

Shorewood High School



**Staff Handbook and Calendar
Revised August 2007**

Mission Statement: A safe, inclusive community resource committed to success for every student, Shorewood High School will provide stellar academic and technical preparation, career readiness and co-curricular activities while supporting diversity, community responsibility and personal growth.

Goal: Success for all.

**SHOREWOOD HIGH SCHOOL
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Staff Signature Page

USE OF THE STAFF HANDBOOK

The staff handbook includes information, procedures and requirements essential to the smooth functioning of our school. It is essential that you read and review the staff handbook each year to be aware of essential changes.

You are accountable for the contents of this book.

Please read, review, and return the signed sheet by the end of the last work day prior to the opening of classes.

Name

Signature

Date:

Shorewood Guiding Principles, Adopted by Staff October 2005

- 1. High standards and expectations for all students.** Staff believe that all students can learn and that they can teach all students. There is recognition of barriers for some students to overcome, but the barriers are not insurmountable. Students become engaged in an ambitious and rigorous course of study and all students leave school prepared for work, further education and responsible citizenship.
- 2. Educate the whole child.** The school recognizes the value of emotional and social learning as well as a broad range of learning experiences in the fine and vocational arts.
- 3. Healthy, supportive school culture and climate.** The school environment is focused on collaboration, communication and cooperation between staff members. All members of the school community are treated with respect and made to feel welcome. The tone of the school should explicitly and self-consciously stress values of high expectation without anxiety. The physical building is safe and clean.
- 4. Honor diversity.** The school should demonstrate non-discriminatory and inclusive policies, practices, and pedagogies. It should model democratic practices that involve all who are directly affected by the school. The school should honor diversity and build on the strength of its communities, deliberately and explicitly challenging all forms of inequity.
- 5. Effective curriculum and instruction.** Learning should be goal-oriented and connected to the real world, so that students understand the applications of what they learn in school to their outside lives and communities.
- 6. Personalization.** The school is designed to promote powerful, sustained student relationships with adults where every student has an adult advocate and a personal plan for progress.
- 7. A high level of community involvement.** There is a sense that all educational stakeholders have a responsibility to educate students, not just the teachers and staff in schools. Parents as well as businesses, social service agencies, and community colleges/universities all play a vital role in this effort.
- 8. Time.** The school will organize time to create the best possible opportunities for personalization, collaboration, and staff development and planning.

Shorewood School Improvement Goals 2007 – 2008 (Draft. Shortened version)

Climate Goal: To insure a safe environment and increase connections between individuals and Shorewood.

Reading Goal: On the 2006-2007 Washington Assessment of Student Learning, 90% of students will meet standard in Reading.

Math Goal: On the 2006-2007 Washington Assessment of Student Learning, TBA% of students will meet standard in Math.

Technology Goal: Provide support to Tier I teachers to introduce technology in their classrooms, Tier II teachers to continue to enhance their practices, and Tier III teachers to mentor their fellow teachers and find new frontiers in technology use and best practices. Create an independent, self-paced program that trains a cadre of “Tech TA’s” that will be able to assist teachers and students in the classroom.

Shorewood High School Shared Decision-Making

It is the intent of this section of the staff handbook to communicate a plan and agreement between teachers and school administration for sharing decisions. Both Administration and Teachers at Shorewood recognize that sharing decisions is an important part of a positive school climate. Both parties also recognize that there are a limited number of topics that explicitly require a shared decision under the terms of the Contract. These topics are outlined in the matrix below. It is the responsibility of both Administration and Teachers to make independent decisions within their legal and contracted roles whenever necessary. It is also a school norm to approach a colleague directly and respectfully when someone feels that an agreement is not being followed.

At Shorewood the Department Chairs/Building Leadership Team is the main shared decision-making body. The Building Leadership Team is comprised of Department Chairs, Principals, and other certificated staff when necessary.

The Shorewood Teachers and Administrators recognize that process time and meeting time are often a factor in the design of process for shared decision-making. Flexibility of all parties is required. Decisions made at the District level may affect the timeline and scope of any decision(s) at Shorewood. The following may or may not be included in the framework for a shared decision: whole staff discussion time in staff meetings, small group discussion time, "think" time between the introduction of a shared decision and a vote/ballot, committee research, needs assessment/survey, requests for proposals, collect available research, etc.

This plan and agreement is based on the Collective Bargaining Agreement (CBA) between SEA and the school District Administration Valid Through August 31, 2007.

This shared decision-making framework should be reviewed and changes considered under the following circumstances:

- Briefly, annually, at a full certificated staff meeting within the first two months of school.
- Whenever there are revisions to the CBA that may affect this agreement.
- Whenever there is significant restructuring in the building staff, such as grade reconfiguration.
- Whenever a new administrator is appointed to the building.

The CBA outlines the overall structure for shared decisions (Article 64):

"Decisions which the contract delegates to a building or site's certificated staff and administrator(s) shall be accomplished through the equitable participation of staff and building administration in designing an equitable process to share and examine information and to reach a decision. An equitable process will include the following principles, as appropriate:

- Defining jurisdictional issues, recognizing that the final decision rests with those legally and professionally responsible;
- Explaining the process for making the decision before the process begins;
- Defining whether input or influence will be sought as to "how" and "from whom";
- Analyzing the impact of potential decisions on a school and on the system;
- Seeking input from other groups who can provide information, such as the central office, employee groups, or community members;
- Publicizing the process.

In the event that the equitable process does not produce a decision, the final determination will be made by the building administrator."

The following terms are defined in the CBA (Pg 75):

INPUT -is the genuine opportunity to submit information and/or to be heard by the decision-makers. The decision-makers are responsible for expressing how the input is fed into the rationale for making the decision.

INFLUENCE- is the opportunity to be able to affect an outcome or decision in a significant way as to have a "visible" impact on a process or decision.

Building Activity and Leadership Positions

- Purpose: Enhance the school program, advance school improvement agenda outlined in the district and building goals.
- Include stipended non-ASB activity programs, department chair positions, leaders of other staff groups that may vary from year to year (ie- study groups, grade level groups, professional development groups, etc.)
- Assigned in accordance with the SEA collective bargaining agreement.
- Open to all certificated staff.
- Activity leader positions are appointed by administration. There will be an interview process when more than one person is interested.
- Appointment to building leadership positions is a shared decision between certificated staff and administration. There will be an interview process when more than one person is interested in these positions.
- Leaders are paid with a stipend. The stipend may vary from year to year as the total funding is a fixed amount, and the number of positions sometimes changes.
- Positions are year-to-year. Staff may continue in an activity or leadership position form one year to the next by mutual agreement with the administration.
- The administrators are responsible for annual evaluation and oral or written feedback.

2007-2008 Department Chairs

Department Chair Job Description and Responsibilities

Meet regularly with department members on students, teaching, learning, and curriculum. The focus should be on instructional improvement.

Meet periodically with other department chairs and/or team leaders and administration as a member of the building leadership council.

Administer the department budget and materials with the principal and colleagues.

Collaborate with the principal on a professional development agenda specific to the department.

Collaborate with the principal in hiring and scheduling decisions.

Collaborate with colleagues in the development of curriculum, new courses and selecting materials when necessary.

Attend district meetings relating to the department as needed.

Below is a matrix that reflects the current plan and agreement for shared decisions at Shorewood, approved June 2007: