

Jesse Bethel High School

“Home of the Jaguars”



1800 Ascot Parkway Vallejo, Ca. 94591 (707) 556-5700

www.jessebethel.net

TEACHER'S MANUAL

2009-2010

TEACHER

ROOM #

STATEMENT OF PHILOSOPHY

The philosophy of Jesse Bethel High School is rooted in the belief that the ultimate purpose of education is to help each student become an effective and responsible citizen in a democratic society. To achieve this goal our school will provide an environment for intellectual development, mental growth, social interaction and physical development.

VISION

Jesse Bethel High School shall be a universe of learning that is engaging, desirable, supportive, safe and equitable. Learning here shall be a function of mastery not time. We set high standards and expect each student's best effort. We encourage students to find their passions, to develop their values and goals and to become life-long learners.

Mission Statement

Jesse Bethel High School's mission is to provide all students with the skills and knowledge necessary to become responsible, productive, employable citizens in the 21st century. As educators, we are committed to empowering students to meet standards of academic excellence, to develop critical thinking and decision-making skills, and to function successfully in a diverse cultural environment. Essential partners to our school in achieving this mission are our parents and the community of Vallejo.

Vallejo City Unified School District

District Goals

1. Each year the District and each school will increase the number of students who achieve at the proficient level or higher on the STAR standards testing program and decrease all gaps between the test scores of ethnic groups.
2. The District and each school will make quantifiable efforts to maintain campus climates such that every individual feels safe, and every classroom minute is used by teachers and students for effective instruction and learning.
3. The District will maintain a totally sound fiscal condition and leverage all available resources toward achieving the best possible public education system for our students.
4. The District will actively provide and promote opportunities to optimize parent involvement in the education, co-curricular and extracurricular activities of their children.
5. The District will make identifiable progress toward establishing a comprehensive career/college secondary education program to assure that students possess both the necessary work and life skills to be successful following graduation.
6. The District will make identifiable progress toward creating a Twenty-first Century learning environment through the acquisition, training, and instructional use of technology.

Be the change...

Jesse Bethel High School 2008-2009

ADMINISTRATION

Principal	John Arreguin
Vice Principal	Shirley McNichols
Asst. Principal	Phillip Shelley
Asst. Principal	Tim Metros
High School Reform Coordinator	Krystal Points
Counselors	Lois Banks Retina Bowen Manisha Hall

STAFF SPECIAL ASSIGNMENTS

Athletic Director	Anthony Ramos
Activities Director	Anthony Ramos
Psychologist	Gloria Mau
Nurse	As needed basis
Year Book Coordinator	Allison Price

SUPPORT STAFF

Office Manager	Monica Ligons
Secretary to the Vice Principal	Beverly Phillips- Swafford
Registrar	Riza Garabato
Assistant Principal Secretary	Denise Murray

Library Clerk
Attendance Clerks

Counselor's Secretary
Finance Clerk
Cafeteria Manager
Head Custodian
Lead Campus Supervisor
Campus Supervisors

Marsha Mezzavilla
Lori McAllister
Christine Raahague
Peggy Battiste
Denise Sponsler
Virginia Turner
Danny Rogers
Warren Johnson
Etienne Fortier
Bobbie Jefferson
Germond Ayers
Usiku Burrow
John Lammon
James Brooks

DEPARTMENT HEADS

Business/ Technology
Foreign Language
Physical Education
English
Mathematics
Science
Social Science
Special Ed.

Fine Arts
Counselors

C. Muster
R. Rodriguez
J. Steen
P. Cirelli / M. Hill
J. Werris
D. Broderson
T. Carey
J. Peterson
S. Staulcup
Larissa Goni
L. Banks

Students

AR 5121.1(a)

GRADES/EVALUATION OF STUDENT ACHIEVEMENT

Grades for Achievement

Grades for achievement shall be reported each marking period as follows:

A	Outstanding Achievement	4.0 grade points
B	Above Average Achievement	3.0 grade points

C	Average Achievement	2.0 grade points
D	Below Average Achievement	1.0 grade points
F	Little or No Achievement	0
I	Incomplete	0

The grade given for a course of instruction shall be determined by the teacher of the course and shall be final unless clerical or mechanical mistake, fraud, bad faith, or incompetence can be proven in the recording of the grade.

If there is a misunderstanding concerning a grade, it is expected that the teacher, parent/guardian, and student shall work together to correct the misunderstanding.

If the misunderstanding is not resolved and the parent/guardian claims that a clerical or mechanical mistake, fraud, bad faith, or incompetence exists in the recording of the grade, the principal will review the matter. If the parents/guardians are dissatisfied with the decision of the principal, they may request a review by the Superintendent or designee.

Whenever it becomes evident to a teacher that a student is in danger of failing a course, the teacher shall send the parent/guardian a written report (Education Code 49067).

An incomplete is given only when a student's work is not finished because of illness or other excused absence. If not made up within six weeks, the incomplete will become an F.

Plus and minus signs may be used at the option of the teacher.

While the principal and teachers of physical education classes may establish physical education apparel requirements for their classes, the maximum requirements that may be imposed at all grade levels for physical education apparel shall be athletic shorts and shirts, and flat rubber-soled shoes suitable for athletic purposes. The color and style of apparel shall be discretionary with the student and parent/guardian.

While the student compliance with the apparel requirements may be considered in determining course grades, the primary factors in such determination shall be the student's participation in physical education activities.

No grade of a student participating in a physical education class may be adversely affected due to the fact that the student, because of circumstances beyond his/her control, does not wear standardized physical education apparel.

(Education Code 49066)

SCHOLASTIC AND APTITUDE TESTING

PSAT/NMSQT

- Juniors take this exam in October of each year.
- Give parents and students opportunity to become aware of the types of questions that are on the SAT
- Scores are valuable as they give you an indication as to the types of colleges your child is considering
- Scores also determine the candidates for the National Merit Scholarship
- There is a fee for this exam

SAT I

- This is a test that measures your verbal and mathematical reasoning abilities
- Scores predict how well you are likely to do in college by comparing your academic ability with all students in the U.S. who take the exam each year.
- This exam is required by the University of California, the California State Universities and many private colleges
- Three hour test and there is a fee

SAT II

- Subject specific, one hour tests
- University of California require three of these exams to qualify for entrance
- Check application bulletin for more information
- Many campuses use these test as an indicator of subject mastery
- Many campuses use these test as an entrance requirement
- Check you college information
- There is a fee for each exam

ACT

- This is a test the measures your English, mathematics, reading and science reasoning abilities
- It is accepted University of California and the California State Universities in place of SAT I
- Colleges in the Midwest use this exam more than the SAT
- There is a fee for this exam

Colleges request seniors complete the above exams by December of their Senior year.

SCHOLASTIC AND APTITUDE TESTING

- AP Courses are college level courses, not high school level
- College credit and grades can be earned for acceptable scores earned on the exams
- There is a fee for this exam

ASVAB

- A multi-aptitude battery of test that assist
- It is accepted University of California and the California State Universities in place of SAT I
- Colleges in the Midwest use this exam more than the SAT
- There is a fee for this exam

GENERAL INFORMATION / FYI FOR TEACHERS

For the many students who want to achieve the most success in their schoolwork the following suggestions are offered:

- Get your textbooks and assignment notebook the first day or as soon as possible.
- Make a definite schedule for the time and place for the study of each assignment
- Do your assignments each day so that you do not get behind.
- Try to choose a quiet, well-lighted, heated and ventilated room for study.
- Be sure to write down each assignment made for each subject, including the directions for doing it and the date it is to be turned in.
- Work on your hardest subjects first before your mind becomes tired.
- Help yourself in good health by getting enough sleep, the right amount of exercise and the right amount of nourishing food.
- Learn to read rapidly thinking of the meaning rather than the words while studying.
- Read the assignment thoroughly to learn what it is about; then go

- back over it carefully to learn the important points.
- Review what you have learned as often as possible before the class period and then review it often over several days until you know the information.
 - Review by preparing statements that summarize the important facts of ideas.
 - Depend on yourself to do your work and in that way develop confidence in your own ability.
 - Prepare questions, the answers to which would bright out the most important information in the assignment.
 - Use any questions at the end of a chapter to see that you have learned the important facts or ideas.
 - Test yourself by repeating out loud what you have studied.
 - Check with your teacher about work you have missed if you are absent. Then try to catch up with your work as soon as possible.

TEACHER'S RESPONSIBILITIES

Teachers should be sure that:

Rules, consequences, academic and behavioral expectations are communicated to parents and acknowledged by parent signature.

- The objective of the lesson and content standard is presented so that all students understand the content standard and what is expected of them.
- The directions, purpose and options of the assignments are communicated clearly.
- Background and reference materials are available.
- Students have a complete understanding of what the assignment is about.
- Students at various levels of achievement have reasonable chance of completing assignments successfully.
- Assignment is given to student to practice and ensure that the objective is mastered.
- Homework is assessed and evaluated and a record made for each student.
- Parents are informed of their child's progress or "lack of progress".

(i.e. phone, written notifications)

- Provide homework that is relevant to the lesson that was taught.

PARENT'S RESPONSIBILITIES

Parents should:

- ✓ Observe closely how well the student does his homework and contact the teacher(s) when the student is observed to be having difficulty with a particular assignment.
- ✓ Contact the teacher when you have a concern about your child's academic progress.
- ✓ Support the school and the teachers in providing a suitable environment for the homework.
- ✓ Provide time and encouragement for their children to do good schoolwork, including homework.
- ✓ Coordinate homework efforts with the teacher in special cases.
- ✓ Guide or assist in homework when unusual difficulties arise (but never do the homework for their child).
- ✓ Provide educational activities that broaden the child's interests, such as visits to museums, the zoo, and other places where learning can take place.
- ✓ Monitor television, video games, radio so that homework and other school activities do not suffer.
- ✓ In unusual cases, provide opportunities for specialized help, such as tutoring, when progress fails and all school resources have not been as successful as desired.

STUDENT'S RESPONSIBILITIES

The student should:

- ✓ Be attentive in class to understand the objective of the lesson and take notes as needed.
- ✓ Class participation is important when necessary

- ✓ Clearly understand the direction, extent and options in the homework.
- ✓ Prepare the assigned homework/school project neatly and accurately and have it ready to hand in on the assigned day.
- ✓ Plan quality time to complete all homework in a suitable environment.
- ✓ Use the resources of the school (i.e. counselor, after school teacher tutoring, study groups, peer tutoring, IMC, Internet, etc.) when experiencing difficulty with assignments.
- ✓ Set priorities that put daily educational achievement ahead of other activities.

Proficiency Examinations

Students must pass High School Exit Exam and meet **all** academic courses required including electives for High School graduation.

Grading Policy

Progress and Report Cards

Progress reports will be mailed on or about the fifth week of each quarter to identify a student's progress in courses.

Report cards will be mailed following the end of each quarter and semester to identify course grades. However, only semester grades are recorded on official transcripts.

Assignments and Grading Standards

Students must earn a grade "D" (proficient) or higher on all specified class assignments to receive course credit.

STUDENT SERVICES

Counseling

The Counseling Office recognizes the dignity and worth of each individual and respects the differences that exist. Students are

welcomed in Counseling Office, and appointments are made on a first-come, first-served basis. Students will be admitted to the Counseling Office with a call slip or an appointment slip.

Deadlines

Deadlines are critical and students will be held accountable for them, PSAT and SAT deadlines, field trip permission slips, Summer School Applications, etc. The Counseling Office **will not** make exceptions for students who have not met deadlines.

Course Schedule Changes and Exemptions

Schedule planning in advance is very important for obtaining the classes desired by students. The Counseling Office makes every effort to match student needs with available classes while maintaining class size balance. Schedule changes will be considered for missing course, and class size balancing. They will **not** be considered for personal reasons, i.e. to be with friends or teacher change. **Parent, teacher and principal** signatures may be required for changes.

Schedule Change Request Day

Schedule change requests day will be announced well advance and students will be allowed to make schedule changes only on the specified day and time. Students will not be guaranteed a change.

Student Initiated Schedule Change

Schedule changes must be petitioned **within the first week** of each semester.

The student will be responsible for the work missed in the new class.

After the first week of each semester, the teacher can only initiate schedule changes.

Disenrollment Procedure

Parent/legal guardian must be present to drop students from Jesse Bethel High School.

Students need to see the Registrar to obtain a check out form at the beginning of the day of the intended drop day. The student must attend school as a **regular class schedule**. The student must take the check out form to his/her teachers to receive withdrawal grades. At this time all books, uniforms, fines and fees must be turned in and cleared. Students must return the form to the Registrar to complete the process and receive the necessary paperwork for future school enrollment at the end of the school day.

If the student is unavailable to enact this procedure, the form will be routed by the office and will delay the disenrollment process. If books and accounts are not cleared the student's official transcript **will not** be forwarded to the awaiting school until matters are cleared.

No official transcripts will be given if you did not clear any indebtedness.

DISCIPLINARY REFERRAL PROCESS

Classroom Teacher Discipline Responsibility

Before referring a student to either a counselor Asst. Principal for any behavior that does not constitute an immediate threat to self or others it is the responsibility of the teacher to initiate disciplinary actions that should include:

- Follow Intervention Process as stated on the Student Referral form:
 1. Student warning
 2. conference with student
 3. changed seat
 4. parent contact
 5. teacher detention
 6. counselor referral/behavior contract
 7. parent conference
- Class suspension (day of occurrence plus one day only; teacher **must** contact parent.
- Student sent to the office of the Asst. Principal will have a completed referral showing that all interventions have failed
- School suspension and conference with parents

- All teacher must provide Counselors and Administrators with copies of classroom rules, expectations and consequences and letter sent home to parents making parents aware of your expectation from their child
- During an informal or formal student conference concerning student behavior problems, it is imperative that the teacher explain to the student the behavior, which is a concern, and the appropriate behavior, which is expected. Specific behavior must be documented as to the day, time and actions taken by the teacher to correct the situation. The teacher should make reference to classroom rules and/or Jesse Bethel High School rules. The student should be given ample time to state his/her point of view. It should be clearly explained to the student the consequence of continued misbehavior.

Referral to Counselors

When referring a student to this level, it is assumed that the teacher has employed the intervention listed above and they have proven to be ineffective. When receiving a referral, a counselor may take the following steps:

1. Make contact with parents, documents, and all attempts
2. conference with student, parent, and teacher
3. develop "behavior contracts"
4. Refer to Student Assistance Program when appropriate, referral to Asst. Principal

BETHEL HIGH SCHOOL

DISCIPLINE GUIDELINE

~~Article I - Teachers~~

Problem Areas	Informal Conference (Student Warning, Conference w/ Student, Changed Seat, Parent Contact) All of the above	Informal Conference (Team Intervention w/ Student, Parent)	Formal Conference w/Student, Parent, Teacher	Admin Formal Conference	Class Suspension	Loss of School Privileges	Suspension From School	Expulsion Recommendation
				Teacher/Parent/Administrator/Counselor (SIT)			Police Report	
				SIT				
Defiance of school authority	•	•	•	•	•		•	•
Dress code violation	•	•	•	•	•		•	•
Obscene Acts/ Inappropriate Sexual Behavior	•	•	•	•	•		•	•
Profanity or Vulgarity	•	•	•	•	•		•	•
Infraction of bus rules/ Regulations			•	•	•		•	
Possession of nuisance device (radios/skateboards/water throwing devices, etc.)	•	•	•	•				
*Possession of Pagers/Cell Phones that disrupts classroom sessions	•	•	•	•	•		•	•
Smoking/Tobacco use/possession							•	•
Vehicle violations				•		•		
Administrative Defiance					•	•	•	•
Forgery							•	•
Gambling							•	•
Leaving Campus w/out permission							•	•
Assault & Battery/Threats							•	•
Classroom/school disruption that impedes staff the performance of duties.	•	•	•	•	•		•	•
Explosives							•	•
Extortion/Robbery							•	•
False Fire Alarms							•	•
Fighting							•	•
Gang Activity/Participation							•	•
Hate Crimes/Hazing							•	•
Possession/use/under the influence of alcohol/drugs/drug paraphernalia							•	•
Sales/furnishing alcohol/drugs or drug paraphernalia							•	•
Sexual Harassment			•	•	•	•		•
Theft							•	•
Weapons/Dangerous Objects							•	•

*SUBJECT TO CONFISCATION: Return of material(s) may be based on parent conference

Referral Guidelines

Before a referral is sent, teacher interventions should have been attempted (student conference, parent/guardian contact, etc.)

Be as clear and concise as possible with your information (keep information as brief as possible with the specific incident that has generated the referral)

If you feel there is a need for a longer explanation of student conduct or interventions, you can write or type up a statement we can review and add to their file

When requesting a class suspension put the date or dates you want the student out of your class and put a short explanation of why (disruptive, defiant to teacher, etc.)

If a class suspension is requested it is the teacher's responsibility to contact the parent/guardian (class suspensions can be either one or two days). The teacher must provide work for the student on the day(s) he or she is out of class.

Do not request any other specific disciplinary action (Saturday School, etc.) The Assistant Principals need to make these decisions based on all information

Use quotes when possible when referring to what a student says (profanity, etc.) and let us know if statements were outbursts or directed at a teacher or student

All students must always report to the Assistant Principal's office. Do not send students directly to the detention room. That decision is made by the Assistant Principals

Do not send groups of students all at once to the AP office (contact the AP office first for best situation)

Referral Guidelines continued

Write firmer. Use ball point pens.

-Felt pens or pencils do not go through all of the copies.

Write legibly

-If we can't read it we can't give you feedback.

Do not put more than one student's name on a referral.

Don't forget to write:

-student's first and last name

-grade

-date

-period

-teacher name

(Make sure teacher and student name are in correct spaces)

Referrals must accompany students or they will not be admitted to the A. P. Office.

-Pick up referrals in attendance office BEFORE your day starts.

Do not write in "House Directors Feedback" section or sign your name at bottom of referral.

Note: You must provide work for each and every student you class suspend. The student will need enough work to cover the 1 or 2 day class suspension.

Also, please follow the Tardy Policy.

Tardy Policy

Students are expected to **arrive at all classes on time.**

Students who are late to class must report to the attendance office to get a late pass.

- One hour of detention will be assigned for each unexcused tardy a student has.
- Students assigned to detention may serve the detention the same day, but must serve the detention on the following day on which detention is offered.

Detention will take place Monday through Thursday, so students who are tardy on Thursday or Friday must serve detention on the following Monday.

No more than four hours of detention can be earned in a week.

- Upon the fifth tardy of the week the student will be assigned to Saturday School in addition to four hours of detention.

Students who are continually tardy to class will be placed on an attendance contract.

If a student does not attend detention, he or she will be assigned to Saturday School.

If a student does not attend Saturday School he or she will be suspended out of school.

Students with un-served detention or Saturday School will not be allowed to participate in any extra curricular activities.

RULES TO REMEMBER

DRESS CODE

Jesse Bethel Faculty and Administration believe a dress code lacking extremes will help create an environment where students will respect themselves as well-groomed, respectful, and cooperative citizens who represent Jesse Bethel High School pride, Home of the Jaguars.

Therefore, the following list of items/attire is inappropriate on the Jesse Bethel campus.

- ✓ No skirt/dress with a split more than 2" above the knee
- ✓ Bare midriff dresses, blouses or tops
- ✓ "Back out" clothing
- ✓ See through dresses, blouses/tops, pants or skirts
- ✓ Halter tops or tube tops
- ✓ 'Daisy Duke' cutoffs with ragged hems, short shorts, or running shorts. Walking shorts are acceptable provided they are mid-thigh or longer
- ✓ Leggings/tights without a dress, skirt, or long shirt
- ✓ Apparel containing identifiable "tag" style, or colors or gang related type groups will not be worn
- ✓ T-shirts depicting controlled substances or containing sexual overtones
- ✓ Oversized apparel, including baggy pants, which are worn **below the waist** without a belt where undergarments are showing. "Sagging" or "baggy" pants should fit at the waist and have a belt.
- ✓ Overalls with one strap unfastened are not acceptable.
- ✓ Belts which are extra long with excess hanging loosely and/or belt buckles with initials or numbers.
- ✓ Sleeveless undershirts; tank tops; or wool shirts buttoned only with

top button worn over white t-shirts over baggy pants

- ✓ Any belts or accessories with distracting flashing signs or battery operated.
- ✓ Any accessories with metal spikes or chains.
- ✓ Any dental accessories not used for orthodontic purposes.
- ✓ Head coverings of any type: hairnets, "doo" rags, bandanas, or stocking caps will not be allowed inside any buildings on this campus. Baseball caps can be worn during the passing period/lunch time or during Physical Education class for outside activities only. Baseball caps with letter insignias or any markings identifying gang activity are prohibited. All caps or hats must be removed before students enter any building at Jesse Bethel High School.

Dance Policy

1. **All** school rules are in effect at dances!
2. Student I.D. cards **MUST** be shown at the door in order to attend the dance.
3. Students need to dance in a **respectable manner** as if your parent/grandparents were watching you (respect yourself). No "Freak" or sexually suggestive dancing.
4. Names not listed at the door will not be admitted. **NO EXCEPTIONS.**
5. No student will be admitted to the dance more than two hours after the dance begins unless arrangements have made with administrator on duty.
6. Once admitted, students who leave will not be re-admitted.
7. Students shall dress in accordance with the dress code.
8. A JBHS student must obtain a pass in advance for any guest and must accompany that guest to the dance. If the guest misbehaves the JBH student may be (1) forbidden to secure another guest card, (2) not allowed to attend any more dances or (3) in an extreme case may be punished as if he/she had been the offender.
9. **All students must have a GPA of 2.0 to attend.**

Medication

School District policy does not permit students to bring either prescription or non-prescription medication to school and carry it around on their person.

If students need to take prescription or non-prescription medication during school hours, parents may come to school to administer the medication to their children. School personnel may administer the medication only when a "REQUEST FOR ADMINISTRATION OF MEDICATION BY SCHOOL PERSONNEL" has been completed by the parent/guardian and the doctor. (This is necessary for both prescription and non-prescription drugs.) The permission slip may be obtained from the Office Manager or the school nurse.

Once the form has been completed, it should be brought to the Main Office along with the medication. Prescription medication information must be on the label, i.e., student's name, doctor's name, name of medication, dosage, time medication is to be given, and date medication was prescribed. Non-prescription medication (like aspirin and decongestants) must be in their original containers, which are clearly labeled.

Student Parking/Driving

Jesse Bethel High School is a **CLOSED CAMPUS**. Students need to understand that driving to school is a privilege afforded to them. Certain conditions are attached to that privilege. Students who fail to uphold those conditions will be subject to the loss of driving privileges. The conditions are as follows:

1. Students are to register their car with the Assistant Principal and will be issued a parking permit **and** assigned parking space.
2. Students are to park their cars on campus with a parking permit. **All cars without a parking permit will be ticketed.**
3. Students are to obey all traffic signals, signs and markings on campus
4. Students should not congregate in the parking lot, or go to their vehicles during the school day.
5. Unauthorized visitors, those who do not have permission from the administration to be on campus, are trespassing – and will be subject to arrest and prosecution. Please caution your friends not to be on campus without permission.
6. If you leave campus without clearance from the Attendance office, you will be stopped by the campus supervisor at the gate.

Cell Phones/Electronic Devices

All electronic devices should be both **turned off** and **out of sight** in the classroom or during instructional time. If a student is outside of the classroom during instructional time he or she should still keep all electronic devices turned off and out of sight.

Consequences for not following the rule:

1st offense – Device is confiscated and brought to the office. Student may collect phone from the attendance office at the end of the day. Warning issued.

2nd offense – Device is confiscated and brought to the office. Student may collect phone from the attendance office at the end of the day. One hour of detention will be assigned and parent will be called.

3rd offense – Device will be confiscated and kept until the end of the day when a parent will be called to collect the device. Student will be suspended out of school one day.

A student who continues to violate the policy may be prohibited from possessing the specific electronic device on campus or at school related events.

The above is based on district/board policy.

A teacher confiscating any electronic device must seal the device into a large envelope with the student's name, teacher's name, and date of the confiscation on the envelope. The item must be kept in a locked drawer or cabinet until the teacher can bring it to the office, or a campus monitor should be called to transport the item immediately to the office.

The following is the Bell Schedule at Jesse Bethel High School. Please review this with your child. There is enough break time to reach any point on campus on time. There is no excuse for being late.

REGULAR BELL SCHEDULE

7:50 A.M. – 2:50 P.M.

Monday/Tuesday/Thursday/Friday

Period 1	7:50 a.m. – 8:46 a.m.
Period 2	8:53 a.m. – 9:55 a.m.
Break	9:55 a.m. – 10:05 a.m.
Period 3	10:12 a.m. – 11:08 a.m.
Period 4	11:15 a.m. – 12:11 p.m.
Lunch	12:11 p.m. – 12:44 p.m.
Period 5	12:51 p.m. – 1:47 p.m.
Period 6	1:54 p.m. – 2:50 p.m.

MODIFIED BELL SCHEDULE

7:50 A.M. – 1:17 P.M.

WEDNESDAY

Period 1	7:50 a.m. – 8:37 a.m.
Period 2	8:44 a.m. – 9:31 a.m.
Period 3	9:38 a.m. – 10:25 a.m.
Break	10:25 a.m. – 10:35 a.m.
Period 4	10:42 a.m. – 11:29 a.m.
Period 5	11:36 a.m. – 12:23 p.m.
Period 6	12:30 p.m. – 1:17 p.m.

Student Illness at School

If a student becomes ill at school, a school official will notify the parent/guardian and ask that the student be allowed to leave campus. Students who are ill should report to the Attendance Office and remain there until receiving permission to leave campus or sent back to class.

Messages and Telephones

Messages to students will not be delivered during class time. Only in case of an emergency; and the nature of the emergency must be specified to a school official before classroom instruction will be interrupted. Emergencies exist when conditions arise that make it impossible or impractical to delay the message until later.

Student classroom instruction will not be interrupted for any reason listed below:

- Money Delivery
- Lunch
- Personal Business
- Homework, Class Projects, Textbooks, Backpacks
- Clothing Attire
- Bus Fare
- Keys

Any questions regarding the above policy may be directed to the Assistant Principal.

Instructional Media Center (IMC-Library)

MISSION

The mission of the Jesse Bethel Instructional Media Center- Library (IMC-Library) is to teach students and staff to be effective users of information and to develop a lifelong love of reading and learning. The IMC-Library staff will provide an open inviting environment where all users will be treated with dignity and given the support they need to effectively access and use resources available through the IMC-Library. To accomplish this mission, the IMC-Library maintains the following services and procedures.

IMC-LIBRARY SERVICES

- ◆ Class visits, which integrate information-seeking skills into subject area curriculum.
- ◆ A school-wide reading program with related activities including book talks and individual book selection help.
- ◆ Help in finding resources for projects.
- ◆ Online networked resources available on 16 – 22 computers including: computer based card catalog, World Book Encyclopedia online, EBSCO full text magazine index containing 5 databases (400 popular high school magazines, Health Source Plus, Newspaper Source, TOPIC search, & ERIC).
- ◆ Automated library book and textbook checkout system.
- ◆ Internet access.
- ◆ Individual and group training on all online resources.
- ◆ Career Center to provide information on training for careers.
- ◆ Display of special celebrations (Black History Month, Women's History Month, etc.), all upcoming school and community events, positive press and JBHS student/staff recognition, and student work.
- ◆ Student reading, study, and tutoring.
- ◆ Facility for student, faculty, and community meetings.
- ◆ Coin operated photocopy machine for student/faculty use when doing research.
- ◆ Design and maintenance of a library web page.

LIBRARY PROCEDURES

- Leave food, gum, or drinks outside
- Enter quietly and maintain quiet atmosphere to provide a peaceful and secure place for all students
- Come prepared to work.
- Return items to book cart for re-shelving by IMC Student Aides
- Leave equipment the way you found it.
- Put trash in trash cans.
- Treat furniture, books and equipment with care.
- Push in chairs when you leave.
- Keep backpack with you and valuables on your person.
- Ask for help when you need it. We're here to support you!
- USE LIFE SKILLS and VISIT OFTEN!

First Offense: Take student name, home telephone number and call home. Give warning that second offense will warrant a referral to the House Director

Second Offense: Write referral and restrict IMC use by the student for the remainder of the year unless accompanied by a class/teacher.

PASSES TO IMC-LIBRARY TO RESEARCH/STUDY

- Student must come in with an official purple pass.
- Each student must have their own pass.
- Only two students at a time from each teacher. (Times may be set so two students rotate in and out during a period)
- Passes must indicate the specific purpose for the visit.

E.S.L.R.S

Expected School – Wide Learning Results

Jesse Bethel High School Graduates Will Demonstrate:

- **Effective Interpersonal Skills**
- **Effective Problem-Solving Skills**
- **The Ability to Set and Obtain Goals**
- **Effective Communication Skills**
- **Responsible Community Participation**
- **The Ability to use Available Resources, Including Appropriate Technology, to Create a Quality Product**

**JESSE BETHEL HIGH SCHOOL CALENDAR
2008-2009**

Days to Remember

August 13-14	Staff Development Day
August 17	Teachers Return
August 19	First Student Day
TBA	School Pictures
September 23	Back To School Night
October 7 & 8 (11 & 12)	CAHSEE Testing
February 2 & 3 (10 & 12)	CAHSEE Testing
March 16 & 17 (10,11, & 12)	CAHSEE Testing
April 19 – May 14	STAR Testing Window
May	AP (Adv Placement Exam)
June 9	Last Student Day
TBA	Graduation

Days School is Not in Session

September 7	Labor Day
November 11	Veteran's Day
November 23-27	Thanksgiving Break
December 21-January 1	Winter Break
January 4	Staff Development Day
January 18	Martin Luther King Jr. Birthday
February 15	President's Day
March 22 - April 2	Spring Break
May 25	Memorial Day
June 10	Last Student Day

MONTHLY

WEDNESDAY MINIMUM DAY

1st Wednesday
1:50

Staff Meeting

2nd Wednesday
3:00

Dept. Chair Meeting

3rd Wednesday
1:50

Departmental
Collaboration

4th Wednesday
1:50

Departmental
Collaboration

**PLEASE LISTEN TO THE DAILY
ANNOUNCEMENTS OR CHECK MAILBOX
FOR LOCATION AND ANY CHANGES MADE.**

PLANNING

Curriculum & Instructional Program

Letter Home to parents

Please create your own. Check with Department Chair for examples.

Supplies Needed

- JBHS Planner
- Notebook and notebook paper
- Black or blue pens and pencils
- If your student plans to deliver assignments/activities electronically, then a PC formatted disk, CD-Rom or DVD is necessary.

Grades

Grades are based on a percentage of total points earned in relation to total points offered. Parents will receive signature response forms for significant student assignments.

A=100-90% B=89.9-80% C=79.9-70% D=69.9-60% Below 59.9%=F

Student suspensions by Teacher and Teacher Request for Parent Meeting:

Under California law, a public school teacher is authorized to:

- Suspend a student from class for disciplinary infractions found in (education Code §48900).
- Request parent(s) attend class for their student's violation of school rules,
- Recommend off-campus suspension and expulsion to school site administrators, and
- Pursue criminal prosecution against the student and civil remedy against the student and parent(s).

Additionally, California Labor Code stipulates that employers cannot discriminate against a parent employee who is requested by the teacher to attend the student's classroom to reduce disciplinary infractions.

CA Education Code §48910

- (a) A teacher may suspend any pupil from the teacher's class, for any of the acts enumerated in Section 48900, for the day of the suspension and the day following. **The teacher shall immediately notify the parent** and send the pupil to the principal or the principal's designee for appropriate action. If that action requires the continued presence of the pupil at the school site, the pupil shall be under appropriate supervision, as defined in policies and related regulations adopted by the governing board of the school district. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. Whenever practicable, a school counselor or a school psychologist shall attend the conference. A school administrator shall attend the conference if the teacher or the parent or guardian so requests. The pupil shall not be returned to the class from which he or she was suspended, during the period of the suspension, without the concurrence of the teacher of the class and the principal.
- (b) A pupil suspended from a class shall not be placed in another regular class during the period of suspension. However, if the pupil is assigned to more than one class per day this subdivision shall apply only to other regular classes scheduled at the same time as the class from which the pupil was suspended.
- (c) A teacher may also refer a pupil, for any of the acts enumerated in Section 48900, to the principal or the principal's designee for consideration of suspension from the school.

CA Education Code §48900.1.

- (a) The governing board of each school district shall adopt a policy authorizing teachers to provide that the parent or guardian of a pupil who has been suspended by a teacher pursuant to Section 48910 for reasons specified in subdivision (i) or (k) of Section 48900, attend a portion of a school day in his or her child's or ward's classroom. The policy shall take into account reasonable factors that may prevent compliance with a notice to attend. The attendance of the parent or guardian shall be limited to the class from which the pupil was suspended.
- (b) The policy shall be adopted pursuant to the procedures set forth in Sections 35291 and 35291.5. Parents and guardians shall be notified of this policy prior to its implementation. A teacher shall apply any policy adopted pursuant to this section uniformly to all pupils within the classroom. The adopted policy shall include the procedures that the district will follow to

accomplish the following:

- (c) Ensure that parents or guardians who attend school for the purposes of this section meet with the school administrator or his or her designee after completing the classroom visitation and before leaving the school site.
- (d) Contact parents or guardians who do not respond to the request to attend school pursuant to this section.
- (e) If a teacher imposes the procedure pursuant to subdivision (a), the principal shall send a written notice to the parent or guardian stating that attendance by the parent or guardian is pursuant to law. This section shall apply only to a parent or guardian who is actually living with the pupil.
- (f) A parent or guardian who has received a written notice pursuant to subdivision (c) shall attend class as specified in the written notice. The notice may specify that the parent's or guardian's attendance be on the day in which the pupil is scheduled to return to class, or within a reasonable period of time thereafter, as established by the policy of the board adopted pursuant to subdivision (a).

CA Labor Code §230.7.

- (a) No employer shall discharge or in any manner discriminate against an employer who is the parent or guardian of a pupil for taking time off to appear in the school of a pupil pursuant to a request made under Section 48900.1 of the Education Code, if the employee, prior to taking time off, gives reasonable notice to the employer that he or she is requested to appear in the school.
- (b) Any employee who is discharged, threatened with discharge, demoted, suspended, or in any other manner discriminated against in the terms and conditions of employment by his or her employer because the employee has taken time off to appear in the school of a pupil pursuant to a request made under Section 48900.1 of the Education Code shall be entitled to reinstatement and reimbursement for the lost wages and work benefits caused by those acts of the employer.

Main Office Procedures

MAIN OFFICE

The main office is primarily a business office to facilitate the efficient operation of the school. It also has the function of assisting the students and teachers by providing various services. Some of the services offered are:

- Communication-Receiving and giving information regarding our school, students, faculty and staff, greeting parents and visitors and directing them to the proper school personnel; issuing bulletins and special notifies for students and staff.
- Forms-Preparing and supplying forms necessary for the operation of the classrooms and offices.
- Supplies-Ordering and distributing of classroom supplies for student and teacher needs. In order to help in the efficient operation of the office, the following procedures have been established:

TEACHER ATTENDANCE

Per Article 5.1.6, of the VEA contract, no full time unit member shall be required to work more than 6.5 hours per day or alternatively 32.5 hours per week with no day exceeding 7.0 hours excluding the lunch period. Unit member assignment shall be consecutive instructional minutes, active duty time, and preparation time. The unit member may leave the duty site for professional duties five (5) minutes after his/her students have left, provided the unit member has informed the site manager and no mandatory activities are planned.

If you are going to be late for class, please inform the Office Manager as soon as you find out you are going to be late. This will enable us to send someone to open your classroom and stay with your students until you arrive. It is the teacher's responsibility to be on time and greet students as they arrive to class. Do not leave students unattended in your classroom.

CHECKING IN/CHECKING OUT

Reporting in and out will be handled through the Main Office with a sign-in /sign-out sheet. Each staff member is required to sign in and out for himself/herself only. The duty day is six hours and thirty – minutes per section 5.2 of the VEA/VCUSD contract. Teachers are required to be available to students and parents at least 15 minutes prior to the start of class and must remain on duty at least 15 minutes

until after the last regular period ends.

Each employee who has been absent during any given month will receive a **pink** Notice of Absence sheet in their mailbox during the first week of the following month. Please sign and **return IMMEDIATELY to the Office Manager the same day.**

When a teacher covers a class for a colleague for pay, that teacher will receive in their mailbox a **blue** Certificated Report of Extra Hours Worked sheet a few days prior to the 15th of the month. This sheet must be returned to the Office Manager **the same day if you want to get paid on time!** The District has a new system to keep track of teachers who are covering other classes other than their own and this information must be put into the computer on a daily basis. **THERE ARE NO EXCEPTIONS!!**

ILLNESS-NEED FOR SUBSTITUTE

Teachers and all staff members who are unable to report to work for their regular assignments must call the SEMS System number **(707) 556-8862**. When calling for a substitute, please make sure you have your pin number and record your job number. **DO NOT** leave your lesson plans with the Assignment Secretary. Please leave only the information requested and keep your message short and concise. If return date differs from original notice, a call must be made on the preceding day. If employee returns without giving the required notice and a substitute has been called, the substitute will be deducted from the sick leave or salary of the regular employee who failed to give the required notice. (Human Resources will be notified of the extra substitute and if possible, the substitute would be reassigned, which could result at no charge to the regular employee.)

LESSON PLANS FOR SUBSTITUTES

It is required that each teacher have on file lesson plans to cover a two-day absence. These substitute lesson plans should be updated after they are used. These plans will be on file in the main office. Deadline for plans to be turned in is September 19, 2008. The image of the school, the continuity of the student learning and your teaching are adversely affected by not providing adequately for a substitute. The two-day emergency plans are to be used only in an emergency. Specific plans tailored to a pre-planned absence should normally be used.

Your substitute must be able to have the following information set aside in your center desk drawer or in the office: 1) roll and record book; 2) seating charts; 3) lesson plans. The substitute is requested

to state on the office form that these items have been provided. Your cooperation is appreciated by both your students and the substitute.

MAILBOXES

Most staff members have a mailbox in the teacher's lounge. Mail, special notices and other information are distributed in this manner. You should check your mailbox each morning and throughout the day to get any current information from your box. Also, be sure to check your email regularly as information is also disseminated using this method.

CHANGE OF ADDRESS/PHONE NUMBERS

Please notify the Main Office and the Human Resources Office of any changes in address during the school year. Your telephone number should also be listed and kept up to date. If your number is unlisted, it will be protected.

KEYS

All keys issued are the teacher's responsibility – **students are not to be given keys.** Lost keys must be reported immediately to the Main Office. There will be a \$25.00 fee to replace lost keys.

MAKING COPIES

Teachers have access to the copy machine in the "H" building. There will be an in-service training provided by the copier company. Teachers are to use their departmental code as their secret code for the copy machine. Teachers are responsible for making their own copies. **DO NOT GIVE YOUR SECRET CODE TO ANY STUDENT (including TA's) IN ORDER TO MAKE COPIES FOR YOU. THEY ARE NOT AUTHORIZED TO USE ANY COPY MACHINE. IF ANY STUDENT IS CAUGHT USING A MACHINE, THE TEACHER WHO SENT THEM WILL HAVE THEIR PRIVILEGES SUSPENDED IMMEDIATELY FOR THE REMAINDER OF THE YEAR.**

MESSAGES & TELEPHONES

Messages to students will not be delivered unless it is an emergency. The emergency must be specified to a school official before classroom instruction will be interrupted. Emergencies exist when conditions arise that make it impossible or impractical to delay the message at a later time. Cell phones or any communication device can not be used to interrupt instructional time.

Office and classroom telephones **are not** to be used by students. If a student has an urgent call to make, they must go to the Attendance Office to get clearance to use the office telephone.

Student classroom instruction will not be interrupted for any reason listed below:

- Money Delivery
- Lunch
- Personal Business
- Homework, class Projects, Textbooks, Backpacks
- Clothing Attire
- Bus Fare, keys

ACCIDENT REPORTS

A teacher must report student injuries immediately to the main office. Regardless of the circumstances, it is in the teacher's best interest to file an accident report. Times and witness are important considerations. Employee accident forms should be filed immediately with the principal. Hazardous or unsafe conditions should be reported in writing to the office immediately with a full description of the accident with any other necessary information. Under no circumstances shall one person

transport an injured person from the scene unless no other person is readily available. This applies to a person being sent to the nurse's office or main office.

REPORTING THEFT OR UNLAWFUL ENTRY

Principals are required to report immediately to the Chief Financial Officer any theft of money, supplies or equipment and any evidence of unlawful entry of building or rooms from their respective schools.

Such unlawful entry and/or theft should be reported immediately to the main

office so that it can be reported to the proper authorities. In case of a break-in or theft, it is best not to disturb anything in the room until a police officer makes an investigation.

HARASSMENT

Harassment of another student, teacher or staff member will not be tolerated at Jesse Bethel High School. A *Compliance Report* form may be picked up from the main office, filled out and return to the Assist. Principal's Office should another person harass anyone as soon as the harassment occurs. The form must be filled out to the best of your

ability to assure proper investigation takes place.

EMERGENCY ACTION PLAN

A copy of the Emergency Action Plan, Emergency Drill Dates, Fire Alarm Procedure and a map of the Emergency Evacuation Route is attached at the end of the handbook.

FIELD TRIP POLICY

1. All money (cash only) collected will be done so by the Finance Clerk in the box office before school, during break and lunch, and after school. Ticket sales or money collection will end no later than 5 days prior to the trip.
2. Fieldtrip ticket sales must end at least 72 hours prior to the trip departure date in order to meet bus cancellation deadlines. An advisor should be present and involve in the sales of fieldtrip tickets in order to maintain proper supervisor and security of money.
3. Bus request forms must be completed by the advisor and approved by the Principal (John Arreguin) at least 4 weeks prior to the trip. The trip must have been placed on the master calendar and approved by the Student Activities Director. Forms may be picked up from Mrs. Dillon (main office).
4. The Finance Clerk will order the buses at least 4 weeks prior to the trip. Cancellations of the buses need to happen no later than 72 hours prior to the trip and a fee may be involved. **(No Exceptions!)**
5. If a check is needed to pay the fieldtrip facility organization, it must be requested to the Finance Clerk at least 72 hours prior to the due date of the check.
6. Permission slips must be signed by all teachers, parents, and Librarian **before** a student may purchase a trip ticket. The advisor must keep these forms. They can be picked up from the Student Activities Director/counseling office.
7. The advisor must keep a list of students with permission slips and a copy of the list will be given to each teacher at least 1 day prior to the trip.

8. A final list of students actually on the bus (head count) will be generated by teacher and given to the Attendance Clerk prior to bus departure.

Exception: Permission slips must be signed by Assistant Principal for all club fieldtrips. Book club, ASHAE etc. Student must have a GPA of 2.0.

These explicit policies must be adhered to if a teacher or advisor of any club or organization wants to have a fieldtrip. Please keep in mind that fieldtrips must be on the Master Calendar in order to take place. Also, no fieldtrips will be allowed during STAR testing, Exit Exam Test, AP exam, and during the month of April or May..

If you have any questions, see Tony Ramos (Student Activities Director) or John Arreguin (Principal)

TRANSCRIPTS

To request a transcript, students must complete a Transcript Request Form **and** pay the fee upon request.

- ✓ Unofficial Transcripts - \$1.00
- ✓ Official Transcripts - \$3.00

Students must make the request from the Office Manager only:

- Before school
- Lunch
- After school

Transcripts may only be picked up on Thursdays **after school only.**

Transcripts should be kept in a safe place for future references.

NO TRANSCRIPTS will be issued when students are indebted to the school (i.e. books, uniforms, candy money, etc.)

As a senior, your diploma is withheld and you may not "walk the line" and/or release official transcripts.

MID-YEAR GRADUATION

By action of the Governing Board, senior students who have completed

the necessary graduation requirements and who believe they have attained their educational goals in high school may petition for graduation at mid-year. The following requirements must be completed by the END OF 1ST SEMESTER.

1. Mandatory credits met-230.
2. Specific requirements completed:

English	40 credits
Science	20 credits
Math	20 credits
P.E.	20 credits
U.S. History	10 credits
Govt./Econ.	10 credits
Mod. World. His	10 credits
Foreign Lang./	
Fine Arts	10 credits
3. Clear any indebtedness. (IMC)
4. Has one of the following reasons for early graduation:
 - Full-time employment
 - Full-time enrollment in a college or a trade school
 - Other explainable reason

Classroom Attendance Procedure

ATTENDANCE TAKEN BY PERMANENT TEACHERS

Attendance **MUST** be taken by computer **TEN (10)** minutes after the final bell has rung. Only absent students should be marked. The attendance office will change absent marks to tardies when necessary. An administrator will be monitoring this procedure and you will be notified if you have been inconsistent in taking daily attendance on a timely manner.

ATTENDANCE TAKEN BY SUBSTITUTES FOR PERMANENT TEACHERS

When calling for a substitute, make sure you leave instructions for your sub to pick up a roster from the Attendance Office **before** class starts. You must leave instructions to mark "**A**" for **absent** or "**L**" for **late** or **tardy**. They must sign, date and return the sheet to the Attendance Office within the **first fifteen (15)** minutes of the class.

ATTENDANCE TAKEN BY PE TEACHERS AND LONG-TERM SUBSTITUTE TEACHERS

Roster sheets will be provided for the daily attendance. These sheets will be put in your mailbox on a daily basis. After taking roll please return them to the Attendance Office within the **first 15 minutes** of your class. **LATE ROSTERS WILL NOT BE ACCEPTED AFTER CLASS ENDS! NO EXCEPTIONS!**

ATTENDANCE

Positive Attendance Reporting

The state has adopted positive attendance reporting system.

This means that all students need to be in school. With the new positive reporting system, the school is reimbursed only when the student is present in class. The Attendance Office will open at 7:00 a.m. daily.

The student will need to bring a note upon returning to school after an absence to the Attendance office before 1st period. **STUDENTS ABSENT FOR 5 DAYS OR MORE MUST HAVE A DOCTOR'S EXCUSE.**

Students shall be allowed to make up work if they are absent for the following reason:

- ◆ Medical/Dental
- ◆ Personal
- ◆ Death (immediate family)
- ◆ Court Appearance

If a note is not received in the office within three (3) days after a student has returned from an absence, it will become truancy.

Students WILL NOT be allowed to make up work for the following infractions:

- ◆ Truant from Classes
- ◆ Tardy to Class (unexcused)
- ◆ Juvenile Hall
- ◆ Suspension

Teachers may allow suspended students to make up class work upon returning to school after suspension.

Late students to any period are to report directly to the attendance office for a late pass. Teachers should not admit late students who do not have a pass from the attendance office or other authorized school personnel. Students will be required to serve one hour of administrative detention for each unexcused tardy they receive.

For students who are returning from an illness, death in their immediate family, or court appearance, the following procedure must be followed:

Procedure:

1. Students who are absent, upon returning to school, must bring a note signed by parent/legal guardian with the following information:
 - a. Student's Name – First and Last (clearly written)
 - b. Student's Grade
 - c. Date(s) of Absence
 - d. Reason for Being Absent
 - e. Daytime **and** work phone number of parent/legal guardian
 - f. Signature of parent or legal guardian

Upon returning to school from an absence, the student will bring the note to the Attendance Office and will receive admittance slip to class and....**THEN PROCEED TO CLASS**

THE ATTENDANCE OFFICE IS OPEN AT 7:00 A.M.

Students that are guilty of excessive tardiness/truancies will be referred to the Assistant Principal and may be suspended or referred to

alternative placement.

CLASSROOM MANAGEMENT

CLASSROOM MANAGEMENT IS OF UTMOST IMPORTANCE. THE TONE THAT YOU SET IN THE CLASSROOM FROM THE FIRST DAY ON WILL SET THE TONE FOR THE ENTIRE YEAR.

CLASS OPENING

- It is important that students become engaged as soon as the bell rings.
- The use of the agenda for the day and warm up activities help students to focus.
- Beginning class immediately will help solve the tardy problems. If students know the first few minutes are important, they'll be on time.
- Stand in the doorway during passing time, and close your door after the bell rings. It is suggested that you keep your door locked. Students who are not in the room (or if the teacher desires, in their seats or at their workstations when the bell rings), are considered tardy.

CLASSROOM BEHAVIOR

All teachers are responsible for following the rules and regulations pertaining to students and for enforcing them in their classrooms. They should be posted clearly in the classroom and a copy given to each student. A classroom discussion regarding the classroom rules may be beneficial. If students know the rules ahead of time, they can be held accountable for their actions in the classroom.

In order for students to view the teacher as the authority figure in the classroom, teachers need to try to handle as much of their own classroom discipline as possible. Some of the effective methods of handling discipline include student conferences, detentions and phone calls to parents. The following are some examples of inappropriate behaviors that might be best dealt with by the teacher.

- Entering your room with a hat on

- Coming to class unprepared (no pencil, book paper, etc.)
- Chewing gum, eating candy, food or drink in class
- Failure to do assignment/ test
- Excessive talking, playing, etc.
- Not seated in assigned seat

If a student is in defiance, dial Ext. 51007/51001 for a campus supervisor to have the student removed and escorted to the office.

TARDY

Three (3) tardies is considered "Unexcused" absence. Excessive "Unexcused" absences may result in failure of class.

CLASS DISMISSAL

- **Teachers must not dismiss their classes until the bell rings signifying the end of class.** The teacher, not the bell, should dismiss the class.
- Students are to remain in their seats until the bell rings. They should not line up at the door a few minutes before the bell in anticipation of dismissal unless the teacher directs the students to do so.

VISITORS

DO NOT allow anyone in your classroom who is not a registered student or an authorized visitor without a visitor's pass. Send all non-students to the office. If any unauthorized student or visitor refuses to leave, **call Mrs. Ligons Ext. 51002** to request for a campus supervisor to remove the student/visitor. Please contact the main office immediately if you see strangers on campus.

UNSUPERVISED STUDENTS

Unsupervised students, visitors such as friends, relatives, children or babies are not to be in classrooms, gym or other rooms. A teacher or other responsible adults must be with them at all times. This applies before, during and after school hours.

TEACHER/STUDENT RELATIONS

- Everyone feels a need to be liked and we, as educators, are no exception. But the teacher who places student approval above instruction and discipline is making a serious mistake, even courting disaster.
- You are a teacher first, last and always. Your relationship with students should be one of helpfulness, friendliness and mutual respect. The students and you should understand this role.
- Students generally respect and like a teacher who has standards and enforces them fairly and consistently. Therefore, make certain that your students know what your standards are. Be clear.
- Be a friendly guide to all of your students but maintain some degree of reserve.
- Try to like all students. Your ability to do so is an important factor in your success as a teacher. It's easy to like the good ones; liking the difficult ones may come a bit harder.

INSTRUCTIONS FOR CALL PILOT

Article I. VOICE MAIL: 50500

EXPRESS MESSAGING: 50555

IMPORTANT NOTE!

For initial set up of a new voicemail box, there are **three important areas** that need attention. This is also **VERY important** for users taking over an old box that belonged to someone else.

1. **Reset Password;** Your initial password will be 1+ your extension number and the pound key(#). When you log in successfully, it will tell you that your temporary password has expired and to press **84** to change it. When you are asked for your "old" password, please enter in: **(1+extension number + pound#)**.
2. **Personal Identification;** this is the recorded name on your voicemail box. This is how a caller can find you in the system if they don't know your extension number **AND** the name left at another voicemail box when you leave a message.
3. **Greetings;** it is important to know which greeting you want to record, external or internal. If you only record the external, it will be played to both external and internal callers.

ONE MORE THING! If you try to get in more than three times with an incorrect password, the system will disable the box. It must be reset by an Administrator. This is attended to EVERY morning automatically. If this happens, wait until the next morning, after 9 a.m. and then try the **INITIAL password (1 + extension number)**.

Following is a list and explanation of different commands that can be used with Call Pilot. The last page is a quick reference page of all commands.

1. LOG ON

From own telephone with a **CHECK VMAIL** key:

- a. Lift handset or listen for dial tone
- b. Press **CHECK VMAIL** key
When prompted for mailbox, enter your extension number plus # **OR**
when prompted for mailbox, enter #
- c. Enter password plus # **(initial password is 1 + your extension #)**

From own telephone without **CHECK VMAIL** key:

- a. Lift handset or listen for dial tone
- b. Dial **CALL PILOT** extension **50500**
- c. When prompted for mailbox, enter your extension number plus #
- d. Enter password plus # **(initial password is 1 + your extension #)**

From a telephone other than your own:

- a. Lift handset or listen for dial tone
- b. Dial **CALL PILOT** extension **50500** or press **CHECK VMAIL** key
- c. When prompted for mailbox, enter your extension number plus **#**
- d. Enter password plus **#** (initial password is **1 + your extension #**)

From a telephone outside the office or site:

- a. Lift handset or listen for dial tone
- b. Dial **707-556-8921**, dial ext **50500** for Call Pilot
- c. When prompted for mailbox, enter your extension number plus **#**
- d. Enter password plus **#** (initial password is **1 + your extension #**)

2. LOG OFF

Note: Always log off after a voice mail session to ensure port availability.

- a. Press **83**, CALL PILOT will say "*Goodbye*"

3. CHANGE PASSWORD

Password must be a minimum of **5 to 16** digits

- a. **Log on to CALL PILOT**
- b. Press **84**
- c. Enter old password plus **#**
- c. Enter new password plus **#**
- d. Enter new password again plus **#** (Hear.. "*Your password has been changed*")
- f. Press **83** to log off

4. RECORD PERSONAL VERIFICATION

- a. **Log on to CALL PILOT**
- b. Press **82**
Press **9** for **Personal Verification** (Hear.. "*The personal verification is...*" or "*There is no name for personal verification of mailbox...*")
- c. Press **5** to record and wait for tone, then speak your name.
- d. Press **#** to stop recording (Hear.. "*The personal verification is...*")
Press **2** to hear name again
Press **76** to delete
Press **5** to re-record and **#** to stop recording
- e. Press **83** to log off

5. RECORD OR CHANGE PERSONAL GREETINGS

To record **External Greeting**:

- a. **Log on to CALL PILOT**
- b. Press **82**
- c. Press **1** for **External Greeting**
- d. Press **5** and wait for tone to record
- e. Press **#** when greeting is completed to end recording
Press **2** to replay greeting
Press **76** to delete greeting
Press **5** to re-record and
to stop recording
- f. Press **83** to log off

6. PLAYING YOUR MESSAGES

- a. **Log on to CALL PILOT**
- b. Press **2** to play message
- c. Press **2** to play message again
- d. Press **#** to pause during playback
- e. Press **2** to continue
- f. Press **1** to skip backward 5 seconds
- g. Press **3** to skip forward 5 seconds
- h. Press **76** to delete message
- i. Press **76** to restore message

Note: Messages are automatically saved unless deleted by user or system parameters.

7. NAVIGATING BETWEEN MESSAGES

- a. Press **6** to move to next message
- b. Press **4** to move to previous message
- c. Press **86 plus message number plus #** to go to a specific message

To **forward a message** from you mailbox to another user's mailbox

- a. Press **73** for the forwarding prompt
- b. Enter the mailbox number plus **#**
- c. Enter additional mailbox numbers separated by **#**
- d. Press additional **#** to end the list
- e. Press **5** and wait for tone to record your message
- f. Press **#** to stop recording
- g. Press **2** to play message
- h. Press **76** to delete OR
- i. Press **70** to hear options for tagging the message (optional)
- j. Press **79** to send the message

8. TAGGING MESSAGES

To tag a message before pressing **79** to send

- a. Press **70** for message option

- b. Press appropriate option number
 - 1 is Urgent
 - 4 is Private
 - 5 is Acknowledge
 - 6 is Time or Future Delivery (additional prompts required)

9. THE HELP SERVICE

- a. Press * for general help
- b. Press 7* for message command help
- c. Press 8* for mailbox command help

10. TO BYPASS PERSONAL GREETING

- a. Press 5 or #
- b. Wait for tone and record message

11. EXPRESS MESSAGING

To leave a message for someone without directly ringing their extension

- a. Dial **50555**
- b. When prompted enter **mailbox number plus #**
- c. Wait for tone and record message
- d. Hang up when finished

To Transfer a caller to Express Messaging, with caller on the line

- a. Press the **TRANSFER** key, you will hear beeps followed by dial tone (caller is placed on hold automatically)
- b. Dial **50555**
- c. When prompted enter **mailbox number plus #**
- d. Immediately press the **TRANSFER** key, so caller can hear greeting

CALL PILOT
Article II. COMMAND MENU

Main Menu

1) 1 Skip Backward
2 Play
 a) Personal Verification
3 Skip Forward
4 Previous Message
 Section 2.02

Message Commands 7X

71 Reply
72 Play Envelope
73 Forward
74 Reply All
5 Record
75 Compose

Mailbox Commands 8X

81 Log In
82 Greetings/
83 Log Off
84 Password Change
855 Personal

Distribution
Lists

a) 6 Next Message
7 Message Commands
8 Mailbox Commands
 2) 9 Call Sender
* Help
0 Thru Dial/Attendant
Stop/Exit
23 Play Faster
21 Play Slower

76 Delete/Restore
77
78
79 Send
7* Message Help
70 Message Options
7# Cancel/Exit

86 Go To Message
87
88
8* Mailbox Help
80 Mailbox Options
8# Cancel/Exit

Message Options 70X

3) 701 Urgent
4) 702 Standard
703 Economy
704 Private
705 Acknowledge
706 Timed Delivery
707
708
709
70* Options Help
700
70# Cancel/Exit

Mailbox Greetings 82X

821 External Greeting
822 Internal Greeting
823 Temporary Greeting
824
825
826
827
828
829 Personal Verification
82* Greetings Help
820
82# Cancel/Exit

Mailbox Options 80X

801
802
803
804
805
806
807
808
809
80* Options Help
800
80# Cancel/Exit

Jesse Bethel High School

EMERGENCY PROCEDURES

ALARM SOUNDS

In case of earthquake or explosion:

A continuous, wailing siren alarm will sound, signaling all teacher and students to:

1. **WITHOUT PANIC**, get under a desk or table **AWAY** from windows, glass, or light fixtures;
2. Protect your head and wait out the earthquake or explosion;
3. Leave the building in an orderly fashion **ONLY** when the earthquake or explosion has ended, and only when instructed by the teacher. Follow the evacuation routes. All students will remain with their class and teacher. Avoid all electrical wires, conduits, gas, or flames. Do not light any fires.

In case of an intruder on campus, or lockdown:

A siren with short alterations of high and low tones will sound, signaling all teachers and students to:

1. **WITHOUT PANIC**, get **AWAY** from windows and doors, and stay low and huddled out of sight from the outside;
 2. Teachers should, if at all possible, lock the doors to their rooms;
 3. **REMAIN HUDDLED, CROUCHED, AND OUT OF SIGHT UNTIL GIVEN THE ALL-CLEAR BY THE OFFICE OVER THE P.A. SYSTEM.**
- N Bldg. – exit right, turn left around the building up the stairs and proceed to the parking lot.
 - M Bldg. – exit right, turn left around the building up the stairs and proceed to the parking lot.
 - O Bldg. – exit right, turn left around the building up the stairs and proceed to the parking lot.
 - K Bldg. – exit through the quad to the parking lot.
 - F Bldg. – exit through the quad to the parking lot.
 - P Bldg. – exit right and walk to the basketball courts.
 - Q Bldg. – exit right and walk to the basketball courts.

- R Bldg. – exit right and walk to the basketball courts.
- D Bldg. – exit straight to the basketball courts.
- PE – walk out to the parking lot.
- Auxiliary and Main gym – walk out to the parking lot
- Student Services, Kitchen, and Construction lab – exit right and walk out to the parking lot.

RULES FOR CONDUCT DURING AN EARTHQUAKE OR FIRE DRILL

1. Proceed quickly and quietly to Emergency Assembly Area. No running or talking. Classes must remain together for the duration of the drill.
2. Teachers should lead the class. Assign a dependable student to make certain room is clear and door is closed, but not locked.
3. Teachers must take Roll Books when evacuating building.
4. Leave books and belongings in the room, except, purses, they should be carried during the drill.
5. If an exit is blocked, the teacher should select the next best route and proceed to a safe area.
6. When arriving at emergency assembly area send student representatives to report room attendance to vice principal.
7. Classes must stand away from all buildings
8. When you hear the "all clear" signals, return by the same route in a quiet and orderly manner.
9. Teachers should stress the importance of emergency drill and expect student to fully cooperate. There should be no running or talking.

PROCEDURE OUTSIDE BUILDING

1. If in the open where nearby protection is not available, drop flat immediately with the face and eyes buried in the crook of the elbow. Cover the back of the head and neck with the other hand. Remain in this protective position until further instructions are given.
2. Lunch Period – in case of an alarm sounded during any lunch period, students at lunch will report to the grass area, south side of campus.
3. Before school and after school or between classes in case of an emergency alarm, students should report to:
 - a. Before school – area of 1st period class
 - b. After school – area of 6th period class
 - c. Between periods – area of next period class

OFFICE COMMUNICATION TEAM

Identifies and maintains an internal and external electronic communication system. Team members supervise and monitor system by screening all incoming and outgoing calls as necessary to maintain an effective emergency system.

- Team meets in office and identifies all working electronic equipment and dials 911 as appropriate.
- Identified switchboard personal operated equipment to monitor and respond to incoming calls.

EQUIPMENT / SUPPLIES

- Walkie Talkies
- Master Keys
- Paper and Pencils
- Emergency Assignment Lists
- Emergency Drill Booklet

PERSONNEL

- John Arreguin
- Shirley McNichols
- Phillip Shelley
- Tim Metros
- Krystal Points
- Monica Ligons
- Bev Phillips
- Denise Murray
- Denise Sponsler
- Lori Griffin
- Christine Raahague
- Danny Rogers

- Locks all external gates, doors and secures school
- Turns off electrical main, gas main, and water mains when appropriate
- Stations a team member at entrance gate(s) to route fire, rescue or other emergency vehicles.
- Assists helicopter landings
- Gathers tools and equipment needed by search / rescue teams and puts equipment at EOC.
- Stands by EOC for other security problems
- Teams must fly U.S. flag upside-down as distress signal.

JESSE BETHEL HIGH SCHOOL EMERGENCY ACTION PLAN

Administrative Responsibilities

Command Center

JBHS Main Office under the direction of the Office Manager, Monica Ligon. (Emergency and First Aid Pack is located in the Main Office)

Principal

Will make immediate contact with appropriate agencies

- Medical resources/VPD/VFD
- School Crisis Team Leader
- Grief Counseling Leader
- Superintendent's Office
- Victim's family

Will approve all communications and prepare for media inquiries.

Will assume leadership role in conducting parents/staff meetings.

The Crisis Team Leader/Grief Counseling Team Leader

Will make immediate contacts with appropriate agencies in absence of Principal

- Medical resources/VPD/VFD
- Grief Counseling Team
- Determine what needs to be done, for whom and by whom
- Superintendent's Office
- Victim's Family

Activate School Crisis Team/School Grief Counseling team in cooperation with the Principal

- Obtain facts
- Keep record of facts as they emerge
- Obtain additional resources
- Track status of response to crisis
- Communicate factual information

School Crisis Team Members

Will carry out the functions of the prepared plan

- Maintain radio contact with Team Leader
- Provide at the scene assistance
- Provide the office assistance
- Communicate factual information to the team leader
- Carry out assignments made by the Team Leader

*J*esse *B*ethel *H*igh *S*chool

Emergency Action Plan
2009-2010

Emergency Action Plan

Administration

- Principal John Arreguin
- Vice Principal Shirley McNichols
- Asst. Principal Phillip Shelley
- Asst. Principal Tim Metros
- Reform Coord. Krystal Points

Counseling Staff

- Head Counselor Lois Banks
- Counselor Tina Bowen / Ricky Nutt
- Counselor Manisha Hall

Office Support Staff

- Office Manager Monica Ligons
- VP Secretary Bev Phillips
- Registrar Riza Garabato
- AP Secretary Denise Murray
- Attendance Clerk Lori Griffin
- Finance Clerk Christine Raahague
- Library Clerk Denise Sponsler
- Counseling Secretary Marsha Mezzavilla
- Cafeteria Manager Peggy Battiste
- Head Custodian Donna Butts
- Danny Rogers

Attachments

1. Administration
2. Crisis Team Management
3. Campus Supervision Map
4. Fire Drill Evacuation
5. Earthquake Duck and Cover
6. Map of School
7. Lock Down Protocol
8. Emergency Action Plan
9. Bell Schedule

SUPPORT STAFF

Psychologist / Social Worker

Psychologist	Gloria Mau-Santos
Nurse	TBA
Probation Officer	TBA

CRISIS TEAM MANAGEMENT

John Arreguin
Principal

Shirley McNichols
School Crisis Team Leader

Phillip Shelley
Alternate

Lois Banks
Team Member

- Assist Team Leader
- Monitors Counseling Services
- Identifies necessary resources

Campus Supervision Staff

Warren Johnson
Bobby Jefferson
Etienne Fortier
Germond Ayers
James Brooks
John Lammon
Usiku Barrow

Monica Ligons
Team Member

- Keep records of facts
- Track status of crisis
- Communicates factual information to staff and/or District Office

Manisha Hall
First Alternate

Denise Sponsler
First Alternate

Tina Bowen
Second Alternate

Denise Murray
Second Alternate

GRIEF COUNSELING TEAM MANAGEMENT

John Arreguin
Principal

Shirley McNichols
Grief Counseling Team Leader

Tim Metros
Alternate

Lois Banks
Alternate

Krystal Points

Student Assistance Team

- Assist Team Leader
- Monitors Counseling Services
- Identifies necessary resources

District Grief Counseling Team

- Assist JBHS Grief Counseling Team
- Work with JBHS Student Assistance Team

Monica Ligons

Support Staff

- Keep records of facts
- Tracks status of crisis
- Communicates factual information to staff

Lois Banks

Denise Sponsler

Manisha Hall

Denise Murray

Tina Bowen

Lois Banks

Jesse Bethel High School

EMERGENCY PROCEDURES

ALARM SOUNDS

In case of earthquake or explosion:

A continuous, wailing siren alarm will sound, signaling all teacher and students to:

1. **WITHOUT PANIC**, get under a desk or table **AWAY** from windows, glass, or light fixtures;
2. Protect your head and wait out the earthquake or explosion;
3. Leave the building in an orderly fashion **ONLY** when the earthquake or explosion has ended, and only when instructed by the teacher. Follow the evacuation routes. All students will remain with their class and teacher. Avoid all electrical wires, conduits, gas, or flames. Do not light any fires.

In case of an intruder on campus, or lockdown:

A message stating "Mr. Bethel please report to the office" will go out over the P.A. System, signaling all teachers and students to:

1. **WITHOUT PANIC**, get **AWAY** from windows and doors, and stay low and huddled out of sight from the outside;
2. Teachers should, if at all possible, lock the doors to their rooms;
3. **REMAIN HUDDLED, CROUCHED, AND OUT OF SIGHT UNTIL GIVEN THE ALL-CLEAR BY THE OFFICE OVER THE P.A. SYSTEM.**

JESSE BETHEL HIGH SCHOOL

BUILDING FIRE DRILL / EXIT PROCEDURES

When the emergency bell rings:

1. Stop every activity immediately.
2. Depart from the room/building at once, following the route listed hereafter.
3. The teacher closes the door, leave door unlocked.
4. The teacher takes the roll book with him/her.
5. Move to the point several hundred feet from the building, and take roll.
6. Remain standing for further instructions
7. Return to the building quietly upon the signal of four (4) consecutive bell rings.

Classes who are evacuating in front of the school should move their students toward the center of the parking lot. **Do Not** stop in front of the red curves located in the parking lot or in any location that may block the incoming fire truck.

REFER TO SCHOOL MAP

Band, Choir and Crafts/Art exit right, to second right around the building and walk to parking lot.

Theater exit out front door entrance, walk out to parking lot.

H102, H103 exit left, make second right around the building and walk to parking lot.

H100, H101 exit right and walk to parking lot.

Administration Building exits front door left to parking lot.

Student Services exit left, make a second left, and walk to the parking lot.

L108 exit left, make a second left and walk to the parking lot.

M100, M101, M102 exit left and walk to the parking lot.

M103, M104, M105, M106 exit right and walk to the parking lot.

J100 exit left through the quad, and walk to the parking lot.

J102 and IMC exit left, up the stairs and walk to the parking lot.

N100, N101, N102 exit left and walk to the parking lot.

N103, N104, N105 exit right, turn left around the building up the stairs and proceed to the parking lot.

O100, O101, O102 exit left and walk to the parking lot.

O103, O104, O105 exit right, and walk up the stairs and proceed to the parking lot.

K100, K101, K102, K103, K104 exit left and walk through quad to the parking lot.

K105, K106, K107, K108, K109 exit right, make a left and walk through the quad to the parking lot.

F100 and F104 exit left and walk through the quad to the parking lot.

F101, F102 and F103 exit right, turn left and walk through the quad to the parking lot.

P100, P101, P102 exit left, turn right, and walk out to basketball courts.

P103, P104, P105 exit right and walk out to the basketball courts.

Q101, Q102, Q103, Q104, Q105, exit right, turn left and walk out to the basketball court farthest from the gym.

Q106, Q107, Q108, Q109, Q110, Q111, exit left, turn left and walk down the strip to the basketball courts close to the back wall.

R101, R102, R103 exit right and walk out to the basketball courts.

R104, R105, R106 exit left, turn right and walk out to basketball courts.

D101, D102 exit straight to basketball courts.

D100, D103 exit left, walk straight to basketball courts.

PE exits right, and walk out to parking lot.

Auxiliary and Main gym exit right and walk out to the parking lot.

Student Services, Kitchen and Construction lab exit right and walk to the parking lot.

Girls lavatory exit left, turn left and walk down the strip to the track field.

Boys lavatory exit right, and walk down the strip to the track field.

Jesse Bethel High School

EMERGENCY PROCEDURES

1) DUCK AND COVER PROCEDURE

The natural or man made disaster drill signal will be repeated with short rings followed by one long ring for one minute. When the drill signal begins, students and staff will immediately assume the "duck and cover" protective position. In a real earthquake there may not be a signal. The event itself sets the procedure in motion.

a) PROCEDURE WITHIN BUILDINGS

1. The command "Duck and Cover" is given.
 - a. Drop to knees with back to windows and knees together.
 - b. Clasp both hands firmly behind the head covering the neck.
 - c. Bury the face between the knees, eyes closed, press the elbow tightly to the knees and cover the ears and sides of face with arms.
2. All staff and students shall drop to the floor and get under a table or other support object. Caution should be taken to:
 - a. Avoid glass and falling objects.
 - b. Move away from windows.
 - c. Move away from heavy suspended light fixtures.
3. After the earthquake is over, students are to evacuate to the Emergency Assembly Area according to routes on the attachment map on attachment A. The fire drill signal, a continuous series of short rings, will initiate evacuation of all buildings. Stay as far away from buildings as possible. Students are to be assembled in the areas designated on the map. Teachers are to maintain control of their groups at all times. Evacuation map should be posted in all rooms.
4. All clear signal – A long bell will be used to end drill. Return to class after receiving signal.

b) RULES FOR CONDUCT DURING AN EARTHQUAKE OR FIRE DRILL

1. Proceed quickly and quietly to Emergency Assembly Area. No running or talking. Classes must remain together for the duration of the drill.
2. Teachers should lead the class. Assign a dependable student to make certain room is clear and door is closed,

but not locked.

3. Teachers must take Roll books when evacuating building.
4. Leave books and belongings in the room, except purses; they should be carried during the drill.
5. If an exit is blocked, the teacher should select the next best route and proceed to a safe area.
6. When arriving at emergency assembly area send student representatives to report room attendance to vice principal.
7. Classes must stand away from all buildings.
8. When you hear the "all clear" signals, return by the same route in a quiet and orderly manner.
9. Teachers should stress the importance of the emergency drill and expect students to fully cooperate. There should be no running or talking.

c) PROCEDURE OUTSIDE BUILDINGS

1. If in the open where nearby protection is not available, drop flat immediately with the face and eyes buried in the crook of the elbow. Cover the back of the head and neck with the other hand. Remain in this protective position until further instructions are given.
2. Lunch Period – In case of an alarm sounded during lunch period, students will report to the grass area, south side of campus.
3. Before school and after school or between classes, in case of an emergency alarm, students should report to:
 - a. Before school – area of 1st period class.
 - b. After school – area of 6th period class.
 - c. Between Periods – area of next period class.
4. Gym – In case of an alarm sounded during an assembly or other program in the Gym, those people in the gym will evacuate through the nearest evacuation exit to the front parking lot (side one) or track area (side two).

RESPONSIBILITIES DURING EMERGENCY

- **PRINCIPAL OR DESIGNEE AT EMERGENCY OPERATION CENTER IN MAIN OFFICE.**

1. As certain emergency situation (i.e. earthquake, surprise attack, fire, etc.)
 - a) Pull alarm
 - b) Delegate (vice principal, secretary, etc.) to call for necessary back up (police, firefighters, ambulance, SWAT team).
2. Dial 911, state:

***“Jesse Bethel High has an emergency situation of _____.
We need the following back up of (police, ambulance, firemen, SWAT team, etc.) Jesse Bethel High is located at 1800 Ascot Parkway.
Emergency vehicles should enter at the North or South end of the school off of Redwood Parkway.”***
3. Delegate team duties and area of search and rescue.
4. Designate person to stand in front of the school to guide emergency vehicles coming to emergency site.
5. Designate person to turn flag upside down to signal emergency.
6. Receive reports:
 - Teachers – students present, missing and absent
 - Custodian – campus secure, condition of office, electrical and gas utilities
 - Nurse – names, numbers and condition of injured
 - Security Team – state of campus security

OFFICE COMMUNICATION TEAM

Identifies and maintains an internal and external electronic communication system. Team members supervise and monitor system by screening all incoming and outgoing calls as necessary to maintain an effective emergency system.

- Team meets in office and identifies all working electronic equipment and dials 911 as appropriate.
- Identified switchboard personal operated equipment to monitor and respond to incoming calls.

EQUIPMENT / SUPPLIES

- Walkie Talkies
- Master Keys
- Paper and Pencils
- Emergency Assignment Lists
- Emergency Drill Booklet

PERSONNEL

- John Arreguin
 - Shirley McNichols
 - Phillip Shelley
 - Tim Metros
 - Krystal Points
 - Monica Ligons
 - Bev Phillips
 - Denise Murray
 - Denise Sponsler
 - Lori Griffin
 - Christine Raahague
 - Danny Rogers
- Locks all external gates, doors and secures school
 - Turns off electrical main, gas main and water mains when appropriate
 - Stations a team member at entrance gate(s) to route fire, rescue or other emergency vehicles.
 - Assists helicopter landings
 - Gathers tools and equipment needed by search / rescue teams and puts equipment at EOC.
 - Stands by EOC for other security problems
 - Teams must fly U.S. flag upside down as distress signal.

JESSE BETHEL HIGH SCHOOL
EMERGENCY ACTION PLAN
Administrative Responsibilities

Command Center

JBHS Main Office under the direction of the Office Manager, Pat Dillon.
(Emergency and First Aide Pack is located in the Main Office).

Principal

Will make immediate contact with appropriate agencies

- Medical resources /VPD/VFD
- School Crisis Team Leader
- Grief Counseling Leader
- Superintendent's Office
- Victim's Family

Will approve all communications and prepare for media inquiries.

Will assume leadership role in conducting parents/staff meetings.

The Crisis Team Leader/Grief Counseling Team Leader

Will make immediate contact with appropriate agencies, in absence of Principal

- Medical resources /VPD/VFD
- School Crisis Team Leader
- Grief Counseling Leader
- Determine what needs to be done, for whom and by whom
- Superintendent's Office
- Victim's Family

Activate School Crisis Team/School Grief Counseling team in cooperation with the principal

- Obtain facts
- Keep record of facts as they emerge
- Obtain additional resources
- Track status of response to crisis
- Communicate factual information

School Crisis Team Member

Will carry out the functions of the prepared plan

- Maintain radio of the prepared plan
- Provide at-the-scene assistance
- Provide the office assistance
- Communicate factual information to the team leader
- Familiarize self with location of emergency supplies, etc.
- Carry out assignments made by the Team Leader

JESSE BETHEL HIGH SCHOOL

EMERGENCY ACTION PLAN Procedures

School-Wide Emergencies

In the event of an emergency situation requiring immediate action by all staff members, the bells will be turned on to ring continuously. If you are aware of the emergency situation, take immediate, appropriate action.

Fire Drill Procedures

Fire drill routes should be posted in a conspicuous place near the exit in your room. Review the route and procedure with your students.

1. Take attendance roll book with you and leave promptly through the designated exit.
2. Direct students to designated area in a quiet, orderly manner, and remain with your students until the all clear bell sounds.
3. Close all doors as you leave, but do not lock them.
4. Take roll when arriving at the designated area. (Students must be closely supervised as some students may attempt to leave during a fire drill. Take names of students who leave or attempt to leave during the drill and report the name to the assistant principals).
5. If a student is missing, report the name to the AP immediately.
6. Students are to remain quiet and stationary until the all clear is given.

Earthquake Procedures

1. Duck or drop down to the floor.
2. Cover. Students should assume a drop position under the best available cover – a study desk, table, or other furniture. If that is not possible, seek cover against an interior wall and protect your head and neck with your arms.
3. Avoid danger spots near windows, hanging fixtures and overhead pipes.
4. Hold. If you take cover under a desk or other furniture, hold on to it until the ground stops shaking and it is safe to move. Remain under cover until notified to evacuate the building.

Earthquake Preparedness

1. Survey classroom and determine location of window areas, overhead fixtures and overhead pipes which may carry water, gas, electricity.
2. Determine response to earthquake disaster. For example, it may be better to take cover against an interior wall away from the glass areas instead of seeking cover under desks which are located under gas, water or electrical lines.
3. Communicate instructions to students, so that they are clear as to what they are to do.
4. Teachers are to insure that all students have evacuated the classroom and they are to take their roll books with them. Move students away from standing structures and away from overhead utility wires.

JESSE BETHEL HIGH SCHOOL

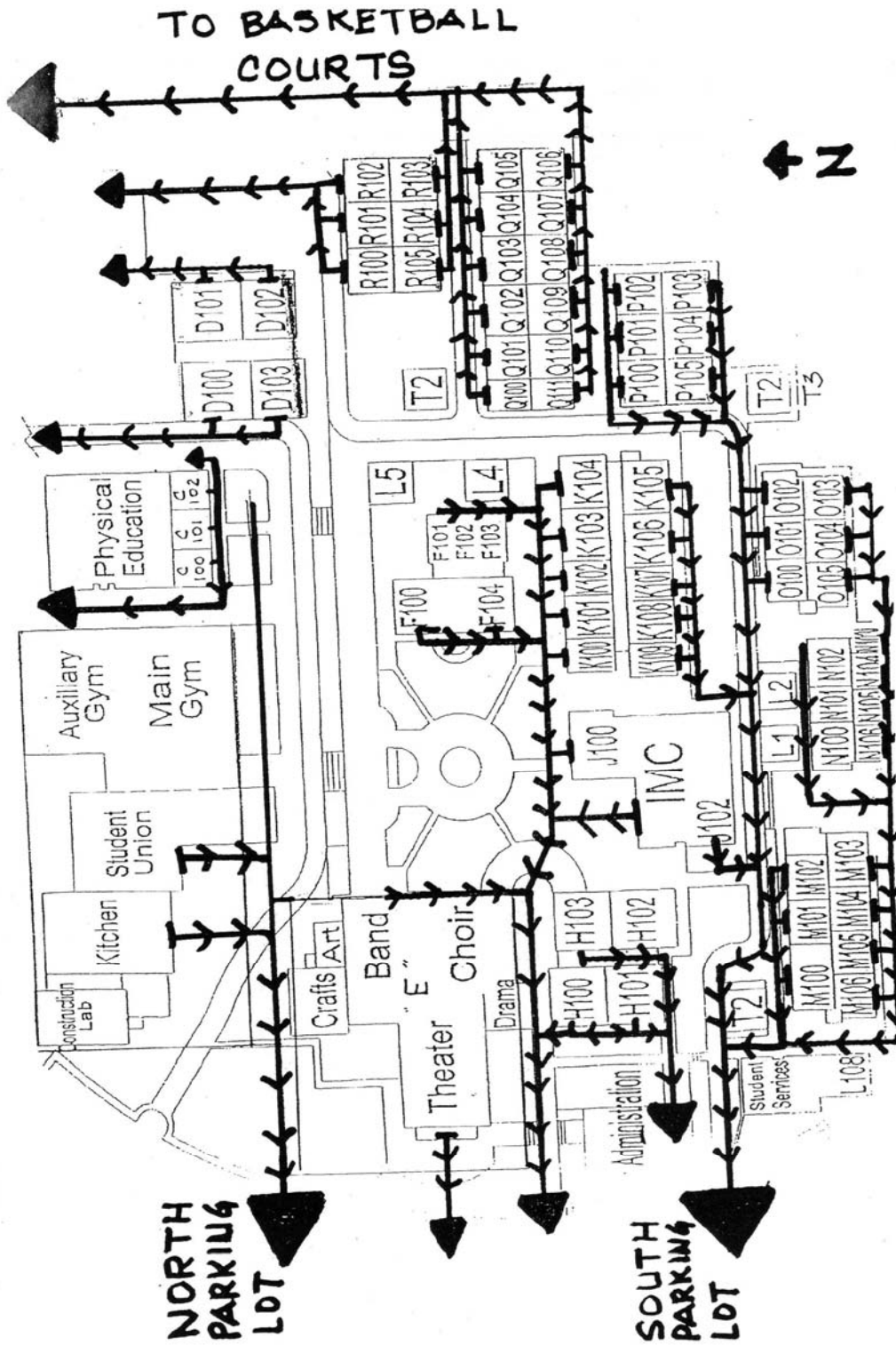
EMERGENCY ACTION PLAN Definition

Emergency Action is necessary during a crisis on the campus. A crisis is an emotionally significant event. A crisis is also an unstable or critical time or state of affairs, the outcome of which will make a difference. Certainly, thinking about specific crisis' can be uncomfortable and unpleasant, but having an idea about what to do in response may save a life. The chart below helps to define a crisis and suggest an appropriate action.

TYPE OF CRISIS	EXAMPLE	ACTION
A natural disaster	A fire or earthquake	Follow appropriate drills
An accident on school grounds	Plane crashes on the property	Notify: Crisis Team Leader Mrs. McNichols ext. 51011
An accident near school grounds	A tanker truck overturns on Ascot Parkway and is leaking gas.	Notify: Crisis Team Leader Mrs. McNichols ext. 51011
A violent incident in or near the school.	A high school student shoots another on campus. A drive-by shooting, a gang confrontation or hostage situation occurs at JBHS	Notify: Crisis Team Leader Mrs. McNichols ext. 51011
A violent incident involving a student or staff member off school grounds	A family murders a teacher or a student is kidnapped	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
The suicide of a student or staff member	During the school year, a JBHS student commits suicide by taking pills	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
The suicide of a family member of a student or staff member	The brother of a student shoots himself	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
The accidental death of a student or a staff member	A JBHS student drowns in the bay while fishing	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
The accidental death of a family member of a student or a staff member	A teacher's daughter is killed in a car accident	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
The terminal illness of a student or a staff member	A JBHS student dies of cancer during the school year	Notify: Grief Counseling Leader: Mrs. Banks ext. 51017
A bomb threat	A telephone call is received at the main office by convincing voice	Notify: Crisis Team Leader Mrs. McNichols ext. 51011
A teacher detects an odor that resembles that of natural gas	A water, gas, or sewer main breaks at JBHS	Notify: Crisis Team Leader Mrs. McNichols ext. 51011

FIRE EVACUATION ROUTE

Jesse Bethel High School 1800 Ascot Parkway Vallejo 556-5700



TEACHER EMERGENCY REPORT FORM
(Send to Emergency Operations Center)

DATE: _____

TEACHER: _____

ROOM #: _____

Number of students present today _____

Number of students missing _____

Number of students injured _____

Number of aides present _____

Number of aides absent _____

NAMES OF MISSING

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

NAMES OF INJURED

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

EMERGENCY STUDENT RELEASE

Student's name _____

Teacher's name _____

Name of adult picking up student _____
(print name above)

(signature above)

Relationship _____

Telephone # _____

Address _____

Time _____

SPECIAL INSTRUCTIONS:

EMERGENCY STUDENT RELEASE

Student's name _____

Teacher's name _____

Name of adult picking up student _____
(print name above)

(signature above)

Relationship _____

Telephone # _____

Address _____

Time _____

SPECIAL INSTRUCTIONS:

SWEEP TEAM REPORT FORM

Fill in room number and the number of people involved in the appropriate box.

SWEEP TEAM MEMBER _____ BUILDING/AREA _____

STUDENTS

MINOR INJURIES		MODERATE INJURIES		SEVERLY INJURED		DEAD	
Room #s	Count	Room #s	Count	Room #s	Count	Room #s	Count

BUILDING CONDITIONS

OK	FIRE DAMAGE	WATER LEAKS	ELECTRICAL DAMAGE	GAS LEAKS

STRUCTURAL DAMAGE

OK	MINOR	MODERATE	SEVERLY

COMMENTS:

