

**KPBSD
&
Soldotna High School**



Home of the Stars



***FACULTY
HANDBOOK***

2013-14



TABLE OF CONTENTS

Introduction

Purpose

District Mission Statement

http://www.kpbsd.k12.ak.us/plan/Mission_GPrin.htm

School Goals

Philosophy

Assignments and Phone Extensions

Accidents

Student Injury/Incident Report

form on district web site, forms, Health Services

Staff Injury/Illness Injury Report

form on district web site, forms, Safety

504 Accommodation Plans

form on district web site, forms, pupil services

Alaska State Standards

Arrival and Departure

Assessments, District Schedule

<http://www.kpbsd.k12.ak.us/assessment/>

Assemblies

Attendance Procedures and Lunch Counts

Budget

District Funds 100's

Activity Accounts 710's

Purchase Orders

Building Use

Form on district web site, forms, Community relations

Calendars, District

<http://www.kpbsd.k12.ak.us/instruction/20022003calendar.htm>

Cell Phones/Pagers

Central Peninsula Counseling Services

Child Abuse and Reporting Procedures

form on district web site, forms, Instruction, and OCS

Classroom Management

Committee Assignments

Community Relations

Copyrighted Materials

<http://www.kpbsd.k12.ak.us/board/policy/6000/ar6162.6.html>

Copy Machines

Corporal Punishment

Critical Incident Plan



Campus Emergency Assignments

Cumulative Folders

Curriculum Guides

Art

Health

Language Arts

Math

PE

Science

Social Studies

Vocational Education

World Languages

Best Practices

Custodial Assistance

Delayed School Start

Department Heads

Discipline

Discretionary Funds

form on district web site, forms, Business Office

District Forms

District Media Center

Division of Administrative Duties

Dress Code

Drug & Alcohol-Free Work Place

<http://www.kpbsd.k12.ak.us/board/policy/4000/bp4020.html>

District Policy Manual

<http://www.kpbsd.k12.ak.us/board/policy/policy.toc.html>

Employee Safety Program

form on district web site, forms, Safety

Evaluation of Local Administrators

form on district web site, forms, Human Relations

Evaluation of Teachers

form on district web site, forms, Human Relations

Faculty Absences

Sub List AESOPeducation.com

Faculty Lounge

Family Educational Rights and Privacy Act (FERPA)

Field Trips

<http://www.kpbsd.k12.ak.us/board/policy/6000/e6153.html>

Fines



Fire Drills

Grades and Grade Books

Harassment Policies



<http://www.kpbsd.k12.ak.us/board/policy/4000/bp4119.12.htm>
<http://www.kpbsd.k12.ak.us/board/policy/4000/bp4119.11.html>

Instructional Guidelines

Intervention Team

Kenai Peninsula Education Association

<http://www.kpea.net/>
Negotiated agreement

Kenai Peninsula Support Association Agreement

<http://www.kpbsd.k12.ak.us/hr/kpesa.html>

Keys

form for Lost Keys on district web site, forms, Business Office

Leave

Procedures

Surrounding Holidays

form on district web site, forms, Human Relations

Lesson Plans and Class Schedules

Library/Media Center

Lost And Found



Mailboxes and E-Mail

Negotiated Agreement

<http://www.kpbsd.k12.ak.us/hr/kpea.html>

Outside Speakers and Visitors

Personal Property

Pets at School

Political and Religious Views

Professional Teaching Practices Commission

Code of Ethics

<http://www.educ.state.ak.us/ptpc/>

Progress Reports

PTA/PTSA Officers

Punctuality

Reports



School Closures

Schedules

master schedules, specials, and/or duty

School Rules

Section 125

form for reimbursement on district web site, forms, Business Office

Site-Based Decision Making

Solicitation of Funds From and By Students

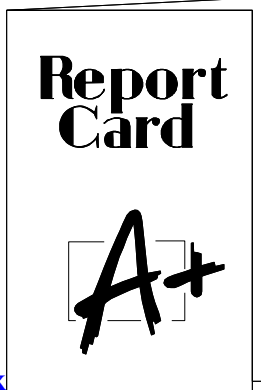
<http://www.kpbsd.k12.ak.us/board/policy/1000/1321bp.html>

Special Services

Staff Assignments

Staff Development

Staff Leaving Building During Working Hours



Student Grades & Missed/Late Work

Student Retention/Promotion

<http://www.kpbsd.k12.ak.us/board/policy/5000/ar5123.html>

Substitute Teachers

Supervision Guidelines

Teacher Certification

<http://www.educ.state.ak.us/TeacherCertification/home.html>

Teacher Retirement System

<http://www.state.ak.us/drb/trs/trshome.htm>



Technology

<http://www.kpbsd.k12.ak.us/board/policy/6000/bp6162.71.html>

<http://www.kpbsd.k12.ak.us/tech/iaa/>

Video Tapes and Films

<http://www.kpbsd.k12.ak.us/board/policy/6000/ar6161.11.html>



Weapons and Dangerous Materials

<http://www.kpbsd.k12.ak.us/board/policy/5000/bp5131.7.html>

Workers Compensation



Conclusion

[Back to Table of Contents](#)

INTRODUCTION

PURPOSE

A handbook serves as a written record of information and/or regulations for reference purposes. Many rules reflected here are based on decisions the staff has previously made as well as items required by state law, district policy, and/or negotiated agreements. Staff members are responsible to read the information and follow the guidelines set forth. It is anticipated that future rule modifications may result from staff and/or site council suggestions.

[Back to Table of Contents](#)

SCHOOL GOALS

- 1.) Soldotna High School will maintain a positive, healthy learning environment.
- 2.) Soldotna High School will improve remediation efforts for all students.
- 3.) Soldotna High School will align curriculum between teachers in each curriculum area.

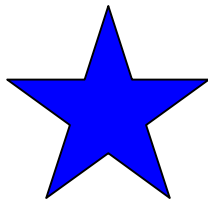
Our school staff has identified the following goals for the school year.

Priority Focus Area	Goal <i>State in Measurable Terms (What, Current Level, How Measures, How Well, When)</i>	Benchmark <i>How you will determine whether your goals has been met (what tools)</i>
#1	<p>Soldotna High School is a great place to work and we believe that the working environment provides for continued success for its students. A healthy and harmonious atmosphere helps students feel comfortable with their teachers and with their school.</p> <p>As part of keeping a positive learning environment, the staff of our school works to incorporate mentally and physically healthy components into their in-service days and into the school year.</p>	<p>Students learn best in an atmosphere that is friendly and healthy. Hostile atmospheres create more stress for students and can distract from the learning atmosphere. Rapport amongst teachers can help set the tone for the school which students can relate to.</p> <p>Through modeling, students can learn from their teachers' life skills including a positive working environment and the importance of maintaining healthy life choices.</p>
#2	<p>Soldotna High School is committed to helping support our students in achieving their academic goals. As a school we have developed an Acceleration Plan, (A-Plan), to help assist students in various academic areas. Our focus will be to take students at their current academic level and help support them in developing new tools to use today and in the future. Our A-Plan will include such interventions as our after-school tutoring program, (A-Team), Peer tutoring (NHS), Individual classroom teacher interventions, Home tutoring programs, Discovery class and Study Skills support from our Special Services department.</p>	<p>This goal will be measured by the number of students who pass the HSGQE and the number of students who are proficient on the SBA. We will also focus on improving one's grade in the classroom and helping students gain the academic skills they will need as they head off to Higher Education and/or help support the student with the move to the work place after completing his/her High School career.</p>
#3	<p>Soldotna High School needs to develop curricular alignment between different teachers in each</p>	<p>At times, more than one teacher at our school is teaching the same class. By</p>

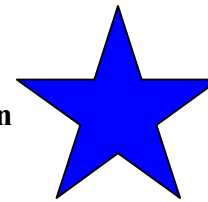
	<p>curriculum. That way, regardless of which teacher a student has, consistency in curriculum is achieved. If a student needs to transfer classes at semester time, it will be a seamless transition in terms of curriculum.</p> <p>As a second step in this process, vertical teaming is necessary to make sure that students are prepared as they advance through each curriculum. This will also bring to light any areas of repetition but also standards that are not being addressed. Teachers at Soldotna High School will also work with teachers at the middle school to help in the transition of freshmen students.</p>	<p>developing curriculum alignment, students will all be receiving the same knowledge base. The curriculum alignment helps them realize that their fellow students are all learning the same things at the same time. This also opens the door for cross-curricular activities between departments.</p> <p>In addition, vertical development will assist students as they advance through their schooling by providing the necessary base of knowledge for each advanced class. By eliminating repetition, students will be given additional learning opportunities within each curriculum.</p>
--	--	---

[Back to Table of Contents](#)

PHILOSOPHY/MISSION STATEMENT



Soldotna High School Philosophy of Education



MISSION STATEMENT

Soldotna High School’s mission is to create and maintain an environment that ensures the opportunity for each member of the school community to reach a high level of individual, academic and vocational achievement as determined by local, state and national standards paired with employability skills. We commit to a comprehensive system of support within our school and community for all students.

COMMON VISION

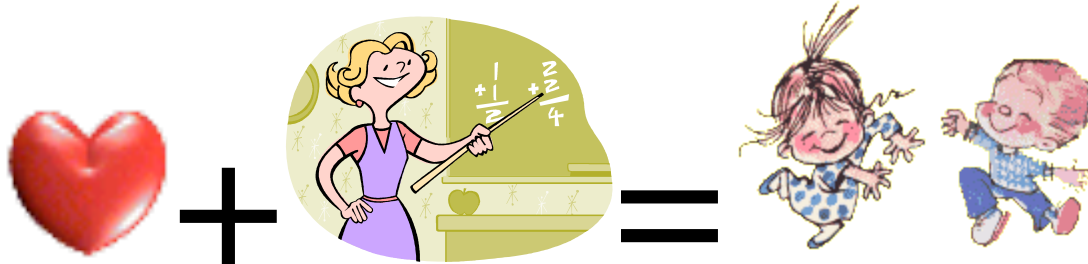
Strive for excellence within the classrooms, within our activity programs and within life.

Think critically and analytically as we gain knowledge.

Achieve mastery of the lessons being taught

Respect all students, staff and community members.

Succeed in all that we do and may our futures be our bright STAR.



[Back to Table of Contents](#)

SCHOOL STAFF

<u>Name</u>	<u>Assignment</u>
Allen, Alanna	Sped Aide
Ames, Brooke	Sped Aide
Augusto, Julio	Custodian
Bauman-Houglum, Linda	Aide
Billion, Jeanne	OT Therapist
Bohrnsen, Dan	Work Co-Op
Bohrnsen, Stephanie	Secretary
Bos, Meggean	Teacher
Brant, Priscilla	Sped Aide
Brantley, Galen	Teacher
Brown, Cheryl	Teacher
Brown, Dan	Aide
Burns, Stephanie	Teacher
Carlson, Bill	Teacher
Covey, Fern	Kitchen
Cox, Stephanie	Teacher
Eby, Melissa	Lead Pool Instructor
Edwards, Dana	Math
Emery, Dave	Teacher
Erfurth, Sara	Teacher
Erhardt, Isaac	Teacher
Fandel, Ria	Kitchen Manager
Foister, Tracy	Aide
Gardner, Kay	Secretary
Gordon, Doug	Teacher
Graham, Tony	Vice Principal
Griffin, Margaret	Counselor
Harbison, Dan	Teacher
Harris, James	Teacher
Hawkins, Raquel	Kitchen
Hibpshman, Jody	Aide
Johnson, Matt	Teacher/AD
Jones, Sarah	Teacher

Jorgensen, Rebecca	Speech
Justice, David	Teacher
Keener, Steve	Sped Aide
Kenagy, Emily	Teacher
Knoebel, James	Teacher
Kornelis, Emily	SLP Therapist
Land, Christina	Sped Aide
Land, Joshua	Custodian
Laurion, Stuart	Aide
Leck, Phillip	Teacher
LePule, Andrew (Tai)	Aide
Marquardt, Lori	Secretary
McGlothen, Kristin	Teacher
Merkes, Renee	Teacher
Minogue, Troy	Teacher
Mokracek, Maureen	Sped Aide
Murphy, Megan	Teacher
Neisinger, Erin	Counselor
Nelson, Angie	School Psychologist
Nolden, Pat	Teacher
Ramponi, Jill	Teacher
Riley, Pensiri	Custodian
Roberts, Lance	Head Custodian
Schneider, Vernel	Teacher
Silta, Tracy	Nurse
Skjold, Eric	Teacher
Smith, Jay	Custodian
Sped Aide	Sped Aide
Swaby, Beth	Teacher
Swanson, Heather	Teacher
Syverson, Lana	Teacher
Syverson, Todd	Principal
Thomason, Nicolle	Custodian
Todd, Nancy	Kitchen
Treider, Nelma	Secretary
Walkden, Mikala	Sped Aide
Walton, Matt	Teacher
Weeks, Byron	Teacher
Weissenberg, Olga	Aide
Whitmore, Bristol	Teacher
Youngren, Patricia	Sped Aide

[Back to Table of Contents](#)

ACCIDENTS/INCIDENTS - FIRST AID

First aid is defined as the initial assessment and/or care given to a victim of illness or injury. Some of the more basic first aid supplies (i.e., ice packs, and CPR barriers) are kept in the front office, nurse's office, and PE and shop offices. The following procedures have been developed to ensure the proper handling of student incidents:

1. Staff members at the scene may give first aid up to but not beyond their level of training. They may notify the nurse or the front office for additional help. They may NOT dispense medication or prescribe treatments.
2. When the nature of an illness or injury appears to be serious, every effort shall be made to notify the parent, guardian or emergency contact as soon as possible.
3. No ill or injured student will be sent home alone unless the parent, guardian, emergency contact or school administrator has approved the release.
4. In extreme emergencies, 911 will be called. Parents or guardians will be notified concurrently if at all possible.
5. The teacher/staff member who is responsible for the student at the time of the incident shall complete a *Student Injury/Incident Report*. The completed form is given to either the school nurse or head secretary.
6. Medical records on each student are maintained by the nurse. These include but are not limited to any known medical conditions, i.e., diabetes, allergies and a self-reported history of drug/medication reactions. These records may be accessed through the nurse or, in case of an emergency with no nurse in the building, through office personnel.

FIRST-AID AND EMERGENCY PROTOCOL

- I. **WHEN THE NURSE IS IN THE BUILDING**
The nurse will be available to provide first aid treatment and for coordinating emergency care for the school-based population.
- II. **WHEN THE NURSE IS NOT IN THE BUILDING**
 - A. **MINOR:** The following designated personnel will provide minor first aid (i.e. dispensing band aids and ice packs)

Kay Gardner
Stephanie Bohrsen
Nelma Treider
Lori Marquardt

B. **BEYOND MINOR:** For first aid needs beyond band-aids and ice packs. A first aid trained school staff member will be contacted using the first aid chain of command. This person will provide first aid as needed and see that a parent/guardian is notified.

C. **ACCIDENT:** If an accident occurs that is significant enough to warrant an accident report. A first aid trained school staff member will be contacted using the first aid chain

of command. This person will provide first aid as needed and see that a parent/guardian is notified.

D. EMERGENCY: In an emergency 911 will be called, first aid trained personnel in the building alerted and the parent/guardian and school nurse are contacted.

III. First Aid Chain of Command

TONY GRAHAM
MELISSA EBY
GALEN BRANTLEY
TODD SYVERSON
BYRON WEEKS
MATT JOHNSON

(NOTE: Personnel on the first aid Chain of Command should have a current first aid/CPR card.)

[Back to Table of Contents](#)

ACCIDENT/INCIDENT REPORTS – STUDENTS

A *Student Injury/Incident Report* must be completed and signed by the teacher or person in charge of the student at the time of the incident. The completed form is given to either the nurse or head secretary. Student injuries require you to file the report(s) within 48 hours. Serious injuries or injuries requiring transportation to a medical facility are to be reported to Central Office, by phone, immediately. The nurse, the school, and Central Office keep copies of incident reports.

[Back to Table of Contents](#)

ACCIDENT/INCIDENT REPORTS - STAFF

Any employee injured while performing school business, but who does not require any attention beyond basic first aid should fill out the *Employee Injury/Illness Incident Report Form*. These forms may be obtained from the Head Secretary in the office.

Any employee who has an accident or injury to themselves while performing school business that requires treatment by a doctor or hospital must complete a report of occupational injury or illness (Form 07-6101) Alaska Department of Labor **within twenty-four hours of the accident/incident**. These forms are available from the Head Secretary in the office. File the report(s) within 48 hours. Serious injuries or injuries requiring transportation to a medical facility are to be reported to Central Office, by phone, immediately.

[Back to Table of Contents](#)

504 ACCOMMODATION PLANS

Teachers are responsible to see that accommodations are made for those students that meet the requirements of a 504 plan. Discussion with the parents, principal, psychologist, and nurse may help determine the best possible accommodations. Some of these accommodations may be just simple common sense solutions. Others may require extensive planning. Please see the principal should you have any questions regarding 504 accommodations.

[Back to Table of Contents](#)

ALASKA STATE STANDARDS

"All states and schools will have challenging and clear standards of achievement and accountability for all children, and effective strategies for reaching those standards." -- U.S. Dept. of Education

"In 1993, Alaskans embarked on a campaign to bring higher standards and accountability to their public school system. The cornerstone of this effort was the development of content standards in ten core subject areas. The standards represent what Alaskans want students to know and be able to do as a result of their public schooling. "--Alaska Department of Education

The Kenai Peninsula Borough has embraced the State Standards and developed a rich curriculum to meet the needs of our students. More information on the State Standards can be found at each of the schools or the Department of Education & Early Development web site:

<http://www.eed.state.ak.us/ContentStandards/home.html>

[Back to Table of Contents](#)

ARRIVAL AND DEPARTURE OF TEACHERS

All teachers will arrive at school not later than 7:20 AM each morning, and will remain until 2:55 PM. They should be in their classrooms by 7:35 AM.

In case of an emergency and a teacher must leave early, be sure to check out at the office, stating time of departure and reason. There is a checkout sheet on the bulletin board in the main office by Mrs. Gardner's desk. Do not leave the building during the school day without administrative approval.

[Back to Table of Contents](#)

ASSEMBLIES

Students in grades 9-12 will sit on the south side of the bleachers near the upper gym. All teachers are to be in the assembly for the entire time that the assembly lasts. It is also necessary that the teachers be dispersed among the students during assemblies. ***Teachers are expected to sit in assigned areas.***

We want to maintain good order in our assemblies, and the way to do so is for all teachers to assume their share of the responsibility of supervising the students in assemblies, report

misconduct to proper office officials. Different times will be assigned for assemblies as the year progresses.

Students not attending the assembly must report to a study hall in the library.

[Auditorium Assembly Supervision Assignments](#)

[Back to Table of Contents](#)

ATTENDANCE PROCEDURES

The on-line attendance program is used for State/District reports. The District has streamlined the attendance procedures and there is no need to keep hard copies of attendance. However, **it is critical for the safety and record keeping of our students that all teachers go on-line and do their attendance at the beginning of each period of each day.**

ATTENDANCE POLICY-STUDENTS

[Back to Table of Contents](#)

BUDGET/PURCHASES

Each staff person has his or her own supplies budget account. The office will keep a running total for you. In order to receive anything in excess of \$25.00, we prefer you submit a regular order and the office will submit a Purchase Requisition to the KPBSD Purchasing Department. If you have money in your account the order will be processed. Order must include:

1. Name of Company
2. Address
3. Unit Cost
4. Item description (Including all items contained in a kit)
5. Identifying code number if available

Staff members who wish to order from the “Stock Catalog” can obtain the catalog in the office or on-line. <http://warehouse.kpbsd.k12.ak.us/>

If you purchase items with cash **do not** exceed \$100.00. Items for which you plan to request reimbursement must to be items that are related to the curriculum. If possible, please obtain prior approval. All items will be reimbursed from your own supply or activity account. The district is discouraging “Pay Without Purchase Orders”. If the total of your purchases is more than a \$100.00 you will have to wait for the office to request a, “Pay Without P.O”. Please be aware that you may need to wait for reimbursement by petty cash, as we do not always have the total amount of money you are requesting in the checking account.

ACTIVITY FUNDS

These funds are maintained in the office to conduct the fiscal matters of the school and include special accounts such as class projects. **ALL** pupil activity receipts are to be deposited in the district pupil activity accounts. **NO** pupil activity funds should be processed through an employee’s account. Staff members must turn in collected money to the office. It should not be stored in the classroom. **ALL** cash will be deposited in an activity account and purchases made according to district procedures. Cash shall not be retained by a staff member to purchase items.

NO district funds may be used to pay for activities, including buses for field trips.

[Back to Table of Contents](#)

BUILDING USE

To use the building outside of school hours, make all arrangements with the office by filling out a building use permit. These are available on Outlook. Do not have any unsupervised groups in the building at any time and **do not give** your keys to any students. If you have any questions see Assistant Principal.

[Back to Table of Contents](#)

BULLETINS

Morning announcements should be submitted in writing by email or on paper to the Office by 8:30 AM each day. Announcements must be approved before they are read. A hard copy will be posted on the wall outside of the main office.

[Back to Table of Contents](#)

CELL PHONES/PAGERS

The district has made a very special effort to put phones in classrooms. It is very distracting to have a phone ring during class time. The office will transfer calls to your voice mail unless it is an emergency. Staff should not wear or carry a cell phone/pager during normal school hours. In cases of extreme emergency, please contact the building administrator.

[Back to Table of Contents](#)

PENINSULA COMMUNITY HEALTH CENTER

KPBSD has a memorandum of agreement with Peninsula Community Health Center to provide in school counseling services to some of our qualifying students. If you would like more information on this program, contact your administrator or the PCHS counselor in your building.

[Back to Table of Contents](#)

CHILD ABUSE REPORTING PROCEDURES

AS 47.17.020 requires that child abuse or neglect be reported to the nearest Office of Children's Services (used to be called DFYS) Officer, Alaska State Troopers, or other law enforcement officers. Failure to do so may result in a misdemeanor charge being filed against you. The maximum penalty for a class B misdemeanor is \$1000 or 30 days. State laws provide that persons taking this action in good faith are immune from any civil or criminal liability. In the event that a staff member suspects child abuse or neglect, they are to contact O.C.S. themselves. The protocol for reporting is:

1. The reporting staff member must apprise the principal of the situation that has resulted in contacting O.C.S.

2. The reporting staff member must complete the school district report form and give it directly to the building principal. (Form in FirstClass, Conferences, Forms, Instruction, O.C.S.)
The principal will:
 - a) Keep a copy in the confidential files
 - b) Send a copy to O.C.S.
 - c) Send a copy to central office if the report is a priority 1.
3. The reporting staff member must personally contact O.C.S.
4. The reporting staff member and any other person will adhere to strict confidentiality.

[Back to Table of Contents](#)

CLASSROOM MANAGEMENT

Based upon legal decisions and school board policy, building level personnel (teachers and administrators) are obligated to follow due process procedure which encourage retention of students in the classroom unless the student's behavior is such that instruction and learning are seriously impaired. Preventive steps in the management of our classroom are essential if productive instruction is to occur. The message is implicit:

Our energies must focus on creating a positive climate acceptable for both parties.

To better serve the needs of teachers, student, parents and administrators through quality conferencing, the following guidelines should serve as a basis for handling a persistent behavior problem, which may ultimately lead to intervention by the Office.

- 1.) Rules and expectations must be established for each of your classes. (A copy of your Academic Plan should be available upon request.) They must be explained and clearly understood by every student. These rules must also pass the test of being reasonable and instructionally valid.
- 2.) Prior to administrative intervention, measures should have been taken to correct the problem when it occurs. (The classroom behavior management record is required for documentation.) Your concerns of behavioral issues should be discussed with the student privately and the ramifications of the problem explained in an effort to reach consensus.
- 3.) The parent must be notified by the teacher explaining the nature of the problem before it becomes serious or chronic. If a conference were needed, the administration would then be available to facilitate this conference.
- 4.) Several options can be explored during a conference which would specifically relate to the incident. Examples of this would include such items as homework expectations, progress reports, parent supervisions issues, etc.

NOTE: Belligerent, aggressive, or threatening behavior in which the safety of a student or teacher is at risk should never be tolerated. Refer any student engaged in this type of behavior immediately to the Office. Do not interpret this to mean the administrative staff is not supportive of teacher needs. We will continue, as in the past, to assist and facilitate necessary intervention.

[Back to Table of Contents](#)

The team participation assignments for the school year are as follows:

COMMITTEES

Intervention Team

Tony Graham
Emily Kenagy
Erin Neisinger*
Stephanie Burns
Tracy Silta
Cheryl Brown
Pat Nolden
David Justice
Bill Carlson
Margaret Griffin *

Critical Incident

Tony Graham

Athletics

Matt Johnson

Assessment

Erin Neisinger

NHS

Renee Merkes

Site Council

Kay Gardner
Sarah Jones
Byron Weeks

PTSA

Beth Swaby
Dave Emery

Stu-Co

Lana Syverson

Dept. Chairs

Margaret Griffin (Counseling)
Stephanie Cox (F.A.)
James Harris (L.A.)
Renee Merkes (Math)
James Knoebel (Spec Ed)
Galen Brantley (PE)
Dave Emery (Science)
Dan Harbison (S.S.)
Meggean Bos (Voc Ed)

Scholarship

Stephanie Cox
Margaret Griffin *
Heather Swanson
Byron Weeks
Megan Murphy
Todd Syverson
Stephanie Burns

Social

Maureen Mokracek *
Stephanie Bohrnson
Lori Marquardt
Jill Ramponi
Stephanie Cox *
Bristol Whitmore

Technology Team

Kristin McGlothen
Isaac Erhardt
James Knoebel
Phil Leck
Todd Syverson
Dana Edwards *
Dan Harbison
Sara Erfurth
Elizabeth Swaby

Staff Development

James Harris *
Sarah Jones
Jill Ramponi
Troy Minogue
Todd Syverson
Meggean Bos

Advisory

Matt Walton
Lana Syverson
Doug Gordon
Erin Neisinger
Galen Brantley
Vernel Schneider
Tony Graham *
Eric Skjold
Bristol Whitmore

[Back to Table of Contents](#)

COMMUNITY RELATIONS

The attitudes of the community and the parents directly effect how successful we are as a school community. A vital factor in improving the community's attitudes towards the school is

communication. We need parents to be an unwavering support system. In order to gain their trust and loyalty we must keep them informed.

1. We will work to assure each parent that he/she is a partner with us in the education of the child.
2. We will make each parent feel welcome at Soldotna High School.
3. Provide positive reports on student progress both academic and behavioral, without overlooking the need to report the lack of progress.
4. Provide parents with a copy of the school rules and disciplinary procedures.

Phone contacts with parents are important in order to improve teacher communication with the home. It is a best practice to keep a written log of all phone calls home. Log should include date, parents and child's name, and nature of call.

[Back to Table of Contents](#)

COPY MACHINES

We have four Xerox machines located throughout the building for teacher's use. There is one in the counselor's office (5021), and one in the business classroom (5021). These two machines should be used for short runs only (copies of 20 or less); otherwise the machines overheat. There are two machines in the copy room. These are to be used for classroom copying. **Please be sure that the student you send down knows how to operate the machines.** Mrs. Bohrnsen is the key operator and should be notified if there is a major problem or the machines need service. She will not be able to provide individual training sessions for each student who uses the machine. We also have a Risograph copy machine in the copy room that is to be used for 20 or more copies. Special training for student aides on this machine is also needed, so please be prepared to provide instruction to you aides before sending them to use it. **Please practice economy and conserve resources. When possible, recycle paper or copy on both sides of the paper. When reproducing ANY materials, be sure to follow the guidelines under *Use of Copyrighted Materials* (Addendum E).**

~~Making multiple copies for private use is discouraged. If you wish to use the copier for large volume private use, the cost is 3 cents per copy~~

[Back to Table of Contents](#)

CORPORAL PUNISHMENT

Alaska State School Laws and KPBSD Board Policy forbid the use of corporal punishment.

[Back to Table of Contents](#)

CRITICAL INCIDENT

Introduction to Critical Incident Planning

The Kenai Peninsula Borough School District response to Critical Incidents is based upon the Federal Emergency Management Agency (FEMA) concept of Comprehensive Emergency Management. This concept consists of three interrelated components: **All types of hazards:**

The commonalties among all types of technological and natural disasters suggest strongly that many of the same management strategies can apply to all such emergencies;

1. **An emergency management partnership:** The burden of disaster management, and the resources for it, require a close working partnership among all levels of government (Federal, regional, state, borough, and local) and the private sector (business and industry, voluntary organizations, and the general public); and
2. **An emergency lifecycle:** Disasters do not just appear one day. Rather, they exist throughout time and have a lifecycle of occurrence, which must be matched by a series of management phases that include strategies to mitigate hazards, prepare for and respond to emergencies, and recover from their effects.

Comprehensive Emergency Management also suggests there are four distinct phases, which must be understood:

1. **Mitigation** refers to activities that actually eliminate or reduce the chance of occurrence or the effects of a disaster.
2. **Preparedness** is planning how to respond in case an emergency or disaster occurs and working to increase resources available to respond effectively.
3. **Response** activities occur during and immediately following a disaster. They are designed to provide emergency assistance to victims of the event and reduce the likelihood of secondary damage.
4. **Recovery** is the final phase of the emergency management cycle. Recovery continues until all systems return to normal, or near normal.

The concept of an all-hazards approach to emergency management was defined within the scope of a Comprehensive Emergency Management plan. Integration of actions necessary to address emergencies is managed under the National Inter-Agency Incident Management System (NIIMS) Incident Command System (ICS) model. This system was developed through a cooperative inter-agency (local, state, and federal) effort. The basic organizational structure of the ICS is based upon a large fire organization and has been proven effective in responding to all kinds of emergencies including small day-to-day situations, large emergencies, and complex incidents.

For further information, FEMA has a catalog (FEMA-20) of many disaster-related publications, videos, and kits. Titles available include “Guidebook for Developing a School Earthquake Safety Program” (FEMA 88), “Coping with Children’s Reactions to Earthquakes and Other Disasters” (FEMA 48), “Children and Trauma-The Schools Response Video” (0-0072), and others. These materials may be ordered at no cost by calling 1-800-480-2520. A “FEMA for Kids” website can be found at <http://www.fema.gov/kids>. Also available are no-cost, home study courses on emergency management related topics through the Independent Study Program at the FEMA National Emergency Training Center (NETC), 16825 S. Seton Avenue, Emmitsburg, MD 21727-8998. Additionally, a one-week course, “Multi-Hazard Safety Program for Schools” (E362) is offered in residence at the NETC campus. Students in attendance are provided no cost lodging and under certain circumstances reimbursed for the cost of travel to and from the campus.

[Back to Table of Contents](#)

District Wide Emergency Telephone Numbers

SCHOOL DISTRICT	714-8888
Steve Atwater	420-0975 (H)
Superintendent	240-7213 (C)
Sean Dusek	260-5372 (H)

<u>Assistant Superintendent, Instruction</u>	(C)
Dave Jones	539-5959 (H)
<u>Assistant Superintendent, Admin.Svc</u>	(C)
Laurie Olson	260-2687 (H)
<u>Accountant</u>	(C)
Tim Vlasak	335-0143 (H)
<u>Federal Programs</u>	(C)
Christine Ermold	260-5822 (H)
<u>Director of Elementary Education</u>	(C)
John O'Brien	776-6555 (H)
<u>Director of Secondary Education</u>	
Jim White	283-3774 (H)
<u>Director of Information Services</u>	398-1223 (C)
Dave Tressler	262-4127 (H)
<u>Director of Operations</u>	(C)
Nan Spooner	283-3235 (H)
<u>Pupil Transportation</u>	252-1877 (C)
Naomi Walsworth	283-2190 (D)
<u>Nurse Coordinator</u>	(C)
Clayton Holland	260-9224 (H)
<u>(Director of Pupil Services</u>	714-8899 (C)
Joann Riener	(H)
<u>Director of Human Resources & Public Info</u>	(814) 290-6318 (C)

<u>BOROUGH</u>	<u>262-4441</u>
Mike Navarre	714-2153(W)
Mayor	(H)
	(Pager)
	(C)
<u>Paul Ostrander</u>	714-2150 (W)
<u>Chief of Staff</u>	(H)
	(C)
<u>Scott Walden</u>	262-2097 (W)
	398-3533 (C)
<u>Emergency Mgmt. Coordinator</u>	262-3321 (Pager)
Julie Cisco	714-2350 (W)
<u>Risk Manager</u>	(C)
Brian Smith	714-2354 (W)
<u>Safety Manager</u>	(C)
Scott Griebel	262-4011 (W)
<u>Director of Maintenance</u>	(H)
Bruce Galloway	262-4011 (W)
<u>Borough Auto Maintenance</u>	262-5282 (H)
Rob Robson	262-9657 (W)
<u>Director of Public Works</u>	262-3178 (H)
	398-1144 (C)
<u>Vicki Janz</u>	262-9627 (W)
Dick Ragland	235-7897 (W)
<u>Borough Maintenance-Homer</u>	235-8448 (H)
Russ Barnard	224-5292 (W)
<u>Borough Maintenance – Seward</u>	288-3192 (H)
<u>STATE DOT</u>	<u>262-4412</u>
	<u>262-4414</u>
Carl High	235-6282 (H)
(C)	
Homer	235-5217

398-6859

Seward	224-3086
<u>BOROUGH ROADS</u>	
Central	262-2199
Pat Malone	262-4427 (W)
Homer	235-6321
Nikiski	776-5125
<u>TRANSPORTATION</u>	
Nan Spooner	283-3235 (H)
Pupil Transportation	252-1877 (C)
First Student – Soldotna	260-3557 260-3558
Chuck Boll	262-2772 (H) 398-3558 (C)
Ron Hammer	260-9101 (H) 398-3561 (C)
Laidlaw – Homer	235-7513
Joan Coppess	235-3841 (H) 398-3560 (C)
Seward Busing	224-3351 (W) (H)
<u>HEA OUTAGES</u>	
Sandra Ghormley	283-2324 (W)
Shareen Bock	283-2305 (W)
<u>LAW ENFORCEMENT</u>	
State Troopers, Cooper Landing	595-1233
State Troopers, Homer	235-8239
State Troopers, Moose Pass	288-3603
State Troopers, Ninilchik	567-3660
State Troopers, Seward	224-3346
State Troopers, Soldotna	262-4453
Homer Police	235-3150
Kenai Police	283-7879 or 283-7980
Seldovia	234-7640
Soldotna Police	262-4455
Seward Police	224-3338
<u>RADIO STATIONS</u>	
KZXX	283-3051 or 286-7625
KSRM/KSLD/KKIS/KWHQ	283-5821 283-9430 283-8700
Tim White, News Director	398-2633
KWAVE/KPEN/KGTL	262-6000 235-6000
KDLL PUBLIC RADIO	283-8433 or 283-3355
KWJG/KASILOF PUBLIC BRDCSTG	260-7702
KSWD/KPFN	224-5793
KBBI	235-7721
KSKA	562-2279

[Back to Table of Contents](#)

SOLDOTNA HIGH SCHOOL

8/23/13

STAFF EMERGENCY PHONE PLAN

WHEN ANYONE HEARS ABOUT AN EMERGENCY - MR. SYVERSON (262-6358) SHOULD BE THE FIRST PERSON TO BE CALLED. IF UNAVAILABLE, MR. GRAHAM (260-3664) SHOULD BE THE NEXT IN LINE.

Mr. Syverson will call Mr. Graham (260-3664) and Stephanie B. (260-6224)

Stephanie Bohrsen's Group

Bohrnsen	Dan	Work Co-Op	260-6224
Brennan	Tobin	Type M Teacher	398-6281
Fandel	Ria	Kitchen Manager	283-2238
Gardner	Kay	Attendance Sec	398-1304
Marquardt	Lori	Bookkeeper	262-9339
Ramponi	Jill	Teacher	394-6956
Roberts	Lance	Head Custodian	394-4584
Silta	Tracy	Nurse	260-8484
Swanson	Heather	Teacher	953-7575
Syverson	Lana	Teacher	262-6358
Treider	Nelma	Counseling Sec	394-2007
Wright	Paul	Theater Crew	262-8589

Kay Gardner's Group

Byrne	Jerry	Teacher	398-2265
Carlson	Bill	Teacher	394-8086
Gordon	Doug	Teacher	394-2473
Harbison	Dan	Teacher	262-2210
Johnson	Matthew	Teacher	701-238-6601
Jones	Sarah	Teacher	394-1589
Land	Christina	Sped/Aide	748-7410
Leck	Phillip	Teacher	1-701-260-3120
Nolden	Pat	Teacher	252-7288
Schneider	Vernel	Teacher	398-6583
Skjold	Eric	Teacher	262-7154
Weeks	Byron	Teacher	262-1363

Nelma Treider's Group

Billion	Jeanne	OT	598-3033
Brantley	Galen	Teacher	398-8862
Eby	Melissa	Pool	262-4145
Erfurth	Sara	Teacher	907-949-6518
Jorgensen	Rebecca	Speech	335-5611
Knoebel	James	Teacher	953-0990

Kornelis	Emily	Speech Therapist	394-3695
Murphy	Megan	Teacher	252-5905
Neisinger	Erin	Counselor	1-360-393-8555
Weissenberg	Olga	Aide	252-3317

Lori Marquardt's Group

Ames	Brooke	Sped/Aide	394-2372
Brown	Dan	Sped/Aide	252-0237
Burns	Stephanie	Teacher	953-9538
Cox	Stephanie	Teacher	260-7459
Emery	Dave	Teacher	262-0494
Justice	David	Teacher	394-7029
Kenagy	Emily	Teacher	503-504-4473
Laurion	Stuart	SS/Co-op	283-3266
Merkes	Renee	Teacher	252-7071
Nelson	Angie	School Psychologist	262-4828
Swaby	Beth	Teacher	252-9125

Jill Ramponi's Group

Allen	Alanna	Sped/Aide	936-488-9087
Bauman-Houglum	Linda	Sped/Aide	262-7578
Brant	Pricilla	Sped/Aide	953-4034
Foister	Tracy	Sped/Aide	398-4600
Hibpshman	Jody	Sped/Aide	335-0101
Keener	Steve	Sped/Aide	252-0879
LePule	Andrew (Tai)	Sped/Aide	260-3058
Mokracek	Maureen	Sped/Aide	953-2455
Sped Aide		Sped/Aide	
Walkden	Mikala	Sped/Aide	399-3068
Youngren	Patricia	Sped/Aide	953-7109

Lance Robert's Group

Augusto	Julio	Custodian	740-0574
Land	Joshua	Custodian	727-4839
Riley	Pensiri	Pool Custodian	252-2944
Smith	Jay	Custodian	398-2545
Thomason	Nicolle	Custodian	262-7297

Heather Swanson's Group

Bos	Meggean	Teacher	953-6869
-----	---------	---------	----------

Brown	Cheryl	Teacher	262-9373
Cotton	Emily	CTE	714-473-8100
Edwards	Dana	Teacher	420-4962
Erhardt	Isaac	Teacher	598-8067
Griffin	Margaret	Teacher	244-1184
Harris	James	Teacher	720-375-0094
McGlothen	Kristin	Teacher	503-369-3313
Minogue	Troy	Teacher	260-4056
Walton	Mathew	Teacher	283-3370
Whitmore	Bristol	Teacher	907-617-6858

Ria Fandel's Group

Covey	Fern	Kitchen Worker	907-690-0252
Hawkins	Raquel	Kitchen Worker	394-0980
Todd	Nancy	Cashier	262-4234

[Back to Table of Contents](#)

Pre-Incident Planning Guidelines

Note: Items must be updated annually by the Site Administrator, and copies submitted to the Assistant Superintendent for Operations and Business Management by 15 October.

- Acknowledge this position’s ultimate responsibility for site disaster preparedness.
- Be familiar with all aspects of site disaster plan.
- Review by October 15, disaster response procedures & non-structural hazard mitigation with all staff, including “Drop, Cover & Hold on,” Evacuation, “Shelter in Place,” and gunfire safety procedures.
- Survey staff for preference of emergency assignments
- Make tentative assignments with provision for absence.
- Select back-up Incident Commanders (in case of principal’s absence) & train to position’s responsibilities.

- Identify person with responsibility for after hours emergency check of facility with two back ups.
- Coordinate with leaders of all groups which use your site.
- Create buddy teacher list. Buddy teachers should be familiar with each other's assignment in case one is absent.
- Complete all necessary plans, lists, and maps in this section.
- Schedule date(s) for skills training and drills
- Update disaster procedures packet for all substitutes.
- Send parent information on preparedness at home/school each year by 30 October.
- Meet with the Disaster Volunteers at your site and integrate them into the plan.
- Meet with site safety representative, PTA safety chair, & custodian to:
 - Check bulk water for exchange date. Determine method of water distribution. If necessary, locate siphon pumps & directions.
 - Check inventory of supplies in container and classrooms.
 - Replace missing supplies & change batteries.
 - Post signs indicating parent request gates for emergency pickup.
 - Verify copies of Emergency Card are available—one in office, one in classroom and/or container, and that Emergency Cards are moved appropriately with class changes.
 - Plan monthly (elementary or middle) or quarterly (high school) emergency/disaster drills with verbal & written critiques.
 - Gather and organize written materials and supplies for response. Put individual job descriptions on clipboards with copies of necessary forms.

[Back to Table of Contents](#)

Campus Emergency Assignments

These assignments (in the left column) may be made in advance for purposes of training and exercises; however, these people may be unavailable at the time of an emergency, and new assignments will have to be made. Cross training is strongly encouraged. Key people on your staff should be familiar with all functions. **During an incident, positions will be filled as needed.** For extremely small staffs, fill assignments with available staff.

Pre-Incident	Position	During Incident Response
Todd Syverson	Incident Commander (IC)	Todd Syverson
Tony Graham	Alternates or Backups	Tony Graham
Roberts/Gordon	Building Manager (if not assigned, IC is responsible)	Roberts/Gordon
Stephanie Bohrsen	Public Information Officer (until district PIO arrives)	Stephanie Bohrsen
James Harris	Communications	James Harris
Dana Edwards	Operations Section Chief	Dana Edwards
Walton/Nolden/Carlson	Security	Walton/Nolden/Carlson
Erhardt/Minogue	Search & Rescue: S&R Team Leader	Erhardt/Minogue
Leck/Schneider/Skjold	S&R Team #1	Leck/Schneider/Skjold

Brantley/Johnson	S&R Team #2	Brantley/Johnson
	Note: Add more teams as needed. Size and complexity of campus determine number of S&R teams.	
Silta/Weeks	Medical Team Leader	Silta/Weeks
Emery/Erfurth/Burns	Triage	Emery/Erfurth/Burns
Silta/Weeks/Eby	Treatment	Silta/Weeks/Eby
Griffin/Neisinger/Whitmore/Jones	Personal Tragedy Team Leader	Griffin/Neisinger/Whitmore/Jones
Nelson, Angie	Psychological First Aid	Nelson, Angie
Justice	Morgue	Justice
Swanson/L. Syverson	Student Care Director (Will make assignments for sanitation, etc.)	Swanson/L. Syverson
Gardner	Student Release (Assign minimum of 2 each to Request Gate and Release Gate)	Gardner
D. Harbison	Planning/Intelligence Chief	D. Harbison
McGlothen	Documentation	McGlothen
Cox	Situation Analysis	Cox
M. Bos	Logistics Chief	M. Bos
Kenagy/Merkes/Treider	Staging: Supplies/Facilities/Equipment	Kenagy/Merkes/Treider
Bos/Merkes/Treider	Staffing	Bos/Merkes/Treider
Bohrnsen	Finance/Administration Chief (Activate this section for long-term emergencies or when directed by district.)	Bohrnsen
Marquardt	Timekeeping	Marquardt
Marquardt	Purchasing	Marquardt

For extremely small staffs, such as at specialized facilities, priority for assigning adults is as follows:

1. Incident Commander
2. Student Care:
3. Medical (as needed)
4. Student Release
5. Search & Rescue Team (2-person minimum)
6. Planning/Intelligence Chief
7. Logistics Chief

***Team Leader**

[Back to Table of Contents](#)

Communications

Responsibilities: This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.

Start Up Actions

- | |
|--|
| <input type="checkbox"/> Set up Communications station in a quiet location with access to the Command Post (CP). |
| <input type="checkbox"/> Turn on radios and advise CP when ready to accept traffic. |

Operational Duties

- | |
|--|
| <input type="checkbox"/> Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form. |
|--|

- Receive and write down all communications from the district or borough EOC.**
- Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.
- Maintain Communications Log: date/time/originator/recipient
- Follow communications protocol. Do not contact the city directly if the district EOC is available.
- Direct the media or the public to the Public Information Officer.
- Monitor AM/FM radio for local emergency news:

Central Peninsula	Homer	Seward	Moose Pass
KSRM – 920 AM	KGTL – 620 AM		
KPEN – 102.3 FM	KPEN – 102.3 FM	KPEN – 102.3 FM	KPEN – 102.3 FM
KWAVE – 103.5 FM	KWAVE-103.5 FM	KWAVE – 104.9 FM	KWAVE 104.9 FM
KKIS – 96.5 FM	KBBI – 890 AM		
KWHQ – 100.1 FM	KWHQ – 100.1 FM		
KZXX – 980 AM			
KDLL - 91.9 FM			

- | Closing Down |
|---|
| <input type="checkbox"/> Close out all logs, message forms, etc. and turn them over to Documentation. |
| <input type="checkbox"/> Return all equipment and unused supplies to Logistics. |

- | Equipment and Supplies |
|---|
| 2-way radios with spare batteries for each |
| AM/FM radio |
| Clipboard, Paper, and Pens |
| Table and chairs |
| File boxes, tote tray for outgoing messages |
| Site Status Report |
| Message forms |

In an emergency, we can not be certain of the viability of each of the communications mediums we utilize under normal circumstances. A district office communications office will be set to receive communications in the following manners. If one manner is unavailable, another method may be working.

<u>Telephone number</u>	Cellular numbers	<u>Facsimile numbers</u>	E-mail addresses
Steve Atwater 714-8835	420-0975 (H) 240-7213 (C)	262-9132	Intra district EOC Mailbox
Dave Jones 714-8857	539-5959 (H) (C)	262-5867	Inter district eoc@kpbsd.k12.ak.us During District Wide Emergencies, a Bulletin Board would be activated under the conference District wide information.
Sean Dusek 714-8837		262-5867	
714-8888		262-9645	
Dave Tressler 714-8820	262-4127(H) (C)	262-7165	

DISTRICT PHONES & EXTENSION #

(PLACE HERE)

[Back to Table of Contents](#)

Recommended First Aid Supplies:

4 x 4" compress: 200 per 100 students
 8 x 10" compress: 30 per 100 students
 Kerlix bandaging: 1 per student
 Ace wrap: 2-inch: 12 per campus
 4-inch: 12 per campus
 Triangular bandage: 24 per campus
 Cardboard splints: 24 each, sm., med. Lg.
 Steri-strips or butterfly bandages:
 50/campus
 Aqua-Blox (water) cases:
 0.016 x students + staff = # cases
 (For flushing wounds, etc.)
 Neosporin: 144 squeeze packs/campus
 Hydrogen peroxide: 10 pints/campus
 Bleach, 1 small bottle

Plastic basket or wire basket stretchers
 or backboards: 1.5/100 students
 Scissors, paramedic: 4 per campus
 Tweezers: 3 assorted per campus
 Triage tags: 10 per 100 students
 Latex gloves: 20 per 100 students
 Oval eye patch: 50 per campus
 Tapes: 1" cloth: 50 rolls/campus
 2" cloth: 24 per campus
 Dust masks: 25/100 students
 Disposable blanket: 10 per 100 students
 First Aid Books: 2 standard and 2
 advanced per campus
 Space blankets: 1/student and staff
 Heavy duty rubber gloves, 4 pair

Designated First Aid Responders

The following people have received accredited training, and at least one of them should be contacted while awaiting arrival of emergency medical services:

First Aid and CPR:

Name	Department	Extension	Date Certified
Tracy Silta	Nursing	7033	
Tony Graham	Administration	7025	
Todd Syverson	Administration	7023	
Pat Nolden	Science	7082	
Dan Harbison	Social Studies	7060	

CPR only:

Name	Department	Extension	Date Certified

[Back to Table of Contents](#)

Personal Tragedy Team Leader

Responsibilities: The Personal Tragedy Team Leader is responsible for the provision of emergency counseling, informs the Operations Chief or Incident Commander (IC) when the situation requires professional services that staff cannot provide, ensures that appropriate actions are taken in the event of suicide risk, death to family or friends, significant illness, or any other potentially traumatic event.

Start Up Actions
<input type="checkbox"/> Establish scope of event with IC and determine probability of outside professional support.
<input type="checkbox"/> Initiate the telephone tree to notify staff and alert them to time and place of initial meeting
<input type="checkbox"/> Make personnel assignments.
<input type="checkbox"/> Define the plan for the first school day to all staff. Ensure all staff members know to defer any media requests to the District Public Information Officer (PIO).
<input type="checkbox"/> Set up psychological crisis centers in a safe place, away from students and parents.
<input type="checkbox"/> Assess available inventory of supplies & equipment.

Operational Duties
<input type="checkbox"/> Oversee evaluation, care, treatment, and assessment of patients
<input type="checkbox"/> Make sure that accurate records are kept.
<input type="checkbox"/> Keep Incident Commander informed of overall status.

Closing Down
<input type="checkbox"/> At the Incident Commander's direction, release staff no longer needed. Direct staff members to sign out through Timekeeping.
<input type="checkbox"/> Return equipment and reusable supplies to Logistics.
<input type="checkbox"/> When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment and Supplies
Clipboard, Paper, and Pens
Tables and chairs
Medical Treatment Victim Log
Procedural Checklist for Suicide Prevention
First Responder Interview Form
Suicide Risk Assessment Worksheet
Student Safety No-Suicide Contract Form
Suicide Risk Incident Form

Designated Personal Tragedy Responders

The following people have received accredited training or in-service, and volunteered to serve on the Personal Tragedy Response Team.

Name	Department/Source	Specialty	Telephone
Todd Syverson	Administration	Principal	Work: 260-7000 Home: 262-6358
Tony Graham	Administration	Assistant Principal	Work: 260-7000 Home: 260-3664

Margaret Griffin	SoHi Counseling Dept.	School Counselor	Work: 260-7000 Home: 262-5450
Tracy Silta	SoHi Nursing Dept.	School Nurse	Work: 260-7000 Home: 260-8484
Matt Johnson	SoHi Athletic Dept	Athletic Director	Work: 260-7000 Home: 262-8838
Lana Syverson	SoHi Activities Dept.	Activities Director	Work: 260-7000 Home: 262-6358
Lance Roberts	SoHi Custodial Dept.	Head Custodian/ Core Team Member	Work: 260-7000 Home: 394-4584
Angie Nelson	KPBSD SpEd Dept.	School Psychologist	Work: 260-7000 Home: 283-3595
			Work: Home:
			Work: Home:
			Work: Home:
			Work: Home:

[Back to Table of Contents](#)

Public Information Officer (PIO)

Responsibilities: The Public Information Officer (PIO) acts as the official spokesperson for the site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. The news media can play a key role assisting the school in getting emergency/disaster related information to the public (parents), but the information released must be consistent, accurate, and timely.

<u>Start Up Actions</u>
<input type="checkbox"/> Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).
<input type="checkbox"/> Identify yourself as the “PIO” (vest, visor, sign, etc.)
<input type="checkbox"/> Consult with district PIO to coordinate information release.
<input type="checkbox"/> Assess situation and obtain statement from IC. Tape-record if possible.
<input type="checkbox"/> Advise the arriving media that the site is preparing a press release and approximate time of its issue.
<input type="checkbox"/> Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

<u>Operational Duties</u>
<input type="checkbox"/> Keep up-to-date on the situation.
<input type="checkbox"/> Statements must be approved by the IC and should reflect:
•Reassurance — EGBOK — “Everything’s going to be OK.”
•Incident or disaster cause and time of origin.
•Size and scope of the incident.
•Current situation — condition of school site, evacuation progress, care being given, injuries,

student release location, etc. Do not release any names.
•Resources in use.
•Best routes to school if known and appropriate.
•Any information school wishes to be released to the public.
<input type="checkbox"/> Read statements if possible.
<input type="checkbox"/> When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
<input type="checkbox"/> Remind school site/staff volunteers to refer <i>all</i> questions from media or waiting parents to the PIO.
<input type="checkbox"/> Update information periodically with IC.
<input type="checkbox"/> Ensure announcements & other information is translated into other languages as needed.
<input type="checkbox"/> Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down
<input type="checkbox"/> At the Incident Commander’s direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
<input type="checkbox"/> Return equipment and reusable supplies to Logistics.
<input type="checkbox"/> Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment and Supplies
Vest or position identifier if available
Battery operated AM/FM radio
Paper/pencils/marketing pens
Scotch tape/masking tape and scissors
School site map(s) and area maps
• 8-1/2 x 11 handouts
• Laminated poster board size for display
Disaster Public Information Release Work Sheet and Sample Public Information Release

[Back to Table of Contents](#)

Fire Prevention/Mitigation

GENERAL PRACTICES

Exits, including halls, corridors, aisles and doorways, are clear of any storage or obstructions. Emergency exits signs are illuminated. A 24” clearance is maintained between the ceiling and the tops of shelves or cabinets. A reminder notice is posted to “shut down” coffee pots, space heaters, radios, etc. at the end of each day.

FLOOR PLANS

Floor plans must be posted on each classroom door, marked in color with evacuation routes and muster locations.

FIRE EXTINGUISHERS

Where potential for fire is especially high, such as supply rooms, consider installing additional fire extinguishers. Fire extinguishers should be mounted on the wall. Instructions for the use of fire extinguishers are printed on the side of the extinguisher.

PAPER

Do not accumulate quantities of discarded files or other paper trash in your office or storage area. Pay special attention to housekeeping in departments that produce lots of trash, such as duplicating machines, mailing and receiving rooms, and computer rooms.

SOLVENTS

Do not store large quantities of flammable solvent, duplicating fluids, or other combustible fluids. Limit yourself to a short-term supply and store it in a safe, cool location, tightly capped.

ELECTRICAL APPLIANCES

Keep electrical appliances in good repair. Do not use extension cords as a permanent electrical outlet. Ensure extension cords and power strips are commercial grade and rated appropriately for the size of the appliance. Shut off and unplug portable heaters, coffeepots and other small appliances each evening as you leave the office, report unsafe conditions to the maintenance department.

SITE FACILITY CHECK/SECURITY (EMERGENCY FLOOR/WING COORDINATORS)

Site Facility Check/ Security	Name	Phone Number
1 st Floor Ed Wing/Primary	Meggean Bos	260-7000 ext 7038
1 st Floor Ed Wing/Alternate	Heather Swanson	260-7000 ext 7027
2 nd Floor Ed Wing/Primary	Dan Harbison	260-7000 ext 7060
2 nd Floor Ed Wing/Alternate	Eric Skjold	260-7000 ext 7078
Voc Ed/Swim Wing/Primary	Galen Brantley	260-7000 ext 7053
Voc Ed/Swim Wing/Alternate	Doug Gordon	260-7000 ext 7051

[Back to Table of Contents](#)

CUMULATIVE FOLDERS

Cautions about Cumulative Records:

Guidelines for Instructional Staff in Complying with the Family Educational Rights and Privacy Act (FERPA) should be reviewed before sharing information from the cumulative records.

- No students, parents, volunteers, or aides are to handle cumulative records at any time.
- Cumulative records are confidential and are to be treated accordingly.
- **Cumulative records must never be taken off the school grounds or left in classrooms overnight.**
- Information contained within the cumulative records may be accessed by school employees who are actually involved in making an educational decision about a student.

USE ONLY LEGAL NAMES OF STUDENTS ON LEGAL RECORDS. DO NOT USE NICKNAMES.

GUIDELINES FOR INSTRUCTIONAL STAFF IN COMPLYING WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Educational Rights and Privacy Act (FERPA) was enacted by Congress in 1974 to allow parents access to the educational records of their children and to protect the privacy of those records. The rights guaranteed to parents and eligible students include:

1. The right to inspect and review the student’s educational records upon request.

2. The right to request the amendment of the student's educational records if it is believed to be inaccurate misleading, or inappropriate.

3. The right to consent to disclosures of personally identified information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

4. The right to restrict the release of directory information.

5. The right to file a complaint with the U.S. Department of Education of alleged failures of schools to comply with the requirements of FERPA.

The guidelines provided below are given to assist instructional staff members in maintaining compliance with FERPA.

1. Care should be exercised in generating accurate, legitimate, and appropriate records, files, and documents which contain information that is directly related to a student. These are considered educational records and are eligible for inspection and review by the parent or eligible student.

2. Personal notes generated as an aid to memory are not considered educational records as long as they are kept private by the maker of the record or shared only with a substitute or intern. If shared with others, they are considered student educational records.

3. Employees of KPBSD have access to a student's educational records without parental permission only if they have legitimate educational interest. Legitimate work-related educational interest is defined as participation in making decisions about the student's educational program. Therefore, discussing information from a student's record in an open forum may be a FERPA violation. Accessing the record of a student for whom no legitimate educational interest exists is a violation of FERPA. Note: This includes accessing information for relatives, neighbors, friends, or the employee's own children.

4. Discussions with others based on information from student records or for the purpose of generating a record should be conducted in a manner which maintains privacy for the information. Specifically, if student and/or parent conferences are being conducted to discuss grades, test scores, or other data contained in the records the session should not be held where others can hear. The same is true of meetings to generate student performance plans, individual education plans, or limited English proficient plans.

5. Caution should be used in discussing or sharing information from records with anyone other than the parent who controls access to the records. Except for exceptions noted in the law, access to or the release of any personally identifiable information without the written consent of the parent or eligible student is prohibited.

6. Students should never be involved in tasks that grant them access to the records of other students. Specifically, students should not grade tests, enter grades in the grade book, file graded papers, file documents in cumulative folders, handle standardized test results, or be assigned similar jobs.

Cum records for each student are to remain in the records office. If you need to add grades and/or attendance at the semester and/or the end of the school year, check with the records secretary. Be sure they are returned to office and locked up before you go home. Students who withdraw part way through the year should have their attendance and grades updated immediately.

[Back to Table of Contents](#)

CUSTODIAL ASSISTANCE

The custodians are available for assistance when needed. They have a large responsibility that we should not overlook. Please try to help by picking up the general classroom before you leave each night. Feel free to leave a note for them if you have a special area that you would like to address. The head custodian will make the necessary plans for any maintenance issues that you have in the classroom. Please contact them by email with your concerns. If you notice an unsafe or facility issue that presents a problem, please notify the head custodian or building administrator as soon as possible.

[Back to Table of Contents](#)

DELAYED SCHOOL START

In the event that school is delayed, all staff is expected to make every attempt to report to school at the regular starting time.

[Back to Table of Contents](#)

DISCIPLINE

DISCIPLINE **A POSITIVE COOPERATIVE APPROACH**

Soldotna High School believes that to deal with student misbehavior, it is necessary that teachers, counselors, administrators and parents must present a unified front. Cooperative discipline procedures can be effective when they are firm and fair.

Four basic assumptions support the design of a systematic approach:

1. The need for a guidance/discipline system that establishes guidance/discipline as a team approach involving the cooperative efforts and talents of the entire professional staff of teachers, counselors, administrators and parents.
2. The need for a totally integrated guidance/discipline system clearly states its goals and objectives, organization, responsibilities and operational procedures.

3. The need for a guidance/discipline system that recognizes the potential of the classroom teacher as the highest level of guidance and discipline because of the teacher's proximity and availability to students.
4. The need for a guidance/discipline system that provides for the continuous collection, monitoring and retrieval of data from all levels of guidance.

A systematic approach will enable the school to use the complete staff to help students to alleviate or solve some of their problems, modifying their behavior and releasing their potential abilities. At each level of the system (teacher level, counselor level, etc.), certain procedures will be followed and data gathered in the process of guidance/discipline. When the efforts at a given level have been exhausted, and progress toward a solution is at a standstill, procedures can then be initiated to move the data and leadership for guidance to the next level.

The recommended system has been structured to identify three general areas that we often find ourselves concerned with in the educational process. These are: 1) Academic, 2) Attendance, and 3) Conduct. These areas and levels, carefully defined, properly coordinated, and closely followed, provide the basic framework that, when coupled with the cooperative efforts of a professional staff, we hope will result in a more successful guidance/discipline program for Soldotna High School.

Description of level responsibilities:

Level I - Teacher Directed.

At this level, the teacher is the initiator and director of guidance/discipline. Advice and counsel may be solicited from the other levels while retaining guidance/discipline leadership. The majority of guidance/discipline will be performed at this level because of the teacher's proximity and availability to students. If, after a reasonable amount of time and effort, little positive progress has resulted, a request may be made to transfer guidance.

Disciplinary Action: In order to maintain a firm and fair relationship, the teacher should give a student warning at the time of first offense. Tone of voice and facial expression are significant factors when giving warnings. If the student continues to exemplify disruptive behavior, the teacher should present him with several options/choices (without engaging in a verbal argument), and let the student choose one immediately. To punish a student for class disruption, the following disciplinary options would be appropriate:

1. Take away classroom privileges for a specified period of time (e.g., hall passes).
2. Isolate student temporarily (within the classroom).
3. Change seats for a specific period of time.
4. Have student give up a few minutes of free time during the course of the day.
5. Contact parents.
6. Fill out PINK SLIP and transfer to Level II or III, depending on situation.

Level II - Counselor Directed.

At Level II, the primary direction will be toward guidance, and the leadership will now rest with the counselor, but in no way does this release the teacher from involvement. As in the other levels, additional school personnel (i.e., nurse) may be involved, but only as the counselor determines necessary. Certain paths will now be open to assist in diagnosis and guidance for the students that were not previously available at Level I. Should efforts at this level fail to alter the discrepancy that exists in the behavior of the student, the guidance leadership may be transferred to Level III. The transfer will be accompanied by all previously gathered data.

SPECIFIC: The counselor's specific responsibilities as they pertain to Level II are as follows:

1. Provide the teacher with specific suggestions for possible solution of the problem.
2. Provide regular in-depth counseling and guidance for identified student.
3. Review and secure statistical and evaluative data to aid in resolving the problem presented by the student.
4. Consider possible schedule changes.
5. Secure the assistance of District and outside agencies.
6. Strengthen the home-school relationship as a neutral liaison and coordinate the efforts of all involved teachers.
7. Upon referral from the assistant principal, establish communication with the home to alleviate specific attendance problems.
8. In specific cases, to document, by written communication to the parents, the school's assessment of growth and continued areas of concern.

Level III - Administrator Directed.

Guidance at this level may be difficult because of the obvious distance that exists between the administrator and the actual situation, but the direction followed by the administrator will be primarily that of discipline.

USE OF INTERACTION SLIPS

When a student is issued an interaction, he/she will be called into the office to confer with the administrator, and appropriate action will be taken. **It is also required that the teachers make home contact, and record the disposition of that conversation whenever an interaction is issued to a student. A phone log should be kept to record such calls. Administration will also call home and discuss the issue with the parents. It is very important that the parent be contacted by both the teacher and administration.**

Disciplinary action may result in one of the following:

- A. Reprimand
- B. Loss of extracurricular privileges (i.e., school dances, etc.)
- C. Detention
- D. SUSPENSION
- E. Other

The controlled passage of guidance/discipline leadership from level to level is not a lock-step system. Guidance and discipline can begin at any level as determined by the gravity of the situation, and can proceed in a reverse order as determined by those involved. The administration will:

1. Review all previous level data with teacher and counselor for the purpose of determining effective methods for changing the student's behavior.
2. Utilize and direct the combined efforts of the teacher-counselor-administrator team.
3. Continue to use those methods that have proved successful with students so that extreme administrative measures can be avoided; that is, those measures that would remove the student from the educational process.

TWO-FOR-ONE POLICY: In an effort to reward the desired behavior and create a more positive approach, it is recommended that for every interaction filled out on a student, the teacher will fill out *two* Certificates of Merit (available from Mrs. Gardner), and turn into the appropriate administrator, who will, in turn, call the student into the office and be given a pat on the back.

[Back to Table of Contents](#)

DISCRETIONARY FUNDS

Teachers are allotted \$200 discretionary monies each year. Forms must be submitted prior to May 31 to receive reimbursement. Teachers do not need prior permission for reimbursement of these items. Forms are available on the District Website.

[Back to Table of Contents](#)

DISTRICT FORMS

The district has most all of their required forms available on the District Website. If you do not find the form you are looking for, please contact the school office for a copy.

[Back to Table of Contents](#)

DISTRICT MEDIA CENTER

Whether you are a new educator to our district or a veteran, we would like you to know about the District Media Center (DMC). We are eager to get to know you and are looking forward to providing supportive materials for your educational program.

WHAT IS THE DISTRICT MEDIA CENTER?

The District Media Center (DMC) houses videocassettes, video/laser discs, compact discs, kits, models and other media, which are available for loan.

WHERE ARE MATERIALS LISTED?

Our catalog is online at <http://dmc-www.kpbsd.k12.ak.us>

HOW DO YOU ORDER MATERIALS?

You may reserve materials up to 11 months in advance. You may book online at <http://dmc-www.kpbsd.k12.ak.us>, by phone, fax, or email orders to the DMC. The ordering fax# is 262-8439; the district email address is DMC. The phone number is 714-8886.

HOW DO YOU RECEIVE MATERIALS?

Media is mailed or delivered by plane or school district truck using the following schedule:

MON.	Sterling, Cooper Landing, Moose Pass, Seward, Tebughna, Hope
TUES.	Port Graham, English Bay, Susan B. English, McNeil Canyon, Razdolna, Voznesenka, Kachemak Selo and all Homer Schools including Homer Charter
WED.	Tustumena, Ninilchik, Chapman, Nikolaevsk
THURS.	All Kenai and Nikiski Schools including Aurora Borealis
FRI.	Central Office and Soldotna Schools

HOW LONG CAN YOU KEEP THE MATERIALS?

All materials in the DMC are checked out for a maximum of two weeks except multiple copies of books and large kits. Multiple copies of books are checked out for up to a month and large kits are checked out for up to three weeks. If you know that you will not need the materials for the maximum amount of time, please book them for a shorter period.

ARE BROWSERS WELCOME?

Yes! Feel free to come to the DMC and pick out your own materials. The DMC is located across the street from Soldotna Elementary at 143 Park Avenue. The DMC is staffed by **Bob VanDerWege** (District Media Specialist; Cindy Nagle (Administrative Secretary). It is open from 7:30 a.m. until 5:30 p.m., Monday through Friday. We are open the first Saturday of each month from 10: 00 a.m. - 2:00 p.m., except for holidays, in which case the Saturday opening will forward to the following weekend.

WHAT IF YOU HAVE A QUESTION?

Each of the staff members has a mailbox on Outlook. We can also be contacted through our phone number, 714-8886; our mailing address, District Media Center, 143 E. Park Ave., Soldotna, AK 99669; through the inter-school mail or by fax, 262-8439 or through district email at DMC.

[Back to Table of Contents](#)

DIVISION OF ADMINISTRATIVE DUTIES

PRINCIPAL

Budget and Finance
Public Relations
Classified - Aides/Nurse
Classified - Secretarial/Kitchen
PTSA
Site Based Decision Making Council
Supplies and Equipment
Intervention
Curriculum/Evaluations
a. Vocational Education
b. Dance
c. Math
d. Language Arts
e. Music
f. Art
g. Health & Physical Education
h. Counseling
i. Technology
j. Quest
Staff Development
Athletics/Activities
Staff Handbook
Master & Student Scheduling
Commencement
Building /Room Use

ASSISTANT PRINCIPAL

Discipline - Grades 9 - 12
Attendance/Tardies
Buses
Classified - Custodians/Teen Rec/Tech Spec
Curriculum/Evaluations:
a. Photography
b. Computer Science
c. Counseling
d. Business Education
e. Social Studies
f. Science
g. Media Center
h. Home Economics
i. Special Education/Intensive Needs
j. World Language
Athletics/Activities
Student Handbook

ACTIVITIES DIRECTOR

Activities/Clubs/Organizations
Student Government
Activity/Master Calendar
Renaissance
Galaxy
Dance
Fund Raising
Cheerleaders

ATHLETIC DIRECTOR

Eligibility
Athletics
Athletic Calendar

DUTY SUPERVISION

The purpose of duty supervision is to assist in monitoring the halls before and after school, as students under our care must be supervised. Lunch hours will be covered by administrators, athletic director, activities director and counselors. The morning schedule will be from 7:30 AM to 7:45 AM. The afternoon schedule will be from 2:25 PM to 2:40 PM. Assigned staff will be expected to be on duty daily for the entire time period. **Each week, Kay Gardner will post a new assignment sheet in the Faculty Lounge.**

We expect that all staff will supervise students during all passing times. Please be in the halls whenever possible during breaks, and usher students to their next class. Please be aware that you are expected to be where you are assigned. Please be on time. Students are not to smoke or chew in the school or on school grounds. Watch for large numbers of students congregating.

[Back to Table of Contents](#)

DRESS CODE

All staff should dress in a professional manner. Certain job responsibilities may require protective clothing or clothing suitable for recreational/ vocational activities.

[Back to Table of Contents](#)

EMPLOYEE SAFETY PROGRAM

The school district has developed safety programs and a critical incident plan for all of its employees. At the beginning of school, you will be in-serviced on all of these programs. Please be an active participant and work to ensure a safe and productive work environment. Should you ever notice an unsafe situation, please report that to the school office or head custodian. We must all work together to make these programs a success. District safety plans are located in the main office. These plans are for your information and use. You need to know the location of the safety plans and the contents of each.

1. Hazardous Communication Plan
 - a. Lists of all know chemical and physical agents present in the Materials Safety Data Sheets (MSDS) book.
 - b. The school districts container-labeling policy.
 - c. MSDS and Physical Agents Data sheets (PADS) are located in the main office file and the head custodian's office.
2. Emergency Fire Prevention Plan

- a. Room evacuation procedures and escape routes.
- b. Plans and list of persons responsible for Emergency Management.
- 3. The School and District Accident Prevention Program
- 4. Respiratory Protection Program
- 5. Chemical Hygiene Plan
- 6. OSHA Physical Agent Data Sheets
- 7. Hazardous Waste Logs
- 8. Exposure Control Plan
- 9. Critical Incident Plan

[Back to Table of Contents](#)

**EVALUATION OF LOCAL ADMINISTRATORS
AND OTHER SUPERVISORY PERSONNEL**

In compliance with the Department of Education Rules and Regulations, Chapter 19, Sections 19.010 through 10.50, an evaluation program is established that provides for the evaluation of local administrators and other supervisory personnel by teachers.

The primary philosophy underlying the administrative evaluation must always be the improvement of instruction, the development of competencies, and professional growth and development.

Each teacher is not required, but is encouraged to sign the evaluation form. The evaluation is to be completed annually prior to January 31.

The administrator shall sign the evaluation report signifying only that he has seen each evaluation. Opportunity for the administrator’s comments shall be provided. The evaluations are to be reviewed by the administrator and filed in the District Superintendent’s office no later than February 28. Central Office staff will compile the results and a copy will be placed in the 201 file.

[Back to Table of Contents](#)

EVALUATION OF TEACHERS

The teacher evaluation process will be reviewed at our onsite *in-service at the beginning of the school year*. The following evaluation due dates have been set by Central Office:

September 7	Professional Growth or Partnership Plans due to administrator
November 1	Tenured teachers on Needs Improvement from previous evaluation
December 1	Non-tenured teachers
February 8	Tenured teachers on clinical supervision Midyear Professional Growth Plan
April 1	Notify Human Resources of possible non-retention
April 15	Non-tenured teachers. Recommendation for tenure.
May 1	Final Professional Growth or Partnership Plan

[Back to Table of Contents](#)

EVALUATION RESPONSIBILITY

Principal

James Harris
Doug Gordon
Eric Skjold
Heather Swanson
Sara Erfurth
Troy Minogue
Stephanie Cox
James Knoebel
Sarah Jones
Renee Merkes
Vernel Schneider
Isaac Erhardt
Margaret Griffin
Erin Neisinger
Matt Walton
Tony Graham
Dana Edwards
Bill Carlson

Kitchen Staff
Melissa Eby
Nelma Treider
Stephanie Bohrnson
Stuart Laurion
Patti Youngren
Rebecca Jorgensen
Paul Wright
Lori Marquardt
Maureen Mokracek
Resource Officer
Alanna Hutto
Priscilla Skinner

Sped Aide

AssistantPrincipal

Byron Weeks
Lana Syverson
Kristin McGlothen
David Justice
Megan Murphy
Dave Emery
Dan Harbsion
Phil Leck
Meggean Bos
Pat Nolden
Galen Brantley
Matt Johnson
Jill Ramponi
Bristol Whitmore
Stephanie Burns
Cheryl Brown
Emily Kenagy
Beth Swaby

Custodial Staff
Tracy Silta
Olga Weissenberg
Tracy Foister
Kay Gardner
Jody Hipbshman
Steve Keener
Land, Christina
Brooke Ames
Andrew (Tai) Lepule
Dan Brown
Linda Bauman-Houglum
Mikala Walkden

[Back to Table of Contents](#)

FACULTY ABSENCES

It is the teacher's responsibility to attempt to arrange for a substitute when needed. All substitutes must be on the approved substitute list provided by the district. (**Lists in FIRSTCLASS, Conferences, Sub Lists**)

Contact the school office as soon as you know that you will not be able to attend school. Prearranged substitutes should be made well in advance. In the event that you are unable to retain a sub for the day, contact the school office as soon as you can in the morning. Since unexpected absences illness or injury can occur, detailed lesson plans should be available for your substitute. A general folder should be created with attendance sheets, seating charts, daily schedules, a map of the school, duty schedules, emergency procedures for your room, and other necessary information. We want a substitute to have all the information they need to make the day productive for students.

[Back to Table of Contents](#)

FACULTY LOUNGE

The faculty lounge is a common area for everyone. Please make sure you clean up after yourselves on a daily basis. Clean up your area after you eat lunch, put dishes away and if need be, wipe down the tables. From time to time, we will use that area for meeting purposes and a clean room is necessary.

[Back to Table of Contents](#)

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

The Family Rights and Privacy Act afford parents certain rights with respect to their student's education records. They are:

- The right to inspect and review the student's education record within 45 days of the day the School District receives a request for access.
- Parents should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parent of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent believes is inaccurate or misleading.
- Parents may ask the Kenai Peninsula Borough School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent, KPBSD will notify the parent of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent when notified of the right to a hearing.

- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interest. A school official is a person employed by the KPBSD as an administrator, supervisor, instructor, or support staff member (including health staff); a person serving on the School Board; a person or company with whom the KPBSD has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent serving on an official committee, or assisting another school official in performing his or her tasks.

- A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School Corporation to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, D.C. 20202-4605

[Back to Table of Contents](#)

FIELD TRIPS

All school activities away from the building must have administrative approval. Field trips lasting two or more days and involving overnight accommodations are the responsibility of the principal and staff. They need approval of the Executive Director of Instruction thirty (30) days prior to the planned excursion. Extended trips with overnight stays must be planned in advance and requests shall be forwarded to the Executive Director of Instruction three (3) months prior to the planned excursion.

Anytime you will be taking a group of students out of school for any type of trip, you are required to submit a list of all those students to the office in order to obtain prearranged absence slips for the students. Each student will complete the prearranged absence form and return it **to the sponsor**. The sponsor will then submit the completed list to the attendance office before leaving for the given activity. Students not completing prearranged forms may not be excused from class for the activity.

The parent must sign an official school trip form when the students are taken off the peninsula. The office furnishes these forms and the sponsor is responsible for getting the forms signed.

General Philosophy: The Board of Education considers school-sponsored student group trips part of the educational program. Generally, trips are sanctioned if they have a specific educational value and are designed to enrich the educational program. The Board recognizes there is much to be gained by opening the community and the world around us to an environment for learning.

Carefully planned student educational trips that operate in conjunction with and help to embellish the regular instructional program are encouraged. However, prolonged guided tours that are mainly recreational or of little educational value will not be sponsored.

Routine Field Trips: Field trips within the community and to places that can be reached in one day are classified as routine field trips. It is the duty of the local administrator to establish procedures for evaluating trips to determine if they are consistent with educational goals, budgetary allowances, safety of students, and the overall operation of the school. Such trips will not be more than one day in length. A memorandum of such field trips is to be submitted to the Superintendent, Instructional Services for purposes of information.

All classes held off the school property (including nature walks) are to be treated as field trips. The following steps should be completed. (Forms are in the lounge.)

Complete a field trip form and have it approved by the principal.

1. All excursions requiring buses should be approved at least two weeks in advance. The office will arrange for buses.
2. After office approval, the teacher will send home permission slips. Please use the standard district form that is provided. Permission slips are to be signed and returned to the teacher.
3. Teachers are to notify the cafeteria two days in advance if your class will not be eating lunch at school.
4. Fund raising activities and/or parent support must support all field trips. There is **no money budgeted** for field trips. Funds needed to facilitate the field trip (admission fees, ferry service costs, etc.) must be requested two weeks in advance of the activity.
5. Field trips lasting more than one day outside the community or by air or boat must be approved by the school board. Therefore, they must be submitted to the principal 30 days in advance.

[Back to Table of Contents](#)

FINES

How to assess fines for damaged and lost textbooks:

The form *SoHi Book Sign Out* (Addendum H) should be used when textbooks are issued to students. Students should write their name, book number and the condition of the text in terms of:

NEW	Full, original price
GOOD	Two-thirds of the original price
USABLE	One-third of the original price

DAMAGE TO TEXTS - If the classification of a text is reduced one step during the school year, there will be no charge for damage, since one step amounts to normal depreciation. Fines will be collected when the classification of a text for each step reduction occurs in EXCESS of the anticipated one-step reduction due to normal depreciation. EXAMPLE:

Issued NEW, returned USABLE - The fine of one-third of the original cost of the text because there is a reduction of one step in EXCESS of the anticipated one-step reduction.

Issued NEW, returned UNUSABLE - the fine of two-thirds of the original cost of the text because there is a reduction of two steps in EXCESS of normal depreciation.

LOSS OF TEXTS - If a text was issued and classified as GOOD and later lost, the charges would be two-thirds of the original price of the text. If loss occurs after five months from the date of issue, discount should be given for normal depreciation. Normal depreciation is a reduction of one step during the school year. EXAMPLE:

Issued NEW, returned GOOD - A case of normal depreciation for one school year.

Many cases arise which do not fit neatly into the patterns outlined above. In such cases, the teacher in determining amounts to be collected should exercise fairness and equitable adjustment in light of the above. In all cases, try to reach the basic appreciation and respect for government and personal property. Such respect is necessary to good citizenship.

When a book is lost, the student is to pay for that book. If it is later found, he will be reimbursed. Check with the Assistant Principal when you have questions on textbook prices.

[Back to Table of Contents](#)

FIRE DRILLS

Appropriate fire drill exit plans will be posted in all classrooms. The teacher should review appropriate fire drill procedures with their classes. It is essential to escort students out of the building as quickly and safely as possible under the conditions that exist.

The teacher is responsible to ensure that his/her classroom is empty upon his/her departure. The teacher is to lock the door upon exiting the room. The teacher is to accompany the class all the way out of the building via the exit plan. **Teachers will take attendance once they have reached their designated area.** The teacher is to stay with his/her class until the signal is given indicating the drill is over.

Prescribed by State law, drills will be conducted once per month. Your help is required to move all students out of the building quickly and smoothly.

[Back to Table of Contents](#)

GRADES AND GRADE BOOKS

All teachers will use Grade-Quick and Power School to record grades. Please keep accurate records of attendance and the number of times tardy. **All grades must be posted weekly and current each Monday throughout the school year.** The District will keep back-ups of all grades so we will no longer need to keep hard copies and/or two grade books.

At the end of the quarter, you will be required to enter your grades via Power School and/or Web-Link. The counseling department issues timelines and instructions regarding grade input and grade verifications.

[Back to Table of Contents](#)

INSTRUCTIONAL GUIDELINES

The importance of the teacher in the school organization cannot be over-emphasized. Teaching is an art and a science.

A teacher must be able to exhibit a thorough knowledge of the subject matter in his/her field, and exhibit a well-balanced general knowledge of all related areas. S/he must be sympathetic to

other areas of the school curriculum. S/he must be able to exhibit knowledge of the psychology of learning, and show patience with, understanding of, and interest in all the pupils.

To carry out his/her responsibilities, s/he is encouraged to know the community and participate in its activities. Especially, s/he should become acquainted with the parents of the students.

Teachers are part of an educational team. They are employed to work under the supervision of principals, and are expected to carry out the mandates of the board. They should be continuously aware of the district's statement of philosophy, and plan their instruction to fulfill the goals outlined in the statement. While they are invited to participate in the development of policies and regulations, they are expected to follow decisions made by the board.

[Back to Table of Contents](#)

DUTIES

1. Be responsible for the care, discipline and instruction of pupils assigned to their classes, and for any or all pupils assigned to the school.
2. Plan their instruction around the essential needs of the pupils as defined in the district's statement of philosophy.
3. Assist in the supervision of pupils in hallways during the passing of classes and during the periods before and after school as they are entering and leaving the building. Part of their responsibilities, as an instructor is to teach young people to respect property and the physical facilities of the district.
4. Work with the teacher aides, when applicable, assisting them in their work with children, and delegate to them, with the approval of the principal, those responsibilities and duties which they can carry out.
5. Make and enforce by reasonable means their own rules and regulations necessary and proper for the internal regulations and control of the respective classrooms, subject to the approval of the principal.
6. Maintain control of the pupils by reasonable and proper means.
7. Assist pupils in learning habits of cleanliness; discourage the use of profane and improper language, encourage neatness in dress, and urge pupils to be well groomed.
8. Be neat in their appearance: properly dressed and groomed. They should use language appropriate to the classroom, avoiding profanity and offensive language.
9. Respect the regulations and requirements of the board the administrators, and cooperate with the supervisors appointed by the board. They should consider all the suggestions and directions of the administrators as given by authority of the board.
10. Be on duty at the time and place assigned by the principal, and shall notify the principal if they are not able to carry on their duties as assigned.
11. Faithfully and punctually keep a register of the enrollment, attendance and other required statistics of classes. They shall also keep a record of the scholastic record in books and/or cumulative records, etc., provided for the purpose, in accordance with the regulations as established by the principal.

12. Be responsible for all books, supplies and equipment provided by the board for use of the pupils in the room under their charge.
13. Keep posted on up-to-date methods of classroom instructions, and methods of presentation of subject matter.
14. Be aware of and follow the policies of the board and regulations of the administrators.
15. Report to the principal in the prescribed manner any accident or injury to pupils under their supervision.
16. Notify the principal of any/all drug and/or alcohol violations at school and/or on field trips on the day of the infraction.
17. Notify the principal as early as possible if they will be absent from school during their duty hours.
18. Attend all meetings called by the administrators or supervisors, unless specifically excused.
19. At all times, have adequate materials prepared for a substitute teacher, including class enrollments, seating charts, schedules and lesson plans.
20. Not permit strangers to take students out of class or take them off school property. Teachers shall make known to the principal any quest of this type.
21. Become aware of all district regulations and state laws and regulations pertaining to their employment.
22. Provide counseling to students in need or refer students to proper person or agency for counseling when necessary.
23. Carry out other duties as requested by supervisors to maintain the district educational program.
24. Be sensitive to students' feelings and needs.

[Back to Table of Contents](#)

INTERVENTION TEAMS

Each school shall establish an Intervention Team as prescribed by the school district. Each school shall decide its composition and responsibilities. Questions regarding Intervention Teams should first be directed to the building administrator and then to the Special Services Department. The Curriculum and Assessment Departments will answer questions in the cases of Retention and/or Promotion.

[Back to Table of Contents](#)

KENAI PENINSULA EDUCATION ASSOCIATION

All questions regarding membership, benefits, and rights should be directed to the building reps or the union officers.

[http://www.kpea.net/
Negotiated agreement](http://www.kpea.net/Negotiated%20agreement)

[Back to Table of Contents](#)

KEYS

The purpose of this policy is to ensure care and safety of school property. Careful control of keys is necessitated by the fact that the loss of a key or the unauthorized use of a key can result in large expenditures for modification of hardware and/or replacement of stolen or vandalized property. **Keys should not be given to students for student use.**

The school will issue keys to employees and will require all employees receiving keys to sign a key receipt for it. Keys will be issued on a school term basis not to exceed ten months.

When it is necessary for a teacher to possess school keys during summer vacation months, such keys will be reissued for that period only.

[Back to Table of Contents](#)

GENERAL REGULATIONS:

- An employee is required at all times to safeguard keys issued to him.
- An employee shall not loan keys to students or fellow employees for any reason.
- Loss of keys shall be reported in writing immediately. Restitution for such loss may be required of the employee based upon the circumstances and the cost of restoring security.
- Principals and supervisors are responsible for repossessing school keys when an employee terminates.
- No employee shall have a key duplicated. Unauthorized copying of keys may be considered justification for dismissal.
- Keys should not be left unattended in an office or classroom.
- The building administrator or his designee must maintain a key record for all locked areas within individual buildings.

[Back to Table of Contents](#)

LEAVE

All employee absences must be reported. The District uses a variety of procedures and forms, depending on the policy and/or negotiated agreement(s). There are two processes for reporting leave usage: the time/leave sheet and the electronic reporting process.

LEAVES REPORTED ON TIME/LEAVE SHEET

The types of leave reported on the time/leave sheets are as follows: sick, annual, personal (except personal leave surrounding a holiday), instructional, in-service, co-curricular, jury, and staffing.

SICK LEAVE

Sick leave is covered in negotiated agreements. Routine medical appointments are not spoken to in negotiated agreements. Employees should make every effort to schedule appointments at the end of the day or after hours. Routine appointments, which have been scheduled at inconvenient times (Example: during faculty meetings), do not have to be approved as sick leave.

Process: Routine sick leave is recorded on the monthly time/leave sheets. Maternity leave, long absences, extenuating circumstances are submitted to the HR office in writing and/or by email for consideration.

Family/Medical Leave

Refer to REQUEST FOR FAMILY/MEDICAL LEAVE form.

Process: Contact Central office.

ANNUAL LEAVE

Leave taken on a pre-approved basis by 12-month employees.

Process: Recorded on the monthly time/leave sheets.

PERSONAL LEAVE

Personal Leave must be approved by the supervisor prior to use.

Process: Leave is recorded on the monthly time/leave sheets.

PERSONAL LEAVE SURROUNDING A HOLIDAY

Requests for personal leave surrounding the three holidays must be approved by the Director of Human Resources, prior to use. Deadline dates for request and approval of leave are in effect for each.

Process: Leave is requested on the HOLIDAY LEAVE APPLICATION and will be input at the C/O level. Holiday leave is a type of personal leave and usually will reduce the personal leave balance.

(Each employee is responsible for keeping track of the accrued leave.)

INSTRUCTIONAL LEAVE

Instructional leave is a negotiated item. It is requested by the employee.

305 INSTRUCTIONAL LEAVE (negotiated 1 day)

All members of the full-time teaching staff of the District may be excused one (1) day for instructional leave without loss of pay.

Process: The teacher will email and/or write a request to the Building Principal. The Building Principal will keep that documentation on file at the school level and the employee will record his/her Instructional leave on the monthly time/leave sheet. The building administrator is responsible for making sure only one day of Instructional Leave per employee is charged to the school. The substitute (if necessary) should be charged to the regular school sub account.

IN-SERVICE LEAVE

In-service leave is at the request of a District department or administrator in charge of a grant for such purposes as curriculum development, periodic meetings of counselors, librarians, small/large group training, etc. Employees and administrators are notified of these meetings via an in-service meeting notice that authorizes payment for substitutes out of a specific account number. (Example: QSI grant is paying for teachers to receive reading remediation training during school hours and substitutes are required...the substitutes are charged to the QSI grant account number.)

Process: In-service leave is recorded on the monthly time/leave sheets with accompanying account number.

CO-CURRICULAR LEAVE

This leave is used when employees travel with students for academic or athletic events.

Process: This leave is reported on the monthly time/leave sheets.

LEGAL (JURY) LEAVE

Legal leave is paid leave. It is used for Jury Duty and when an employee must report to court per subpoena.

Process: Jury duty is reported on the monthly time/leave sheets. A copy of the subpoena should be submitted to the accounting department. (Don't attach to timesheet.)

Note: Funds received while on paid legal leave status must be remitted to the District.

STAFFING LEAVE

This leave is used when employees are working on and meeting the parameters of a student individual education plan (IEP).

Process: This leave is reported on the monthly time/leave sheets.

LEAVE REPORTED VIA ELECTRONIC PROCESS

The types of leave processed using the electronic leave forms are: career development, military, professional, union, leave without pay, administrator comp, and other.

The process for using the electronic leave form is to locate it in:

- Outlook
- Public Folders
- All Public Folders
- Forms
- Leave Request

The employee initiates the leave request process. Open the electronic form and forward it to the building administrator. The administrator cc's his/her secretary and forwards the form to Central Office after approving or not approving the request. (The building administrator does not need to cc anyone but the school secretary.) Certified and Support leave requests are to be forwarded to the Director of Human Resources. Administrator leave requests are to be forwarded to the Superintendent.

CAREER DEVELOPMENT LEAVE

Leave authorized in conjunction with an approved Career Development Grant per the negotiated agreements. Refer to the career development grant application for details.

Process: Complete the Outlook leave form. Mark "Career Development" and forward to the appropriate association president. The KPESA president will forward the request to the Assistant Superintendent, Instruction; the KPEA president will forward the request to the Assistant Superintendent, HR for C/O approval; the KPAA president will forward the request to the Superintendent.

MILITARY LEAVE

Paid military leave is addressed in the negotiated agreements.

Process: Complete the Outlook leave form. Mark "Other." Identify the type of leave in the Comments section. Needs prior C/O approval. A copy of the military orders must be sent to the accounting department. (Don't attach to the timesheet.) Entered at the C/O level.

Note: Funds received while on paid military leave status must be remitted to the District.

PROFESSIONAL LEAVE

Professional leave is rarely granted and MUST have prior C/O approval. Whereas, Instructional Leave is requested by the employee, Professional leave is used at the direction of the District Administration. This leave is approved on a case-by-case basis by Senior Level Administration. Appropriate reasons for Professional leave include the following: participation in special workshops, meetings, conferences that will be of benefit to the school and the District. Substitutes for individuals on Professional leave are charged to the school's budget.

Process: Use the leave form in Outlook. An explanation must be included in the Comments section explaining the reason for the request and supplying the school account number to charge the substitute's time. Leave is entered at the C/O level and should be completely approved in advance of the expected absence.

KPEA/KPESA LEAVE

These Association leaves are spoken to in the negotiated agreements.

Process: Employee must complete the Outlook leave form, mark “Union,” and forward the Outlook leave form to the association president for approval. The association president will forward the form to the building administrator. The building administrator will cc his secretary and forward to the Assistant Superintendent, HR for final approval.

ADMINISTRATIVE COMP LEAVE

This leave is addressed in the negotiated agreement.

Process: Complete the Outlook leave form. Mark “Admin Comp.” Provide an explanation of days worked above and beyond normal work hours in the Comments section of the form. Forward the form to the Superintendent for approval.

CIVIC LEAVE

Civic leave is addressed in the negotiated agreements.

Process: Complete the Outlook leave form. Mark “Other.” Identify the type of leave in the Comments section. Needs prior C/O approval. The appropriate documentation should be submitted to the accounting department.

LEAVE WITHOUT PAY (LWOP)

NO EMPLOYEE MAY BE ON LEAVE WITHOUT PAY WITHOUT PRIOR APPROVAL OF THE SUPERINTENDENT OR DESIGNEE. Emergency absences or “no-shows” should be reported to the Director, Human Resources, immediately. All e-mail correspondence from the employee to Central Office should also be copied (cc) to that person’s immediate supervisor and should have been discussed and approved by the same.

[Back to Table of Contents](#)

LESSON PLANS AND CLASS SCHEDULES

Lesson plans will not be turned into the office, but will be updated weekly on Power School. Leave a copy of the lesson on your desk when you have a substitute teacher. *Every teacher must prepare a written lesson plan for each class, sufficiently clear so that in a crisis, another teacher could follow it. A copy of the lesson plan should be given to any administrator who observes a class.*

********Non-tenured teachers are to hand in lesson plans to their evaluator every Monday morning before school starts.********

An emergency lesson plan and a copy of the teacher’s schedule must be kept on file with the main office (Mrs. Gardner) by September 4th. This plan will only be used as a last resort if an emergency occurs. Lesson plan books are to be turned in at the end-of-the-year check out.

[Back to Table of Contents](#)

LIBRARY

Library books and equipment are available for check out in the school library media center. Please check with the librarian if you have any questions. **Staff members are responsible for any items that they check out from the library. If items are lost, you will be asked to pay for them or we will subtract the money from your budget for the next school year.** If you check out materials for your students to use, please have a system for keeping track of the items so you won't be searching for materials in May that were checked out in October.

[Back to Table of Contents](#)

LOST AND FOUND

All lost article should be reported to the office. All articles that are found should be brought to the office, including books. Do not let these articles collect in your room. The office will serve as a clearinghouse for these items. We appreciate your help in this matter!

[Back to Table of Contents](#)

MAILBOXES AND E-MAIL

Mail and messages will be placed in your box as they arrive; telephone messages will be transferred to the classroom during prep periods and to your voice mail during class time. Please check your mailboxes in the morning, at lunch and/or prep periods and after school. Please keep your mailboxes clean. ***Do not send students for your mail.***

E-Mail should be checked upon arrival in the morning, as well as at lunchtime and at the end of the school day. As much communication as possible will be handled by email, so we can decrease our paper use. It will be **your** responsibility to check your email regularly. Remember to delete old e-mail at least once a month.

[Back to Table of Contents](#)

MAINTENANCE REQUESTS

Request for repairs and maintenance should be emailed to the Head Custodian.

[Back to Table of Contents](#)

MAKE-UP WORK

Excused Absence - Students who miss classes must assume responsibility for obtaining make-up work. Students have one day for each day absent to make up missed work. Make-up work will be done outside of the regular class period so that the student will not get behind in his present class responsibilities.

Pre-Arranged Absences including school-related - Students have the responsibility to get assignments before leaving. Work for prearranged absence is due upon return to class.

NEW STUDENTS

New students will meet with the Attendance Secretary first, and then with the School Nurse. After this, they will meet with their counselor and receive their schedule and be directed to their classes. **Do not tell a new student you do not have room for them.** There may be some scheduling difficulties, but you can discuss the matter with their counselor at a later time.

Extend a friendly and sincere welcome to new students in your classes. Students who come to our school in the middle of the year need help in getting acquainted with their surroundings. Strive to put them at ease and gain their confidence and respect. A little extra courtesy and friendliness will go far in making students *feel welcome*. Help them get off to a good start. Teachers are not to change students, new or old, from class to class unless they have consulted the counselors.

[Back to Table of Contents](#)

OUTSIDE SPEAKERS AND VISITORS

The use of such community resources as outside speakers is encouraged. As professionals, teachers are free to utilize such guests as they determine will enhance their educational program. Please ask visitors to check in at the office before proceeding to the classroom. Please bring the speakers and other guests to the office so the school administrators may welcome them. Remember that a letter of appreciation is appropriate in any instance where a community member serves the school.

It is the teacher's decision whether to allow a student guest to visit a given classroom. Any student who desires to bring a visitor to school must first clear such a visit with each teacher who is expected to host such a visitor. Any visitor must first be cleared through the office the day prior to the visit.

[Back to Table of Contents](#)

OFFICERS, CLASS/ADVISORS

Advisors/Class Sponsors 2013-14

FRESHMAN

Brantley, G.
Burns, S *.
Erfurth, S.
Erhardt, I.
Gordon, D.
Kenagy, E.
Nolden, P.
Swaby, B.
Swanson, H.
McGlothen, K.

SOPHOMORE

Cox, S. *
Edwards, D.
Harris, J.
Leck, P.
Murphy, M.
Weeks, B.
Walton, M.
Emery, D.

JUNIOR

Bos, M. *
Harbison, D.
Johnson, M.
Justice, D.
Minogue, T.
Schneider, V.
Neisinger, E. ***
Brown, C. ***
Carlson, B. ***

SENIOR

Jones, S.
Merkes, R.
Skjold, E. **
Whitmore, B.
Ramponi, J. ***
Griffin, M. ***
Knoebel, J. ***

Syverson, L. - Stu-Co Advisor

- * Lead Class Advisors
- ** Graduation Chair
- *** Class Advisor

STUDENT BODY OFFICERS 2013-2014

FACULTY ADVISOR – Lana Syverson

E-Board

President-	Kelci Benson
V. President-	Makayla Wong
Secretary -	Claire Kincaid
Treasurer -	Claire Kincaid
Activities Chairs -	

Senior Class Officers

President-	Rachel Blossom
V. President-	Julie Litchfield
Secretary -	Mary Valenzuela
Treasurer	Malyq McElroy

Junior Class Officers

President-	Ali Dusek
V. President-	Megan English
Secretary -	Haley Miller
Treasurer	Haley Miller

Sophomore Class Officers

President-	Michael Lewis
V. President-	Lindsey Wong
Secretary-	Emily Boone
Treasurer -	Emily Boone

Freshman Class Officers

Jackson Blackwell, Brenna Belluomini,
Rylee Downs, Brian Dusek, Afton Carlson,
Taylor Earll, Sara Faris, Chloe Kincaid
Annie Quinn, Kiana Steadman

NHS OFFICERS 2013-2014

FACULTY ADVISOR - Renee Merkes

President – Julie Litchfield
Sec/Tres. – Callie Kant
Volunteer Coordinator –

Vice President – Makayla Wong
SOM Officer – Mary Valensuela

[Back to Table of Contents](#)

PERSONAL PROPERTY

Staff should not bring valuable items or large sums of money to school. The school will not assume any liability for lost or stolen items or money. Staff should report lost or stolen possessions to the office immediately. The principal will investigate as necessary.

[Back to Table of Contents](#)

PETS

Having a classroom pet is acceptable. However, specific district regulations have been adopted that prohibit certain types of pets. Please see the principal before you bring any animals into the school. Pets should be well cared for and kept in an appropriate environment. It is the responsibility of the teacher to see that cages are kept clean and odor free even if students are assigned this chore.

[Back to Table of Contents](#)

POLITICAL AND RELIGIOUS VIEWS

(Reference: Alaska State Law, Section 14.02.090)

The Board of Education recognizes that every district employee has a personal right to his/her political and religious views. Nothing in this policy is intended to interfere with that right at times when employees are not on official duty. However, it is the policy of the board that personal, political and religious views of employees shall not be aired while on duty.

While on official duty, district employees shall not conduct political or religious activities of any kind. Political or religious views presented to students, as a part of a recognized educational program must be related to approved curriculum and be balanced by presentations of differing views.

Community groups that have requested and received approval to use school facilities shall insure that their political or religious activities are not conducted in a manner and at a time that could influence students present for school related activities.

[Back to Table of Contents](#)

PROGRESS REPORTS

- Mid-term progress reports will be sent to the parents of all students.
- Teachers are required to notify parents when a student's grade drops to a D or F between progress report and final grade.
- Progress reports forms may be obtained from the office.
- A copy of each progress report sent home must be kept.
- Many teachers find it helpful to send interim reports to all students. Teachers may devise other forms for students who are doing well.
- Electronic reporting of grades is encouraged for parents that have internet access. Do not solely rely on this method of informing parents of poor performance.

[Back to Table of Contents](#)

PTA/PTSA OFFICERS 13-14

Barb Belluomini	President	252-5728
Amy Larson	Vice-President	252-0138
Michelle Blackwell	Secretary	252-9886
	Treasurer	

[Back to Table of Contents](#)

PUNCTUALITY

It is very important that you be on time for meetings, the start of class, and duty. As professional, we need to demonstrate punctuality and timeliness whenever possible. Being late for duty may result in negligence, should an accident occur in your absence. Only in emergencies should you ever leave a group of students unsupervised.

[Back to Table of Contents](#)

REPORTS

Through the year, routine and sometimes special reports are required. Please be uniform and prompt in the handling of these reports. Many requests come from central office that must be handled without questions and as quickly as possible. Your cooperation in this matter will be appreciated.

[Back to Table of Contents](#)

Schedules

Master schedules are created for the Fall and Spring Semesters each year and are available in the SoHi folder on Outlook.

[Back to Table of Contents](#)

SCHOOL CLOSURES

In the event the weather conditions are so severe that school cannot be held, the superintendent of schools will make the decision for school closure. Listen to local radio stations for information on days that closure or delayed start may be in question.

[Back to Table of Contents](#)

SCHOOL RULES

Each school will publish a set of school rules for their site in addition to the District Student/Parent Handbook. Copies of this will be available in the school office for staff to have or review.

[Back to Table of Contents](#)

SITE BASED DECISION-MAKING TEAM 13-14

Todd Syverson	Principal	260-7000
Byron Weeks	Certified Teacher Rep	260-7000
Sarah Jones	Certified Teacher Rep.	260-7000
Kay Gardner	Classified Rep.	260-7000
Sharon Hale	Community Rep.	
Kathy Gensel	Business Rep.	
Keely Abendroth	Student Rep.	
	Student Rep.	
Justin Dahlgren	Student Rep.	
Hannah Pothast	Student Rep.	
Christine Carlson	Parent	
Marelene Lewis	Parent	

Lynn Dusek	Parent	
------------	--------	--

[Back to Table of Contents](#)

SPECIAL SERVICES

KPBSD is committed to provide the best possible educational opportunities for ALL students. Careful planning and assessment will guide instruction for special educational students. Federal and state laws require general education teachers to take part in the special educational services provided by the district. To the maximum extent possible, IEP services are to be provided in the general education classroom. If services are not provided in the general education classroom, the IEP team is required to justify why the child is removed from the regular classroom for service. In other words, the presumption is that all special education services will be provided in the general education environment. When the IEP team feels that a specific service would not be appropriately provided in the general education environment, then the IEP team must provide a written justification to substantiate the decision to remove the child.

The law requires the general education teachers be a part of the IEP team if the child is or may be participating in the regular education environment. As a result, the regular education teacher will be a part of the assessment team and must attend all IEP meetings on the child.

The law also requires that a regular education teacher provide specific accommodation, modifications, and supports when specified in a child's IEP. The IEP must be accessible to regular education teacher if they are responsible for the implementation of any part of it.

Special education students must also be involved in all district and statewide assessments and decision on retention of students with IEP's must be made by the IEP team.

[Back to Table of Contents](#)

STAFF ASSIGNMENTS

Grade level, subject, or special staff assignments are made according to school needs, interest, and qualifications of the individual involved. Such assignments may be made in the spring at the end of the school year or in the fall if necessary. Room assignments will also be made at that time. The building principal will make teaching and room assignments

[Back to Table of Contents](#)

STAFF DEVELOPMENT

Each school shall establish a staff development committee to establish and plan for staff development activities that relate to school goals and/or professional development.

[Back to Table of Contents](#)

STUDENT GRADES & MISSED/LATE WORK

1. Each teacher is required to keep an accurate, up-to-date clearly labeled grade book.
2. Each list of grades should be marked as to date and assignment.
3. Any special coding for homework, class work, and the like should be clearly delineated.

4. The procedures for averaging grades should be consistent from student to student and from class to class and in accordance with Board policy.
5. The weightings of various grades and the procedures for averaging should be clearly defined.
6. A numerical value is to be assigned for each grade given.
7. Grade books will be inspected periodically by an administrator.
8. Grade books will be turned in at the end of the school year. It is imperative that the grading procedures be clear, because the school receives numerous calls after the close of school concerning grades.

[Back to Table of Contents](#)

LATE WORK

Teachers should have some latitude in how they treat late work but are encouraged to adhere to the following guidelines. The reasons for accepting late work are for students to learn the material and to encourage parents to monitor student grades.

1. Late work should be accepted.
2. Late work policies should be posted in the classroom, parent letter and teacher web site if available
3. Late work should not get full credit.
4. Credit should not be given for late work after the quarter ends.

[Back to Table of Contents](#)

MAKE UP WORK

A number of studies have made it clear that attendance is powerfully connected to student achievement. Recognizing that absences can leave important gaps in student learning, KPBSD will employ the following make-up work procedures to encourage responsibility and good learning in our students. Though teachers have responsibilities to assist students in making up missed work, it is the student who primarily is responsible for timely make-up of missed tests, projects, and other assignments.

For excused absences, students ordinarily will have two school days to make up each day missed, but only up to a maximum of ten days to make up work. This places a large responsibility upon students to make up work immediately upon returning to school. There are three exceptions to this rule: First: There are certain absolute due dates that are announced far in advance. Even if a student is absent, these major, long-term assignments are due on the assigned date. Second: If a student misses only the day of a test, or the day a project is due, the test must be made up or the project must be turned in on the day the student returns to school. Third: When a student is found to be truant, they will not be permitted to make up work missed while truant. Fourth: The final exception is that students that are suspended are allowed a day for a day to make up work while suspended.

In addition, when a student misses class because of attendance at a co-curricular activity, the student must complete the missed work on a schedule determined by the teacher.

When a student is aware in advance that they will be absent for an extended period, the student must inform the school administration as soon as possible. A prearranged absence form will be completed that includes a plan for make-up work.

[Back to Table of Contents](#)

SUBSTITUTES

All staff members will notify the secretary if they are not going to be at school. If you can notify the secretary in advance that is preferable. If you are ill in the morning please try to find your own substitute. If you simply cannot find a sub, then call the secretary. Please do not call the secretary at home before 5:30 AM. If you arrange for your own substitute, please notify the office as to who was selected.

SUBSTITUTE TEACHER INSTRUCTIONS

BEFORE SCHOOL

1. Time: Full Day: 7:20 AM to 2:50 PM
Morning Half Day: 7:20 AM to 12:01 PM
Afternoon Half Day: 10:00 AM to 2:50 PM
2. Check in with the Office to fill out a timesheet, pick up keys, etc. Check for any duty assignments.
3. Check mailboxes for bulletins before going to room.
4. Substitutes may be called by teachers or office personnel.

CLASSROOM PROCEDURES

1. Roll to be taken as soon as the tardy bell rings. Seating charts and lesson plan books are located in the desk. Students must be in their seats or at their workstation when the bell starts ringing.
2. Attendance Procedures:
3. The student announcements will be read during the first period each morning.
4. A *Faculty Handbook* is located on SoHi News. Please refer to it for any policy questions. Also, feel free to ask neighboring teachers for needed information.
5. Dismiss students in accordance to the bell schedule.

DISCIPLINARY ACTION

Send the students to the Assistant Principal with a pink pass. Feel free to do so when a problem arises that you cannot handle in class.

CHECKOUT PROCEDURES

Please leave the following information for the regular teacher:

1. Summary of day's events, listing any disciplinary problems.
2. Activities completed or not completed.
3. Papers to be corrected for that day, or papers that have been corrected.
4. Close all windows turn out all lights and lock the classroom door. Please lock classroom doors whenever you leave the room.
5. Check in at the main office:
 - A. Turn in keys signed out to you.
 - B. Sign necessary forms/time sheets.

- C. See if you are to return the following day.
- D. Turn in 2 copies of Substitute Teacher's Report.

The substitute should take over the class with the idea that the normal teaching process is going to continue. The substitute is not hired to simply sit in the class. They are hired to teach. The continuity of the regular classroom procedure should be continued whenever it is possible. If you do not feel prepared to maintain the continuity of the subject presently being taught, you may choose to teach in your own interest area relative to the subject being taught. **Feel free to call on the staff or administration for assistance.**

[Back to Table of Contents](#)

SUPERVISION GUIDELINES

An adult must supervise all pupil activities. Visibility is supervision! Recent liability for student injuries is of great concern. Negligence, the key to a successful lawsuit, is unlikely where supervision is evident. It is the obligation of all staff members to consistently **enforce school rules and district policy** throughout the building and grounds.

Teachers who have duty are expected to be prompt and vigilant while on duty. It is the responsibility of the duty person to secure a qualified replacement if they are unable to fulfill their duty responsibility.

Classroom teachers should be in the hall and/or by their classroom doors to help supervise the students in the hall whenever possible.

[Back to Table of Contents](#)

TECHNOLOGY

KPBSD has made a great effort to vastly improve the technology opportunities for students and staff. There is strict district policy, which delineates your responsibilities with technology. Refer to the district policy for specific information. Each employee will need to sign a permission slip for Internet and email access at the start of each school year. Staff will be held accountable for their use of the districts computers.

Internet Use Agreement and Permission Forms:

<http://www.kpbsd.k12.ak.us/tech/iaa/>

[Back to Table of Contents](#)

TELEPHONES

PLACING CALLS - Every classroom has a telephone. It will be necessary to dial “#” from the rooms in order to obtain an outside line. All telephones have 800 capabilities, but only a few phones have long-distance capability. No personal long-distance calls may be billed to the School District. Since our lines are often tied up, **USE OF THE PHONES IS LIMITED TO SCHOOL BUSINESS ONLY.** **Please do not allow students to access classroom telephones.** Take care that the telephone is not abused.

RECEIVING CALLS/PHONE MESSAGES - Teachers are not called out of class to receive phone calls unless an emergency exists. Calls will be forwarded to the classroom during prep times or forwarded to voice mail during class time.

If you are expecting an important call, please let Mrs. Bohrsen know, and every effort will be made to assist you in receiving the call and/or taking down needed information. Please check your voice mail and e-mail frequently for messages and return calls as soon as possible. Returning your calls promptly cuts down on the number of calls received at the switchboard.

[Back to Table of Contents](#)

VIDEO TAPES AND FILMS

Use of media for entertainment purposes is not considered a proper use of instructional time. These should be limited to special designated occasions. Such an occasion might be a holiday party or just prior to a vacation period.

1. The following guidelines will govern the use of videotapes and films for instructional purposes.
2. All media used must relate to appropriate instructional plans and objectives.
3. Media obtained from other than traditional sources (school library & DMC) must be previewed prior to class use.
4. Videotapes supplied by students and other community members **must** be previewed prior to classroom use.
5. Specific concerns with the content of media used in a school are:
 - a. Language considered inappropriate for a school setting
 - b. Sexual themes, scenes, and innuendoes
 - c. Use of violence to solve problems

Only programs with a “PG” rating may be shown, unless special arrangements are made with the administration and the parents are notified.

[Back to Table of Contents](#)

VISITORS

We are happy to have adults visit our building, and even to visit classes if *prior arrangements are made with the teaching staff*. We need to know who is visiting and when. Patrons who wish to visit must obtain a visitor’s pass at the office before they visit a class. We maintain a closed campus for grades 9-12. Seniors are allowed to leave at lunch. Unauthorized individuals are not permitted on the premises. We reserve the right to ask them to leave. If they refuse, we will call the proper authorities. The administration will approve or disapprove all such requests, and will issue the visitor’s pass. Student visitors are discouraged.

[Back to Table of Contents](#)

WEAPONS AND DANGEROUS MATERIALS

One of our primary goals is to ensure a safe and healthy environment for children. In accordance to district policy and state law, staff will adhere to the same standards as students in regards to weapons and dangerous materials. Items such a “Leatherman’s” should not be worn in the

building unless it relates directly to your job responsibilities. Guns should never be brought to school or be kept in vehicles on school grounds for any reason. Details of the districts weapons policy can be found at: <http://www.kpbsd.k12.ak.us/board/policy/5000/bp5131.7.html>

[Back to Table of Contents](#)

WITHDRAWAL

Students who withdraw from school during the year will present withdrawal slips to each teacher. Please enter their grades and indicate that you have checked in their textbooks and that they have no fines to pay. If they owe money for fines or lost books, write what the charges are for and the amount due. Sign the withdrawal slip in the space indicated. Students will return withdrawal slips to the office. If you are not informed specifically to the contrary, you may assume that the grade you are giving is a quarterly progress report current to the date you assign it. If the grade is a final course grade, you will be so informed, in which case you will need to take into consideration the failure to do work not yet assigned, including the final examination.

[Back to Table of Contents](#)

WORKERS COMPENSATION

You are covered for injuries that are job-related. File an incident/injury report as soon as possible. Medical costs and, after three days of absence, a pro-rated portion of your salary will be paid. You have option of using sick leave or Workers Compensation, but not both. Your sick leave compensation will always be more. If you file a Workers Compensation form, it must be processed through the office.

If you injure yourself on the job but do not require more than basic first aid, please fill out an incident/accident report. This will cover you if, at a later time, your injury requires further medical attention than was originally thought needed.

If you are hospitalized or there is a fatality, a *Report of Occupational Injury or Illness* (worker's comp form) must be filed with Central Office within 24 hours. We are liable for a large fine if we do not comply with this.

If you are treated in the doctor's office or emergency room, & do not require hospitalization, the same form must be filed within 48 hours.

If you are traveling with a group of students on school business and an injury requiring medical attention or hospitalization occurs, you should report this to the building principal **and** central office immediately. They will take care of reporting it to the proper local authorities. This applies to both students and staff.

CONCLUSION

This handbook has been carefully prepared to answer some common questions, policies, and general guidelines you need as a staff member. It is expected that staff be familiar with district, state, and federal laws concerning public education and working with children. If there are any

questions you have, please feel free to contact the principal or central office regarding your concerns.

Have a great, exciting, and productive school year!

[Back to Table of Contents](#)