The mission of Montgomery Blair High School is to ensure that all students graduate equipped with the skills to navigate their chosen paths successfully.
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I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes that weather. As a teacher, I possess the tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized.

From: Teacher and Child by Dr. Hiam Ginott
**Bell Schedule**

<table>
<thead>
<tr>
<th>Regular Day – ODD/EVEN</th>
<th>All Period Day</th>
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<tbody>
<tr>
<td>7:17 Warning Bell</td>
<td>7:17 Warning Bell</td>
</tr>
<tr>
<td>7:25-8:56 Period 1/2</td>
<td>7:25-8:10 Period 1</td>
</tr>
<tr>
<td>8:56-9:02 Passing</td>
<td>8:16-9:01 Period 2</td>
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<tr>
<td>9:02-9:12 Infoflow</td>
<td>9:07-9:12 Infoflow</td>
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<tr>
<td>10:47-10:53 Passing</td>
<td>10:03-10:47 Period 4</td>
</tr>
<tr>
<td>11:44-12:29 Period 6</td>
<td>12:35-1:19 Period 7</td>
</tr>
<tr>
<td>12:29-12:35 Passing</td>
<td>1:25-2:10 Period 8</td>
</tr>
<tr>
<td>12:35-2:10 Period 7/8</td>
<td>2:15-3:00 Period 9</td>
</tr>
<tr>
<td>2:10-2:15 Passing</td>
<td></td>
</tr>
<tr>
<td>2:15-3:00 Period 9</td>
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</table>

<table>
<thead>
<tr>
<th>Early Release Day</th>
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<tr>
<td>7:17 Warning Bell</td>
<td>9:17</td>
</tr>
<tr>
<td>7:25-8:10 Period 1/2</td>
<td>9:25-10:10 Period 1/2</td>
</tr>
<tr>
<td>8:10-8:16 Passing</td>
<td>10:10-10:16 Passing</td>
</tr>
<tr>
<td>8:16-8:21 Infoflow</td>
<td>10:16-10:26 Infoflow</td>
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<tr>
<td>9:58-10:04 Passing</td>
<td>12:12-12:18 Passing</td>
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<tr>
<td>10:04-10:49 Period 5</td>
<td>12:18-1:03 Period 6</td>
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<tr>
<td>10:49-10:55 Passing</td>
<td>1:03-1:09 Passing</td>
</tr>
<tr>
<td>10:55-11:40 Period 6</td>
<td>1:09-2:10 Period 7/8</td>
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<tr>
<td>11:40-11:45 Passing</td>
<td>2:10-2:15 Passing</td>
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<tr>
<td>11:45-12:15 Period 9</td>
<td>2:15-3:00 Period 9</td>
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<table>
<thead>
<tr>
<th>Advisory Day</th>
<th>Semester Exam Schedule</th>
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<tr>
<td>7:17 Warning Bell</td>
<td>7:20 Report to scheduled activity</td>
</tr>
<tr>
<td>7:25-8:50 Period 1/2</td>
<td>7:25-9:35 Exam/culminating activity</td>
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<tr>
<td>8:50-8:56 Passing</td>
<td>9:35-9:50 Break</td>
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<tr>
<td>8:56-9:20 Advisory</td>
<td>9:50 Report to scheduled activity</td>
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<tr>
<td>9:20-9:26 Passing</td>
<td>9:50-12:00 Exam/culminating activity</td>
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<tr>
<td>9:26-9:32 Infoflow</td>
<td>12:00-12:30 Lunch</td>
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<tr>
<td>9:32-10:57 Period 3/4</td>
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<tr>
<td>10:57-11:03 Passing</td>
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<tr>
<td>11:03-11:48 Period 5</td>
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</tr>
<tr>
<td>11:48-11:54 Passing</td>
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<tr>
<td>11:54-12:39 Period 6</td>
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<tr>
<td>12:39-12:45 Passing</td>
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<tr>
<td>12:45-2:10 Period 7/8</td>
<td></td>
</tr>
<tr>
<td>2:10-2:15 Passing</td>
<td></td>
</tr>
<tr>
<td>2:15-3:00 Period 9</td>
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</tbody>
</table>
School Calendar for 2012-2013

Jul. 4  Holiday—Independence Day Offices & schools closed
Aug. 20-24  Professional days for teachers - No school for students
Aug. 27  First day of school for students
Sep. 3  Holiday—Labor Day Offices & schools closed
Sep. 16  Holiday---Rosh Hashanah - No school for students and teachers
Sep. 26  Holiday---Yom Kippur - No school for students and teachers
Sep. 28  Grading/planning - Early release day K-12
Oct. 19  MSTA Convention - No school for students and teachers
Nov. 2  1st marking period ends
Nov. 5  Professional day for teachers. No school for students.
Nov. 12  Parent conferences. Early release day K-8
Nov. 13  Parent conferences Early release day K-8
Nov. 14  Report Card Distribution
Nov. 21  Day before Thanksgiving Early release day K-12
Nov. 22-23  Holidays---Thanksgiving Offices & schools closed
Dec. 24-25  Holidays—Christmas Offices & schools closed
Dec. 26-31  Winter break No school for students and teachers

Jan. 1  Holiday—New Year's Day Offices & schools closed
Jan. 18  2nd marking period ends
Jan. 21  Holiday—Martin L. King, Jr.,Day - Offices & schools closed
Jan. 22  Professional day for teachers - No school for students.
Jan. 31  Report Card Distribution
Feb. 18  Holiday—Presidents' Day Offices & schools closed
Feb. 22  Grading/planning Early release day K-12
Mar. 22  3rd marking period ends
Mar. 25-29  Spring break. No school for students and teachers
Apr. 1  Holiday---Easter - No school for students and teachers
Apr. 2  Professional day for teachers – No school for students
Apr. 11  Report cards distributed
May 27  Holiday—Memorial Day Offices & schools closed
Jun. 14  Last day of school for students
Jun. 17  Professional day for teachers

School Contingency Calendar, 2012–2013
If the school year should be disrupted by emergencies and schools are closed, it will be extended:
5 days… one day to June 18, 2013
6 days… two days to June 18 and 19, 2013
7 days… three days to June 18, 19, and 20, 2013
8 days… four days to June 18, 19, 20, and 21, 2013
Montgomery Blair High School Philosophy

Montgomery Blair High School is a professional learning community united in the belief that all students can learn. Learning is the primary purpose of our school and collaboration is the surest way to increase student learning.

History of Montgomery Blair High School

The first high school is suburban Montgomery County was located at Philadelphia Avenue and known as Takoma-Silver Spring High School. Opening in September, 1925, the school enrolled 86 pupils in the ninth through eleventh grades. The first faculty consisted of five teachers, including Mr. Evalene Beebe, the principal. On March 19, 1926, the school was officially dedicated. In 1928, the Board of Education decided to establish a junior high school in connection with the Takoma-Silver Spring High School. Mr. Robert Brinker was appointed principal of the new junior-senior high, but he was succeeded the following year by Mr. Edgar Merritt Douglass.

As the community grew, it was no longer advisable to have a combination junior-senior high school. A new senior high was begun on a tract of land “miles from anywhere,” and it was scheduled for occupancy in September of 1934. The senior high school, however, was not used until March, 1935, and several teachers commuted between the junior and senior high schools. The students brought their seal, ring school song, color (red and white), and traditions to the new school. The students submitted three names to the Board of Education, and the name Montgomery Blair was selected to honor a man who was prominent in the community, who had served as a member of Lincoln’s cabinet, and who was called “The Father of the Parcel Post System.” The Blair House, used as temporary residence of President Truman, was once the home of Montgomery Blair.

There seemed to be adequate facilities for the entire school population for a few years. During World War II, many families moved into the Washington area, and after the war, they began to move to the suburbs in great numbers. In 1946, Mr. Daryl W. Shaw was appointed principal to succeed Mr. Douglass, and the enrollment was 714. Within five years, the enrollment was 1,323. Mr. Richard E. Wagner succeeded Mr. Shaw in 1962. Dr. Ivan W. Fitzwater became principal in 1965 and a year later was succeeded by Dr. William F. Brennan. Dr. P.J. Emma became principal of Blair in February of 1970. Mr. Joseph Villani was principal from 1980 to 1984. Mr. Phillip F. Gainous was principal from 1984 to 2007. Mr. Darryl L. Williams took the reins from 2007-2011. Mrs. Renay C. Johnson is the current principal.

New Blair. In Spring of 1996, the Blair Community celebrated ground-breaking for the “New Blair” on the Kay Tract. The “new” Montgomery Blair High School, which opened in the fall of 1998, continues to emphasize academic excellence through interdisciplinary and innovative instruction, but with the support of state-of-the-art technology and appropriate scheduling to enhance the teaching and learning process.
Montgomery Blair (1813-1883): Our Namesake

Montgomery Blair was the son of Francis Preston Blair (discoverer of Silver Spring); born in Kentucky, a graduate of West Point and Transylvania University; admitted to the bar in 1839; one-time mayor of St. Louis and U.S. District Attorney for Missouri; Judge of the Court of Common Pleas. He moved to the family homes in Maryland and the District in 1853 to practice law, chiefly before the U.S. Supreme Court. “Falkland” became his home. He was appointed first solicitor for the Court of Claims of the U.S. in 1855 by President Pierce. He was removed from his post because of his anti-slavery feelings (he believed that slavery could be ended peacefully). As attorney for both Dred Scott and John Brown, his prestige increased considerably. A chairman of the Maryland Republican Delegation, he was a supporter of Lincoln for President. Because of his personal prominence, his family connections, his part loyalty and political views, he was appointed Postmaster General in Lincoln’s cabinet. He urged re-enforcement of Southern forts, particularly Fort Sumter. He strongly supported Lincoln and believed that Lincoln’s reconstruction plan was just and best. Retained by President Johnson, he strongly advised the President to dismiss the old cabinet as being too radical. Getting into difficulties with the Radical Republican leaders, he drifted back to the Democratic Party. In 1878, he was elected to the Maryland House of Delegates. An inveterate worker, he died in 1883 while writing a biography of Andrew Jackson.

Some of his accomplishments as Postmaster General were: the money order system, the parcel post system, the sorting of mail on railroad cars (thus the Railway Mail System), the Postal Savings System (which began as a war savings idea much like the war bond of today, and was retained after the war), organization of the mail system for the Army, and free delivery of mail in the cities. He originated the idea of Rural Free Delivery of mails, although it was not adopted until later.

<table>
<thead>
<tr>
<th>Alma Mater:</th>
<th>School Song:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By old Sligo’s winding water</td>
<td>Fight! Blazers, fight for old Blair High!</td>
</tr>
<tr>
<td>Gentle hills of green</td>
<td>Right behind you, everyone is with you!</td>
</tr>
<tr>
<td>Shelter as their proudest treasure</td>
<td>Break the line and follow down the field</td>
</tr>
<tr>
<td>Alma mater queen.</td>
<td>And you’ll be up on the top, up on the top.</td>
</tr>
<tr>
<td>We thy students will be loyal</td>
<td>Oh, Blazers, you will always win</td>
</tr>
<tr>
<td>For thy glory fight,</td>
<td>Proud to see your colors flying skyward!</td>
</tr>
<tr>
<td>Always keep thy name untarnished</td>
<td>In the end you’ll win a victory</td>
</tr>
<tr>
<td>And thy honor bright.</td>
<td>So Blazers fight for old Blair High!</td>
</tr>
<tr>
<td>As the years shall bring thee power</td>
<td>FIGHT!!!</td>
</tr>
<tr>
<td>And thy share of fame</td>
<td></td>
</tr>
<tr>
<td>Countless students coming after</td>
<td></td>
</tr>
<tr>
<td>Shall exalt thy name.</td>
<td></td>
</tr>
<tr>
<td>Speak thee fairly, speak thee proudly,</td>
<td></td>
</tr>
<tr>
<td>Shout it to the air:</td>
<td></td>
</tr>
<tr>
<td>Hail to thee our alma mater,</td>
<td></td>
</tr>
<tr>
<td>Hail Montgomery Blair.</td>
<td></td>
</tr>
</tbody>
</table>

School Mascot: Blazer

School Colors: Red and White
Blair Mission Statement

The mission of Montgomery Blair High School is to ensure that all students graduate equipped with the skills to navigate their chosen path successfully.

Belief Statements:

- Education is the shared responsibility of the school, student, family, community, and government.
- Education works best when there is mutual respect between teachers, parents, students, and the community.
- The school environment meets the emotional, academic, social, and physical needs of each student along with stimulating the desire to explore and participate in activities in and beyond the classroom.
- Preparation for career decisions and higher education is essential to the future success of every student.
- A collaborative learning environment fosters a sense of belonging, cultivating creative thinking, and problem-solving.
- The school sets high expectations and provides meaningful and challenging instruction, allowing each student to achieve their highest potential.
- The school community respects, protects, and celebrates the diversity, talent, and potential to learn of each student.

Belief Statements

1. Education is the shared responsibility of the school, student, family, community, and government.
2. The school environment meets the emotional, academic, social, and physical needs of each student, fostering a sense of belonging and stimulating the student’s desire to explore and participate in activities in and beyond the classroom.
3. Successful students are prepared to make career and higher education decisions at the appropriate time.
4. A collaborative learning environment cultivates creative thinking and problem solving skills.
5. The school sets high expectations and provides meaningful and challenging instruction, allowing all students to achieve their highest potential.
6. The school community respects, protects, and celebrates the diversity, talent, and the learning potential of each student.
7. Education works best when there is mutual respect among teachers, parents, students, and the community.

Profile of an MBHS Graduate

A Montgomery Blair High School graduate shall be able to:

1. Accept personal responsibility and make positive and significant contributions to the world.
2. Demonstrate strong ethical values of integrity, tolerance, and honesty.
3. Navigate a unique path to success.
4. Apply learning and access needed resources to meet continuous learning needs.
5. Employ and refine effective communication and problem-solving skills.
6. Successfully apply technology and adapt to a constantly changing world.
7. Demonstrate a lifelong desire to learn and innovate.
8. Demonstrate the interpersonal skills of cooperation and collaboration with insight and perception.
The Instructional Leadership Team

MBHS is a professional learning community united in the belief that all students can learn. Learning is the primary purpose of our school and collaboration is the surest way to increase student achievement. The Instructional Leadership Team is composed of administrators, resource teachers, the academy coordinator, the academy lead teachers, staff development teachers, literacy lead teachers, the media specialist, elected faculty representatives, parents, and students. Educational topics are discussed and decisions are reached collaboratively. As leaders, the ILT believes strongly that when instructional leaders commit themselves to the improvement of relationships between all people in the school, when they ensure the relevance of the high school experience through the academy pathways, and when they monitor the teaching rigor of the curriculum, the excellence and achievement of all students will improve.

Administration and Staff

Principal ----------------------------------------------- Mrs. Johnson
Asst. Principal, Grade 12 ------------------------------------ Ms. Harvey
Asst. Principal, Grade 11 ------------------------------------ Ms. Deeny
Asst. Principal, Grade 10 ------------------------------------ Mr. Cauley
Asst. Principal, Grade 9 ------------------------------------ Dr. Coleman

Academy Coordinator-- Mr. Moose
CAP Coordinator------ Ms. Cullen
Magnet Coordinator---- Mr. Ostrander
Business and Tech RT - Mr. Street
English RT ------------ Ms. Adamson
ESOL RT ----------- Ms. Bohorquez
Fine Arts RT ------- Mrs. Josey
Health and Phys Ed RT Mr. McMahon
Math RT -------------- Ms. Davis
Science RT ----------- Ms. Roark
Social Studies RT ----- Ms. Thornton
Special Education RT -- Ms. Shaffer
World Languages RT -- Ms. Vigeant
Athletic Director ------ Ms. Boule
Building Serv. Mgr ----- Mr. Agbonselobho
Business Manager------ Mr. Funk
Cafeteria Manager ----- Ms. P. Johnson
Staff Development----- Ms. Craft
Principal’s Secretary -- Ms. Biggs
Attendance Secretary-- Ms. Fus
Financial Secretary ----- Ms. Franklin
Magnet Secretary ------ Ms. Adelman

CAP Secretary---------Ms. Heiss
Administrative Secretary--- Ms. Addison
Administrative Secretary--------Ms. Conway
Administrative Secretary--------Ms. Monte
Administrative Secretary--------Ms. Platky
Administrative Secretary---------Ms. Rivera
Counseling Dept Secretary ----- Ms. Shub
Registrar----------------------Ms. Berardi
Career Center Coordinator------Ms. West
Media Specialist -------- Ms. Lamphier
Reading Coordinator------- Ms. Craft
Testing Coordinator----- ------Mr. Currence
Security Team Leader -- ------TBD
Security Assistant ------ Mr. Kelly
Security Assistant ------ Mr. Johnson
Security Assistant ---- Mr. Claire
Security Assistant ------ Mr. Ngbea
Security Assistant ------ Ms. Reyes
Security Assistant ------ Mr. Seals
Security Assistant ---- Ms. Taylor
Security Assistant ------ Ms. Walsh
# Administrative Duties

<table>
<thead>
<tr>
<th>Principal Johnson</th>
<th>Assistant Principal Harvey</th>
<th>Assistant Principal Deeny</th>
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<tbody>
<tr>
<td><strong>Supervision and Evaluation</strong></td>
<td><strong>Supervision and Evaluation</strong></td>
<td><strong>Supervision and Evaluation</strong></td>
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<tr>
<td>• Administrative Secretary</td>
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<td>• English</td>
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<tr>
<td>• Assistant Principals</td>
<td>• Reading</td>
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<tr>
<td>• Business Manager</td>
<td>• Media Center</td>
<td>• Fine Arts</td>
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<td>• Counseling</td>
<td>• Special Education</td>
<td>• World Language</td>
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<td>• Security</td>
<td>• Staff Development Teacher</td>
<td>• Testing Coordinator</td>
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<td>• Approval of Leave Requests</td>
<td>• PLC’s/IRA’s</td>
<td>• PLC’s/IRA’s</td>
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<tr>
<td>• Balridge/School Improvement Plans</td>
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<tr>
<td>• Budgets/Finance</td>
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<tr>
<td>• Cluster Principals Meetings</td>
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<tr>
<td>• Connect-Ed</td>
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<tr>
<td>• EFR/SFR</td>
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<tr>
<td>• In-service training/staff meeting</td>
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<td>• Infoflow/Announcements</td>
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<tr>
<td>• Instructional Leadership Team</td>
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<td>• Literacy</td>
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<tr>
<td>• Newsletter</td>
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<tr>
<td>• Overnight and Out of Area Field Trip Approval</td>
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<tr>
<td>• Parent and Community Relations</td>
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<td>• Professional Learning Communities</td>
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<td>• Staff Payroll and Attendance</td>
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<td>• Staffing</td>
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<td>• Student and Staff Handbooks</td>
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MCPS Targets: 7 Keys

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<thead>
<tr>
<th>Grade 12</th>
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<tr>
<td><strong>Administrative Management</strong></td>
<td><strong>11th Grade</strong></td>
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<tr>
<td>• Approval of Leave Requests</td>
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<td>• Balridge/School Improvement Plans</td>
<td>• Discipline</td>
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<tr>
<td>• Budgets/Finance</td>
<td>• IEP’s</td>
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<td>• Grades</td>
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<td>• Student and Staff Handbooks</td>
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MCPS Target: AP/Honors

MCPS Target: HSAs/Final Exams
<table>
<thead>
<tr>
<th>Assistant Principal Cauley, Grade 10</th>
<th>Assistant Principal Coleman, Grade 9</th>
<th>Magnet Coordinator Ostrander</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervision and Evaluation</td>
<td>Supervision and Evaluation</td>
<td>Supervision and Evaluation</td>
</tr>
<tr>
<td>• Athletics/AD</td>
<td>• Career Tech Education</td>
<td>• Magnet &amp; CAP staff</td>
</tr>
<tr>
<td>• Mathematics</td>
<td>• Physical Education/Health</td>
<td>○  Attendance</td>
</tr>
<tr>
<td>• Alternative I Teacher</td>
<td>• Social Studies</td>
<td>○  Discipline</td>
</tr>
<tr>
<td>• PLC’s/IRA’s</td>
<td>• Academy Coordinator</td>
<td>○  IEP’s</td>
</tr>
<tr>
<td>Administrative Management</td>
<td>• PLC’s/IRA’s</td>
<td>○  Grades</td>
</tr>
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<td>• Human Service</td>
<td>Administrative Management</td>
<td>• CAP Coordinator</td>
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<tr>
<td>Professions/Media Literacy Academies</td>
<td>• Entrepreneurship/Int’l</td>
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<tr>
<td>• 10th Grade</td>
<td>Studies Academies</td>
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<tr>
<td>○ Attendance</td>
<td>• 9th Grade</td>
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<tr>
<td>○ Discipline</td>
<td>○ Attendance</td>
<td></td>
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<tr>
<td>○ IEP’s</td>
<td>○ Discipline</td>
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</tr>
<tr>
<td>○ Grades</td>
<td>○ IEP’s</td>
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<td>• Alternative I Program</td>
<td>• Climate Surveys</td>
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</tr>
<tr>
<td>• Blair Academic Support Center</td>
<td>• DCC Open House</td>
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<tr>
<td>• Co-Master Scheduler</td>
<td>• Fire Drill/Crisis Response</td>
<td></td>
</tr>
<tr>
<td>• Math Articulation</td>
<td>• ID Process &amp; Procedures</td>
<td></td>
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<tr>
<td>• PSAT/College Readiness Day</td>
<td>• In school suspension</td>
<td></td>
</tr>
<tr>
<td>• SAT/ACT</td>
<td>• Internships</td>
<td></td>
</tr>
<tr>
<td>• Substitutes/Class Coverage</td>
<td>• Locker Assignments</td>
<td></td>
</tr>
<tr>
<td>• Other duties as assigned by the principal</td>
<td>• Opening/Closing School</td>
<td></td>
</tr>
<tr>
<td>• Other duties as assigned by the principal</td>
<td>• Parent Visitation Day</td>
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<tr>
<td>MCPS Target: Algebra II</td>
<td>• Pedestrian Safety</td>
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<tr>
<td>MCPS Target: PSAT/SAT/ACT</td>
<td>• Study Halls</td>
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<td>• Woodmoor Community</td>
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<td></td>
<td>• Other duties as assigned by the principal</td>
<td></td>
</tr>
<tr>
<td>Testing Coordinator Currence</td>
<td>MCPS Target: Attendance/Suspensions/Referrals</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>Staff Development Teacher Craft</td>
</tr>
<tr>
<td>• Final Exams</td>
<td>Supervision</td>
<td>Support:</td>
</tr>
<tr>
<td>• High School Assessments</td>
<td>• Academies/Lead Teachers</td>
<td>• Portfolios</td>
</tr>
<tr>
<td>• HSA Planning Committee</td>
<td>• DCC Liaison</td>
<td>• IAP</td>
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<td>• MAP-R</td>
<td>• Special Programs</td>
<td>• Inclusion</td>
</tr>
<tr>
<td>• PSAT</td>
<td>• Advisory Committee</td>
<td>• SIP</td>
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<tr>
<td>• Testing protocol/disclaimer</td>
<td>• Articulation</td>
<td>• Technology Modernization</td>
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<td>• SAT/Key 7</td>
<td>• Curriculum Integration</td>
<td>• MSDE Grant</td>
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<td>Management</td>
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<td>• Advisory Committee</td>
<td>• Academy Day/programs</td>
</tr>
<tr>
<td></td>
<td>• Articulation</td>
<td>• Technology initiatives</td>
</tr>
<tr>
<td></td>
<td>• Curriculum Integration</td>
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<tr>
<td></td>
<td>• Grants</td>
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</tr>
<tr>
<td></td>
<td>• Academy Day/programs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Technology initiatives</td>
<td></td>
</tr>
<tr>
<td>Business Manager Funk</td>
<td>Administrative Secretary Biggs</td>
<td>Secretary II Rivera</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Supervision and Evaluation</td>
<td>• Office Staff</td>
<td>Responsibilities:</td>
</tr>
<tr>
<td>• Financial Specialist</td>
<td>• Office Aides</td>
<td>• Answers phones</td>
</tr>
<tr>
<td>• Supporting Services:</td>
<td>• Payroll - professional staff</td>
<td>• Assists substitutes/payroll</td>
</tr>
<tr>
<td>Building Services, Cafeteria,</td>
<td>• Leave requests</td>
<td>• Prepares memos/letters</td>
</tr>
<tr>
<td>and Secretaries</td>
<td>• Confidential documents,</td>
<td>• Monitors discipline</td>
</tr>
<tr>
<td>• Social Events</td>
<td>records, and evaluations</td>
<td>files/OASIS and serious</td>
</tr>
<tr>
<td>Management</td>
<td>• Coordinates principal’s</td>
<td>incidents</td>
</tr>
<tr>
<td>• After Prom</td>
<td>calendar and appointments</td>
<td>• Mails LC’s and interims</td>
</tr>
<tr>
<td>• Blair Fair</td>
<td>• Manages correspondence</td>
<td>• Maintains student</td>
</tr>
<tr>
<td>• Budgets/financial allocations</td>
<td>to the principal</td>
<td>confidential records</td>
</tr>
<tr>
<td>• Course Fees</td>
<td>• Monitors serious incident</td>
<td>• Provides translations</td>
</tr>
<tr>
<td>• Extracurricular Activities</td>
<td>reports</td>
<td>• Mail distribution</td>
</tr>
<tr>
<td>• Field trip coordination</td>
<td>• Provides assistance to</td>
<td>• Distribution of mail</td>
</tr>
<tr>
<td>• Free &amp; Reduced Lunch</td>
<td>Staff Development</td>
<td>• Maintains the answering</td>
</tr>
<tr>
<td>• Insurance</td>
<td>teachers</td>
<td>machine</td>
</tr>
<tr>
<td>• Key Control</td>
<td>• Serves as back-up to</td>
<td>• Provides translations</td>
</tr>
<tr>
<td>• Lost/damaged textbooks</td>
<td>schedule and bell system</td>
<td></td>
</tr>
<tr>
<td>• Master Calendar</td>
<td></td>
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</tr>
<tr>
<td>• Parking permits</td>
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<tr>
<td>• Payment plan</td>
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<td>• Payroll Issues for Supporting</td>
<td></td>
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<tr>
<td>Services</td>
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<td></td>
</tr>
<tr>
<td>• Poster and Flyer Approval</td>
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<tr>
<td>• School Energy Rebate Team</td>
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</tr>
<tr>
<td>• School Store</td>
<td></td>
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</tr>
<tr>
<td>• Stolen/Destruction of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Property</td>
<td></td>
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<tr>
<td>• Student Financial Support</td>
<td></td>
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<tr>
<td>• Summer School Finances</td>
<td></td>
<td></td>
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<tr>
<td>• Transportation/Webtrips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Use of School Facilities/ICB</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vendor Relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Other duties as assigned by</td>
<td></td>
<td></td>
</tr>
<tr>
<td>principal</td>
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<table>
<thead>
<tr>
<th>Secretary II Addison</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coordinates building use and ICB master calendar/signage</td>
<td>• Answers phones</td>
</tr>
<tr>
<td>• Assists substitutes with assignments and sub lists</td>
<td>• Assists with the office aides</td>
</tr>
<tr>
<td>• Orders supplies</td>
<td>• Maintains weekly sign-in sheets for teachers</td>
</tr>
<tr>
<td>• Payroll for supporting services/temporary part-time</td>
<td>• Assists with distribution of mail/memos/flyers</td>
</tr>
<tr>
<td>• Assists in the main and attendance offices</td>
<td>• Proof reads and edits letters and memos</td>
</tr>
<tr>
<td>• Distribution of mail</td>
<td>• Serves as office liaison with the PTSA Listserv</td>
</tr>
<tr>
<td>• Manages the answering machine</td>
<td>• Works closely with the parent volunteers</td>
</tr>
<tr>
<td>• Manages staff mailboxes</td>
<td>• Serves as back-up PA and Connect Ed messages</td>
</tr>
<tr>
<td>• Serves as back-up to attendance</td>
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<table>
<thead>
<tr>
<th>Secretary I Heiss (0.5)</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Assists with CAP</td>
<td>• Assists students with early dismissals and late arrivals</td>
</tr>
<tr>
<td>• Prepares memos and letters for CAP</td>
<td>• Late bus passes</td>
</tr>
<tr>
<td>• Answers phones</td>
<td>• Monitors student attendance</td>
</tr>
<tr>
<td>• Assists with office aides</td>
<td>• Justifies student attendance reports for suspensions, hearings, social services, field trips, sports events, etc.</td>
</tr>
<tr>
<td></td>
<td>• Monitors the bell schedule and bell system</td>
</tr>
<tr>
<td></td>
<td>• Assists with replacement schedules, health room and tumble patterns</td>
</tr>
<tr>
<td></td>
<td>• Assists in the main office</td>
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<table>
<thead>
<tr>
<th>Attendance Secretary I Fus</th>
<th>Responsibilities:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>• Assists students with early dismissals and late arrivals</td>
</tr>
<tr>
<td></td>
<td>• Late bus passes</td>
</tr>
<tr>
<td></td>
<td>• Monitors student attendance</td>
</tr>
<tr>
<td></td>
<td>• Justifies student attendance reports for suspensions, hearings, social services, field trips, sports events, etc.</td>
</tr>
<tr>
<td></td>
<td>• Monitors the bell schedule and bell system</td>
</tr>
<tr>
<td></td>
<td>• Assists with replacement schedules, health room and tumble patterns</td>
</tr>
<tr>
<td></td>
<td>• Assists in the main office</td>
</tr>
<tr>
<td>Secretary I Monte (240 Office)</td>
<td>Security Assistants Johnson, Kelly, Clare, Ngbea, Reyes, Seals, T. Taylor, &amp; Walsh</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Responsibilities:</td>
<td></td>
</tr>
<tr>
<td>• Answer phones</td>
<td>• Greet visitors</td>
</tr>
<tr>
<td>• Works with students and staff</td>
<td>• Assists with signing in and issuing visitor’s badge</td>
</tr>
<tr>
<td>• Prepares memos and letters for Ms. Verdejo and Dr. Coleman</td>
<td>• Check parking/provides directions to correct parking area</td>
</tr>
<tr>
<td>• Monitors discipline files/OASIS and serious incidents for Dr. Coleman and Ms. Verdejo</td>
<td>• Provide directions to destination</td>
</tr>
<tr>
<td>• Maintains student confidential records</td>
<td>• Secure the front entrances of the building</td>
</tr>
<tr>
<td>• Greets visitors and informs appropriate personnel of visitor arrival</td>
<td>• Patrol school building and grounds</td>
</tr>
<tr>
<td>• Surveys, coordinates and monitors the activities for 240</td>
<td>• Check parking areas and school entrances</td>
</tr>
<tr>
<td>• Distributes and sorts mail for administrative team in 240</td>
<td>• Query visitors on school premises</td>
</tr>
<tr>
<td>• Assists security assistants assigned to 240</td>
<td>• Maintain record of contacts and activities</td>
</tr>
<tr>
<td>• Serves as back-up to ICB</td>
<td>• Report unusual incidents to the team leader</td>
</tr>
<tr>
<td></td>
<td>• Check hallways, rest rooms, grounds, and cafeteria; hall sweeps</td>
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<tr>
<td></td>
<td>• Send students to classrooms, counselors, or other staff members</td>
</tr>
<tr>
<td></td>
<td>• Confer with students regarding improper behavior;</td>
</tr>
<tr>
<td></td>
<td>• Conduct investigations</td>
</tr>
<tr>
<td></td>
<td>• Operate equipment such as two-way radios and metal detectors</td>
</tr>
<tr>
<td></td>
<td>• Check for Student ID’s</td>
</tr>
<tr>
<td></td>
<td>• Monitor and assign lockers (Toombs)</td>
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<td></td>
<td>• Monitor In-School Suspension room</td>
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<tr>
<td><strong>Resource Counselor Johnson</strong></td>
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<tr>
<td><strong>Supervision and Evaluation</strong></td>
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<tr>
<td>- Counselors</td>
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<tr>
<td>- Career Center staff</td>
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<tr>
<td>- Registrar</td>
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<tr>
<td>- Counseling secretaries</td>
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<tr>
<td><strong>Responsibilities:</strong></td>
<td></td>
</tr>
<tr>
<td>- Assists with student recognitions and special achievement</td>
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<td>- Assists with Honor Roll posting and recognitions</td>
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<td>- Awards Ceremony Grade 12</td>
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<tr>
<td>- Co-coordinates IEPs</td>
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<td>- Coordinates 504 plans</td>
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<td>- Coordinates all counseling groups</td>
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<tr>
<td>- Coordinates AP examinations</td>
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<td>- Coordinates EMT’s</td>
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<td>- Coordinates the Annual Awards Program</td>
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<tr>
<td>- Develops articulation and registration process</td>
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</tr>
<tr>
<td>- Serves and attends High School Resource Counseling meetings</td>
<td></td>
</tr>
<tr>
<td>- Serves on the PSAT/SAT Workgroup for Blair</td>
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</tr>
<tr>
<td>- Serves on the Student Assistance Team</td>
<td></td>
</tr>
<tr>
<td>- Student Services Committee</td>
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</table>


**Counseling Services Staff**

**Director:** Ms. Marcia Johnson

**Counselors:**
- Ms. Charlain Bailey
- Ms. Susanne Bray
- Mr. Alphonso Burwell
- Mr. Roland Hollins
- Ms. Jennifer Taylor
- Dr. Daryl Howard
- Ms. Tia Ross Scott
- Mr. Kirk Simms
- Ms. LaSchell Wilson
- Ms. Georgette Small

**Secretary:** Ms. Dee Shub and Ms. Fran Conway
**Registrar:** Ms. Margaret Berardi

**Career Information Center Coordinator:** Mrs. Phalia West

**Department Chairpersons and Resource Teachers**

Each department at Blair is directed by a resource teacher or a department chairperson. Resource teachers are responsible for managing the resources allocated to their departments; for assisting in the selection of teachers; for assisting teachers as necessary; for monitoring their department’s instructional program; for articulating the program to students and parents; and for serving as a liaison between their teachers and the subject coordinators as well as between teachers and administration.

<table>
<thead>
<tr>
<th>Department</th>
<th>Resource Teacher</th>
<th>Back-up*</th>
<th>Dept. Phone #</th>
<th>Room #</th>
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<tbody>
<tr>
<td>Academies</td>
<td>Kevin Moose</td>
<td>John Haigh</td>
<td>2880</td>
<td>342</td>
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<tr>
<td>CAP</td>
<td>Anne Cullen</td>
<td>Lansing Freeman</td>
<td>2854</td>
<td>145</td>
</tr>
<tr>
<td>Career/Tech/Business</td>
<td>James Street</td>
<td>Pongpun Punhong</td>
<td>2844</td>
<td>330</td>
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<tr>
<td>Counseling</td>
<td>Marcia Johnson</td>
<td>selected counselor</td>
<td>2810</td>
<td>Guidance</td>
</tr>
<tr>
<td>English</td>
<td>Vickie Adamson</td>
<td>Sandra Ivey</td>
<td>2856</td>
<td>141</td>
</tr>
<tr>
<td>ESOL</td>
<td>Margarita Bohorquez</td>
<td>Jody Gil</td>
<td>2860</td>
<td>153</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>Sara Josey</td>
<td>Jacqueline Armstead</td>
<td>2839</td>
<td>016</td>
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<tr>
<td>World Languages</td>
<td>Sophie Vigeant</td>
<td>Kerri Galloway</td>
<td>2867</td>
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<tr>
<td>Magnet</td>
<td>Peter Ostrander</td>
<td>James Schafer</td>
<td>8240</td>
<td>351</td>
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<tr>
<td>Math</td>
<td>Celita Davis</td>
<td>Caroline Lesho</td>
<td>2870</td>
<td>238</td>
</tr>
<tr>
<td>Media Center</td>
<td>Andrea Lamphier</td>
<td>Ilene Catzva</td>
<td>2831</td>
<td>IMC</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Robert McMahon</td>
<td>Lauren Gonzalez</td>
<td>2842</td>
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<tr>
<td>Science</td>
<td>Summer Roark</td>
<td>Leslie Blaha</td>
<td>8246</td>
<td>341</td>
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<tr>
<td>Social Studies</td>
<td>Mary Thornton</td>
<td>Brian Hinkle</td>
<td>2851</td>
<td>146</td>
</tr>
<tr>
<td>Special Education</td>
<td>Vicky Shaffer</td>
<td>Carol Bates</td>
<td>2849</td>
<td>130</td>
</tr>
</tbody>
</table>

*Leadership is lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard, the building of a personality beyond its normal limitations. – Peter Drucker, writer and teacher*
**Role, Duties, and Responsibilities of the Resource Teacher**

As a member of the instructional leadership team, the Resource Teacher will:

- Develop a vision of the school.
- Create an atmosphere that promotes success for all students.
- Develop goals and objectives for the school improvement plan that reflects the MCPS Strategic Plan and the MSDE’s High School Improvement Plan.

As a member of the instructional leadership team, Resource Teachers will promote professional growth of teachers and staff by:

- Implementing innovative strategies that will promote Blair’s vision of student success.
- Sharing current educational research and best practices with teachers and staff.
- Expecting teachers to experiment with innovative strategies and best practices.
- Using available data to monitor department and program effectiveness.
- Assisting teachers and staff to creatively modify and adapt instructional practices/programs in order to become more effective.
- Providing ongoing feedback to teachers and staff about their performance and effectiveness.
- Working with staff to create a plan for professional development.
- Monitoring each staff member’s plan for professional development.
- Encouraging staff to participate in professional development and school leadership opportunities; involving teachers/staff in curriculum development opportunities.

As a member of the instructional leadership team, Resource Teachers will promote success for every student by:

- Expecting teachers and staff to share the belief that all students can experience success.
- Modeling and developing best practices to insure student success.
- Articulating program and philosophy to feeder schools on a continuous basis.
- Assisting teachers in implementing and adapting curriculum to address the individual needs of all students.
- Supporting innovative techniques and practices that provide the opportunity for all students to achieve.
- Listening and responding to community concerns related to the academic well-being and performance of students.

“A teacher affects eternity; he can never tell where his influence stops.” – Henry Adams
### Blair Administration and Staff Numbers

<table>
<thead>
<tr>
<th>Office of</th>
<th>Name</th>
<th>301-649-</th>
<th>Department</th>
<th>Name</th>
<th>301-649-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Mrs. Johnson</td>
<td>2806</td>
<td>Business/Computer</td>
<td>Mr. Street</td>
<td>8240</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ms. Deeny</td>
<td>2808</td>
<td>CAP</td>
<td>Ms. Cullen</td>
<td>2854</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Dr. Coleman</td>
<td>2808</td>
<td>Career &amp; Tech</td>
<td>Mr. Street</td>
<td>8240</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Ms. Harvey</td>
<td>2808</td>
<td>Counseling</td>
<td>Ms. Johnson</td>
<td>2810</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Mr. Cauley</td>
<td>2807</td>
<td>English</td>
<td>Ms. Adamson</td>
<td>2856</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Mr. Funk</td>
<td>2825</td>
<td>ESOL</td>
<td>Ms. Bohorquez</td>
<td>2860</td>
</tr>
<tr>
<td>Financial Secretary</td>
<td>Ms. Franklin</td>
<td>2824</td>
<td>Fine Arts</td>
<td>Ms. Josey</td>
<td>2839</td>
</tr>
<tr>
<td>Attendance Secretary</td>
<td>Ms. Fus</td>
<td>2820</td>
<td>Magnet</td>
<td>Mr. Ostrander</td>
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<tr>
<td>Nurse</td>
<td>Ms. Bitonti</td>
<td>2855</td>
<td>Math</td>
<td>Ms. Davis</td>
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<tr>
<td>Community Service Hours</td>
<td>Mr. Hopkins</td>
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<tr>
<td>Media Center</td>
<td>Ms. Lamphier</td>
<td>2831</td>
<td>Science</td>
<td>Ms. Roark</td>
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<tr>
<td>Career/College Information</td>
<td>Mrs. West</td>
<td>2819</td>
<td>Social Studies</td>
<td>Ms. Thornton</td>
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<td>Registrar</td>
<td>Ms. Berardi</td>
<td>2822</td>
<td>Special Education</td>
<td>Ms. Shaffer</td>
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### If You Have Questions About…

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<td>Building Issues</td>
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<td>Mr. Hammond</td>
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<td>Computer/Tech Support</td>
<td>Mr. Hammond</td>
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<td>Ms. Lamphier/Mr. Nance</td>
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<td>Counseling Office</td>
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<td>Home and Hospital Instruction</td>
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<td>Locker Problems</td>
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<td>Room Usage After School</td>
<td>Ms. Funk/TBD</td>
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<td>Security Issues</td>
<td>Ms. Franklin/Ms. Fus</td>
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<td>Student’s Counselor</td>
<td>Ms. Rivera</td>
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<td>Substitute Issues</td>
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Responsibilities, Procedures, and Routines for Teachers
Standard VI: Teachers exhibit a high degree of professionalism.

DAILY EXPECTATIONS
- **School Day.** Teachers are required to arrive by 7:10 a.m. and to remain in the building until 2:40 p.m. Teachers with alternate schedules will have differing arrival and departure times as determined by their Resource Teacher and Administrator.
- **Checking In.** Teachers are to “check in” on the sheet posted on the main office bulletin board by 7:10 a.m.
- **Reporting to 1st block of the day.** All teachers are to be in their classrooms by 7:15 a.m.
- **Leaving School.** Teachers who must run errands or leave for emergency situations must notify their Resource Teachers and sign out on the sheet provided in the main office before leaving the building. Requests for leaving school early should be reserved for emergency situations. Appointments should be scheduled, as much as possible, so as not to conflict with school hours and regularly scheduled meetings.
- **Professional Dress.** Teachers are expected to dress in a manner that is respectful to the profession and appropriate for their teaching situation.

DAILY CLASSROOM ROUTINES
- **Objectives.** Teachers must post each day’s objectives, agenda, and homework on the board.
- **IDs.** Teachers are expected to follow ID policies and procedures as outlined at the beginning of school.
- **Daily Warm-up and Wrap-up.** Teachers are expected to start each class with a warm-up and end each class with a wrap-up. In addition to beginning class with the objective, agenda, and word of the day, teachers should check that students are prepared with the materials needed for the day. During the last block of the day, teachers should remind students about what they will need to do to be prepared for the next school day.
- **Computerized Attendance.** Teachers are legally responsible for maintaining accurate records for reporting student grades, tardies and absences, and financial obligations. Absences must be entered before the end of each period. First block absences are to be entered by 7:45 a.m.
- **Advisories.** Advisories are important for student success. Teachers must keep Advisory attendance records of weekly meetings. They are expected to carry out the Advisory program as outlined by the Academy Coordinator.
- **Change of Class.** Teachers are expected to be in the corridor and actively monitor what is happening there in order to help enforce school policies and procedures during passing time.
- **Food in the Classroom.** NO food is to be consumed in classrooms other than the academic support rooms. Exceptions may be made by an administrator if the consumption of food is deemed appropriate. Activities which involve food, such as donut party for winning a canned food drive, will be moved to the SAC. When food is to be consumed in the classroom or in the SAC, the teacher MUST notify the building services manager in advance so that receptacles for trash can be provided. The teacher and students will clean up after the event.
- **Recycling.** Montgomery Blair High School wants to “go green!” Each classroom is provided with a “Slim Jim” receptacle for paper and cardboard recyclables. Teachers must expect their students to use the proper receptacles. In addition, bottles and cans are recycled in hallways receptacles. Direct students to use proper recycling containers. Recycling guidelines are posted around the school. Students from various clubs assist building services staff with the collection of recyclables. Teachers are asked to turn the lights out upon exiting rooms.

GENERAL EXPECTATIONS
- **Changing Rooms.** Teachers must not change room locations without prior approval from the Resource Teacher and the Administrator in charge of class room assignments. Temporary moves should be reported to the Resource Teacher and Ms. Fus (by sending a student to her with a note). A sign should be left on the inside of the door window as to the temporary location.
- **Syllabus.** Teachers should provide students with a course syllabus at the beginning of each semester.
• **Co-Teachers.** Co-teaching pairs should plan together, and share duties and responsibilities to meet the needs of all their students. The Inclusion notebook should be used as a reference.

• **Student Aides.** To become an office or classroom assistant, the student must register for the course, “Teaching and Learning.” Through this course and in conjunction with the Blair staff member to whom the student is assigned, the student will receive training and supervision. Teachers are expected to keep clear attendance records and monitor their aides’ activities. Student performance will be assessed through bi-weekly reports generated by the student for the “Teaching and Learning” teacher. The student will receive a grade and a half-credit for each semester of the course successfully completed.

• **Parent-Teacher Conferences.** Teachers are expected to attend meetings and to complete any requested forms in a timely manner.

• **Meetings.** Teachers are expected to attend all scheduled meetings: faculty, department, and academy. The dates for these meetings were disseminated at the beginning of the school year. These dates are also on the Blair Master Calendar in Outlook. Teachers are asked to schedule medical and other personal appointments on days other than those dates. In the event of an emergency, teachers must discuss the situation with their Resource Teacher and Supervising Administrator.

• **Club Sponsors and Coaches.** Club sponsors and coaches are responsible for their students whenever they attend group functions. Sponsors and coaches must be present when students meet on the school campus, and they must NOT leave until ALL participants have left the building. Coaches and sponsors must ensure that the space/facility is restored to pre-meeting condition before leaving the school after the activity ends.

• **Field Trips.** Teachers/trip sponsors/coaches must complete and submit all field trip forms to Ms. Franklin for admin approval four to six weeks prior to the date of the trip and submit a complete student roster for attendance purposes to Ms. Fus by the date of the trip.

• **Financial Obligations.** Teachers are to enter these obligations into the computer file in a timely manner.

**GRADING**

• **Report Card Changes.** If a teacher needs to change a submitted report card grade, he or she must complete the grade change form within two weeks of the end of the marking period. The appropriate Resource Teacher must sign it and submit it to the registrar’s office. Teachers can obtain the form from the counseling office. For security reasons, these forms are not given to students or put in mailboxes.

• **Grading and Reporting.** Teachers are legally required to follow the MCPS Grading and Reporting policies and procedures.

• **Pinnacle.** Teachers must update Pinnacle grade books by Friday at 5 p.m. every week.

**COMMUNICATIONS**

• **Mailboxes.** Each teacher is assigned a mailbox at the beginning of the school year. Names are placed over each mailbox. Teachers should check and clear their mailboxes before first block daily.

• **Individual E-mail Accounts on Outlook.** Each teacher has an Outlook e-mail account. E-mail should be checked on a daily basis.

• **“Montgomery Blair High School” in the Public Community Forum, aka “Blair Private” on Outlook.** In addition to individual e-mail accounts, this is a school-wide e-mail system that enables individuals to post messages to all Blair staff at once. It is used by administration and any other staff members to communicate information that is important and relevant to the entire Blair community. It is, therefore, essential that staff members check that folder daily. Information of a personal or business matter should be posted in the “Blair Community” forum.

• **Written Communication to Parents.** All teachers planning to send written communications to groups of parents must submit a draft copy of the proposed correspondence to the appropriate Resource Teacher and supervising assistant principal before sending the communication. This does not include correspondence addressed to a parent of an individual student, although it is advisable to check with one’s Resource Teacher if a correspondence is being sent. E-mail correspondence should include a “cc” to the RT and the Assistant Principal. Teachers are advised to keep copies of all communication of this nature.

• **Telephone Calls.** Phone calls home are a vital part of supporting students. Teachers must keep a log of such calls, and should notify their Resource Teachers and Assistant Principals promptly when issues arise. Teachers are to respond to parent calls within 24 hours.

• **Edline.** Teachers are expected to update Edline weekly.
TEACHER ABSENCES

- **Obtaining Substitutes.**
  - **Short Term Leave:** If a substitute is needed, teachers are required to use the Computer Substitute Management System by calling 301-279-3998 or entering the absence on-line. Teachers must notify the Resource Teacher in advance when he/she will be absent. If an emergency situation arises, and the teacher needs to call the substitute line, he/she must also call the Resource Teacher immediately. Teachers must provide complete lesson plans, printed class rosters for attendance, and other materials for the classes. The Resource Teacher should know where the lesson plans are so they can assist the substitute. Short term leave forms must be submitted to the RT along with the biweekly time sheet.
  - **Long Term Leave:** If a long term substitute is needed (over 10 days of absence) the resource teacher must approve the substitute before the person is offered the position. If a teacher knows he/she will be on long term leave, plans must be submitted to the Resource Teacher BEFORE the leave begins. Teachers are responsible for planning while on leave unless the resource teacher or administrator determines otherwise.

- **Emergency Lesson Plans.** Teachers are expected to have emergency lesson plans on file with their RT. This file should include class rosters, an emergency lesson plan, and other materials needed for the classes.

- **Emergency Class Coverage.** During the course of a school year a number of circumstances will arise wherein a teacher will not be available to cover his/her class for some period of time ranging from a few minutes to a number of periods in the same day. At such times, resource teachers should first try to cover the class(es) within the department. Teachers are requested to accept these as they occur. These assignments will be for one period (45 minutes) each. Teachers are paid for emergency coverage.

LEGAL RESPONSIBILITIES

- **Child Abuse.** Teachers are legally responsible for reporting suspected child abuse as required by MCPS policies. Teachers must verbally inform the counselor and the AP immediately (not via e-mail).

- **Threats of Harm to Self or Others.** Teachers are legally responsible for reporting threats of harm as required by MCPS policies. Teachers must verbally inform the counselor and the AP immediately of the situation (not via email).

- **Sexual Harassment/Bullying.** Teachers are legally responsible for reporting incidents of sexual harassment/bullying as required by MCPS policies. Teachers must verbally inform the counselor and the AP immediately of the situation (not via email).

- **IEPs and 504s.** Teachers are legally required to attend meetings. Teachers are also required to complete and return to the Case Manager necessary documents by the date specified. These documents required by MCPS may include: Secondary Teacher report for Quarterly Progress; OR Secondary Teacher Report for IEP Team Meetings; OR Teacher Referral (EMT, SCREENINGS, EVALUATIONS, P/T Conferences).

**ALERT!** No staff member is to take a student off campus for any reason, unless given prior approval from an administrator.
Teacher-Parent Communication

Communications mailed to the home of Blair families:

- PTSA Newsletter – *The Blair Blazer*
- Parent and School Counseling Services and Career Information Center Handbooks
- Notification, by registered mail, of possibility of failure in course work necessary for graduation (seniors only)
- Interim grade reports
- 4th marking period report card
- Obligations – notice of money/books students owe the school

***Please call School Counseling Services at 301-649-2810 if your address or phone number changes.***

Communications distributed to students in school or to families by phone:

- Report cards for marking periods 1-3
- *Silver Chips*, Blair’s award-winning newspaper
- *Silver International* (newspaper written by Blair’s international students)
- Course/Scheduling Information Guide
- Insurance and free meal forms
- Trailblazer Packet (college information for 11th graders)
- ConnectED announcements (automated telephone message service)

Initiatives to Improve Communications between Teachers and Parents/Guardians:

- **Drop in letter grade.** During the 5th week of each marking period, teachers will notify parents, administrators, and counselors by phone, mail, e-mail, or handbook when a student has dropped 2 or more grades or has earned a D or E since the last interim report.
- **Edline.** Edline is a web-based tool that allows parents/guardians to monitor student’s classroom performance online, check for large projects or assignments and communicate with teachers. Because it is Internet-based, Edline can be accessed from school, home, or any other location connected to the Internet. Edline’s features include on-line classes, announcements, calendar and class logbook, and grades. Information about how to obtain and Edline account will be available in September. For access and help, go to Blair’s web page: [http://www.mbhs.edu](http://www.mbhs.edu)
- **Parent conferences.** Either a parent or a teacher may initiate a conference when a student demonstrates a need for interventions. It is important to remember that **all teacher and counselor conferences need to be arranged in advance.** The primary responsibility of a teacher during the school day is to provide classroom instruction and other related duties. It is not appropriate for a parent to arrive at school and expect to have access to a teacher for a conference, even if it is during that teacher’s planning period, or directly before or after school. A parent with a need or concern urgent enough to come to school without an appointment should see an administrator or counselor upon arrival.
- **Pre-post observation conferences** will include discussions of how teachers are communicating with parents.
- **Syllabi.** All class syllabi should include particulars about how a parent or guardian can reach you. Include the school and department phone numbers and your e-mail address. Indicate that you will respond to a parent’s phone call or e-mail message within 2 business days. Resource teachers will forward a copy of each teacher’s syllabus to the supervising administrator.
**Attendance – Overview of Teacher Responsibilities:**

Improving attendance is a continuing Blair objective. We all need to work together to achieve that goal. Familiarize yourself with the following procedures, policies, and teacher responsibilities. There are some changes in the attendance procedure that hopefully will improve accuracy and promote consistency throughout the school.

- **When a student is not in your class:** Mark him/her absent in the computer and in a roll book. Mark attendance in both the computer and in the roll book period by period on a daily basis **within the first 30 minutes of class**.

- **When a student returns to school with an excuse note:** First block teachers, put absence notes into the envelope provided and send it to Room 240, 340, or to the Attendance Office by 8:30. Take the note from a student even if he or she was not absent from your class. **Do not mark the absence in the student’s planbook.** Make sure the note includes a daytime telephone number, the date(s) of the absences, and the student’s ID number. **Do not mark the absence in the student’s planbook.** First block teachers will no longer determine if the absence is excused and will therefore no longer enter the excuse into the student’s planbook. Excused/non-excused absences will be recorded by the attendance secretary in the computer, not by the teacher in the student planbook.

**Excuse notes:** After the notes have been evaluated and absences marked excused or unexcused in the computer by the attendance secretary, the notes will be returned to the teacher for filing. **At the end of the year, teachers will give the notes to the resource teachers as part of the signing-out process.**

- **How an excused or non-excused absence will be recorded:** The attendance secretary will evaluate each note, determine if the excuse is legitimate, and enter excused or unexcused into the computer. If the note is in question, she will call home or refer the note to the grade level administrator.

Once the attendance secretary or the grade level administrator makes a judgment, the attendance secretary will mark the absence excused or unexcused in the computer. Refer to the computer to see whether students’ absences are excused or unexcused. Update your roll book accordingly.

- **When a student is tardy to school:**
  
  **Before 7:45** – Mark the student tardy in the computer and in the roll book.

  **After 7:45** – Mark the student absent in the computer and in the roll book. Admit the student only if he or she has a signature in the planbook from the attendance office. If the student does not have a signature, send him/her down to see the attendance secretary.

  **Late bus** – Mark the student tardy in the computer and in the roll book. Admit students if they have late bus passes stamped with the date and time. (If the pass is not stamped, it is not valid.) Collect the pass and destroy it. Mark the tardy excused in the computer.
• **Early departures:** A student with an early departure note goes to the attendance window before school to have his/her planbook signed. The attendance secretary will mark the student excused in the computer for the class(es) missed.

• **When a student goes home sick:** Write a pass to the Health Room for a student who is feeling ill. Students who are dismissed from the Health Room to go home must go through the Attendance Office. The attendance secretary will mark the excuse in the computer and sign the student’s planbook as a pass to leave the building.

• **When a counselor, administrator, speech therapist, or another teacher or staff member keeps a student out of class for an entire period(s):** It is the responsibility of any staff member to notify the attendance secretary when he or she has been with a student during class time and to provide her with the student name, ID number, date, and class(es) missed.

• **When a class is multiple periods:** The computer treats a multiple-period class as separate classes; therefore, attendance must be taken for each of the periods that make up the class.

• **Counseling and Communicating with students and parents about unexcused absences:** Each time a student is absent unexcused from your class, counsel him or her about the importance of being in class and the dangers of losing credit. In addition, follow the procedures below:

**Periods 1, 2, 3, 4, 7, 8**

- 1<sup>st</sup> unexcused absence: Call parent/guardian
- 2<sup>nd</sup> unexcused absence: **Notify counselor and grade level administrator.** Counselor will make contact with the student and explain the dangers of loss of credit and the appeal process. Send the loss of credit warning letter for 3 unexcused absences.
- 3<sup>rd</sup> unexcused absence: Call parent/guardian to notify them of the loss of credit. Send the loss of credit warning for 5 unexcused absences.

**Periods 5, 6, 9**

- 2<sup>nd</sup> unexcused absence: Call parent/guardian
- 3<sup>rd</sup> unexcused absence: **Notify counselor and grade level administrator.** Counselor will make contact with the student and explain the dangers of loss of credit and the appeal process. Send the loss of credit warning letter for 3 unexcused absences.
- 5<sup>th</sup> unexcused absence: Call parent/guardian to notify them of the loss of credit and send LC letter. Send the loss of credit warning for 5 unexcused absences.

• **Field Trips/Athletic or Academic Events:** Students on field trips and athletic competitions are legally present in school. They should be recorded as absent in the computerized attendance program. In your roll book make a notation when a student is on a field trip or at an athletic event. For report card information these absences should not be counted. The attendance secretary will create a “group” roster for the event on the computer that teachers can access to determine if the student in fact participated in the event. (See Policies and Procedures for how to get approval.)

**Responsibility of trip/event sponsors:** Sponsors need to get approval from the OSP 6 weeks prior to planning a field trip and tell the attendance secretary of trips/events two weeks in advance. The attendance secretary will create a “group” for the trip/event and the sponsor will then enter in the names and ID numbers of those students who participated. All teachers can access the roster to see which students participated in the event.
• **Loss of Credit:**
  - 5 unlawful absences = E₃ or Loss of Credit
  - 3 unlawful tardies = 1 absence
  - Students who arrive tardy 20 minutes or more to class without a valid excuse will be recorded as being absent for the entire period

Parents and/or guardians of students will receive a notification of their child’s attendance status at their third (warning) and fifth unlawful absences (E₃ designated). Students who lose credit at their fifth unlawful absence **may** appeal for the restoration of their credit by contacting their administrator to complete one of the following two forms:

1. Appeal of Attendance Recording Form
2. Attendance Intervention Plan Form

• **Long-term substitutes:** The name of any long-term substitute, ID number, and Social Security Number needs to be given to an administrator, who will update the system. The substitute will be able to access the system the Monday after the information has been uploaded onto the computer.

• **Short-term substitutes:** Teachers should leave a class roster the substitute can use to take attendance. Enter the absences when you return to school.
**Attendance Policy**

The following absences are excused:
1. illness of student
2. religious holidays, pre-approved
3. court summons (copy of summons required)
4. death in the immediate family (parent, sibling, grandparent)

**Note:** Absences for vacations, traffic problems, and car trouble are unexcused.

**Policies and Procedures:**

- **Anticipated Absences:** Students who anticipate being absent should bring a note to their administrator at least **24 hours prior** to the absence, e.g., religious observances, school activities.
- **College Visits and Educational Experiences:** College visits are typically for juniors and seniors. Students may be excused for a maximum of three days to visit colleges. A parental note must be submitted to the attendance office 24 hours in advance. **These absences will not be excused during exam week.**
- **Dismissal from Health Room:** Students who feel ill during the day must report to the Health Room in order to be excused for early departure. Students dismissed from school by the Health Room technician or nurse must sign out at the Attendance Office. Upon departing, students must present the Health Room dismissal slip to the Attendance Office. In return, the Attendance Office will enter the excuse into the computer.
- **Early Departure Procedures:** Students will be excused for early departure only by presenting a note to the Attendance office before 7:25 a.m. No student will be excused without a note. Telephone calls requesting early departure will not be honored. Students will not be permitted to leave without confirmation of note.
- **Excuse Notes:** A note from a parent or guardian is required to excuse any absence. A physician’s note is required for any absence of five or more days due to illness. Notes regarding absences must be presented to the student’s 1st or 2nd period teacher within three days of returning to school. It is the standard policy of the Attendance Office to verify notes excusing absences, tardies, and early departures by telephoning parents/guardians.
  - **The following information must be on all absence/tardy/early departure notes:**
    - Student name and ID number
    - Date of note
    - Date(s) of and reason for absence/tardy/early dismissal
    - Current work and home phone numbers
    - Parent/Guardian name and signature
- **Late Arrival:** Students arriving after 7:45 must sign in at the Attendance Office. A note from a parent/guardian or physician/dentist citing an excusable absence (see above) is required to excuse any tardies.
- **Make-Up Work:** Upon returning from an absence, students have three days to make-up work missed during the period of absence. Teachers are obligated to assist students in making up work when the absence is excused; however, they are not obligated to accept missed work when the absence is unexcused. It is the students’ responsibility to find out what work they missed and to make arrangements for completion within the three-day time period following their return to school.
- **Tardies:** Missing twenty minutes of any class constitutes an absence from that class.
To Create a Safe and Secure School

PEDESTRIAN SAFETY. Students are advised to cross the streets only in lined crosswalks and to use caution. If arriving to school by car, students should be dropped off and picked up only in the parking lot located on the Colesville Road side of Blair. If a student is seen jaywalking, he/she will be sent to his/her administrator.

A TEAM OF SAFETY AND SECURITY ASSISTANTS, coordinated by Blair’s security coordinator, patrol the school and school grounds and are responsible for intervening in student behavior problems as necessary or as directed by the school administration.

THE SAFETY COMMITTEE is a group of students under the supervision of a faculty advisor who assist with student and staff direction during fire drills and school building evacuations.

EMERGENCY PROCEDURES.

- **Fire and Emergency Drills:** All emergency announcements must be taken seriously. During an emergency, students and staff must walk quickly and quietly to designated assembly areas and follow directions of staff and student safety committee members.
- **Shelter in Place:** “Shelter in Place” announcements are used as a general alert for students and staff. A “Shelter in Place” situation, such as a weather emergency or the need to evacuate the building, requires that all persons be accounted for. Staff and students should remain calm and quiet in the nearest classroom and await instructions as to how to proceed.
- **Lockdown:** Lockdown announcements are alerts which indicate that there is eminent danger in or outside the school. In an immediate lockdown, all classrooms are locked, lights are turned off, and silence is established until the emergency is cleared by local authorities.
- **Off-Site Evacuation:** Blair staff and students practice an off-site evacuation procedure in the event it becomes necessary to evacuate everyone from the building to another location.

IDs. All staff and students are required to have IDs in their possession at all times while on school grounds. In addition to helping provide a safe environment for the Blair community, the IDs are used for administering free and reduced lunch tickets, checking out library materials, gaining admission to school events, and riding the county’s Ride-On buses. They may also serve as debit cards for cafeteria services. Students without an ID badge can obtain one from the Security Desk between 7:00 and 7:25 am each day from the ID bank. The first replacement ID badge is free. Each additional replacement ID badge will result in a $5.00 obligation fee.

Procedure.

- All returning students will have IDs made during the first week of school.
- All students will be periodically challenged for their IDs upon entering the school in the morning, prior to 1st or 2nd period.
- The school security will establish a central location on the 1st floor between the times of 7:00 a.m. and 7:25 a.m. for students to pick up their reserve IDs.
- Possible consequences for no IDs:
  - 1st offense – warning
  - 2nd offense – lunch detention
  - 3rd offense – 1 hour after school detention
  - Repeat offenders will receive extended day detention from 3 – 5 p.m.
School Services

Cafeteria. The cafeteria serves breakfast and snacks from 7:00 - 7:20 a.m. A hot meal and a la carte items are available at lunch. Blair is a closed campus and students may not leave during lunch time. Courtyard areas are open to students during lunch. Students must present a current ID to purchase meals.

Career Information Center. The Career Information Center is located within the School Counseling Services Suite. The Career Coordinator helps students obtain information about colleges and careers, provides information about college testing programs and part-time summer employment, and assists students to obtain work permits.

Counseling Services. Students’ assigned counselors are located in the school counseling service suite located on Blair Blvd. Counselors are available to help students with personal, social, or educational issues, and are responsible for advising students regarding course selection and scheduling for progress toward graduation.

Credit Union (“The Vault”). The in-school-branch of the Montgomery County Teachers Federal Credit Union (MCT FCU) is located on Blair Blvd. next to the Attendance Office. Ms. Rogner and a staff of trained students will provide banking services to staff and to students and their parents. The Vault will be open on Tuesday and Thursday from 11:00 – 12:15.

Edline. Edline is an interactive educational tool used by Montgomery County to allow students, teachers, and parents to communicate with each other about school and other related issues. Because it is Internet-based, Edline can be accessed from school, home, or any other location connected to the Internet. Edline’s features include e-mail, on-line classes (announcement, discussion forums, calendar and class agendas, on-line handouts, and links to helpful web resources). Although Edline uses modern technology to accomplish its purpose, it is easy to use. To access Edline, go to https://www.edline.net/pages/Montgomery_Blair_High_School. For help with accounts, send an e-mail to edlinehelp@mbhs.edu. Students can request Edline help before school, after school, or during lunch in the media center and should not be sent from class for Edline help.

Free and Reduced Lunch. Students receive forms to take home so parents or guardians can determine if their child is entitled to free or reduced meals. Students eligible for free or reduced breakfast and lunch scan the barcode on their ID cards at the cafeteria cash registers. These cards are non-transferable and cannot be shared. Additional applications are available in the Attendance Office.

Health Room Services. The health room, located in Rm. 140, is open to students between the hours of 7:00 a.m. and 2:30 p.m. The Community Health Nurse provides consultation, counseling, and health education on all aspects of health, including emotional, mental, physical, social, and environmental. Students who feel ill may not excuse themselves from school.

Infoflow. InfoFlow, a TV program produced by and for students, is transmitted into all classrooms. The daily programs include information that are of interest to Blair’s student community.

Instructional Media Center. The IMC, located on Blair Boulevard, is open for student use from 6:30 a.m. – 3:15 p.m., Monday – Thursday and from 6:30 a.m. – 3:00 p.m. on Friday. Students are welcome to use the IMC before and after school and during their lunch period. The IMC is equipped with computers that provide students access to the internet, to extensive academic databases, and to word processing and other software applications. The Media Center is also the home of the Peer Tutoring Center which is located in Conference Room B. Students may self-nominate to become tutors and may request

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recommendations from former or current teachers. Students can come to the Head-in Room in the media center during 5th and 6th periods for help with computer network problems. Students should not be sent from class to get computer account login and passwords. In order to protect the print collection and the computer network, food and drink are not permitted.

**Lost and Found.** Students should bring any textbooks and items such as keys and clothing that they find to the Security Desk. Those who have lost something should check in at the Security Desk.

**Parking.** Limited student parking is available. Students must submit a completed application each semester for consideration. Permits are issued on a first-come, first served basis. Each student issues a parking space is required to pay a $37.50 fee each semester.

**Pictures.** Each year students have their pictures taken for the yearbook and for picture IDs. They have the option of purchasing their school pictures from the photographer. Additional purchase information may be obtained from the Business Manager.

**Publications.**
- *Silver Chips* and *Silver Chips On-line*, Blair’s newspaper, traditionally wins more awards than any other school paper in the state. Published six times a year, *Silver Chips* covers topics interesting and relevant to Blair students. *Silver Chips On-line* provides current news and timely features for the Blair community.
- *Silver International*, the voice of students with international backgrounds and/or interests, includes writing of current and former ESOL students, students from cluster school, and students studying a foreign language.
- *Silver Quest*, published by Magnet students, highlights student research work and essays.
- *Silver Quill*, Blair’s literary magazine, contains student stories, poems, essays, and artwork.
- *Silverlogue*, Blair’s yearbook, is a combination of pictures and words that provide students a great way to remember their high school years.

**School Insurance.** A student insurance program is available to all students. Information about the program is distributed to all students during the first week of school.

**School Store.** The school store, located on Blair Boulevard across from the SAC, sells school supplies, the school handbook, Blair accessories, and snacks during 5th and 6th period lunches.

**Student Assistant Team.** This program is in place to offer help to students who are using alcohol and/or drugs. Referral forms can be picked up from and returned to the Main Office, Counseling Office, or the Health Room. They may be submitted by teachers, counselors, administrators, friends, parents, or students. Referrals are kept strictly confidential and do not go into students’ permanent records. If you have any questions or wish to have more information, call the Counseling Office at 301-649-2810.

**Textbooks.** Textbooks, the property of MCPS, are loaned to students at no charge. Lost textbooks become a financial obligations.

**Yearbooks.** Yearbooks are available for purchase through the yearbook sponsor. Purchase your yearbook at the beginning of the school year to get the best price.

**Youth Hotline.** The Montgomery County Youth Hotline is a free and confidential support program. Trained counselors are available 24 hours a day for active listening, crisis intervention, and referral service. Contact 301-738-9697 for help.
**Policies and Procedures**

**Age of Majority Status.** When students reach the age of 18 and wish to assume age of majority status, they must complete an Age of Majority application. The forms are available in the attendance office and must be approved by an assistant principal before notes written by the student will be accepted. The school may continue to call parents to confirm reasons for absences and to report discipline problems as long as the student attends school and continues to reside in the home. **Age of Majority status may be revoked for abuse of school rules and procedures.**

**Cell Phones.** The Board of Education and the Maryland State Department of Education allows high school students to have cell phones in the school building. Students may use cell phones and other electronic devices during their lunch period. Any student who needs to phone home in an emergency situation should go to his/her administrator or counselor to seek help rather than use a cell phone during the instructional periods.

**Closed Campus.** Students are not to leave the property at any time during the day unless they are on an abbreviated schedule or they have acquired documented permission through the attendance or administrative offices.

**Dress Code.** Hats, bandanas, skull caps, or any head apparel may not be worn by students. Clothing which advertises or advocates the use of tobacco, drugs, alcohol, or weapons or which has contents of a sexual nature or profanity may not be worn. No underwear may be worn as outerwear. Other examples of inappropriate dress include, but are not limited to, tube tops, clothing that exposes midriffs, mesh-type clothing without a covering undergarment, clothing with large armholes that exposes skin, and gang-related rosaries or gloves. Wearing of chains, studs, or spikes are not permitted. When necessary, the administration will judge if clothing is disruptive to or inappropriate for school.

**Final Exams.** Students are required to take semester exams in academic courses and may be required to participate in a culminating activity in non-academic and/or elective courses. The exams count as 25% of the semester grade, except for 2nd semester seniors, for whom the final exam is calculated as part of their 4th marking period grade.

- Students who have no exam/culminating activity on an exam day are not expected to report to school that day.
- Students who do not have an exam/culminating activity during the 1st testing period, but do have one during the 2nd testing period, do not have to report to school until 9:35.
- Students who have an exam/culminating activity during the 1st testing period, but not during the 2nd, are allowed to leave the building at the end of the first testing period.
- During exams, lunch will be served from 12:00 – 12:30. Students are allowed to leave the building during this time.
- School buses will run at the regular time – 2:15 and 3:10. Students are encouraged to find their own way home and leave the building by 12:30. Students who need to take the school bus need to wait in the designated areas.
- **Students need to bring an excuse note to their administrator to request approval to take make-up exams.**

**Financial Obligations.** Students may incur financial obligations for lost or damaged textbooks, replacement IDs and planbooks, towel fees, lab fees in specialized courses, and activity fees. It is their responsibility to pay all financial obligations by the end of each semester. Students unable to pay because of financial hardship should talk to the business manager to set up a financial plan to help them meet their obligations.
obligations. After May 1, seniors must pay any outstanding obligations in cash or by money order payable to Montgomery Blair High School; diplomas and/or transcripts will be held until all financial obligations are met. In addition, seniors who have not cleared all outstanding obligations will not be permitted to participate in the prom.

**Fundraising Activities.** Fundraising activities must benefit Montgomery Blair organizations. A fundraising plan must be completed and pre-approved by the Business Manager prior to the start of any functions related to the activity. No students may sell candy or other goods for non-Montgomery County Public Schools organizations on school grounds.

**Grades.** The 36-week school year is divided into two 18-week semesters. Report cards are issued after each 9-week period. Students receive half a credit for each semester class in which a passing grade (D or better) is earned. Report cards for marking periods 1, 2, and 3 are carried home by students. 4th marking period report cards are mailed to the home. Blair has an automated interim system that enables teachers to notify parents/guardians if their child is failing or is in danger of failing any of his or her classes. Interims are mailed home at the mid-point of each 9-week period.

**Hall Passes.** All students must have a pass from an MBHS staff member signed in their planbooks when in the hall.

**Hats and Head Coverings.** Students are not to wear any head coverings in the building unless it is for religious purposes. If a student requires this exception, he/she must present a letter that can be verified stating the religious reason. A picture ID will be taken with the head covering. All other students must remove any and all head coverings when they come into the building. These items should be kept in lockers and not carried around the building. Students will be warned to remove the object if they are seen coming into the building with a hat or other head covering. After the first block, if a student is wearing a head covering, the object will be confiscated and kept in the security office until a parent takes possession of the item or it is returned to the student by security prior to a school holiday.

**Health Room.** Unless physically unable, students must have a signed planbook from their classroom teachers prior to admissions to the Health Room. **Students who feel ill during the day may not excuse themselves from school.** The health room staff must make the determination regarding all early dismissals for health reasons. Students who leave school must sign out in the attendance office. Students who need to take medications need to bring them to the nurse, who will dispense them as instructed by the student’s physician.

**ID Procedure.** All staff and students are required to have IDs in their possession at all times while on school grounds. In addition to helping provide a safe environment for the Blair community, the IDs are used for administering free and reduced lunch tickets, checking out library materials, and gaining admission to school events. They may also serve as debit cards for cafeteria services. Students without an ID badge can obtain one from the Security Desk between 7:00 and 7:25 am each day from the ID bank. The first replacement ID badge is free. Each additional replacement ID badge will result in a $5.00 obligation fee.

**Lockers.** Students should keep their personal belongings in their lockers and carry materials for their morning block classes so they do not have to go to the lockers between classes. Being at one’s locker is not an acceptable excuse for being tardy to class. The display of rude, distasteful, or obscene pictures or other items is prohibited. School officials may search lockers with reasonable cause. **Each locker is the responsibility of the person to whom it is assigned.**
Lunch. Since MBHS is a closed campus school, students are not to leave school grounds for lunch. Students are allowed on Blair Boulevard up to the main office during lunch periods. The other hallways are off-limits unless students are going to Academic Support. Cafeteria lunches must be eaten in the SAC and approved areas adjacent to the SAC. In addition, students may eat outside of the building in the courtyard areas and by the playing fields. The other hallways are off-limits unless students are going to Academic Support.

Musical Electronics. Students may wear their headphones, iPods, or MP3 players up to the first bell and during lunch. If a student is wearing his/her headphones after first block, except at lunch, the headphones will be confiscated and kept in the security office until a parent takes possession of the item or it is returned to the student by security prior to a school holiday.

Partial Schedule. Students having partial schedules are to be on school grounds during their scheduled periods only and are to leave school grounds immediately following their last class. Students whose schedules begin after the first block should plan to arrive at school no sooner than 10 minutes before their first assigned class.

Recycling. Blair recycles paper, plastic bottles, and aluminum cans. The Students for Global Responsibility (SGR) organization and CAP students assist building services staff with the collection of recyclables. As a member of our school community, please follow recycling guidelines and use the proper containers.

Textbooks. Students must assume full responsibility for all books loaned to them; this responsibility includes making payment for lost books and/or unreasonable damage. Refunds will be given for any books found and returned with a receipt to the financial office. A student who arrives for a semester exam without his or her book will be given a financial obligation until the book is returned or paid for.

Theft. Student victims of property theft should check with friends and associates since they sometimes pick up items that were left behind. Report all thefts immediately to security. Delay in reporting may result in difficulty in the return and recovery of property.

Visitors. All visitors are required to register in the Main Office. An ID will be issued to each visitor. Visitor parking is located only on the Colesville Road side of the school. To avoid being towed, when visitors check into the Main Office to obtain a visitor ID, they need to inform office personnel of the vehicle and its make and tag number.
**Montgomery County Public School Discipline Policy**

The Board of Education and Superintendent of MCPS have taken a firm stand on five types of offenses. If you commit any of the five offenses, either on school grounds or at school-sponsored events, you will be disciplined within the guidelines listed below:

<table>
<thead>
<tr>
<th>County-Wide Violations</th>
<th>Non-discretionary Expellable Offenses</th>
<th>Additional Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infraction</td>
<td>Consequence</td>
<td></td>
</tr>
<tr>
<td>Bomb/Facsimile Possession or Bomb Threats</td>
<td>Expulsion Police Referral</td>
<td>Regulation EKC-RA, Bomb Threats and Explosive Devices on MCPS Property</td>
</tr>
<tr>
<td>Distribution of Intoxicants</td>
<td>Expulsion Police Referral</td>
<td>Regulation COF-RA, Intoxicants on MCPS Property</td>
</tr>
<tr>
<td>Firearms</td>
<td>Expulsion Police Referral</td>
<td>Regulation COE-RA, Weapons on MCPS Property</td>
</tr>
<tr>
<td>Violent Physical Attack on a Staff Member</td>
<td>Expulsion Police Referral</td>
<td></td>
</tr>
<tr>
<td>Weapons Used to Cause Bodily Harm/Injury</td>
<td>Expulsion Police Referral</td>
<td>Regulation COE-RA, Weapons on MCPS Property</td>
</tr>
</tbody>
</table>

**Montgomery Blair Discipline Policy**

The cornerstone of Blair’s discipline policy is that each student has the right to learn in an atmosphere free from disruption. It is therefore the responsibility of staff to help create a climate at Blair in which students can mature educationally and emotionally as they gain knowledge, self-control, and self-confidence. Students are also expected to help take responsibility for their successful completion of high school by respecting others’ rights to a safe and comfortable school environment.

The following guidelines clarify rules and regulations that are in effect at Blair and in MCPS. The rules and regulations not only apply to student behavior while at Blair, but also extend to any situation that may occur on the way to or from school or at extracurricular activities. During the first days of school, students will be asked to sign the County Policies for Major Offenses document indicating that they understand what constitutes serious violations of the Discipline Policy and the penalties for such violations. Any infraction of the following items in the discipline policy will result in a referral and disciplinary action.

**Notes:**
- Every rule and policy cannot be stated. Exceptions will be handled at the discretion of the principal.
- Every rule and policy applies during any school related activity.
- The policies listed below are recommended minimum consequences. Each offense will be handled on a case-by-case basis, taking into consideration the severity and frequency of non-compliance.
- In addition to the policy outline above, ninth graders may also be assigned lunch or after school detention. Failure to report to detention will be considered insubordination. Each offense will be followed by a parent phone call and memo home. Continued discipline issues will result in a parent conference. The student may not be allowed to return to school until the parent conference takes place.
<table>
<thead>
<tr>
<th>Violations</th>
<th>Minimum Consequences</th>
<th>1st Offense</th>
<th>2nd Offense</th>
<th>3rd Offense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dishonesty/ Violating Test Procedures</td>
<td>Zero on assignment/test Phone conference 1 day ISS</td>
<td>Zero on assignment/test Face-to-face parent conference 2 days ISS</td>
<td>Zero on assignment/test Face-to-face parent conference 5 days ISS</td>
<td></td>
</tr>
<tr>
<td>Alcohol/Drugs (Distribution)</td>
<td>See MCPS Policy on p. 35</td>
<td></td>
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<tr>
<td>Alcohol/Drugs (Possession/Use)</td>
<td>5 days OSS; police referral; Student Assistance Program; referral to SASCA</td>
<td>10 days OSS; police referral; Student Assistance Program; referral to SASCA</td>
<td>10 days OSS; recommendation for expulsion</td>
<td></td>
</tr>
<tr>
<td>Arguing with other students</td>
<td>Warning, problem solving, call home, anti-fight contract, ISS Conference with parent and counselor and/or OSS</td>
<td></td>
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<tr>
<td>Arson</td>
<td>10 days OSS, police referral, restitution, recommendation for expulsion</td>
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<tr>
<td>Assault on a staff/student</td>
<td>10 days OSS; police referral, recommendation for expulsion</td>
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<tr>
<td>Bomb threats</td>
<td>10 days OSS; police referral, recommendation for expulsion</td>
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<tr>
<td>Bullying</td>
<td>Warning, conference, call home, ISS, parent conference, ISS and/or recommendation for expulsion (see also Intimidation/threats, hazing, harassment)</td>
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<tr>
<td>Bus misconduct</td>
<td>Phone call home, removal from bus, 1-10 days OSS, restitution for damages</td>
<td></td>
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<tr>
<td>Destruction of property; vandalism, graffitti</td>
<td>3 days OSS; restitution; police referral</td>
<td>5 days OSS; restitution; police referral</td>
<td>10 days OSS up to recommendation for expulsion; restitution; police referral</td>
<td></td>
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<tr>
<td>Display of affection</td>
<td>Warning, call home, and/or up to 2 days ISS</td>
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<tr>
<td>Disrespect/being rude/ use of profanity</td>
<td>Warning, conference, call home, ISS, parent conference and/or OSS</td>
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<tr>
<td>Disruption of class</td>
<td>ISS (1 period) or detention</td>
<td>1 day ISS</td>
<td>1 day OSS</td>
<td></td>
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<tr>
<td>Dress code violation</td>
<td>Change dress to comply with code, parent phone call</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Electronics, including cameras, unauthorized</td>
<td>Request to put item away or confiscation, failure to comply is <strong>insubordination</strong>.</td>
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<tr>
<td>Extortion</td>
<td>5 days OSS; police referral</td>
<td>10 days OSS; police referral</td>
<td>10 days OSS and recommendation for expulsion; police referral</td>
<td></td>
</tr>
<tr>
<td>Fighting</td>
<td>5 days OSS</td>
<td>10 days OSS</td>
<td>10 days OSS; expulsion</td>
<td></td>
</tr>
<tr>
<td>Fire alarm (false alarm)</td>
<td>10 days OSS, call fire department, recommendation for expulsion, possible fine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forgery</td>
<td>2 days OSS</td>
<td>3 days OSS</td>
<td>5 days OSS</td>
<td></td>
</tr>
<tr>
<td>Gambling</td>
<td>Phone call home, 1 day ISS</td>
<td>Face-to-face parent conference, 2 days ISS</td>
<td>Face-to-face parent conference, 3-5 days OSS</td>
<td></td>
</tr>
<tr>
<td>Gang Activity, Inciting/Participating</td>
<td>10 days OSS and recommendation for expulsion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Horseplay, play fighting, rough housing</td>
<td>1 day ISS</td>
<td>1 day OSS</td>
<td>2 days OSS</td>
<td></td>
</tr>
<tr>
<td>Inciting/refusing to leave a disturbance and/or conflict</td>
<td>5 days OSS</td>
<td>10 days OSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Insubordination, refusal to follow simple request</td>
<td>ISS (1 period); or detention</td>
<td>1 day ISS</td>
<td>1 day OOS</td>
<td></td>
</tr>
<tr>
<td>Internet/Network violation</td>
<td>Parent phone call, possible OSS, administrative follow-up. Loss of computer privileges</td>
<td></td>
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<tr>
<td>Misconduct</td>
<td>OSS</td>
<td>Parent Conference</td>
<td>OSS</td>
<td>recommendation for expulsion</td>
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<td>------------------------------------------</td>
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</tr>
<tr>
<td>Intimidation/threats, hazing, bullying, harassment</td>
<td>3 days</td>
<td>5 days</td>
<td>10 days</td>
<td></td>
</tr>
<tr>
<td>Leaving school without sign-out</td>
<td>Lunch/after school detention</td>
<td>1 day ISS</td>
<td>Multiple days of ISS</td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment/Misconduct</td>
<td>Counseling, suspension and/or recommendation for expulsion</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skateboards, rollerblades, etc., use on school grounds</td>
<td>Possible confiscation, request to put away</td>
<td>Confiscation, Lunch/after school detention</td>
<td>ISS and/or OSS</td>
<td></td>
</tr>
<tr>
<td>Stink or smoke bombs, mace, pepper spray, etc.</td>
<td></td>
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<tr>
<td>Tardies</td>
<td>Warning</td>
<td>Lunch and after school detention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theft</td>
<td>5 days OSS and/or police referral/ restitution</td>
<td>10 days OSS and/or police referral/restitution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Threatening a staff member</td>
<td>10 days OSS, recommendation for expulsion, charges may be filed</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Tobacco, possession/use</td>
<td>1 day ISS, Smoking Cessation Program</td>
<td>2 days ISS, Smoking Cessation Program</td>
<td>3 days ISS, Smoking Cessation Program</td>
<td></td>
</tr>
<tr>
<td>Trespassing</td>
<td>1 day OSS</td>
<td>3 days OSS</td>
<td>5 days OSS</td>
<td></td>
</tr>
<tr>
<td>Truancy, cutting class</td>
<td>Lunch/after school detention</td>
<td>Multiple days of lunch/after school detention; ISS; OSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Weapons, dangerous instruments</td>
<td>10 days OSS, recommendation for expulsion (E), police referral</td>
<td></td>
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</tr>
</tbody>
</table>
**Success for Every Student**

Montgomery Blair’s staff will continue to implement and strengthen a number of initiatives developed over the past several years to ensure success for every student.

**Academic Support**

Blair’s academic departments will continue to provide students academic support after school and during 5th and 6th period lunches. Any student who needs help with any subject or with a specific assignment is encouraged to take advantage of the Academic Support Program. Departments will post exact times and locations of their sessions. For additional information, contact individual department resource teachers.

### Academic Support Schedule

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>LOCATION</th>
<th>TIMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business/Computer Science</td>
<td>222/223</td>
<td>Tuesday-Thursday: Per. 5 and 6, After School</td>
</tr>
<tr>
<td>English</td>
<td>174</td>
<td>Monday-Thursday: Per. 5 and 6, After School</td>
</tr>
<tr>
<td>ESOL</td>
<td>154</td>
<td>Monday-Friday: Per. 5 and 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday – Thursday: After School</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>166</td>
<td>Tuesday-Thursday: Per. 5 and 6, After School</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Also By Appointment</td>
</tr>
<tr>
<td>Health</td>
<td>117, 119</td>
<td>Monday-Friday: By Appointment</td>
</tr>
<tr>
<td>Magnet</td>
<td>Magnet classrooms</td>
<td>Monday-Friday: 3:00 – 4:00</td>
</tr>
<tr>
<td>Math</td>
<td>223</td>
<td>Monday-Friday: Per. 5 and 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday-Thursday: After School</td>
</tr>
<tr>
<td>Science</td>
<td>341</td>
<td>Monday-Friday: Per. 5 and 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tuesday-Thursday: After School</td>
</tr>
<tr>
<td>Social Studies</td>
<td>147</td>
<td>Tuesday-Thursday: Per. 5 and 6, After School</td>
</tr>
<tr>
<td>Technology</td>
<td>120</td>
<td>Tuesday-Thursday: Per. 5 and 6, After School</td>
</tr>
</tbody>
</table>

**Block Scheduling**

Educational research has concluded that students learn more easily and retain more information if they are taught in longer blocks of time; therefore Montgomery Blair has adopted alternating block scheduling days. Periods 1-3-5-6-7-9 meet on Red Days and Periods 2-4-5-6-8-9 on White Days. Periods 5, 6, and 9 meet every day for 45 minutes; all other classes meet every other day for 90 minutes.

**Ninth Grade Teaming**

Blair High School provides 9th grade students with a special support team of teachers whose primary focus is to mentor, nurture, and support the 9th grade student body. Core academic classes offered to 9th grade students are in a designated area in the building so that students can more easily transition to the challenges of high school. English and social studies teachers work in teams to address the needs of the students on each team. This interdisciplinary instructional approach benefits students in many ways. Students learn more efficiently because, where possible, content is interconnected. In addition, teachers working together provide students increased individual attention and enhance communication between the teachers and parents/guardians.

**Literacy Plan**

Literacy is the key to success in all academic areas. A thorough analysis of various student performance data indicates that a comprehensive school-side focus on literacy is necessary to increase the reading comprehension level of every student so that all students are reading and comprehending at or above grade level. We must provide our students with the academic and content-specific vocabulary and
effective reading comprehension strategies to be successful in all content areas and in academic and professional pursuits beyond high school.

**Student Planner**
Students in all four grades use the school-issued handbook/planner to help them organize their time, keep track of their assignments, and improve study skills. The handbook/planner also enables parents/guardians to follow on a day-by-day basis what students are doing in each of their classes.

**Summer Reading**
To encourage students to become more enthusiastic, thoughtful, and skillful readers, all incoming ninth graders and returning students are required to complete specified reading and writing assignments by the opening of school.
**Global Access: Computer Use at Blair**

Blair is fortunate to have the latest in computer technology available to both students and staff. Since computers are networked, students no longer need to save their work onto disks. Rather, each returning student has and each new student will have a personal account that he or she can access at any networked computer in the school. In order to receive a personal log-in ID and password, students agree to follow the MCPS and MBHS computer guidelines. For safety and security reasons, all computer usage at MBHS is monitored.

Students who do not have a personal computer account will not be able to use the computer facilities. Because most departments integrate computer use into their curricular programs, it is essential for all students who do not yet have an account or who are having trouble accessing their current accounts to come to the HEAD-IN ROOM at the back of the Media Center during their lunch period.

**A Review of the Guidelines for Inappropriate Use of Computer Networks**

It is impossible to document all inappropriate conduct and use of computer facilities. The following guidelines are taken from MCPS regulations (IG-RTA) which all students should have read and understood before signing the network access form. This list is NOT intended to be all inclusive but to serve as a guide.

<table>
<thead>
<tr>
<th>UNAUTHORIZED ACCESS</th>
<th>INAPPROPRIATE USE OF YOUR ACCOUNT</th>
<th>INAPPROPRIATE COMMUNICATION</th>
<th>PLAGIARISM</th>
<th>COMPUTER VANDALISM</th>
<th>Consequences for violations may include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Trying to read, delete, copy or change the e-mail of another person</td>
<td>• Using the network for something other than education</td>
<td>• Using obscene, vulgar, abusive, or inappropriate language, pictures or other material</td>
<td>• Copying or transferring copyrighted material – for example, taking something from a website and using it in your site or work without giving credit to the source</td>
<td>• Tampering with the system, software or the network to try and harm them</td>
<td>• Loss of computer privileges</td>
</tr>
<tr>
<td>• Trying to find out another person’s password</td>
<td>• Using the network for illegal activities</td>
<td>• Deliberately interfering with other computer users</td>
<td>• Placing any copyrighted material on the network without permission of the author</td>
<td>• Introducing viruses</td>
<td>• Detention</td>
</tr>
<tr>
<td>• Trying to get to an unauthorized high level of network privileges and access</td>
<td>• Using the network for advertising, chain letters, or non-educational games</td>
<td>• Attempting to libel, slander, or harass other users</td>
<td>• Unauthorized copying or transferring of copyrighted materials or any other violation of copyright law</td>
<td>• Allowing others to use your password, your account, or your personal e-mail address</td>
<td>• Accessing chat rooms and instant messaging</td>
</tr>
<tr>
<td>• Allowing others to use your password, your account, or your personal e-mail address</td>
<td>• Downloading and installing software</td>
<td>• Forging or attempting to forge e-mail; trying to send mail that looks like it has come from another person</td>
<td>• Forging or attempting to forge e-mail; trying to send mail that looks like it has come from another person</td>
<td>• Sharing your password</td>
<td>• Allowing someone else to use your account</td>
</tr>
<tr>
<td>• Sharing your password</td>
<td>• Unauthorizing copying or transferring of copyrighted materials or any other violation of copyright law</td>
<td>• Using someone else’s account</td>
<td>• Consequences for violations may include:</td>
<td>• Using someone else’s account</td>
<td>• Expulsion</td>
</tr>
<tr>
<td>• Using someone else’s account</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Eligibility for Extracurricular and Athletic Activities**

Students must maintain a 2.0 average with no more than one E to participate in athletic and other extracurricular activities.

- Unexcused absences, chronic tardiness, or infractions of the student discipline code may be sufficient reasons for declaring a student ineligible at any time.
- In order to participate in any extracurricular activity, a student must be on time and in attendance at all scheduled classes the day of the event, unless he or she has obtained prior approval from an administrator.
- The marking period for eligibility purposes begins on the day that a report card is issued and continues until the day that the next report card is issued. Students who have more than one failing grade during the final marking period will not be eligible in the fall unless all, or all except one, of the failed courses are successfully repeated during summer school.
- Eligibility requirements do not apply to students who are entering from non-MCPS schools, to freshmen when they first enter high school in the fall, or to students who must participate in an activity in connection with a course requirement.
- Don’t forget your activity fee! Students pay $30 for the year to participate in one or more extracurricular activities.
- All financial obligations must be paid prior to participation in an extracurricular or athletic activity.

**Athletics**

Blair’s sports teams have the reputation of producing fine athletes and competitors. In our long history, our teams have won many championships and awards. Below are the sports offered at Blair and sanctioned by MCPS.

**Athletic Director:** Ms. Rita Boule

<table>
<thead>
<tr>
<th>Season</th>
<th>Boy’s Teams</th>
<th>Girl’s Teams</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>Football ..........Mr. Seals</td>
<td>Volleyball ..........Ms. Klein</td>
</tr>
<tr>
<td></td>
<td>JV Football ..........Mr. Kelly</td>
<td>JV Volleyball ..........Mr. Liang</td>
</tr>
<tr>
<td></td>
<td>Soccer ..........Mr. Haigh</td>
<td>Field Hockey ..........Ms. Therman</td>
</tr>
<tr>
<td></td>
<td>JV Soccer ..........Mr. Brown</td>
<td>JV Field Hockey ..........Mr. Cummings</td>
</tr>
<tr>
<td></td>
<td>Golf ........TBD</td>
<td>Tennis ..........Mr. Ngbea</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Soccer ..........Mr. Gibb</td>
</tr>
<tr>
<td></td>
<td></td>
<td>JV Soccer ..........TBD</td>
</tr>
<tr>
<td><strong>Winter</strong></td>
<td>Basketball ..........Mr. Pigrom</td>
<td>Basketball ..........Ms. Conley</td>
</tr>
<tr>
<td></td>
<td>JV Basketball ..........Mr. Charles</td>
<td>JV Basketball ..........Mr. Simms</td>
</tr>
<tr>
<td></td>
<td>Wrestling ..........Mr. Scott</td>
<td></td>
</tr>
<tr>
<td></td>
<td>JV Wrestling ..........Mr. Banyard</td>
<td></td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>Baseball ..........Mr. Zolkiewicz</td>
<td>Softball ..........Mr. Hoelman</td>
</tr>
<tr>
<td></td>
<td>JV Baseball ..........Mr. Stelzer</td>
<td>JV Softball ..........Mr. Irvin</td>
</tr>
<tr>
<td></td>
<td>Volleyball ..........Mr. Liang</td>
<td>Lacrosse ..........Mr. Horne</td>
</tr>
<tr>
<td></td>
<td>Tennis ..........Mr. Ngbea</td>
<td>JV Lacrosse ..........Ms. Denny</td>
</tr>
<tr>
<td></td>
<td>Lacrosse ..........Mr. Brown</td>
<td>Gymnastics ..........TBD</td>
</tr>
<tr>
<td></td>
<td>JV Lacrosse ..........Mr. Kelly</td>
<td></td>
</tr>
</tbody>
</table>

**Co-Ed Teams**

| Fall | Track ..........Ms. Matthews |
| Winter | Swimming ..........Ms. Crowder |
| Spring | Track ..........Ms. Matthews |
| | Volleyball ..........Mr. Klein |

**Athletics**

Blair’s sports teams have the reputation of producing fine athletes and competitors. In our long history, our teams have won many championships and awards. Below are the sports offered at Blair and sanctioned by MCPS.

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<td></td>
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<td>JV Volleyball ..........Mr. Liang</td>
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<tr>
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<td></td>
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<td>JV Field Hockey ..........Mr. Cummings</td>
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<td></td>
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<td>Tennis ..........Mr. Ngbea</td>
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<td></td>
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<td>Softball ..........Mr. Hoelman</td>
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<td>JV Baseball ..........Mr. Stelzer</td>
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<td>Lacrosse ..........Mr. Horne</td>
</tr>
<tr>
<td></td>
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<td>JV Lacrosse ..........Ms. Denny</td>
</tr>
<tr>
<td></td>
<td>Lacrosse ..........Mr. Brown</td>
<td>Gymnastics ..........TBD</td>
</tr>
<tr>
<td></td>
<td>JV Lacrosse ..........Mr. Kelly</td>
<td></td>
</tr>
</tbody>
</table>

**Co-Ed Teams**

| Fall | Cross Country ..........Mr. Demma |
| Winter | Track ..........Ms. Matthews |
| | Swimming ..........Ms. Crowder |
| Spring | Track ..........Ms. Matthews |
| | Volleyball ..........Mr. Klein |
**Clubs and Organizations**

Clubs and organizations at Blair involve students in a wide variety of school activities. Listed below are some of the clubs and their sponsors. An Activities Fair is held each fall to acquaint students with available activities. Any students who have an interest in an activity that does not exist should contact their administrator.

<table>
<thead>
<tr>
<th>Club/Organization</th>
<th>Sponsor</th>
<th>Club/Organization</th>
<th>Sponsor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa Club</td>
<td>Mr. Ngbea</td>
<td>Mentor Programs</td>
<td>Dr. Coleman</td>
</tr>
<tr>
<td>African American Culture</td>
<td>Ms. Newman</td>
<td>Mock Trial</td>
<td>Ms. Weldon</td>
</tr>
<tr>
<td>Art Club</td>
<td>Ms. Armetald</td>
<td>Model UN</td>
<td>Mr. Ravilious</td>
</tr>
<tr>
<td>Bible Fellowship</td>
<td>Mr. D. Lee</td>
<td>Montgomery Blair Players</td>
<td>Ms. O’Connor</td>
</tr>
<tr>
<td>Blair Ambassadors</td>
<td>TBD</td>
<td>National Arts Honor Soc.</td>
<td>Ms. Armstead</td>
</tr>
<tr>
<td>Blair Christian Fellowship</td>
<td>Mr. T. Stephens</td>
<td>National Honor Society</td>
<td>Mr. J. Scott</td>
</tr>
<tr>
<td>Blair Network Comm.</td>
<td>Mr. Bustillos</td>
<td>Ocean Science Bowl Team</td>
<td>Mr. Pham</td>
</tr>
<tr>
<td>Ceramics Club</td>
<td>Mr. Verock</td>
<td>Operation Fly</td>
<td>Ms. McManus</td>
</tr>
<tr>
<td>Chemistry Club</td>
<td>Mr. Pham</td>
<td>Peer Tutors</td>
<td>Ms. Lamphier</td>
</tr>
<tr>
<td>Chess Club</td>
<td>TBD</td>
<td>Philosophy Club</td>
<td>Mr. Donaldson</td>
</tr>
<tr>
<td>Chinese Club</td>
<td>Ms. Bosse</td>
<td>Photography Club</td>
<td>Mr. Fowler</td>
</tr>
<tr>
<td>Club StepOne</td>
<td>Ms. Bodin</td>
<td>Physics Club</td>
<td>Mr. Schafer</td>
</tr>
<tr>
<td>Computer Club</td>
<td>Mr. Fowler</td>
<td>Pit Orchestra</td>
<td>Mr. A. Stephens</td>
</tr>
<tr>
<td>Costume Club</td>
<td>Ms. O’Connor</td>
<td>Robotics Club</td>
<td>Mr. Lodal</td>
</tr>
<tr>
<td>Create with Care</td>
<td>Ms. Pundzak/Mr. Clay</td>
<td>Science Bowl</td>
<td>Mr. Pham</td>
</tr>
<tr>
<td>DDR Club</td>
<td>Mr. Charles</td>
<td>Senior Class</td>
<td>Ms. Franklin /Ms. Fus</td>
</tr>
<tr>
<td>Debate Team</td>
<td>Ms. Weldon</td>
<td>Shakespeare Club</td>
<td>Ms. O’Connor</td>
</tr>
<tr>
<td>Diversity Workshop</td>
<td>Ms. Edwards</td>
<td>Sign Language Club</td>
<td>Ms. Wheatley</td>
</tr>
<tr>
<td>Envirothon Team</td>
<td>Mr. Pham</td>
<td>Silver Chips</td>
<td>Mr. Fanning</td>
</tr>
<tr>
<td>Flag Squad</td>
<td>Ms. Roberts</td>
<td>Silver Chips Online</td>
<td>Ms. Edwards</td>
</tr>
<tr>
<td>Forensics Club</td>
<td>Ms. Scanlan</td>
<td>Silver Quill</td>
<td>Ms. Plotinsky</td>
</tr>
<tr>
<td>Freshman Class</td>
<td>TBD</td>
<td>SISTERS</td>
<td>Ms. Small</td>
</tr>
<tr>
<td>Gay/Straight Alliance</td>
<td>Mr. Fowler</td>
<td>Slam Poetry</td>
<td>Ms. Edwards</td>
</tr>
<tr>
<td>Green Club</td>
<td>Ms. Shilling</td>
<td>Smart Sacks Club</td>
<td>Ms. Catzva</td>
</tr>
<tr>
<td>Hispanic Club</td>
<td>Mr. Gonzalez</td>
<td>Sophomore Class</td>
<td>Mr. Gabaree</td>
</tr>
<tr>
<td>Int’l Cancer Alliance</td>
<td>Ms. Bosse</td>
<td>Spanish Honor Society</td>
<td>Ms. Gonzalez</td>
</tr>
<tr>
<td>InToneNation</td>
<td>Ms. Josey</td>
<td>Stage Crew</td>
<td>Ms. O’Connor</td>
</tr>
<tr>
<td>It’s Academic</td>
<td>Mr. Schafer</td>
<td>Student Government</td>
<td>Ms. Weldon</td>
</tr>
<tr>
<td>Italian Club</td>
<td>Ms. Bodin</td>
<td>Students for Global Resp.</td>
<td>Mr. Moose</td>
</tr>
<tr>
<td>Japanese Club</td>
<td>Ms. Zoll</td>
<td>Thespians Club</td>
<td>Mr. Anderson</td>
</tr>
<tr>
<td>Jewish Cultural Club</td>
<td>Mr. Grossman</td>
<td>TRI-M</td>
<td>Ms. Roberts/Mr. Stephens</td>
</tr>
<tr>
<td>Junior Class</td>
<td>Mr. Goldberg</td>
<td>Ultimate Frisbee Club</td>
<td>Ms. Levien</td>
</tr>
<tr>
<td>Key Club</td>
<td>Ms. Dvoraksky</td>
<td>Web Design Club</td>
<td>Mr. Kaluta</td>
</tr>
<tr>
<td>Latin Club</td>
<td>Mr. Johnson</td>
<td>WEB Dubois Honor Soc.</td>
<td>Dr. Howard</td>
</tr>
<tr>
<td>Marching Band</td>
<td>Ms. Roberts/Mr. Stephens</td>
<td>Yearbook</td>
<td>Dr. Simel</td>
</tr>
<tr>
<td>Martial Arts Club</td>
<td>Mr. Seat</td>
<td>Youth and Government</td>
<td>Ms. Weldon</td>
</tr>
<tr>
<td>Math Team</td>
<td>Mr. Walstein</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Policies and Procedures for Teachers

ındavertising Materials and Announcements Procedures
(MCPS Regulation CAN-RA)

Sales Of Commercial Products Or Services
Sales of Commercial Products or Services—No teacher or other MCPS employee shall solicit, accept orders for, or make delivery of any commercial product or service to pupils, except as follows. Schools or clubs, classes or other organizations within the school may offer products or services for sale which have been approved by the principal and which are permissible under this and other MCPS regulations, provided that all profits or commissions become the property of the school or school organization and no individual employee receives any rebate, commission, or other consideration from any source.

Selection Of Vendor
A school or school organization that offers products or services for sale to pupils, or through pupils to parents, shall select the vendors of those products or services through the action of a committee composed of the principal and at least three staff members. In secondary schools, pupils shall be included among the committee membership. The committee may consult staff in the Division of Procurement as necessary. No person serving on such a selection committee may accept any gift or other consideration from a vendor, either before or after selection. The principal is the only person who can sign a contract.

Campaign Materials
No printed material or literature advocating the nomination or election of any candidate for public office shall be distributed from or through the public schools of Montgomery County, provided, however, that any such material may be distributed at any meeting held in accordance with the provisions of Article 33, Section 210 of the Annotated Code of the Public General Laws of Maryland of 1957, including school board elections. (Board Resolution No. 561-58, November 11, 1958)

Bibles And Religious Literature
The Board hereby authorizes the Superintendent, subject to specific approval by the Board of any individual request where the Superintendent so desires, to permit any association or authorized representative of any church or faith to give to any pupil whose parent or guardian has consented thereto in writing, without charge and without more ceremony than a mere statement of the nature of the gift and the name of the donor, a copy of any generally accepted or recognized version of the Old or New Testament, or both; but no such copy or literature or printed material advocating or promoting any faith, denomination or religion whatever, or containing any form of pledge with respect thereto, shall be distributed in or by the schools of Montgomery County. (Board Resolution N. 132-52, May 5, 1952)

Fundraising
From time to time activity sponsors may find it necessary to conduct fund raising activities. During the planning stage of the fund raising activity, the sponsor must consult with the appropriate assistant principal, develop a detailed plan for the activity, and receive approval to conduct the fundraiser. All contracts with vendors must be signed by the principal.

ARD’s

The law requires general education teachers to attend ARD’s. Guidance will notify teachers when they have been scheduled to attend an ARD.

- Teachers may excuse themselves only if the ARD is scheduled for 5th period and they only have 1st or 2nd blocks free, they teach at the time of the scheduled ARD, or they are on pre-approved leave. If a teacher cannot attend an ARD because of any of these reasons, he or she must notify Guidance at least 5 days before the scheduled meeting.
• If a teacher does not attend the ARD and does not give notification to Guidance in a timely fashion, the administrator and the teacher will conference to determine the reason for the absence. If the teacher is culpable, the administrator will write a memorandum to the file.

◊ Attendance At School Functions

The following is excerpted from Agreement between MCEA and Board of Education of Montgomery County:

<table>
<thead>
<tr>
<th>Article 6 Section B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• School-based unit members may be required to remain after the end of the unit member's day without compensation for no more than three hours per month to attend faculty or other meetings, which will commence 15 minutes after the student's day. No single meeting will last more than one and one half hours. When needed for the education program, it may be necessary to meet more than three hours per month (e.g. Middle Atlantic States Evaluations, special programs, etc.) as determined by the principal after consultation with the faculty.</td>
</tr>
<tr>
<td>• Attendance at all other assignments or meetings during evenings or weekends shall be voluntary except Back-to-School night and any other two-duty day or Saturday meetings or programs. Assignments to Sunday and holiday meetings or programs shall be voluntary.</td>
</tr>
</tbody>
</table>

◊ Building Service Procedures

Building Service Manager: Yakubu Agboselebho
Plant Equipment Operator: Reggie Tobin
Night Foreman: Harold Walker

Building service schedules are flexible and planned so that the building is cleaned with the least possible disturbance to the regular classes, and coverage of the building and grounds is maintained for the greatest number of hours during a 24-hour period.

Our building service workers are also involved in the maintenance and protection of the building and are concerned with the safety, efficiency and economy of its operation. Consideration with regard to these points by the staff would be most helpful. Teachers may feel free to request building services, but since the building service workers work on a schedule, all requests should be handled through the building service manager. These requests should be written and left in the mailbox of or first-classed to the building service manager or the business manager in the main office. Emergencies should be directed to Mr. Middleton or the Business Manager at 301-649-2826.

◊ Building Security

The building is regularly open from 6:30 AM - 5:00 PM on school days. For personal safety, staff members wishing to be admitted to the building between 5:00 p.m. and 11:00 p.m. should make arrangements with the business manager to be admitted by one of the building service workers. The buildings are secured at 11:00 p.m. and no staff member will be allowed to remain after this hour. The school is ordinarily closed over the weekends and any staff member wishing to enter the building on Saturdays, Sundays, or holidays must make prior arrangements with the business manager. Staff must make certain that the last person leaving a room close all the windows and lock the door. If a security panel is in the room the last person to leave must set the alarm and the first person to enter must disarm it. For more information, contact Mr. Cedric Boatman.

◊ Building Use

The use of school buildings beyond the school day or during weekends by both school and community groups is encouraged insofar as such usage does not interfere with the school's program. All usage by school groups must be approved in advance by the assistant principal in charge of school activities. All applications by teachers for use of
any part of the building for meetings, sports, and theater activities, etc., to be held after school hours must be made
through the scheduling secretary, Ms. Carrie Addison.

A building service worker must be on duty for all scheduled activities involving the use of a school building. A
building use fee at an hourly rate is assessed whenever admission fees are charged. In such cases, all building costs
must be paid before the activity is scheduled.

The business manager will be responsible for determining whether or not building service and auditorium personnel
will be required. Faculty members have until June 15 to schedule use of school facilities for the following school
year. After this date, all facilities will be made available to the public as well as school groups on a first come, first
served basis.

◇ Cafeteria Service (SAC)

Cafeteria Manager: TBD

Cafeteria service is available to students and staff between 7:00am and 7:20am for breakfast and between 10:47am
and 12:31pm for lunch. Staff members are asked not to serve themselves behind the counter, but to wait until a food
service employee is available to serve them. Because the school lunch program is subsidized by state and federal
grants, cafeteria personnel are not permitted to prepare or sell special items for individual teacher purchase. Students
obtain free lunch forms from the Attendance Office.

Any staff member sponsoring an organization that plans a program at which refreshments will be provided by the
cafeteria should consult the cafeteria manager to complete the necessary arrangements at least two weeks in advance
of the scheduled date.

◇ Child and Vulnerable Adult Abuse

The Maryland Child Abuse, Neglect, and Mental Injury Law requires that all persons, including all MCPS
employees, are mandated to report as soon as possible when they SUSPECT a child has been or is being maltreated.
In Montgomery County reports are made orally and in writing to the Department of Health and Human
Services/Child Welfare Services (DHHS/CWS). In cases of child abuse, a report may be made to DHHS/CWS or
the Police Department. In cases of child neglect, a report is made to DHHS/CWS. IF IT IS AN EMERGENCY,
CALL 911. Any professional who knowingly fails to make a report of maltreatment may be subjected to
professional sanctions.

TO REPORT CHILD ABUSE, CHILD NEGLECT, AND/OR MENTAL INJURY
Call 240-777-4417 or 240-773-5400

The following is from Montgomery County School Regulation JHC-RA

A. Reporting Suspected Child Abuse and/or Child Neglect

1. Any employee of the Montgomery County Public Schools who has reason to believe that a child has been
abused and/or neglected shall report this suspicion at once to Protective Services of the Department of
Social Services which maintains 24-hour telephone service and/or to the Youth Division of
the Montgomery County Police Department.

2. The telephone numbers are available in each school's main office. The office staff is responsible for
keeping the telephone numbers current.

3. Any doubt about reporting suspected child abuse and/or child neglect is to be resolved in favor of the child.
Protective Services staff is available for consultation, and such consultation is encouraged.

4. At the same time, the employee shall also notify the school principal/designee or his/her immediate
supervisor if the person reporting is not school based.

5. Such oral reports must be made as soon as is reasonably possible upon suspicion of abuse and/or neglect.
6. Within 48 hours, the person making the original oral report must submit a written report on MCPS Form 335-44: Report of Suspected Child Abuse and/or Child Neglect to the Protective Services section of the Department of Social Services. Copies of the report shall be distributed as indicated on the form.

7. All reports shall be sent in a plain envelope, sealed, addressed, and marked confidential. This envelope shall be enclosed in the usual interoffice mailer.

8. The administrator shall not keep any copies of the report but shall keep a log of all reported cases which will include a) name of child, b) date and hour of oral report, c) name/agency reported to, and d) date form mailed.

B. Confidentiality

1. Any school person who knows the identity of the person reporting a case of suspected child abuse or neglect shall not reveal the reporter's identity. Such inquiries should be referred to Protective Services, Montgomery County Department of Social Services.

2. Similarly, Protective Services staff shall make every attempt to protect the identity of the reporter. However, there are situations such as judicial proceedings where it may not be possible to protect the reporter's identity.

3. School officials are not required to notify parents or guardians of investigations on school premises involving suspected child abuse and/or neglect under the Family Law Article, Subtitle 7, Annotated Code of Maryland.

C. Medical Attention

1. If the administrator suspects that a child is in need of emergency medical treatment, the administrator, with the collaboration of the community health nurse assigned to the school, when available, shall arrange for the child to be taken immediately to the nearest hospital.

2. In all other instances, it is the role of the investigator from Protective Services and/or the Youth Division to seek medical attention for the child.

D. Legal Implications

1. Failure to Report
   Any staff member who suspects child abuse and/or neglect and fails to report it violates MCPS policy and state law and is subject to suspension or dismissal for misconduct in office.

2. Immunity
   Any staff member who reports child abuse and/or neglect in good faith or who participates in any investigation or judicial proceedings which result from such a report is immune from civil liability and criminal penalty that might otherwise be incurred or imposed as a result thereof.

E. Information Dissemination

1. The director of alternative and supplementary education, in collaboration with designated staff members from other county agencies, is responsible for providing annual updates regarding the reporting of child abuse and/or neglect and immunity from civil liability for supervisory staff and for providing training as needed.

2. The area associate superintendent/designee will assure that trained area staff will be available to principals to implement school-based dissemination/training efforts.

3. Principals will publish relevant information on MCPS child abuse/neglect regulations in their yearly teacher information packets and will assure that school supporting services staff receive the same information.

4. The Department of Information is responsible for disseminating to MCPS staff and the public, on a yearly basis, information about MCPS procedures concerning child abuse and/or neglect.

Child Abuse, Neglect, and Mental Injury: Important Points for MCPS Employees to Remember

► School employees need only a reason to SUSPECT maltreatment. Do not wait to report! Make the report at time of discovery.
School employees with the direct knowledge of the suspected abuse, neglect, and mental injury must report. Any school employee who suspects child abuse, neglect, and mental injury and fails to report, violates MCPS policy and state law and is subject to suspension or dismissal for misconduct in office.

When calling Child Welfare Services, you must speak with a social worker. Any information left with the receptionist does not constitute a report. The oral report must be followed by a written report within 48 hours and sent to the appropriate offices as specified on the bottom of MCPS Form 335-44: Report of Child Abuse, Neglect, and Mental Injury.

 Principals, directors, and supervisors will designate where in each respective unit the new revised reporting form will be available for all MCPS employees.

 You may always consult with the Child Welfare Screening Unit. They may be able to answer important questions for you. Remember you are an important link in protecting the child.

 If you suspect child abuse, neglect, and mental injury, do not conduct a formal interview with the child. Ask only open-ended questions that will help you clarify your suspicions of maltreatment. A child’s disclosure is a very important piece of information for Child Welfare Services and/or the police.

 School officials are not required to notify parents or guardians of investigations on school premises.

 In both your oral and written report, include clear, concise, and descriptive information.

 Investigation and determination of the maltreatment is the responsibility of Child Welfare Services and/or the police, not of school employees.

 Child Welfare social workers and police may prefer to conduct the interviews without the presence of MCPS personnel. However, the principal or principal’s designee has the right to be present. If you are present at the interview, you are to be an observer only. Do not ask questions or make statements during the interview.

 The Child Welfare Ombudsperson is available to assist school employees in clarifying concerns about child maltreatment cases.

 The school employees shall maintain confidentiality of the report and contents of any maltreatment case.

 Remember: A caretaker is defined as a person having permanent or temporary care, custody, or supervision of a child.

Frequently Asked Questions

 During the course of a child abuse or neglect investigation, can Child Welfare Services/Child Protective Services interview the children at school? Yes. In accordance with State Board of Education COMAR 13A.08.01.13B schools shall allow Child Welfare Services (CWS) to interview children on school premises during school hours.

 May school personnel be present during these interviews? Yes. COMAR 13A.08.01.13B states that the “school superintendent or superintendent’s designee” may determine whether a school staff member needs to be present. Usually, the school principal makes this decision, and in the majority of cases, it is the guidance counselor who is present during the interview. However, it is important to note that the school official present attends as an observer only and should not ask questions or take notes during the interview process. In addition, anyone attending the interview may be subpoenaed as a witness should the case go to court.

 Does Child Welfare have the right to remove children from school? Yes. In accordance with COMAR 13A.08.01.13E, Child Welfare Services may remove children from school with an Order from the Court or a Shelter Care Authorization form.

 Can schools share information with Child Welfare Services? Yes. In accordance with Department of Human Resources COMAR 13A.07.02.06B, schools may share pertinent information regarding conditions that may have led to the abuse or neglect referral as well as information regarding “risk factors” to the child.
Should schools notify parents regarding the referral to Child Welfare Services?
No. In accordance with State Board of Education COMAR 13A.08.01.13D, school staff do not need to notify parents of the investigation unless the child has been removed from the school by Child Welfare or the Montgomery County Police Department (MCPD). In cases where children are removed, Child Welfare will notify the parents as well. For each case investigated, Child Welfare notifies parents regarding the Child Protective Services referral after interviewing the children and then follows up with a visit to the home.

How can principals be sure that all school staff is fully informed regarding recognizing and reporting child abuse neglect?
Child Welfare is available to train school staff regarding issues surrounding child abuse and neglect. These presentations are usually scheduled as part of regular faculty meetings but can be presented to smaller groups as well. To schedule a presentation, please call the Child Welfare ombudsperson at 240-777-3517.

Students Over the Age of 18:
Reporting abuse, neglect, self-neglect, or exploitation of adults who are unable to protect their own interests

Call Adult Protective Services at 240-777-3352

Adult Protective Services is a program which serves persons aged 18 or over by providing the professional services sufficient to protect their health, safety, and welfare. The purpose of this program is to prevent or remedy the abuse, neglect, self-neglect, or exploitation of adults who are unable to protect their own interests.

Who must make a report? The Maryland Adult Protective Services Law requires each health practitioner, police officer, or human service worker who contacts, examines, attends, or treats an alleged vulnerable adult, and who has reason to believe that the alleged vulnerable adult has been subjected to abuse, neglect, self-neglect, or exploitation shall notify the County Department of Health and Human Services as soon as possible.

The law provides the following definitions:

**Vulnerable Adult** means an adult who lacks the physical or mental capacity to provide for the adult’s daily needs.

**Abuse** means the sustaining of any physical injury by a vulnerable adult as a result of cruel or inhumane treatment or a result of a malicious act by any persons.

**Neglect** means the willful deprivation of a vulnerable adult of adequate food, clothing, essential medical treatment or habilitative therapy, shelter, or supervision.

**Self-Neglect** means the inability of a vulnerable adult to provide the services (a) that are necessary for his or her physical and mental health and (b) the absence of which impairs or threatens the vulnerable adult’s well-being.

**Exploitation** means any action which involves the misuse of a vulnerable adult’s funds, property, or person.

**Emergency** means any condition in which an individual is living that presents a substantial risk of death or immediate and serious physical harm to the individual or others.

When should the report be made? The report should be made immediately, as soon as there is reasonable cause to believe that an adult is in danger of harm because of suspected abuse, neglect, self-neglect, exploitation or is in an emergency situation.

How is the report made? A report may be made by telephone, letter, a direct conversation or other communication. The report should contain the following information, if known:

- name, age, address of the adult in danger
► names and addresses of the next-of-kin or guardian
► name and relationship of any other person at that same address who may be concerned about/involved with the adult
► the nature of the abuse or the reasons the adult is thought to be unable to provide for his daily needs
► any other information which might establish the cause of the situation and the manner in which it occurred.

**Where should the report be made?** Reports should be made to the Adult Protective Services unit of the local department of Health and Human Services in the jurisdiction where the person in need of protection lives. If the abuse occurred in a county outside of the adult’s residency, it should be reported to the APS unit in the county where it occurred. In Montgomery County, call Adult Protective Services at 240-777-3352.

**Are persons who report the need for adult protective services protected under the law?** Any person who in good faith makes or participates in making a report or participates in an investigation or a judicial proceeding resulting from a report is immune from any civil liability that would otherwise result.

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**Communications**

**Outlook**
All staff are given Outlook e-mail accounts through MCPS’s Global Access system. Because of increased use of e-mail as a means of staff communicating within the building and of MCPS communicating important information to school system employees, it is important that you check and respond to your e-mail each day. Outlook is not be used to advertise or sell items.

**Info-flo**
Info-flo is Blair’s daily announcement format produced and aired each morning to all students and staff. Announcement requests must be submitted to the Info-flo mailbox at least two days preceding the day of the announcement and should indicate to which group of students and/or staff the information applies.

**Mailboxes**
- There are mailboxes in the main office for the professional staff, support services, and major organizations. If any students receive mail, it is distributed through the first period teacher's mailbox. As mailboxes are not secure, valuables and money should not be left in them.
- All staff members are requested to check and clear their mailboxes regularly before first block, during lunch, and prior to signing out at the close of the school day.

**Marquee**
The marquee located on University Blvd. is used to deliver messages of school-wide or general interest to students and the public. Messages should be concise, grammatically correct, and spelled correctly. Each message is limited to five (5) lines. Use of the marquee is coordinated by the SGA.

**Master Activity Schedule**
- The master activity schedule for all school sponsored events is maintained in the main office. All dates and events must be approved by the assistant principal in charge of activities and the use of the school building approved by Mrs. Addison before they are posted on the calendar. Use the Building Use Form for this.
- The calendar will include dates for the following: all athletic events, student dances, plays, musical productions, elections, faculty social events, semester and final examinations, P.T.A. meetings, and meetings of other parent groups.
- Requests for dates for student sponsored events must be approved by the appropriate committee of the SGA before they are submitted to the assistant principal for approval and posting. In determining the comprehensive plan for utilization of the school's facilities throughout the year, the assistant principal and
business manager will give first priority to all school related programs, and next accommodate all such community use requests as remaining space and time will permit.

Posters And Displays

- Any posters placed in the building must be related to school activities and must be approved by the assistant principal in charge of extracurricular activities. Sponsors of groups putting up posters are responsible for content and design and for their removal in a timely manner.
- Materials needed for the preparation of classroom bulletin board displays are available in the main office where a supply of construction paper, marking pens, tacks, tape, etc. is maintained. This material can be requested through a designated secretary in the main office.
- Departments should assume responsibility for bulletin boards near their classroom areas. Attractive displays can encourage students to maintain an attractive building.

Public Address Announcements

- All student activity announcements will be included on Info-Flo. Items which cannot be broadcast or items needing special emphasis may be made by P.A. with an administrator's approval.
- Messages to be announced are to be submitted directly to the assistant principal for approval. If approved, the announcement will be made during the last two minutes of either the first block or last block of the school day. The administration will make every effort to keep class disruptions to a minimum.

Telephone Calls

- Frequent phone calls to the school interfere with the efficient work of both students and teachers; therefore, teachers should remind family and friends to call them only when absolutely necessary. Teachers will only be called from classes in emergency situations.
- All toll calls must be recorded by the secretaries in the main office, and they are to be made for official school business only. Toll calls made in connection with any school activity must be paid for from the funds derived from the activity.
- When it is necessary to telephone colleges and universities on behalf of individual students, such calls should normally be made at the expense of the individual students, who should be so informed before the call is made.

Computer Support

Montgomery Blair has on-site three User Support Specialists to provide staff with computer hardware, software, network, and internet support. Please report any computer problems to the User Support Specialists.

Credit/No Credit

Students may elect to take certain courses on a credit/no credit basis with the approval of parents or guardians. This option means that the course is not included in the student's grade point average and is not used in determining class rank. Election of this option must be done within the first twenty-five days of the course. Certain restrictions apply so students should check with their counselors for further details. Forms must be signed by the Teacher, Parent, Counselor and Student. Forms are available in the Guidance Office.

Disciplinary Actions

The actions taken as consequences for violation of the rules may include any of the following, subject to MCPS Policy and Regulations and administrative discretion:

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**Conference**: (includes telephone contacts and meetings at school) Participants may include teachers, administrators, counselors, pupil personnel workers, parents, students, probation officer, police and/or other appropriate individuals.

**Detention**: Administrators may require students to remain in school after the end of the regular school day. Students may be assigned detention the same day with parent consent, otherwise a 24-hour notice is required. Failure to serve detention on the day assigned, without re-scheduling by administrative approval, will result in further consequences, which may include suspension.

**In-School Suspension**: Students are temporarily removed from all classes and school activities. Students are confined to a single room (Room 160) for the duration of the suspension and may not leave the room except in an emergency. Students are expected to do their class assignments during the day and may receive assistance from the in-school suspension coordinator. Failure to attend or to follow established procedures will result in further actions. A parent conference may be required before the student is readmitted to classes.

**Suspension from School**: Students are temporarily removed from all classes, school activities and FROM SCHOOL GROUNDS for up to ten days. This includes evening and weekend activities. A parent conference is required before the student is readmitted to classes.

**Exclusion**: Students are temporarily removed from one or more classes.

**Police Referral**: Violations covered by law, i.e., drug possession, theft, possession of pagers, vandalism, trespassing, etc., are referred to the Montgomery County Police.

**Expulsion**: Students are excluded from all Montgomery County Schools for the remainder of the school year.

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**Educational Management Team (EMT)**

If teachers identify a student who is not experiencing success they can refer the student to the Educational Management Team (EMT). Referral forms are located in the main office. During an EMT, specific strategies, accommodations, and modifications will be suggested. If problems continue, the EMT may meet again and make a referral for an assessment to identify a suspected disability.

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**Emergency Closing of School**

*MCPS Regulation EKB-RA*

**Advance Closing Due To Inclement Weather Hazardous Roads, Or Other Reasons**

**Decision and Notification of School Closing**

In case of inclement weather, hazardous roads, or other reasons, the director of the Division of Transportation, after consultation with the appropriate offices on road conditions and weather forecasts, will confer with the Superintendent, who will decide whether schools and the Central Office are to be closed. Radio and TV stations will be notified by the Director of Transportation no later than 6:00 a.m. In the event of an emergency closing of schools and/or the Central Office between the hours of 8:00 a.m. and 5:00 p.m., the administrative staff will be notified by the Superintendent's Office.

**Delayed Opening Of Schools Due To Inclement Weather, Hazardous Roads, Or Other Reasons**

In the event that the situation warrants, the opening of schools may be delayed in order to permit buses to run their routes under safer conditions. This delay will allow time for road crews to clear roads. It will allow motorists to complete their trips and clear the roads of heavy traffic and will provide greater safety for students who walk to school and also for those who are transported.

When the decision is made to delay the opening, announcements will be given to radio and TV stations no later than 6:00 a.m.

When opening is delayed because of inclement weather or hazardous roads:

- All buses will run their routes according to the modified schedule.
- Lunch will be served in each school.
• Dismissal in each school will follow the regular schedule.

**Early Dismissal When Schools Are In Session**

When early dismissal of students is necessary, the dismissal plan will normally be announced by 11:00 a.m.

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**Emergency Situation Plans**

Please be assured that our safety procedures have been established and will be practiced during the year. In any emergency situation, our response will depend on the nature and scope of the incident and prevailing conditions. We will be advised by MCPS Department of Safety and Security in conjunction with the Montgomery County Public Safety officials as to the nature of the incident and the strategy or response. While there is no one set of guidelines to deal with every possible situation, we will use our existing Shelter-In-Place, Lockdown, and evacuation procedures as the foundation of the initial response to any emergency.

### I. Fire Drill

The Montgomery County Division of Fire Prevention requires that schools conduct a fire drill at least ten (10) times during every school year, and at least once every 60 days. On the first day of school and on the first day of each semester, the teacher must brief each of his/her classes on the fire drill procedures. Fire drill procedures are posted in each classroom. If they are not, the teacher needs to alert the Assistant Principal in charge of safety procedures. Teachers and other staff members should also report any potential hazards that could interfere with a rapid evacuation through hallways, stairways, and doors.

#### A. Scheduling of Fire Drills

Drills shall be executed at different hours of the day, during the changing of classes, when the school is at assembly, during gymnastic periods, etc., so as to avoid distinction between drills and actual fires. No advance notice of fire drills shall be given except for the first drill of the new school year.

#### B. Conducting Fire Drills

The chief purpose of fire drills is the complete control of students and employees in departing the building. The procedures to be used in conducting drills are as follows:

1. Students should exit quickly and quietly.
2. Teachers close and lock doors and windows and turn off all open flame devices in laboratories and shops, etc.
3. All persons walk to assigned exits and leave the building in an orderly fashion. Students should not stop at their lockers during a fire drill.
4. Assistance should be provided for handicapped persons. Teachers should establish a plan for evacuation of any handicapped persons in their classroom. Rooms 261 and 361 are established as SAFE ROOMS. If necessary, fire/police authorities will evacuate staff/students from those locations.
5. Each class shall proceed to its assigned area/location outside (Areas 1, 2, 3, or 4).
6. Teachers are responsible for the supervision of the students.
7. Teachers are required to take roll and to provide attendance collectors with the Emergency Attendance Sheet indicating students that were present for the class session but are not present at the assembly point outside of the building.
8. In case the alarm should sound during the change of classes, students should leave the building under the supervision of the teacher whose room is nearest to them. Teachers will be expected to take charge of the students in their immediate area and utilize the exits regularly designated for their rooms.
9. If the alarm should sound during any lunch period, personnel in or near the cafeteria should immediately assist with the supervision both inside and outside of the building.
10. In the event that an alarm should sound during an assembly program, students will evacuate the area immediately by following the directions of the supervising teachers.
11. Teachers and students are expected to follow all directions given by staff.
12. The security staff will check all areas of the building and then report to the security supervisor before leaving the building. The building service manager will turn off all ventilating equipment.
13. Students and staff are to return to the building only when the recall bell is sounded.
14. If the fire company responds to a fire drill, it will take command of the situation and issue instructions for reoccupying the building.

C. Action to be Taken Upon Discovery of a Fire
Any person who discovers a fire, sees smoke coming from any part of the building (except the chimney), or smells gas must sound the fire alarm and immediately notify the Main Office of this action.

D. Building Evacuation
1. The school buildings shall be evacuated by all persons, except the principal and designated OSET members.
2. Each class or group shall proceed to a predetermined point in the stadium and remain there. The teacher will take attendance to make certain all students are accounted for. Everyone is to remain at the assembly point until a recall signal is given to return to the building or when dismissed to go home.

E. Recall to the Building
☑ All teachers with regularly scheduled classes will remain with their students. Teachers will take attendance of the students gathered outside. They will prepare a list of any students who were present in class but who are not present in the assembly outside. The list of absentees will be transmitted to the command center. The command center coordinates this information with the fire department officer in charge who will take command and is responsible for crowd control and issues instructions via the school public address system.
☑ In the event of any other emergency requiring immediate action as a result of a situation which can cause disruption to normal activities, property damage, injuries and loss of life, the principal or his designee shall decide whether or not to evacuate the school. The principal’s office will immediately communicate the appropriate instructions via the school public address system.

Teachers who do not have a class will assist in the evacuation of the building. If the evacuation is during lunch, teachers without classes will assist in evacuating the cafeteria and courtyard when possible.

II. Shelter in Place
Shelter in Place is an alert status for the entire building. A Shelter in Place may be called in situations such as utility failures or weather related emergencies. Classroom staff and students need to be in a classroom and to sit quietly to wait for announcements and/or instructions. The public address system will be used for all communications. Office staff and non-classroom based programs report to designated safe areas. It is the responsibility of all staff to ensure the safety of students.

Procedures:
• Direct all students into classrooms. Teachers without classroom assignments should move into the hallways in their area to help direct students and staff to the nearest classroom and then enter a classroom to help establish order.
• Take attendance. Use the Class Rosters found in Emergency room folder. Keep blank copies of this form in your grade book at all times.
• Do not send students to the bathroom or to the Health Room.
• Keep students quiet and calm.
• Ignore all bells.
• Listen for specific instructions.

EMERGENCY WEATHER (TORNADO)
• Students and staff report to previously assigned “safe areas” in the building. These areas are interior hallways and/or rooms without windows and good building structure supports. Students and staff will assume the “tornado tuck” position on the floor until the weather conditions subside.

III. Lockdown
Lockdown indicates there is an emergency that presents imminent danger to our students and staff. An administrative command post is set up immediately. An administrator announces the Lockdown. A Lockdown
requires that all areas in the building be secured immediately. OSET (On-Site Emergency Team) does not assemble. Staff and students remain in or get to a secure classroom as quickly as possible, lock doors, turn out lights, close blinds, and take roll. Before locking down, available staff quickly checks bathrooms and hallways nearest them and gather stray children to the closest secure room. If children are outside, they should be brought inside if it is safe to do so. All staff remains with students keeping them calm and away from doors and windows. Once a door is locked no one is allowed in or out until the administrator gives the signal.

**Procedures:**
- **Immediately evacuate all staff and students from hallways into classrooms.**
- **Lock classroom doors.**
- **Close all blinds and cover door window** so that classroom looks unoccupied.
- **Stay away from windows and doors.**
- **Take attendance and check students for ID’s.** Use the Emergency Attendance Sheet which can be downloaded and printed from FileMaker Pro.
- **Do not allow anyone in or out of the classroom.**
- **Keep students quiet and calm.**
- **Wait to be evacuated by emergency personnel.**

**DO NOT use/respond to**
- any phone (school, cellular, pager, walkie talkie).
- the public address system/call button.
- a fire alarm.
- class-changing bells.
- hallway activity.

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**MBHS PARENT/CHILD REUNIFICATION PLAN**

This is an orderly and efficient process of reuniting children with their parents/guardians after an emergency or crisis.

- OSET will assemble in the main office conference room.
- Assign staff to monitor on-site traffic control.
- Parents will enter through the SAC doors. Front doors will be locked.
- Assign staff to supervise the reunification tables (In the SAC).
- At least four (4) staff members will man the tables with alphabetical lists of all students, and yellow emergency cards. Each parent will have to show identification and be identified as a parent or emergency contact on the yellow card in order to release a student.
- Staff will stand behind the table with radios and call to “runners” with two way radios in the main office and hallways to escort students to reunify in the SAC.
- Once parents have checked in at the table, they will initial a special form that they have picked up their child. Students 18 years and older will follow special instructions.
- No students will be released without parent identification or permission to do so on the emergency card.
- Parents and students will exit through the SAC doors.
- An administrator will notify staff when reunification is complete.
- We will notify OSP that reunification is complete and that appropriate correspondence is being sent home. Debrief within 24 hours, and within 2 days with central office staff.
Logistics of Fire Drill Attendance Accounting

1. If the fire alarm rings **before school starts**, report to the location for your first block class of the day (1\textsuperscript{st} period on an odd day, 2\textsuperscript{nd} period on an even day).
   b. If the fire alarm rings **between classes**, report to the location for your next period class.
   c. If the fire alarm rings **during your lunch** period, students in SAC report to Area 5 along the fence separating the football and soccer fields.
   d. If the fire alarm rings **after 2:10**, 9\textsuperscript{th} period teachers and students report to their assigned classroom locations. All other students exit building and leave campus as normal.

2. The outside grounds are divided into five (5) Areas.
   - **Area 1** – Basketball Courts and Track/Field (Harvey)
   - **Area 2** – Large Practice Field (Deeny)
   - **Area 3** – Space Close to Baseball Fields and Outside of Stadium (Ostrander)
   - **Area 4** – Fine Arts Area – Outside near Route 29 - Command Center (Coleman)
   - **Area 5** – SAC and Edison Students (Cauley)

3. Assigned security staff with assistance of secretarial assistants and counselors will serve as coordinators/organizers of each area (see specific assignments). They will be stationed in strategic locations in each area and be responsible for collecting completed attendance forms from teachers. An administrator is assigned to each area to assist in facilitating the process.

4. Teachers will deliver the completed attendance form to the designated staff collecting them. Assigned security personnel will secure the finalized attendance forms from the appropriate person and take them to a designated person located in the command center - Area 4, at the completion of the drill/event.

5. After all attendance forms have been collected and classes accounted for, a signal will be given regarding building re-entry.

**Fire Evacuation Expectations for Staff**

1. Follow established procedures related to all safety issues for Montgomery Blair High School and MCPS.
2. Maintain order while carrying out all procedures.
3. Evaluate and provide feedback for necessary changes needed for established procedures.
4. When the alarm sounds, teachers will do the following:
   - Secure special red folder
   - Report to assigned outside location with class
   - Hold up folder to be seen by students
   - Take attendance
   - Have student runner to take attendance form to attendance collector in designated location
   - Return folder to correct location in the room after the emergency
5. The following will be in each red folder: Map packet on the right side, 1 pencil or pen, logistical procedures and expectations, special writing on each side of the folder
6. **Other Items to Consider:** Mount folder in each room near the room computer, rosters should be available for each class/teacher using the room, develop a system for accounting for folders in each room on a regular basis, keep extra red folders in each room and develop a safety video to show during advisory.
Accountability – Before Evacuation
• In each room will be a red emergency evacuation folder containing the evacuation procedures
document, classroom locations document, and attendance roster for each class in that room

Accountability – During Evacuation
• When alarm rings, teacher takes folder and goes to assigned location and takes attendance using
included sheet

Accountability – After Evacuation
• Administration tallies submitted attendance forms
• Next day, used attendance form and replacement attendance forms will be placed in each teachers
mailbox
• Teacher refreshes red folder and uses MyMCPS to refer students who skipped evacuation
  – use truancy as the reason, for previous intervention choose “other” and write
  “emergency evacuation”

Field Trip Procedures

All field trips should be preplanned 6-8 weeks in advance.

The objectives of a field trip must be specifically related to the classroom instructional program or
regularly scheduled extracurricular activity. Whenever possible, there should be a preliminary visit to the
site by the teacher or some other member of the staff unless the planned trip has been previously
experienced and the route and accommodations are well known. No field trips will be scheduled during
the 1st two weeks of September, the month of January, and after May 31.

Steps in planning an obtaining approval for a field trip

1. The teacher will pick up a field trip packet from the Business Office.
2. The teacher develops a general plan for a field trip and submits the proposal to his/her resource
teacher for approval. If the field trip is overnight, a detailed plan must be submitted to
Central Office at least four weeks in advance. Preliminary planning must include checking
with the Business Office to see if there are any conflicts on the master calendar. The teacher
should not rely on the calendar in the Student Planner.
3. The teacher then returns the field trip packet to the financial specialist for review and scheduling.
4. Complete the processing of the field trip packet based on the instructions provided in the folder.
5. All funds and completed forms must be turned in four weeks prior to field trip departure date.

Late field trip submissions can cause the field trip to be cancelled or postponed.

Forced Final Grades

Semester grades are determined by a computer program. Sometimes a teacher wants to override the computer and
force a final grade. Forcing a final grade to a higher grade does not require approval. To force a final grade down:
Obtain a form (see forms section) from the main office, complete the form, and submit to the principal for his
approval attached to the appropriate grade sheet.
Assignment of Community Health Nurse
A community health nurse and a health room technician staff the Montgomery Blair High School health room. The community health nurse also provides health consultation to several elementary schools. The health room technician is assigned full-time at Blair. Both are employed by the Montgomery County Health Department, Division of School Health Services.

Responsibilities
The Community Health Nurse provides consultation, counseling and health education to students, their parents, faculty and staff. Consultation and counseling may be on all aspects of health -- emotional, mental, physical, social and environmental. In order to provide optimum services the Community Health Nurse is available to:

- Meet with faculty to discuss the program for the health of the student as well as the types and methods of referrals.
- Work with the Health Committee of the PTA to further the health work in the school and participate in PTA meetings on request.
- Participate in school staffing for the purpose of discussing problems of health and adjustment as it relates to school achievement.
- Work with the School Medical Advisor to arrange medical evaluation for students with health problems.
- Make home visits when indicated.
- Serve as a resource person in matters of health and health education, providing written materials when possible.
- Maintain and use health records and explain medical findings and recommendations.
- Dispense all prescribed medications.

Students in Health Room

- The Health Room suite is open to faculty, staff and students between the hours of 7:00 a.m. and 3:00 p.m.
- Unless it is an emergency, students must obtain a pass from classroom teachers prior to coming to the health room. Unless physically unable, students who do not have passes will be sent to the present period teacher.
- A log is kept of all students who have reported to the health room for health related concerns, major and minor accidents, and early dismissal due to illness.
- Passes will be issued to all students returning to class.
- Students suspected of substance abuse (i.e. drugs, alcohol) should be reported to the nurse. Students suspected of being under the influence of drugs or alcohol should be reported to the nurse, security or administrator immediately. The student should be accompanied by an adult and not left unattended.
- Students known to be or suspected of being pregnant should be reported to the nurse.
- If a teacher is aware that a student is taking prescribed medication, he or she must immediately refer the student to the nurse.

Homework Procedures:

MONTGOMERY COUNTY PUBLIC SCHOOLS
Homework Procedures in Grades 6–12

A. Policy IKA, Grading and Reporting as it pertains to homework*
   1. Fair representation of a student’s performance on a variety of measures over time.
2. Opportunity for students to demonstrate mastery through a variety of methods.
3. Meaningful feedback on student achievement to students and parents.
4. Clear and timely communication to parents and students as to the grading criteria.
5. Consistency within and among schools.

*Board Policy IKB, Homework, aligns with Policy IKA, Grading and Reporting, and affirms “homework is considered beneficial and important in a student’s overall program.”

B. Beliefs
1. Homework is an essential part of a rigorous instructional cycle that promotes student learning.
2. Homework is related to the curriculum, meaningful, and integrated into instruction.
3. Homework provides information about student learning that informs instruction.
4. Homework prepares students for instruction, previews or practices skills and concepts, extends learning, and provides students the opportunity to demonstrate skill and knowledge.
5. Effective homework varies in format.
6. Timely and meaningful feedback on homework improves student achievement.
7. Homework practices should be [are] fair and assignments should be [are] manageable for students and teachers.
8. Teachers exercise professional judgment, within the parameters of required procedures, when assigning and evaluating homework.
9. Procedures for homework are supported, monitored, and supervised.

C. Procedures
Homework procedures will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team, for implementing the following procedures:
1. Teachers will only assign homework that is related to the curriculum.
2. There are two categories of homework:
   a. Homework checked only for completion will account for a maximum of 10% of the marking period grade.
   b. Homework evaluated for learning counts toward the remaining portion of the marking period grade.
3. Teachers determine and communicate the extent to which the two categories of homework count toward the marking period grade.
4. Timely and meaningful feedback on both types of homework will be provided; feedback may take a variety of forms, as determined by the teacher.
5. School staffs will communicate these procedures in writing to students and parents at the beginning of a semester/school year.

*IPE Team Meetings and General Educators*

1. What does the IDEA statute require?
"The regular education teacher of the child, as a member of the IEP Team, shall, to the extent appropriate, participate in the development of the IEP of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications, and support for school personnel consistent with paragraph (I)(A)(iii)."

Sec. 1414(d)(2)(C): Requirement with respect to regular education teacher
"The regular education teacher of the child, as a member of the IEP Team, shall, to the extent appropriate, participate in the review and revision of the IEP of the child."

Sec. 1414(d)(4)(B): Requirement with respect to regular education teacher
2. What do the federal IDEA regulations provide?

"The public agency shall ensure that the IEP team for each child with a disability includes . . .

(2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment."

34 CFR § 300.344 (a): IEP team

“The regular education teacher of a child with a disability, as a member of the IEP team must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of

1. Appropriate positive behavioral interventions and strategies for the child; and
2. Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with § 300.347(a)(3)."

34 CFR § 300.346(d): Development, review and revision of IEP; Requirement with respect to regular education teacher.

Insurance Forms

Medical and dental insurance claim forms are stored in a designated area in the Main Office. Please take only as many forms as your immediate need requires and let the secretaries know if the number of forms is getting low.

Inventory and Property Control

All furniture and equipment items in the school are catalogued in a master computer. Whenever

- a purchase order is used to acquire a new item, that item will automatically be added to the master computer inventory.
- a non-purchase order item is received in the department, it must be reported to the business manager on Furniture/Equipment Inventory Property Report-Form MCPS 234-18.
- any item is removed from the department, it must be reported on Furniture/Equipment Inventory Report-Form MCPS 234-17, which should be obtained from the business manager. This includes furniture or equipment that is unrepairable or discarded.
- a staff member borrows a piece of equipment temporarily, he/she must leave a note with his/her name, the date and time, the equipment borrowed, and the place where the equipment will be. This note must be visible so there is no question as to whether the equipment was stolen. If staff borrow equipment from the media center for out-of-building use, they must complete MCPS for 234-23, available in the media center.

A physical inventory of all furniture and equipment will be performed on a periodic basis. Periodically the resource teachers must review and update the furniture and equipment inventory to ensure that it stays current. All purchases of furniture and equipment from the school's independent activity funds must be included in the inventory and approved by the supervising administrator.

Key Control

- Keys are issued to staff members by the business manager or the resource teacher. Teachers are expected to sign for their keys at the time of issue and to tag and return all keys at the end of the school year.
- Protected classrooms, offices and storage areas have their own individual alarm system with their own distinct codes that must be kept confidential. Instructors and responsible parties will be provided with the code to their
own area. They are responsible for maintaining the secrecy of their code and for maintaining the security in their respective areas and for activating and deactivating the alarm. It is mandatory that doors are locked and that alarms are activated whenever leaving the room unoccupied. Please be certain to deactivate alarm system when coming into room.

- No master key may be duplicated without the approval of the principal.

.Library/Media Center Services and Policies (301) 649-2831

Media Specialists: Andrea Lamphier works with classes, assists with curriculum planning, provides in-service-training, etc.

Media Assistants: Sherri Bailey, Ilene Catzva, and Wendy Rubin

Media Services Technician: Bryan Nance

Hours: The Media Center is open from 6:30 am to 3:15 pm, except Fridays, when we close at 3:00 pm. There may be times when these hours will be changed to accommodate major research projects.

Passes: Teachers may send up to 5 students at a time during class time. Each student’s planbook must have a pass. Lesson plans for substitutes should NOT include bringing classes to the Media Center unless an arrangement has been made with a media specialist. Lesson plans should remind substitutes not to send students to the Media Center.

Program:
The Media Center supports and enriches the curricular needs of all departments by teaching information literacy skills and literature appreciation to meet the needs of a diverse student population.

Media Center Network: Media center online resources are available on all Blair computers and from home.

<table>
<thead>
<tr>
<th>Web Page</th>
<th><a href="http://imc.mbhs.edu">http://imc.mbhs.edu</a></th>
<th>Computers, Equipment &amp; Services</th>
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<tbody>
<tr>
<td>- Home and school access to databases See chart below for Blair’s subscriptions.</td>
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<td>- Links to class projects, selected databases &amp; websites</td>
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<td>- Staff tools for Promethean help and audio-visual equipment requests.</td>
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<tr>
<td>- Links to MCPS Professional Library, local and university library catalogs.</td>
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<td>- 53+ computer workstations</td>
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<td>- Scanner and color printer</td>
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<td>- Central laminating services</td>
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<tr>
<td>- AccuCut letter system for bulletin boards</td>
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<tr>
<td>- Promethean equipped classroom</td>
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<td>- “Office B” for prep work, team meetings, private conferences</td>
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Research Skills Instruction:
Media specialists teach information research skills to students to support their curricular needs. Teachers who assign research projects in a unit should plan the activity ahead of time with a media specialist. The teacher and media specialist will decide what skills will be taught, which resources will be used, and how much Media Center time should be scheduled.

During the instructional block, the Media Center can accommodate up to three classes. In addition, there is a Conference Room B and “Office B” (equipped with computer, telephone, and access to a printer) which may be scheduled for meetings, presentations, or small group instruction.

Staff Borrowing Policy:
Staff may borrow materials for an indefinite period. A computer printout will be sent each nine weeks to verify our records and remind staff to return materials no longer needed. Students may sign out materials for teachers with
written permission from the teacher. All materials are expected to be returned by the end of the school year and the teacher will be held financially responsible for any lost, missing or damaged materials.

Reserves:
The Media Center prepares carts of books on “overnight only” or “no loan” reserve status for specific classes. Students are assessed a fine of $.50 per day on reserve items.

Equipment:
Basic AV equipment is checked out to teachers for classroom use. Teachers may check out other equipment as needed. Certain high demand items such as multimedia projectors must be returned the same day for security reasons. Note: The use of any equipment outside the school is based on availability. The borrower assumes financial responsibility for equipment taken out of the school upon completing an “Out of Building Use” form.

Periodicals:
The library subscribes to a large number of magazines, but teachers may also request articles from our online periodical databases. We are happy to arrange for interlibrary loan for magazine articles for staff.

Videos: We can provide approved videos from several sources.

<table>
<thead>
<tr>
<th>Media Center Collection</th>
<th>Curriculum Video on Demand</th>
<th>MCPS Video Library</th>
</tr>
</thead>
</table>
| Search the online catalog for approximately 950 videotapes and DVDs. We can help! We can also borrow videos from other MCPS schools. | We subscribe to two sources for educational videos.  
- Curriculum Video on Demand (best for upper-level grades) from Facts on File.  
- DE Streaming download or stream videos from Discovery Education. | Search online for materials from the MCPS Video Library. We can also borrow from other MCPS schools. Contact Ilene Catzva. She will also return the items for you. |
| See Ilene Catzva for help. | See Andrea or Sherri Bailey for help. | |

Note: According to MCPS policy, films shown in MCPS classrooms must be formally approved. This includes off-air tapings. Other copyright policies apply. “R-rated” films may not be shown unless an MCPS waiver has been granted.

Media Center Internet Databases: Internet databases can be used from school or home computers.

<table>
<thead>
<tr>
<th>Vendor</th>
<th>ABC-CLIO</th>
<th>BrainPop</th>
<th>Britannica</th>
<th>Discovery Education</th>
<th>EBSCO</th>
</tr>
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</table>
|        | 1. American Government  
2. American History  
3. Daily Life through History  
4. World at War  
5. World Geography  
6. World Religions  
Also includes 30 e-books. | 1. BrainPop  
2. BrainPop ESL  
2. Britannica & Compton’s Online Encyclopedias  
3. Enciclopedia Universal en Español  
4. Global Reference Encyclopedias  
5. Image Quest  
6. Merriam-Webster Dictionary  
7. Student NewsNet  
8. World Data Analyst | 1. DE Streaming  
Provides instructional videos, lesson plans, and an online classroom space. | 1. Academic Search Premier (For Staff)  
2. Auto Repair Reference Center  
3. Education Research Complete (For Staff)  
4. ERIC (For Staff)  
5. History Reference Center  
6. Master File Premier  
7. Points of View  
8. Professional Development Collection (For Staff)  
9. Science Reference Center |

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<th>User Name</th>
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<td>montgomery</td>
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### Online Teaching Tools
- **Glogster** – we have purchased 100 classroom licenses. Your students will love to show what they know.
- **Noodletools** – use Noodletools for your graduate coursework to create notecards and works cited lists.
- **Turnitin** – use Turnitin to scan for plagiarism, create an online peer editing environment, or grade papers online. Teachers will need to create an account before using this with students.
- **Visual Thesaurus** – use it to produce custom vocabulary lists and online spelling bees for your students.

### Maintenance and Repair Requests
All repairs must be requested on forms available in the main office or e-mail requests to the building services manager. In most cases the maintenance can be handled by our own building service staff. However, there will be cases where the building service manager will need to contact the MCPS Maintenance Division and they will respond with a reply to these requests within 17 days.

In an emergency the building service manager will contact Maintenance by telephone. Routine maintenance requests, however, will be transmitted in writing on a monthly basis.

Care should be taken at all times concerning the physical condition of each classroom. All teachers must be alert to defacement or breakage of equipment in their room and these incidents are to be reported to the building service manager. Students found destroying equipment or furniture must be referred to the business manager at once so that financial arrangements can be made for restitution.

### Make-up Work for Students
- Students who know they are going to be absent 3 or more days should request permission for an excused absence from their grade level administrator. If the absence is approved, they should request make-up assignments in advance. If they are not in school they should call their guidance counselor, who will make arrangements to collect assignments from teachers.
- Teachers should send make-up assignments to the Guidance secretary by 3:00 p.m. on the day of the request.
• Make-up work may consist of general or alternate assignments. It is often impossible for students to make up all missed work.

• When a student returns after an illness, it is his/her responsibility to make arrangements with the teacher to make up work. The teacher should set a reasonable time limit for this purpose.

• To keep up with assignments during a period of absence, students should be encouraged to rely on a "buddy" whom they can contact to find out about missed work. Teachers may also want to ask for volunteers to be class "secretaries" who will keep a running log of what happens during class and what assignments/handouts are given to students.

Meeting

Faculty Meetings - The primary purpose of the general faculty meeting is to present items of general concern or interest and to review the schedule of events for the forthcoming month. Individual members of departments and departments should plan to submit items for inclusion on the agenda of general meetings through their departmental chairperson or resource teachers.

Academy Meetings - Monthly academy meetings will be held under the sponsorship of academy lead teachers and the academy coordinator. Items of interest to the academy will be scheduled for discussion at this time.

Departmental Meetings - Monthly departmental meetings will be held under the sponsorship of resource teachers. Items of interest to the department will be scheduled for discussion at this time. Visits of the system's supervisory staff will be scheduled to coincide with departmental meeting dates whenever possible.

EFR Committee Meetings - This committee, made up of staff members, meets with the principal on matters of concern.

Faculty Meeting Calendar - The policy of the Board of Education has traditionally been to reserve Monday afternoons for meetings. The following schedule will be observed:

- 1st Monday of the month is reserved for faculty meetings.
- 2nd Monday of the month is reserved for PLC meetings.
- 3rd Monday of the month is reserved for departmental meetings.

Instructional Leadership Team Meetings - The principal, assistant principals, and resource teachers meet weekly to discuss issues raised by the instructional staff, to review short and long-term school calendars, and to share information about ongoing activities.

Professional Association Meetings - Members of the Montgomery County Education Association (MCEA) will meet with their elected delegates and alternates to review the proceedings of the delegate assembly meeting held on the first Thursday of each month and to take such actions on issues as the delegate assembly may request. The delegates and alternates are responsible for conducting the association meetings.

Ordering of Instructional Materials

All instructional materials must be ordered by the Resource Teacher.

Parking for Staff

The school has available parking space sufficient to accommodate the school staff. Faculty parking is at the Colesville entrance of the school. All cars using the parking lots must be registered with the business manager's
secretary in the main office and parking stickers must be displayed in the left-rear window. All staff members are urged to keep their cars locked when parked on the school premises. A limited number of spaces are reserved for visitor parking. Any illegally parked car is subject to towing. Teachers should remind visitors to get a temporary parking permit from the Main Office.

Ơ Religious Holidays

The Board of Education Policy IKB, "Homework" and regulations IKB-RA, "Homework Procedures," provide the following guideline which all Blair teachers should follow:

_No homework should be assigned over religious holidays when schools are closed._ Those holidays are shown in the "Holiday/Official School Schedule" section of the MCPS comprehensive calendar. On religious holidays when school is in session, homework may be assigned; however, students who are absent to observe those holidays should be allowed to make up the work missed, with no penalty. **A note from the parent or guardian is adequate in those instances.** As part of the positive learning environment, these accommodations should be handled in a manner that demonstrates respect and appreciation for the beliefs of all students.

Teachers are asked to be sensitive to the diversity of religious observance days among Blair students. They are reminded that students must be given excused absences to meet their religious obligations, and that reasonable accommodations must be made for students to make up any missed work. Please be sensitive about scheduling special events so that students do not miss significant educational activities and opportunities because of such excused absences. No person should be penalized for his/her religious observance or beliefs.

Ơ Requesting Permission to Secure a Guest Speaker

Any teacher, class, or school organization wishing to invite a speaker (other than an employee of the Montgomery County Board of Education) to appear for any school function will file a request with the supervising Assistant Principal no fewer than five school days prior to the date on which the speaker would appear. (See forms section.)

Ơ Reteaching and Reassessment in Grades 6–12: MCPS Policy

A. Policy IKA, Grading and Reporting as it pertains to reteaching and reassessment

1. Fair representation of a student’s performance on a variety of measures over time.
2. Opportunity for students to demonstrate mastery through a variety of methods.
3. Meaningful feedback on student achievement to students and parents.
4. Clear and timely communication to parents and students as to the grading criteria.
5. Consistency within and among schools.

B. Beliefs

1. Reteaching and reassessment are an integral part of a rigorous instructional cycle that promotes student learning. Teachers communicate achievement standards to students, plan instruction to meet learning goals, provide timely feedback to students on their performance, and offer additional opportunities for students to learn and demonstrate learning.
2. Teachers collect evidence of student learning, using a variety of methods over time.
3. Reassessment procedures are fair, promote effective teaching and learning, and are manageable within the instructional cycle.
4. Teachers exercise professional judgment, within the parameters of required procedures, for reteaching, reassessment, and collecting evidence of student learning to maximize student achievement.
5. Procedures for reteaching and reassessment are supported, monitored, and supervised.
C. Procedures
Reteaching and reassessment procedures will be applied consistently within and among schools. Local schools will ensure school-level processes, as approved by the school leadership team, for implementing the following procedures:

1. Teachers will assess student learning in a variety of ways over time within a grading period.
2. Reteaching occurs when teachers or students determine that students are not meeting learning goals. The teacher determines the method and schedule for reteaching.
3. Reassessment opportunities are identified by the teacher before the original task/assessment and will occur within an instructional unit. When these opportunities occur, the teacher will provide one reassessment opportunity per task/assessment.
4. When tasks/assessments are reassessed, they may be reassessed partially, entirely, or in a different format, as determined by the teacher.
5. Assessments or tasks that provide measures of student progress within an instructional unit may be reassessed. The following assessments/tasks that indicate a final measurement of learning may not be reassessed:
   a. End of course or semester exams
   b. Assessments that end an instructional unit or period of study
   c. Final research papers, reports, or essays
   d. Culminating projects or performances
6. Any student who meets the following requirements may be reassessed: completes the original task or assessment, completes required assignments, and completes reteaching/relearning activities, as determined by the teacher.
7. Grading procedures for reassessment must be fair and consistent and must promote achievement of learning goals. The reassessment grade replaces the original grade.
8. School staffs will communicate these procedures in writing to students and parents at the beginning of a semester/school year.

* Unique situations may arise, which will require teacher and administrator discretion.
** A poor performance on a final assessment serves as a trigger for action that may include intervention. Opportunity for reteaching and relearning continues, while the opportunity for re-grading does not.
*** Math end-of-unit assessment components or individual items may be reassessed.
**** Just as a teacher determines required assignments when a student returns to school after an extended absence or other extenuating circumstance, teachers use professional judgment to determine required assignments for reassessment.

School Activity Fund Purchases

Ordering/Purchasing
The principal must give prior approval for all purchases made from school activity funds. The following procedures should be followed when making purchases from school activity funds:

- Be sure there are funds available in the account to make the anticipated purchase.
- Requestor completes form 280-54.
- Discuss purchase with resource teacher and obtain RT approval as indicated by initials in right margin adjacent to account balance field.
- Submit Form 280-54 to AP for review, sign off, and submission to Business Office.
- Principal will sign pre-approval form 280-54.
- Financial specialist will return forms to requestor.

Receiving
When your order has been received:

- Check for completeness.
- Remove the packing slip and the invoice if it has been included
- Write on the packing slip or invoice the status of the order i.e. "ready for payment," "items on back order," "items missing," etc. Date it, sign it, and give it promptly to the financial agent/secretary.
Follow the procedures listed above when back orders have been received.

**Accounting**

Account holders should keep a record of their monthly activities. These activities should be reconciled against the reconciliation report provided by the Business Office.

All money collected for school activities are to be turned in daily to the financial agent/secretary by 2:00 p.m. Money is not to be kept in the building overnight.

Account holders are to count all money before turning over to the financial specialist. All deposits must have form 280-34 signed and dated. If financial specialist is unavailable to receive your deposit, secured bags can be obtained from the main office.

**Fundraising**

The following is a summary of important guidelines for the financial procedures related to Independent Activity Fund (IAF) fundraising.

- **ALL fundraisers must be pre-approved** by the Business administrator in charge of fundraising. For pre-approval, submit the completed Fund Raiser Application for Montgomery Blair High School form to the Business administrator.

- Upon approval, the financial specialist will establish a separate account for your funds and enter your fundraiser on the calendar.

- A Fundraiser Completion Report must be prepared by the sponsor and submitted to the Financial specialist promptly upon completion of the fundraising event. Funds cannot be transferred to the sponsor’s IAF Account until this form has been completed and received by the Financial Office.

**Deposits**

It is the responsibility of the teacher/sponsor to turn in all monies to the Finance Office. Do not hold any cash or checks – deposit them with the financial specialist daily. All checks should have student’s ID number on the memo line and club account number on top front of check. In the event of an evening program, arrangements must be made with the Financial specialist for a night deposit.

Fill out a deposit slip (Form 280-34) and bring deposit to Financial specialist. Wait for a receipt. If Financial specialist is not available, give deposit to Business Manager who will put money in a sealed bag.

**Tickets**

Activities charging admission or chances i.e. dances, etc. are to be controlled by prenumbered tickets secured through the Business Office.

- Prenumbered tickets maybe obtained from the Business Office along with an accounting form.

- When tickets are to be printed, they must be numbered by the printer and delivered directly to the Business Office for accounting. Check with the Business Office before ordering printed tickets to get detailed procedures.

- Tickets are to be treated as money and kept in a secure manner.

- An accounting must be made for each ticket.

- All unused tickets are to be returned to the Business Office along with the completed accounting form.

**Contracts**

The principal is the only person authorized to sign contracts. A copy of each contract is to be given to the business manager for review and then, if approved, to the financial specialist for filing.
**School Counseling Department**

**The Counseling Department**

- The Montgomery Blair High School Counseling Department is guided by the definition of school counseling put forward by The Education Trust. We focus on the relations and interactions between students and their school with the express purpose of reducing the effects of environmental and institutional barriers that impede student academic success.

- Blair counselors are integral players in closing the achievement gap by helping students gain access to rigorous academic preparation and by supporting teachers to make sure that all students succeed.

- The School Counseling Department of Montgomery Blair High School serves the needs of the students, gives support and assistance to the faculty and administration, facilitates school operations, and supports academic achievement and personal growth for all students. The counseling staff offers counseling on all levels and assistance in selecting a program of studies to meet the needs and capabilities of each student.

- The Counseling Department is responsible for seeing each student at least twice a year and is responsible for providing at least one counselor who is available to see any student at any time. The department must also maintain student schedules, report cards, cumulative folders, and permanent records; it schedules guidance functions, processes transfers and withdrawals, and maintains a comprehensive Career/College Center. The Counseling Department also publishes the School Counseling Bulletin which is mailed to parents.

- Each counselor will provide general guidance services for all counselees. Services include academic program monitoring, credit accountability, and identification of academic and vocational needs. Each counselor will provide personal counseling and advocacy service upon a student’s request.

**Schedule Changes**

- School-initiated schedule changes must follow MCPS Policy. Parents must be informed of the right of appeal in school-initiated schedule changes.

- All student schedule change requests must be approved by the principal. Requests for schedule changes will be considered for the following reasons only:
  - Course prerequisites are not met.
  - Seniors require courses to meet Maryland graduation requirements.
  - An obvious error needs correction.
  - Failing or non-qualifying grades in summer school work require a change.
  - Administrative approved circumstances require a change.
  - An authenticated health reason exists.

**Counselor Visitation in the Classroom**

The counselors may visit classrooms throughout the school year to observe the students and offer assistance. This makes the counselor visible and approachable to many students and also gives the counselor a better understanding of the total school curriculum. The counselor will normally give the teacher advance notice.

**Parent-Teacher Conferences**

- At times, conferences are necessary to improve student achievement. Conferences are to be considered a priority and teachers are required to attend.

- At Montgomery Blair High School, single teacher-parent conferences are arranged by the teacher and may be held during the teacher’s planning period or after school. They may be held during the teacher’s planning period or after school. Whenever a teacher wishes to initiate a request for a parent conference, the student’s counselor should be advised in order to determine whether or not other members of the staff might appropriately be included in the conference.
The counselors will send notification of pending staff conferences. If there is an emergency and you cannot attend, prepare written notes for the counselor.

The following excerpts are taken from Montgomery County Supervisory and Administrative Policies and Procedures manual, as pertinent to Montgomery Blair High School. Please refer to MCPS 355-4 for complete information.

**Preparation for the Conference.** The purpose of the conference should be well defined in the mind of the teacher. Samples of the student's work and other materials that provide concrete evidence of the student's performance should be collected and made available for the conference. The appointment of time and place should be specific, and the conference should proceed without interruption.

**The Conference.** The parent should be made to feel welcome and at ease before the purpose of the conference is discussed. The conference should begin with positive rather than negative points about the student. Recognize his/her strengths and positive traits. A peer working relationship should be established with the parent. In order to develop an understanding of the parent, the teacher should put himself/herself in the parent's place and try to imagine how he/she would react under the circumstances. The student's reaction to school, his/her peer relationships and his/her approach to the activities of the grade should be given careful consideration. Specific areas of deficiency in school subject matter should be discussed. Let advice or suggestions grow out of mutual understanding. Welcome suggestions from the parent. Avoid argument. Avoid questions that might embarrass the parent. Avoid being put on the defensive. Establish the habit of never repeating information of a personal nature confided by either parent or student. Close the conference on a constructive note. It is impossible to establish a definite time limit for a conference. In order to be successful, a conference must last long enough to establish rapport between parent and teacher; however, it rarely should extend beyond thirty minutes.

**Other Means of and strategies for Reporting to Parents**

- Daily, weekly or periodic attendance and behavior reports
- Sharing of samples of student’s work that represent his or her usual level of performance; comments on papers should be of a positive and diagnostic nature.
- Anecdotal records showing peculiar strengths and weaknesses
- Student handbook
- E-mail

**Counselor Assignments**

<table>
<thead>
<tr>
<th>Student’s Last Name</th>
<th>Counselor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A-Aj</td>
<td>Ms. Jennifer S. Taylor</td>
</tr>
<tr>
<td>Ak-Cl</td>
<td>Mr. Roland Hollins</td>
</tr>
<tr>
<td>Cm-Gl</td>
<td>Ms. Susanne Bray</td>
</tr>
<tr>
<td>Gm-La</td>
<td>Dr. Daryl Howard</td>
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<tr>
<td>Lb-M</td>
<td>Ms. Georgette Small</td>
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<tr>
<td>N-Re</td>
<td>Mr. Alphonso Burwell</td>
</tr>
<tr>
<td>Rf-Tq</td>
<td>Ms. Charlain Bailey</td>
</tr>
<tr>
<td>Tr-V</td>
<td>Ms. Tia Ross Scott</td>
</tr>
<tr>
<td>W-Z</td>
<td>Ms. Marcia Johnson</td>
</tr>
<tr>
<td>Magnet (A-K)</td>
<td>Ms. Tia Ross Scott</td>
</tr>
<tr>
<td>Magnet (L-Z)</td>
<td>Ms. Jennifer S. Taylor</td>
</tr>
<tr>
<td>Communication Arts Program/CAP (A-Z)</td>
<td>Ms. LaSchell Wilson</td>
</tr>
<tr>
<td>ESOL (A-Z)</td>
<td>Mr. Kirk Simms</td>
</tr>
<tr>
<td>School-Based ESOL Counselor</td>
<td>Ms. Vilma Nadal</td>
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</tbody>
</table>
Sexual Harassment

A statement of the policy of the Board of Education Montgomery County for all employees and students of the Montgomery County Public Schools

Introduction

The Board of Education of Montgomery County adopted a policy in November 1992 that affirmed its opposition to sexual harassment and established specific guidelines to address sexual harassment among both employees and students of the Montgomery County Public Schools. The policy initiated actions by the school system to help employees and students recognize, understand, prevent and take corrective action to address sexual harassment and other inappropriate behavior of a sexual nature in the workplace and in instructional settings.

Below is a summary of that policy that provides specific information about the policy itself, the definition of sexual harassment, the identification of conduct prohibited by the policy, and the expectations of the school system in upholding the policy. Information is also provided about other legal protection and where individuals may go for assistance. Specific guidelines are provided for both employees and students to address complaints about sexual harassment.

The Policy in Summary

(Based on Board of Education Policy ACF: Sexual Harassment @65K Adobe Acrobat PDF file)

Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. The Montgomery County Public Schools (MCPS) does not condone or tolerate any form of sexual harassment involving employees or students. The school system is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment.

MCPS will take appropriate action to prevent and correct behavior that violates this policy. If necessary, the school system will also take disciplinary action against employees and students. Employees who violate the policy will be subject to such actions as oral or written reprimand, professional counseling, reassignment, demotion, suspension or termination. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense.

The policy applies to all sexual harassment incidents involving MCPS employees and addresses acts committed by a person of either sex against a person of the opposite or same sex. The policy recognizes that it is unlawful for employees to commit acts of sexual harassment. Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate behavior and is subject to disciplinary action under the Board of Education discipline policies.

It is the responsibility of every supervisor and principal to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school system prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

What Is Sexual Harassment?

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:
• When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction or participation in other school activities;
• When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual advances; and/or
• When such conduct has the effect of unreasonably interfering with the individual’s work and/or academic performance or creating an intimidating, hostile, or offensive work or learning environment.

It is against MCPS policy and unlawful for MCPS employees to commit acts of sexual harassment. Sexual harassment committed by students against students or staff is inappropriate behavior and violates MCPS policies.

Prohibited Conduct

Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:

• Grabbing, touching or patting
• Sexual propositions
• Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
• Unwanted flirtations or advances
• Verbal abuse
• Repeated pressure or requests for sexual activities
• Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors
• Graphic comments about an individual’s body or dress
• Sexually degrading names

Such conduct may also constitute sexual harassment. In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred. Dating or sexual relationships between employees/adult volunteers and students is prohibited.

Expectations

The expectation of the Board of Education is that employees and students will be committed to creating and maintaining an environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. In order to ensure the fulfillment of this expectation:

• MCPS policy on sexual harassment will be communicated to all employees and students.
• Education programs, to include all employees and students, will be implemented.
• Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
• Confidentiality will be maintained in all phases of the complaint process in accordance with policy and MCPS obligation to investigate and address complaints.
• Retaliation against anyone who files a complaint about sexual harassment or cooperates with an investigation is prohibited.
Legal Protection

In addition to the Board of Education policy, there are several other federal and state measures that protect individuals from sexual harassment discrimination and provide specific prohibitions against acts of discrimination or other unlawful conduct.

Federal Law

- Title VII of the Civil Rights Act of 1964, as amended in 1972 and 1991, prohibits discrimination on the basis of sex in all terms, conditions or privileges of employment.
- Title IX of the Education Amendments of 1972, as amended, prohibits discrimination on the basis of sex in any education program or activity receiving federal financial assistance.

Maryland Law

- CIVIL CODE Article 49B of the Annotated Code of Maryland prohibits discrimination on the basis of sex with respect to compensation, terms, conditions or privileges of employment.
- CRIMINAL CODE Article 27, Section 464C, of the Annotated Code of Maryland prohibits coercive sexual contact against the will and without consent of the other person.

Actions for Employees

If you believe you are the subject of sexual harassment, you should report such incidents. You can report this information verbally or in writing to your immediate supervisor or principal. You may also report it directly to the MCPS Equal Employment Opportunity Officer within the Department of Family and Community Partnerships at 301-279-3100 (TDD 301-279-3323).

When reporting such an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, any documents, papers and/or other exhibits.

Actions for Students

If you believe that you are the subject of sexual harassment or the focus of inappropriate behavior, you should report such incidents to your parents and school authorities. You can report the information verbally or in writing to the principal, a guidance counselor, a teacher, or another staff person. You may also contact the Department of Family and Community Partnerships at 301-279-3100 (TDD 301-279-3323).

When reporting an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, documents, papers and/or other exhibits.

Students may receive guidance, advice, support, and/or advocacy from school staff, including administrators, counselors, teachers, or other staff. The Office of Student Affairs and the Department of Family and Community Partnerships are also sources of assistance.

Where To Go for Help

Employees of the Montgomery County Public Schools may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue:

- Your supervisor, principal, or director
Students of the Montgomery County Public Schools may contact any of the following individuals or offices for guidance, information, or resolution of a sexual harassment issue:

- Your school principal, counselors, teachers or other identified staff
- Department of Human Resources at 301-279-3278
- Employee Assistance at 301-279-3197
- Department of Student Affairs at 301-649-8001
- Department of Family and Community Partnerships at 301-279-3100 (TDD 301-279-3323)

Other Sources of Information

In addition to offices and departments of the Montgomery County Public Schools, there are other agencies at local, state and national levels that can provide information, assistance and referrals concerning sexual harassment issues.

**County**
- Human Relations Commission at 301-468-4260
- Commission for Women at 301-279-8300

**State**
- Maryland Commission on Human Relations at 410-333-1700

**Federal**
- Federal Equal Employment Opportunity Commission at 410-962-3932

**Student Accidents**

*MCPS Regulation EBA-RA*

**PURPOSE**

To define a reportable accident and establish responsibility for reporting an accident.

**DEFINITIONS**

**Critical Injury.** An injury which may result in death, loss of limb, or permanent impairment.

**Reportable Accident.** Any injury to the head, eye, neck, or spine; any bone or joint injury that results in swelling; any puncture wound, burn, or laceration that looks as though it may require stitches; ingestion of any drug, chemical, or foreign materials; any animal bite; and any critical injury as described above.

**PROCEDURES**

**School Personnel.** School personnel are responsible for reporting any accident involving an MCPS student:

- **Walking to or from School or on the School Grounds.** The individual witnessing or receiving a first-hand report of an accident notifies the principal and completes MCPS form 525-2, STUDENT ACCIDENT REPORT. The completed form is submitted to the principal.

- **At an MCPS Athletic Event.** The sponsor or coach notifies the principal and completes and submits MCPS 525-2, STUDENT ACCIDENT REPORT to the principal.
Participating in a School Program. The teacher notifies the principal and completes and submits MCPS form 525-2, STUDENT ACCIDENT REPORT, to the principal. This applies not only to on-campus activities but also to off-campus activities such as field trips, career programs, and club activities.

On an MCPS Bus. Accidents are reported in accordance with procedures outlined in MCPS EEA-RA, TRANSPORTATION OF PUPILS, Item III D. The principal completes MCPS Form 525-2, STUDENT ACCIDENT REPORT.

**Principal.** The principal is responsible for:

- Reporting immediately to the superintendent of schools and appropriate associate superintendent any accident resulting in the death or critical injury of a student. The telephone report is followed up by a written descriptive report, including all pertinent known facts.
- Reporting immediately to the Division of Insurance and Retirement any accident which may have any implication for employee or MCPS liability. (See MCPS Regulation EIB-RA, GENERAL LIABILITY INSURANCE).
- Assuring that MCPS Form 525-2, STUDENT ACCIDENT REPORT, is completed in detail for each reportable accident (See Item IIA above) and forwarded to the Division of Insurance and Retirement within two weeks of the accident.
- Retaining a copy of all reports submitted.

**REVIEW OF ACCIDENT REPORTS**

The principal is responsible for reviewing reports of student accidents and implementing appropriate safety measures for accident prevention. (See SCHOOL SAFETY HANDBOOK.)

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**Student Records**

**Access to Records**

- **Confidentiality.** Individual pupil records maintained by teachers or other school personnel are to be confidential in nature, and access to these records may be granted only for the purpose of serving legitimate and recognized educational ends. Individual pupil records, with the exception of records that are designated as permanent, and with other exceptions provided by law, should be destroyed when they are no longer able to serve legitimate and recognized educational ends.

- **Access of Parents.** All records of a pupil maintained under the provisions of this title, including confidential records, shall be available to that pupil's parent or parents (noncustodial - see COMAR Regulation 12C) or legal guardians or guardians in conference with appropriate school personnel. For purposes of this regulation, the term "records" may not include an education department employee's personal notes which are not made available to any other person.

**Releasing Information.** The pupil's cumulative folder is filed in the principal's or counselor's office and is accessible only to authorized personnel:

- Employees of MCPS who have a legitimate professional interest may have access to pupil educational records. Such employees will include the pupil's principal, teachers, and special services personnel. Supporting services personnel such as secretaries, teacher aides, and clerk typists will be granted access by the appropriate school official as such access relates to the performance of their job function.

- Physicians, public health nurses, and supporting health center personnel (health room aides and technicians) employed by the Montgomery County Health Department, during the execution of their regularly scheduled school medical and health service duties, will have access to the folder.
Test Security Requirements

Test security procedures and the consequences for lack of security are specified in a Maryland State Board of Education regulation (COMAR 13A.O3.04) and in MCPS Regulation ILA-RA. The pertinent sections of the state regulation are:

Applicable Tests and Materials (01)

C. State-owned test materials and local school system-owned materials which are the same as those used in any State-mandated program may not be used for census testing in the grades included in the State-mandated program or programs, except on testing dates specified by the State Department of Education.

Invalidation of Test Scores (04)

A. Individuals shall adhere to all procedures specified in all operating manuals governing the mandated testing programs.

C. The invalidation of test results because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic or evaluative criteria dependent upon these test results.

D. A student who knowingly causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site, shall have the test results invalidated, and shall be ineligible to retake the test until the next official testing opportunity.

E. A student who knowingly engages in any activities during testing which result in invalidation of scores shall be ineligible to retake the test until the next official testing opportunity.

Testing Behavior Violation (05)

B. It is a violation for anyone knowingly and willfully to:

1. Give examinees access to secure test items of materials before testing;

2. Copy, reproduce, or use in any manner inconsistent with test security regulations, all or any portion of a secure test booklet or a secure administrator's manual, or both;

3. Provide answer keys or answers verbally, in writing, or by any other means, to examinees;

4. Coach examinees during testing or alter or interfere with examinees responses in any way;

5. Fail to follow security regulations for distribution and return of secure test materials as directed, or fail to account for all secure test materials before, during, and after testing;

6. Participate in, direct, aid, counsel, assist in, encourage, or fail to report any of the acts prohibited in this section, ...., or

7. Refuse to disclose information regarding test security violations.

D. If a person violates the regulations in this chapter, the State Board of Education may suspend or revoke the administrative credentials or teaching credentials, or both, of the violator, pursuant to COMAR 13A.12.05, and recover costs incurred as the result of the violation.

Data Reporting Violations (06)

A. It is a violation for any person, school, or local school system knowingly and willfully to:

(3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education.
OTHER RELATED TEST SECURITY ISSUES

Storage of Testing Materials. This topic is covered in the MCPS regulations.

"II.B.2. ...Specific responsibilities of principal, include. ..b. Storing tests, while they are in the school, in a secure place from which they are removed only for test administration and insuring that no part of a test is copied."

The following test security issues are addressed by the appropriate Test Administration and Coordination (TAC) Manuals:

Allowable/Non-Allowable Aids During Testing. Bulletin boards containing information that could be used to answer test questions must be covered or removed during testing unless otherwise stated in the specific test TAC Manual:

Determination of Secure/Non-Secure Materials and Who and When Can Have Access to Secure Materials. For MSPAP, for example, the state considers secure the Examiner's Manuals, Answer Books, Resource Books, and the Tools and Manipulatives List.

Eligible and Non-Eligible Test Examiners and Proctors. Eligible test examiners are state-certified, professional school staff. Most T AC Manuals also include provisions for additional eligible test examiners when there not enough classroom teachers to administer the tests. Non-eligible test examiners, such as state-certified teachers who are not regular employees of MCPS and who are not on a substitute list, may serve as proctors only. Parent volunteers may also serve as proctors only if they regularly serve as a volunteer in MCPS. All proctors are bound by the security/confidentiality regulations and must not be allowed to view secure materials.

CODE OF ETHICS AND STATE BOARD SECURITY REGULATIONS

"It is a breach of professional ethics for school personnel to provide verbal or nonverbal clues or answers, teach items on the test, share writing prompts, coach, hint, or in any way influence a student's performance during the testing situation. A breach of ethics may result in invalidation of test results and MCPS or MSDE disciplinary action."

The assumption is that all staff involved in testing are aware of the legal and ethical consequences of violating test security procedures.

Teen Parent Support Program

The Teen Parent Support Program is available for students who are parents or who are pregnant. If a student is known to be or suspected of being pregnant, the nurse should be notified.

The objectives of the program are

- To help the pregnant mother and teenage parent stay in school
- To help the teenage parent develop good parenting skills
- To provide a safe, healthy, nurturing environment for the baby
To develop an interagency and intergenerational approach for supporting the teenage parent
To provide career awareness, goals and training
To provide a prevention program to reduce the high number of teen pregnancies.

County resources are also used to provide support for the students.

Textbook Return

All textbooks are the property of MCPS and are loaned to students at no charge. Students must assume full responsibility for all books issued to them; this responsibility includes making payment for lost books and/or unreasonable damage. Teachers should schedule periodic book checks to ensure that students have the books required for each class. When students have lost books, teachers should confer with them, call parents/guardians, and note losses in obligation files. Depending on availability, departments will place extra textbooks on the closed reserved shelf of the library or keep one or two in their academic support rooms.

Each Department will keep a list of the students who have outstanding books and every effort will be made to have the students return the books or pay for them. When students express an inability to pay for their lost or damaged textbooks, they should be sent to the business manager so a financial plan can be set up to help them meet their obligations.

NOTE: Students are required to return books before their semester exams will be graded. Students who do not have the book(s) or have not paid for them before grades are due will not have their exams graded. The registrar will hold the diploma and transcript of seniors until they meet all financial obligations.

Visitors

(MCPS Regulation COA-RA)

Definitions. Authorized School Visitor--A person (not a student of the school involved nor an employee of MCPS) who has legitimate school business to transact, such as a conference with a staff member, and whose conduct is not disruptive or disturbing to the normal operation of the school.

Procedures. All visitors must register in the Main Office and wear a school-issued ID. The principal is responsible for posting MCPS Form 275-3, Notice--Those who do not have legitimate business....., and/or MCPS Form 275-1, Parents and Other Visitors, at the entrances to the building. Visits to classrooms are arranged as follows:

- Classroom Visits and Conferences. Classroom visits and conferences by parents and other persons in the school community are encouraged. Such visits should be arranged through the principal's office.
- Observations by Individuals or Groups. An individual or group interested in observing a specific program contacts the Department of Information to obtain the name(s) of school(s) conducting a program in which the individual group is interested. The Department of Information may arrange for the observation or request that the individual makes arrangements with the principal to observe the program. A group observation can be arranged by staff in the appropriate area office. Visitors are responsible for obtaining a temporary parking permit from the Main Office and displaying it in their car. Failure to due this may result in the car being towed at the owners expense.

Trespassing, Disturbances, And Disorders On MCPS Property. Any person causing a disturbance on any part of MCPS property or having no lawful business on MCPS property shall be notified by the school principal or person designated in writing by the principal that the intruder's presence is contrary to the law and shall be asked to comply with the law.

In those instances when the individual refuses to comply with the law, the police are notified. As soon as possible, the principal will notify by telephone the Director and the Deputy Superintendent. Within 24 hours of the oral report, the principal will report the incident in writing, using MCPS Form 270-3, Report of A Serious School Incident.
**Student Guests.** Permission for students who wish to visit will be given for academic reasons only. Arrangements for guest passes must be made at least one day in advance through the student's grade level administrator. Blair students wishing to secure a guest pass must submit a written request signed by either his/her parent or guardian 24 hours in advance of the requested visit.

**Children in the Building.** Children of staff are not to be in the building during school hours unless cleared by the administration or enrolled in the child development program. Children of students or siblings of students are not permitted in the building during school hours without permission from an administrator.
Instructional Programs

The Academies Program

Academy Coordinator: Mr. Kevin Moose  Paul_K_Moose@mcpsmd.org

The Academies at Montgomery Blair are communities of students and educators united by a set of common interests and career goals. Our mission is to provide a nurturing environment in which students are:

- Challenged to achieve the highest level of academic rigor
- Supported in their pursuit of academic and career goals
- Provided career pathways that meet their interests and needs
- Equipped with the skills needed to be successful beyond high school

9th Grade Academy
Blair ninth graders begin their high school experience as a member of the Ninth Grade Academy and complete the freshman cornerstone course, Connections. Team leaders for the 2012-2013 school year are: Ms. Conley, Mr. Fanning, Mr. Lee, Mr. Goldberg, Ms. Manuel, and Mr. Clay.

Entrepreneurship Academy  Lead Teacher: Mr. Murley, Kevin_J_Murley@mcpsmd.org
The mission of the Academy of Entrepreneurship is to:

- provide students with the business and interpersonal skills required to successfully manage a business
- increase the effectiveness of students’ communication and presentation skills.
- develop financial literacy and knowledge of investment strategies.

Health & Human Services Academy  Lead Teacher: Ms. Hartfield, Danyel_Hartfield@mcpsmd.org
The mission of the Academy of Human Service Professions is to:

- provide students with real-world experiences that utilize their analytical & critical thinking skills.
- provide students with the tools to become effective communicators, listeners, and presenters
- provide students with leadership training opportunities and the skills needed to succeed in a human service field.

International Studies and Law Academy  Lead Teacher: Mr. Moose, Paul_K_Moose@mcpsmd.org
The mission of the Academy of International Studies is to:

- provide students with the information and experiences essential in fostering a more global perspective of political systems, history, economic issues, and cultures.
- combine this knowledge with real-world connections so students can begin to develop the skills they will apply in a variety of settings.
- To explain the role of law in today’s national and international environment

Media Literacy Academy  Lead Teacher: Mr. Horne, Michael_J_Horne@mcpsmd.org
The mission of the Academy of Media Literacy is to:

- provide students with the ability to read, analyze, evaluate, and produce communication in a variety of forms.
- give the students authentic experiences in creating and using media to entertain, inform, and persuade.
- provide students with critical thinking skills, which enable them to deconstruct and interpret messages and to develop independent judgments about media content.
- facilitate the students’ ability to use a variety of media to produce effective & responsible media.

Science, Tech, Engineering, Math Academy  Lead Teacher: Mr. Haigh, John_A_HaighIII@mcpsmd.org
The mission of the Academy of Science, Math, and Technology is to:

- provide students with the technological, scientific, mathematical, research, and problem-solving skills needed in science, math and technology.
- promote student enthusiasm, confidence, exploration, and collaboration.
**Academy Certificate Requirements**

Students will be eligible to receive one of two academy certificates upon completion of the following requirements:

**Academy Certificate of Completion**
- successful completion of three credits of academy courses/electives*
- successful completion of the capstone experience with a rating of satisfactory

**Academy Certificate with Distinction**
- successful completion of three credits of academy courses/electives*
- successful completion of the capstone experience with rating of outstanding
- minimum 3.0 GPA in academy courses

* these credits may include required courses identified by each specific Academy

**The Capstone Experience**

The capstone experience provides each student with the opportunity to explore an area of his or her choice. The activity must be in depth, challenging and reflective of the collective learning of the student relative to the selected academy strand and career focus. With the assistance of the Academy Lead Teacher, teacher mentor, school counselor, and parents, the student will determine which of the following capstone experiences is best for him or her:

- *Internship* – Students will have an opportunity to participate in a paid or unpaid internship. In most cases, students will have to secure their own internship position.
- *Research or Performance* – Students will have the opportunity to develop and implement a research project or performance.
- *College Course* – This course allows students to take a course at the college level while concurrently attending high school. Students must apply to this program at Montgomery College and be accepted before they are registered for this course.
- *Cooperative Work Experience/On-the-Job Training* – Students will participate in a paid job and take a class as a part of the program. Students work directly with industry professionals in a field of interest, while refining career goals and postsecondary plans.
- *Thomas Edison School of Technology* – Thomas Edison provides opportunities for students in a variety of career development programs where students gain hands-on experience and explore traditional and non-traditional career options. Students take a half day of classes and travel to Thomas Edison for a half day to participate in this program. Students must apply and be accepted before they are registered for these courses.
- *Fire Rescue Services or Emergency Medical Tech* – This program provides students with training at the Montgomery County Fire & Rescue Training Academy. Students can earn local and national certifications that enable them to work side by side with Montgomery County fire rescue staff as they provide fire and rescue emergency services. Students must be at least 16 years old and apply and be accepted before they are registered for this program.

**Approval**

The capstone experience must be approved by the Academy Lead Teacher. Students will submit a capstone proposal during the second semester of their junior year for approval.

**Evaluation**

A capstone experience will be evaluated by a committee including the Academy Lead Teacher, mentor, peers, and community members. The capstone portfolio must include the following:
- Journal
- Oral presentation or performance with visual aids
- Reflective essay

These pieces are required regardless of the type of capstone experience selected. Capstone experiences will be evaluated by rubrics, which will be available to students once their capstone is approved, and will receive a rating of unsatisfactory, satisfactory, or outstanding.
**Communication Arts Program (CAP)**

The Communication Arts Program (CAP), established in 1988, is a four year, honors-level program with an interdisciplinary approach which is available to all through an application process. During their four years in CAP, students take honors level humanities courses taught within an interdisciplinary framework which includes drama, journalism, television production, and photography. During their junior and senior years, students individualize their programs of study and complete a senior research project.

**ESOL**

Students in Blair’s ESOL (English for Speakers of Other Languages) program are tested and placed as follows:

<table>
<thead>
<tr>
<th>Level 1 &amp; 2 (Literacy Special Placement)</th>
<th>Level 3 - low intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1 - low beginning</td>
<td>Level 4 - high intermediate</td>
</tr>
<tr>
<td>Level 2 - high beginning</td>
<td>Level 5 - advanced</td>
</tr>
</tbody>
</table>

ESOL students are tested throughout the year and are moved from level to level as appropriate. Students exit the ESOL program if they achieve a score of 5.0 on the WIDA ACCESS test or present a written request from a parent or guardian refusing ESOL services.

**Classes Offered by the ESOL Department**

**Intensive ESOL Classes:** Students in METS and levels 1, 2 and 3 have a double period ESOL class. Students in levels 4 and 5 have only one period of ESOL. In ESOL classes, teachers emphasize listening, speaking, reading, and writing skills using curricula that are closely aligned with WIDA and Common Core State Standards.

**Sheltered Content Classes:** ESOL teachers offer sheltered content classes.

- METS Reading - to help METS students improve their reading skills
- Academic Language – to prepare METS 2 and Level 1 students for social studies, math and science classes
- Pre-U.S. Culture – to prepare METS 2 and Level 1 students for U.S. History
- U.S. History A and B – for Level 2 students
- MAPS/Applications of Math - to prepare METS and Level 1 students for Algebra

**Sheltered Classes and Support Offered to ESOL Students by Other Departments**

- **Social Studies department** - U.S. History A and B, National, State, and Local (NSL) Government A and B, and Modern World History A and B
- **Science department** - Matter and Energy, Biology, and Physics
- **Math department** - Algebra/Related Math (double period) and Geometry

**English department** - Bridge English 9, 10, 11 and 12 classes are offered to ESOL students who have exited the ESOL program and are enrolling in mainstream English classes. Some ESOL students, such as seniors, are dual enrolled in ESOL and mainstream English classes to help prepare them for the English HSA and/or Bridge projects.
Suggestions For Instruction Of ESOL Students

Overall Strategies
- Multisensory approach
- Small, sequential steps
- "Hands-On"
- Modify format
- Relevant material
- Stress accuracy
- Use of clues/hints
- Frequent review/repetition

Classroom Routines
- Daily routine
- Explain change in routine
- Review and summarize
- Clear copy
- Reduced visual distractions
- Spelling requests
- Small group discussions
- Outlining/webbing aids
- Key points on board
- Summarize with visuals
- Close seating
- Quiet work area
- Teach book format
- Review daily notes

Directions
- Concise, clear written directions
- Alert to directions
- Short and simple directions
- Verbal with visual

Materials
- Textbooks
- List of materials needed
- Make dictionaries
- Bilingual dictionaries
- Notebook with dividers

Assignments
- Homework recording
- Assignments posted in same place
- List of all assignments given
- List steps for assignment
- Procedure for finished work
- Time frame for long-term assignments
- Check with a model
- Allow more time
- Modify original task

Reading
- Read silently, then orally
- Purpose for reading
- Color highlighting
- Use of context
- SQ3R

Writing
- Near to far copying
- Copying and proofreading
- Brainstorm words
- Specific feedback
- Criteria for content and mechanics
- Structure for reports
- Reserve note taking for advanced students
- Topic sentence and details

Math
- Verbalize steps
- Key words
- Group operations
- Alert to operations
- Easy-hard problems
- Spacing/cut outs for worksheets
- Manipulatives
- Computation aids
- Lined paper vertically

Oral Reports
- Time limit on oral reports
- Notes with oral reports

Questioning
- Factual-abstract questions
- Use of short answers
- Answer fewer questions
- Wait time
- Recall new information
- Specific questions
- Include question in answer

Testing
- Accept print or cursive
- Grade content vs mechanics
- Sample questions for understanding
- Index card to block
- Partial credit
- Inform of allotted time
- Key words
- Test same as teaching method
- Credit for all participation
- Test objectives
- Unlimited test
- Frequent quizzes
- Possible answers
- Review before test
- Read all choices-select
- Assist on test mechanics
- Monitor for correct way of answering
- Orient to test format
- Test in small group
- Avoid "pop" quizzes
**Reading Program**

**Goals**
The reading program aims to improve student test scores on standardized reading, writing, math, and citizenship tests. Our goal is to prepare students to be college and career ready in reading, writing, speaking, and listening. Students should demonstrate independent use of reading skills and strategies, comprehend as well as critique, and use technology and digital media strategically and capably in all classes.

**The Reading Department**
Montgomery Blair High School has implemented a school wide initiative to promote literacy throughout the content areas. Literacy involves thinking critically about what is read, heard, and viewed and communicating that understanding through writing and speaking. The role of the Reading Department in this initiative is to provide support for students who have demonstrated a need for additional instruction in key literacy areas and are reading below grade level. Due to the wide range of needs within this population, we offer classes designed to target specific areas of literacy in order to best serve our students.

<table>
<thead>
<tr>
<th>Grade 9 Courses</th>
<th>Grade 10 Courses</th>
<th>Grade 11/12 Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read 180 (year)</td>
<td>Read 180 (year)</td>
<td>College Prep Literacy</td>
</tr>
<tr>
<td>Critical Reading (year)</td>
<td>Critical Reading (year)</td>
<td>I/II/III (semester)</td>
</tr>
<tr>
<td>College Prep Literacy I (semester)</td>
<td>College Prep Literacy I/II (semester)</td>
<td></td>
</tr>
</tbody>
</table>

**What do we teach in reading classes?**

<table>
<thead>
<tr>
<th>Reading Skills</th>
<th>Reading Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>*assessment measures</td>
<td>*strategies to help build skills</td>
</tr>
<tr>
<td>- Main Idea</td>
<td>- Activating Prior Knowledge</td>
</tr>
<tr>
<td>- Compare and Contrast</td>
<td>- Questions</td>
</tr>
<tr>
<td>- Summarize</td>
<td>- Connections</td>
</tr>
<tr>
<td>- Sequence</td>
<td>- Clarify</td>
</tr>
<tr>
<td>- Fact and Opinion</td>
<td>- Purpose/Perspective/Culture</td>
</tr>
<tr>
<td>- Author’s Purpose</td>
<td>- Inferences (Conclusions, Predicting)</td>
</tr>
<tr>
<td>- Recalling Facts and Details</td>
<td>- Previewing</td>
</tr>
<tr>
<td>- Inferences/Predictions</td>
<td>- Re-read</td>
</tr>
<tr>
<td>- Vocabulary</td>
<td>- Chunking</td>
</tr>
<tr>
<td>*aligned with HSAs</td>
<td>- Text Structure</td>
</tr>
<tr>
<td></td>
<td>- Annotating/Marking Texts</td>
</tr>
<tr>
<td></td>
<td>- Analyzing</td>
</tr>
<tr>
<td></td>
<td>- Critique</td>
</tr>
</tbody>
</table>

**Science, Mathematics, Computer Science Magnet Program**
- Over twenty years ago, a steering committee of scientists, university professors, community members, and MCPS educators designed the Science, Mathematics, Computer Science Magnet Program to help promote quality integrated education and to meet the special needs of some of the county's highly able students who seek intellectual challenge and are academic risk takers.
- Recognizing that education is a personal and individual experience which depends on the unique talents and interests of each person, the mission of the Blair Magnet Program is to provide an environment in which each person's education is maximized. The Magnet accomplishes this by emphasizing the inter-relationships among the disciplines, developing a repertoire of problem-solving techniques, and providing the opportunity to pursue both independent and collaborative research projects.
- All magnet electives, which include courses like Marine Biology, Astronomy, Origins of Science, Thermodynamics, Linear Algebra, Statistics, Modeling and Simulation, and Computational Methods are open to all Blair junior and seniors who have the interest and the prerequisites. The Magnet, a pioneer in the integration of technology and curriculum, has assisted with this integration into all of Blair.
Special Needs Program

Board of Education Policy: Education of Students with Disabilities

"The Board affirms that the education of students with disabilities is a shared responsibility of special and general education, and that each school and its entire staff shall be accountable for the education of all students, including students with disabilities."

The Special Education Program consists of approximately 150 students identified as having specific educational and academic needs. Their identifying handicaps are learning disabilities, severe emotional disturbances and/or speech and language concerns. Students are mainstreamed for their elective courses and approximately 86% of the special education students have four or more classes daily in the mainstream. These students are serviced by special education teachers, instructional assistants, and speech pathologists. The special education program supports the total school program by participating in consultation, educational management, educational assessment and the identification of factors inhibiting student academic achievement.

To help facilitate communication and the implementation of appropriate strategies and accommodations in the mainstream, each department is given a special needs folder. This folder contains a list of students who receive special education services, a list of accommodations and sample forms. This information is confidential.

Programs

♦ General Education Classroom. Students who receive special education and related services outside the general education classroom for 0-6 hours.

♦ Resource. This model is intended for diploma bound students where the general education curriculum may be adjusted to meet the individual student’s needs.

♦ Speech and Language. Direct and indirect services to students who have been identified as having communication disorder involving articulation, language, voice, or fluency.

♦ Learning and Academic Disabilities. Direct special education instruction is typically provided within a special education classroom for the majority of the day. Students are diploma bound and the academic curriculum may be modified or adjusted to meet the individual student’s needs.

♦ Learning for Independence. Direct special education instruction is provided primarily within a special education classroom for the majority of the day. The student’s IEP goals are addressed through the fundamental life skills curriculum. Students served in this model are identified with mild to moderate mental retardation and/or multiple disabilities which may include mental retardation. These students are certificate bound students and adjustment must be made to teach life skills.

Specific Learning Disabilities

Specific learning disabilities are listed below. Please note that each of these learning disabilities covers a broad range. The impact of learning disabilities on a student's learning capability may be mild or significant. Teachers are encouraged to contact the Special Education program for support; instructional assistants and teachers may be available for additional support within the classrooms upon request.

(Am-M) Auditory Memory To Motor: Student has difficulty completing the multiple step process of recalling information which he/she heard and the writing it down.

(AM) Auditory Memory: Student has difficulty recalling information presented orally.

(AP) Auditory Processing: Student has difficulty comprehending, computing, or internalizing information presented orally.

(AD) Auditory Discrimination: Student has difficulty differentiating specific sounds, thereby preventing the easy comprehension of oral directions or information.
(V-M) **Visual To Motor:** The student has difficulty writing information presented visually (i.e. copying from the board or overhead, reading and answering questions from a book, etc.)

(VM-M) **Visual Memory To Motor:** The student has difficulty with the multiple step process of recalling information which was seen and then writing it on paper. Difficulty proofing their written work for errors.

(VM) **Visual Memory:** The student has difficulty remembering information which was presented visually.

(VP) **Visual Processing:** The student has difficulty comprehending, computing, or internalizing information which was presented visually.

(C) **Comprehension:** The student has difficulty understanding, drawing conclusions, going from specific to general, etc.

(ADD) **Attention Deficit Disorder:** The student is very distractible and has a very short attention span, thereby making it difficult to remain on task.

(IL) **Intellectual Limitation:** The student’s learning potential is limited. The student may or may not be identified as mentally retarded.

(MLH) **Multiple Learning Handicaps:** The student has several significant learning disabilities resulting in the need for intensive individualized instruction using all modalities of instruction.

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**The Roles and Responsibilities of an Inclusion Team**

The primary responsibility of general education teachers is to use their skills to instruct students in curricula dictated by the school system.

The Content Area Teacher Should:
- Develop units and lesson plans, using the curriculum guides
- Share the responsibility of preparing and delivering lessons.
- Share the responsibility of assigning grades to students.

The Content Area Teacher Should Not:
- Be solely responsible for a classroom.
- Be used as a substitute for a special education teacher.
- Be solely responsible for grading papers.
- Be assigned to work with the most "difficult" students the majority of the class period.

The primary responsibility of special education teachers is to provide instruction by adapting and developing materials to match the learning styles, strengths, and special needs of each of their students.

The Special Education Teacher Should:
- Provide more individualized instruction.
- Provide more individual attention to students.
- Adapt materials to meet the needs of specific IEP accommodations.
- Monitor IEP Goals
- Develop alternative assessments
- Share the responsibility of preparing and delivering lessons.
- Share the responsibility of assigning grades to students.

The Special Education Teacher Should Not:
- Be solely responsible for a classroom.
- Be used as a substitute for a content area teacher.
- Be solely responsible for grading papers.
- Be assigned to work with the most "difficult" students the majority of the class period.
- Be pulled out for scheduled IEP meetings during class time

Co-Teachers should share or AGREE on the following roles and responsibilities:
- Disciplinary action
- Warm-ups/Closure
- Getting Materials Together
- Taking Attendance
- Planbook check
**The Role of the Paraprofessional**

*Paraprofessionals work as special education teachers at Montgomery Blair High School.*

**Paraprofessionals commonly assist with tasks such as:**
- Leading small group instruction designed by the teacher
- Assisting students to follow directions given by the teacher
- Facilitating interactions between students
- Adapting lessons under the teacher’s guidance
- Create new, alternative instruction with direction from the teacher or other certified personnel
- Develop supplemental activities with teacher’s guidance
- Implement IEP goals

**Paraprocesssionals cannot:**
- Implement “behavior” ideas without direction of the teacher or other certified personnel
- Take complete responsibility for any students
- Establish grading criteria
- Write an IEP

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**Accommodating Classroom Curriculum to Include Special Students**

**Curriculum Options for special students**

1. Participate in activity as is
2. Make accommodations to regular activities
   - accommodate expectations
   - accommodate lesson or task format
   - modify instruction
3. Arrange alternative or parallel activities
   - can be offered out of the regular classroom
   - offer with a small group of peers

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**Strategies to Facilitate Classroom Learning for Students with Language Disabilities**

☑ If the content or structure of material is new or unfamiliar to the student, sentences should be spoken at a rate slower than normal conversational speech.
☑ Intonation patterns, phrasing, and stress should not be different from that within normal conversational speech.
☑ Order-of-mention information, directions, or computations need to be sequenced in the order of action required for execution.
☑ Information that is to be recalled later should be compiled in a list and given to the student. Eventually students should assume responsibility for developing their own lists.
☑ Tape recordings of lectures may be helpful.
☑ A buddy system may be established for help with classroom assignments. A buddy can take notes on No Carbon Required (NCR) paper.
☑ Sentence length of 5-8 words may be helpful.
☑ Wh-questions may be rephrased into simpler language (e.g., "Who" is rephrased into "What person").
☑ Untimed tests are often more valid than timed tests. Tape recordings of spoken responses to test items may be considered for some students.
☑ Break down information into smaller tasks.
☑ Give unmistakable clues to identify and emphasize important information, i.e., "This is important." "The main points are," "This could be a test question."
☑ Be aware when using negatives and exclusionary terms on worksheets and tests that students may become entangled in the language and unable to display their true knowledge of the subject matter, i.e. "Which statement doesn't belong."
☑ Provide adequate wait time for students to process information and formulate answers before asking for a response.
Whenever possible, provide visual stimulus material to accompany lecture material.
Emphasize meaningful associations, be organized, and relate to student experiences.
Take the time to give good directions.
Give direct and uncomplicated directions.
Reinforce oral directions with written ones or with other visual clues.
Some students may need to work in a study carrel.
Repeat and reword definitions or new concepts being taught several times in several different ways.
Allow students to ask for instructions to be repeated, rephrased, or clarified. One presentation of verbal information is often not enough for a child to comprehend.
Teach students strategies to compensate for memory deficits:
- Mnemonic devices - to memorize a list of words by remembering the first letter of each word in a new word or sentence.
- Visualize what is heard.
- Re-auditorize - say it again and again in your head.
- Notetaking.
- Associations - attach associations to concrete experiences to make them meaningful and help memory.