managers:

Mrs. Kimberly Pabst
pabstk@danville118.org
217-444-1027

Mr. Justin Thorlton
thorltonj@danville118.org
217-444-1047

NURSE

1. Students are urged to see the nurse only for serious illness and for injury occurring in school.
2. Students must have their ID and a 5-Star pass with destination specified "To Nurse".
3. All students will be required to sign in and out of the nurse's office. Students who fail to return to class within five minutes of sign-out time will be considered unexcused with the appropriate penalties.
4. Unless a verifiable medical condition exists that justifies frequent visits to the nurse, the student's parents will be notified and the privilege to visit the nurse will be taken away.
5. The nurse will give medication to students whose parents make such a request at 11:00 each day.
6. Never send a student who is seriously ill alone to the nurses office, call for a monitor.

PARKING

Faculty parking stickers must be secured in Mrs. Porters office. There are two staff parking lots – one on Jackson and one on Fairchild.

P.E. POLICIES/PROCEDURES

During a student's 10th grade year, Health (one semester) is taken in lieu of Physical Education. All students must pass a minimum of six (6) semesters of high school Physical Education.

MEDICAL EXCUSES:

1. Students may make-up P.E. classes missed due to a medical excuse. The student must take the initiative to make arrangements with their teacher.
2. Participation requirements can be met even with a medical excuse, if a signed doctor's note allows it. For example, a student with a broken finger can participate in all activities that do not require use of the injured hand. Students must have their doctor fill out a form available from the school nurse.

3. If the medical excuse is lengthy and the student cannot make up the time, then the P.E. requirement may be waived by the Principal. No credit will be issued, and the student's record will reflect a medical waiver. Proper information from the doctor must be submitted.

SWIMMING:

Swimming is an option for physical education, all students may take beginning swimming.

P.E. WAIVER:

Students may be exempt from P.E. because of participation in inter-scholastic athletics, JROTC, and Marching Band. Juniors and Seniors enrolled in AP and Dual classes may also be exempt. The student must complete an application for the exemption. The District 118 School Board has interpreted the P.E. waiver policy as follows: It is recommended that any student who is approved for an exemption from Physical Education because of participation in inter-scholastic athletics, shall have the option of taking an additional course or study hall. Students are responsible for picking up a waiver application form from the school counselor.

PERSONAL PROPERTY

Staff members should ensure that all personal electronic devices and valuables are stored in a safe location at DHS. The school and district are not liable for any lost, stolen or damaged personal belongings. Staff members may wish to carry personal property insurance to cover these items.

PROFESSIONAL LEARNING COMMUNITIES (PLCs)

Division Leaders will work collaboratively with their department to meet prior to student arrival. Contractually teachers are allotted 40 minutes for planning and PLC. Administration is allowed to utilize one day a week and up to 20 minutes each morning for Staff Meetings and/or Professional Development.

PUBLIC RELATIONS

Staff members should be knowledgeable and informed about Danville High School and should communicate positively with the community about programs, events, and personnel. Perceptions about any school are enhanced by the comments of those who work in that institution. Keeping parents informed about the individual students is invaluable. Parents should be informed of positive student accomplishments, as well as problem areas.

PURCHASING/BUDGET

Please do not purchase any items without first obtaining a District purchase order or a student activities requisition and securing the Principal's signature. **All building budget purchases must go through the principal.** Each division leader must request from the building principal for building budget purchases. Activities requisitions are available in the Cashier's Office.

SCHEDULE CHANGES

SCHEDULE CHANGE REQUESTS, DROPPING, ADDING COURSES

Courses for this school year were chosen by the student and approved by the parents and counselor. Requests for a change will be considered only for the most compelling of reasons. Such reasons are:

1. The schedule does not include a requirement for graduation which must be met this year.
2. The schedule does not account for work (taken) during summer school.
3. The schedule has a computer error or omission.

If a schedule contains an error, omission, or similarly acute problems as outlined above, the student must initiate the change with his/her counselor within the first ten days of the course.

Any decision or recommendation regarding withdrawal from a scheduled course after the end of the second week of school must involve the building principal and the secondary superintendent.

Do not refuse admission to any of your classes for a student with the proper paperwork. Also, do not tell students they can or cannot get into one of your classes – refer them to their school counselor. Students can schedule an appointment with their counselor by sending them an email. The counselor will call the student down when available. Do not send a student to the counselor during class.

SCHOOL CLOSINGS

If school is closed due to inclement weather, all events for the day are canceled. This includes extra-curricular contests, events, meetings, practices, etc. Athletic contests are usually also postponed. **The district Weather Hotline, 444-1725, may be called to find out school status.**

SEX EDUCATION

Section 27-9, 1 (School Code) provides that no class or course dealing in any aspect of sex education may be required of any pupil without prior written consent of parents or guardian. It also requires notice to parents or guardian and the opportunity to examine instructional materials to be used, before written consents are procured.

Teachers selecting instructional materials such as books, pamphlets, films, and other such aids to be used in classes dealing with sex education shall use only those instructional materials approved by (District 118 Sex Education) committee.

SEXUAL HARASSMENT

THE SEXUAL HARASSMENT OF (APPLICANT OR EMPLOYEE) INDIVIDUALS – (BOTH MEN AND WOMEN) IS A VIOLATION OF LAW AND SCHOOL POLICY.

Harassment on the basis of sex is a violation of section 703 re: employment only of Title IX of the Civil Rights Act of 1964 and sections 1 – 102 and 5a-101 et. seg. of the Illinois Human Rights Act. Sexual harassment, considered by law to be a form of sex discrimination, is also prohibited under Title IX of the 1972 Educational Amendments.

DISTRICT 118 SEXUAL HARASSMENT POLICY

Danville Community Consolidated School District 118 has a strong policy prohibiting all forms of sexual harassment whether verbal, non-verbal, or physical. Examples of sexual harassment include the following: sexual innuendo, direct or indirect threats based on sexual favors, humor or jokes about sex or gender-specific traits, sexual propositions of a suggestive or insulting manner, obscene gestures, touching, pinching, brushing the body, coerced sexual intercourse and sexual assault.

***** Any sexual harassment claim must be reported immediately to Kim Pabst (217-444-1027), Title IX Coordinator or Justin Thorlton (217-444-1047), Assistant Director Human Resources.**

IF YOU ARE A VICTIM:

1. Try to stop the behavior by telling the offender clearly and directly that it is unwelcome, offensive, and you want it to stop at once.
2. Write down what happened (including time, place, and names of possible witnesses).
3. If an employee (or student) believes that he/she has been sexually harassed, the employee, (student, or parent of the student) should report the alleged act immediately to the Director of Human Resources.
4. Should the employee (student or parent of the student) be dissatisfied with the response from the Director of Human Resources, the employee (or student) should immediately contact the Assistant Superintendent of Schools.

ARE YOU A HARASSER?

- Do you make sexual/sexist jokes in the work/school environment?
- When others create a sexually harassing atmosphere through comments and jokes, do you join in?
- Do you physically touch people when you are not certain how they will receive such behavior?
- If a fellow worker rejects initial attempts to socialize or requests for a date, do you persist?
- Do you display pictures or other material in the work/school environment that could contribute to or create a sexually harassing atmosphere?
- Do you think sexual harassment is a trivial issue?

If you answered yes to any of these questions, you need to change your behavior regarding the opposite sex in the work/school environment.

SEXUAL HARASSMENT & TEEN DATING VIOLENCE

Sexual harassment of students is prohibited. A person engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed

on the basis of sex, that: denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or has the purpose or effect of: substantially interfering with a student's educational environment creating an intimidating, hostile, or offensive educational environment; depriving a student of educational aid, benefits, services, or treatment; or making submission to or rejection of such conduct the basis for academic decisions affecting a student. The terms intimidating, hostile, and offensive include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes several different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion. Teen Dating Violence is teen dating violence that takes place at school, on school property, at school-sponsored activities, or in vehicles used for school-provided transportation is prohibited. For purposes of this policy, the term teen dating violence occurs whenever a student who is 13 to 19 years of age uses or threatens to use physical, mental, or emotional abuse to control an individual in the dating relationship; or uses or threatens to use sexual violence in the dating relationship. Students are encouraged to report claims or incidents of sexual harassment, teen dating violence, or any other prohibited conduct to the nondiscrimination coordinator, building principal, associate or assistant building principal, dean of students, or a complaint manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

SOCIAL MEDIA AND STUDENT CONTACT

Teachers are strongly discouraged from connecting with students on social media and should not share personal phone number and/or text. Teachers are also advised not to use class time to engage in communications with others of a personal nature. Please be a positive ambassador for Danville High School at all times.

STAFF DRESS CODE

Danville District 118 employees are to dress professionally in order to support a positive educational environment. Professional dress is reflective of an employee's position in the District and should be conducive to the employee's responsibilities.

Danville District No. 118 employees (except employees covered under the Custodial and/or Food Service Collective Bargaining Agreements) will conform to the following:

Slacks, Pants, Shorts

- Jeans and sweatpants are unacceptable
- Shorts are unacceptable except for physical education teachers
- Skin-tight pants/slacks are inappropriate unless worn under a dress or jumper

Skirts, Dresses, and Skirted Suits

- Spaghetti-strap dresses are unacceptable

Shirts, Tops, Blouses, and Jackets

- Tank tops are unacceptable unless worn under another blouse, shirt, jacket, or dress.

- Sweatshirts are unacceptable except for physical education teachers
- T-shirts are unacceptable

Warm-ups, Jogging Suits

- Warm-ups, jogging suits, wind suits and/or sweat suits are unacceptable except for physical education teachers

Shoes

- Rubber flip-flops are unacceptable

Industrial Tech Staff Dress

- Industrial Tech teachers are to dress accordingly with regard to Occupational Safety and Health Administration guidelines

Spirit Day and/or Jeans Day

- Spirit Day and/or Jeans Day will be designated by the Superintendent and/or his/her designee
- Sweatshirts and t-shirts denoting school spirit are acceptable
- * Holiday specific attire, including t-shirts and sweatshirts, is acceptable

STAFF ETHICS

1. An educator in the performance of professional duties shall be accountable for using the current scientific knowledge available concerning his/her profession.
2. An educator shall recognize basic dignities of all individuals with whom he/she interacts in the performance of professional duties.
3. An educator in the performance of professional duties shall exercise due care to protect the mental and physical safety of students, colleagues, and subordinates for whom he/she is responsible.
4. An educator in the performance of professional duties shall accurately represent his/her professional qualifications.
5. An educator in the performance of professional duties shall be responsible to present any subject matter in a fair and accurate manner.
6. An educator in the performance of professional duties shall extend to students the opportunity for individual action in pursuit of learning, and shall take steps to ensure that the students shall have access to varying points of view unless there is just cause to act otherwise.
7. An educator while performing professional duties shall take steps to ensure that his/her actions or that of another on his/her behalf does not result in the advancement of private services.
8. An educator in the performance of professional duties shall keep in confidence such information as he/she may secure unless disclosure serves professional purposes or is required by law.
9. An educator shall not use his/her professional position or property, or intentionally permit another person to use an educator's professional position or public property for which the educator is responsible, for partisan, political, or sectarian religious purposes.
10. An educator in the performance of professional duties shall direct persons to carry out only professional functions for which they are qualified, except assignments of short duration in emergency conditions.

11. Responsibility for acceptable conduct and dress will rest primarily with the employee as a professional individual. However, the administrative supervisor may require acceptable conduct and/or dress on the part of the employee.
12. No employee of the District shall, at any time, date a student of the District.

*This includes demonstrating towards and respect of gender, ethnicity, religion, socio-economic background, etc. of all individuals with whom a staff member comes in contact.

STUDENT RECORDS (CONFIDENTIALITY)

General Statement - The Board of Education maintains educational records to assist in the planning, development, and continuation of programs to meet the individual needs of students. Additionally, the Illinois School Code requires certain kinds of student records. While the educational records are the property of the District, the Board of Education holds strongly to its obligations to protect students' civil liberties. Such confidentiality is for the sole protection of the student and/or the parents or guardian.

Collection of Information - Only information about the students which is pertinent to the objectives and tasks of the school will be collected.

Maintenance - Student records will be maintained in a secure manner by appropriately designated personnel.

Access and Release - All school records pertaining to students are confidential. Only the Principal's office will release information from the student's permanent record after the proper release form has been signed by the student, parent or guardian. For additional information, see District 118 [Policies and Procedures](http://www.danville118.org) at www.danville118.org.

UNDER NO CIRCUMSTANCES ARE STUDENTS TO HAVE ACCESS TO GRADEBOOKS OR SKYWARD

STUDENT HELPERS

The Student Helper position provides an opportunity for students with study halls to volunteer as office helpers. The following procedure will be used to assign Student Helpers:

1. Student must secure an application from Mr. Vogels office (Room 314).
2. Student must have an overall grade point average of "C" or above.
3. Student must have the application filled out by counselor, Assistant Principal, and two classroom teachers.
4. Freshmen and sophomores are not eligible to be a Student Helper unless cleared by an Admin.
5. No student can help more than one class hour per semester.
6. Student Helpers must secure a special ID.
7. Students that are dropped from a class for any reason are not eligible to be a Student Helper.
8. Students may only assist in one of the offices. Unless approved, no office may have more than one helper per hour.

Each office assigned a Student Helper is required to check the attendance and activities of the student. Any Student Helper appearing on the ineligibility list or any type of discipline infraction will be returned to study hall for the remainder of the semester.

STUDENT TEACHERS

From time to time, faculty members will have the opportunity to have a student teacher. Faculty members may not have more than one student teacher per year. Faculty members interested in having a student teacher should notify the Principal. Assignments are made by the Principal.

STUDENT WITHDRAWAL PROCEDURES

The student who comes to school to withdraw:

1. The student secures a Student Withdrawal Form from his/her School Counselor.
2. Student must take the withdrawal form to the following offices or teachers for clearance.
 - a. Learning Resource Clerk
 - b. Classroom teachers
 - c. Cashier for refund
3. All textbooks and instructional materials must be returned to the teacher or accounted for before the student withdraws.
4. School Counselor will collect the Student Withdrawal Form and forward a copy to the Registrar. A copy will be sent to the Dean.
5. The student's name will be placed in the Daily Digest as withdrawn.
6. When a student's name appears in the Daily Digest as officially withdrawn, the student's name must be dropped from all class lists. The date of withdrawal should be noted in the gradebook.

The student who does not come to school to withdraw:

1. The Dean (or School Counselor) sends student information to the School Counselor who prepares a Student Withdrawal Form and forwards it to the Registrar.
2. The campus monitor is responsible for clearing the student's locker and making any refund arrangements.
3. The Registrar will send an email to all staff stating the name of the student who has been withdrawn.

WHEN A STUDENT'S NAME IS SENT BY THE REGISTRAR VIA EMAIL AS OFFICIALLY WITHDRAWN, THE STUDENT'S NAME MUST BE DROPPED FROM ALL CLASS LISTS. THE DATE OF WITHDRAWAL SHOULD BE NOTED IN THE GRADEBOOK.

STUDY HALL PROCEDURES

The following procedures are to be followed:

A student should plan work to be done in study hall and bring all materials such as books, paper, pen, or pencils he/she will need for the entire period.

1. Teachers needing to see a student in study hall should contact the study hall teacher.

2. Students must keep paper or trash off desks and floor in study halls. Staff should check the study hall toward the end of the period to see that all paper is picked up and deposited in the waste basket.
3. Students are tardy to study hall if they are not in the room at the end of the tardy bell. Tardy students are to be notified of the infraction and penalty, but not sent to the Dean's office. A referral is to be entered into Skyward.
4. Students observed damaging study hall desks should be referred to their Assistant Principal. Staff will continuously circulate between the student desks to monitor student behavior.

STAFF/STUDENT DAY

All faculty members are to be on time when reporting in the morning. The starting time is 7:25 a.m.

Time Schedule:

Staff School Day.....7:25 a.m. – 3:10 p.m.

Student School Day.....8:30 a.m. – 3:00 p.m.

TEACHER/STAFF TRAVEL

Travel forms are available from the Principal's Office and the Post Room. The left sides must be completed and submitted to District office at least 12 calendar days prior to departure. Information must be complete and filled out legibly, signed by the staff traveling, and approved by the Principal.

Forms are then forwarded to the appropriate District office for approval. Final approval is subject to the availability of substitutes. After the travel, the right side for reimbursement section must be completed, receipts attached, conference evaluation form completed then turned into the Principal.

CANCELLATIONS

If you cannot attend a conference/workshop for which you are already registered, please call the sponsoring agency to cancel and request a refund. Also cancel your request to be away on school business by returning your travel form to District Office and Main Office, with CANCELLED indicated.

TEXTBOOKS

Each textbook issued has an assigned number. Students must place their names on the inside front cover in the space provided. (Teachers must also sign their name beside the student's name, so that lost books can be returned to the proper staff member.) For each class, the Books Checked Out form will be completed, recording the student's name and book number. At the end of the semester or year, the same numbered textbooks as issued must be returned. Students who return a textbook that has been abused or damaged should be reported on this form. Teachers will return the completed form to the Assistant Principal for Student Services at the end of the semester or at the end of the year-long course. See Books Checked Out form in the appendix packet.

VISITORS

The state law requiring visitors to register in the office is very clear. If individuals whom you suspect to be unauthorized are observed in the building or on the school grounds, notify the Principal's Office immediately. Parents desiring to visit the high school are always welcome. They should register at the Welcome Desk, provide their Driver's License, a visitor ID will be issued, and arrangements will be made in the Principal's office for visitation.

VISITORS-STUDENTS:

- Friends coming to meet students should wait in their cars in the parking lots.
- Parents who are anticipating a move to Danville, may visit classes and may be accompanied by their child(ren).
- Students who are visiting the community through school-approved exchange programs will be allowed to attend classes. In most cases, such visitors will be accompanied by a Danville (or District) student who is serving as a host family.
- In an effort to ensure building security, students will not be allowed to routinely have other students as visitors to the school. Any exception to this practice will require the approval of the Principal or designee five days in advance.

VOLUNTEERS (NON-FACULTY)

All volunteers will need to be approved through the central office to be allowed to work in the building

- Volunteers must sign in at the Welcome Desk, provide their Driver's License and receive a visitor ID.
- Volunteers should be adults of at least college age.
- Volunteers are not to be given the authority to discipline students.
- Volunteers should be careful not to be alone with members of the opposite sex.
- Volunteers should not be responsible for working with money.
- Volunteers should not have primary supervisory responsibility of students.
- Volunteers are school representatives; they should exhibit the same qualities and characteristics expected of the regular teaching staff. This relates to courtesy, appropriate language, and positive reinforcement when working with staff, students and parents/guardians.
- Volunteers must have a background check.

WEEKLY DIGEST

- The Weekly Digest is published weekly to announce student and staff meetings, events, and to disseminate information about school policies and other matters of importance. Digest announcements should be turned in to Mrs. Howard by noon on Thursdays.