

Chippewa Falls Middle School

STAFF HANDBOOK

2015-2016

*This staff handbook is a guide to procedures used at the Middle School.
Please read this handbook and be familiar with the guidelines contained within.*

The handbook is based on current policies and practices. It is subject to revision as policies and laws change. It is also important to note that Board of Education policy and current law supersedes any guidelines in this handbook.

No set of guidelines covers every situation. Good judgment and common sense are expected of all of us in dealing with students. If that good judgment is based on the safety and welfare of the child, it will serve you well.



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GENERAL HOUSEKEEPING

General Principles

Teachers are responsible for the appearance and condition of their teaching areas.

Be sure that all books and materials are put away, that dry erase boards are clean, that the teaching area is presentable, and that all lights are turned off before you leave the teaching area at night. Please cooperate with the custodial workers by keeping the floors free of books, boxes and other objects hindering proper cleaning of the building. Also, the last class to use a room each day should put chairs on tables to help facilitate cleaning each night.

In compliance with state fire codes, walls should not be excessively covered with paper or other flammable materials. Ceilings cannot have flammable materials hanging from them.

Bulletin Boards and Walls

Thumb tacks, magnets, or pins should be used to secure displays to bulletin boards. Scotch tape should not be used on painted walls; rather, use masking tape or fun-tac. Time-specific signage in the halls (for activities or events) should be removed immediately after the date of the event has passed.

Maintenance Requests

When any extra custodial or maintenance service is requested, please fill out a maintenance request and put it in the maintenance mailbox. Maintenance Request forms can be found in the main office near the mailboxes.

Copiers

Report breakdowns to the appropriate contact as designated in the area.

Laminator / Poster Maker

Specific times have been set up for lamination in the LMC. A poster machine is available in the reception area. See receptionist for poster requests.

PROCEDURES OF A SCHOOL DAY

Hours

The work day begins at 8:00 a.m. and ends at 3:45 p.m. Hourly staff members' hours are designated by their individual positions. Exclusive of the 30 minute lunch, staff are expected to be in the building, performing their assigned duties. Exceptions to these hours and conditions must be with administrative knowledge as indicated in the Employee Handbook. Please sign out of the building at the reception area to leave during work hours.

Staff members may park in any parking lot, except for the loading dock lot. On days where plowing must occur, please park in the flagpole lot.

Before School

Students may enter the building at 8:05 am to go to the Commons for the Early Bird Resource Program and/or breakfast. Students should enter their assigned grade level doors and may stop at their lockers (if it is before 8:15 am) before proceeding to the Commons. Students entering after 8:15 am should report directly to the Commons so they have time to be served breakfast. Students remain in the commons until the 8:25 am dismissal bell. Students entering the building prior to 8:25 am must have a pass to go to other classroom areas. Music students with passes in their agenda books may come in prior to 8:25 am to drop off their instruments in the music area. Those students must then exit the building.

After School

All students should leave the building immediately after school unless they are attending other regularly scheduled activities. Buses will leave approximately 6 minutes after dismissal, so students are to be encouraged to get to the buses promptly. Approximately 90% of our students are transported by bus to school. You are required to give notice to parents before you retain a child after school.

Communication

Morning Announcements: Announcements should be written out, initialed by the advisor, and given to the reception desk the day before the announcement is to be made.

Staff Bulletin: Information pertinent to teachers will be published in the bulletin on Fridays. Teachers who want to include an item in the bulletin should submit the information to the principal's secretary by the Wednesday of that week. The bulletin is the primary source of information for staff; and, all staff members are responsible for the information within.

Online Announcement Page / Staff Portal: Daily information may be posted on the building announcement page. Please check this page daily.

INSTRUCTIONAL PROGRAMMING

Grading For Learning Shared Practices

Summative assessments will be designed to measure mastery of the priority standards.

Only summative grades will have weight in the final grade. This means we will not assign a weighted grade to

- Formative assessments
- Homework / Practice
- Class participation

Behavior

Formative assessments, homework, practice, and other learning activities can receive feedback. If a teacher wishes to use Infinite Campus to document progress, he or she can give a grade for these items with no weight assigned.

Extra credit or late penalties in our grading will not occur.

Lateness or noncompliance in learning are behaviors and will be addressed with the progressive discipline system.

Behaviors that distract from what a student knows and is able to do:

unprepared for class, coming without materials, late work, lack of participation, poor quality (non-readable) work, missing work, incomplete work, disrespectful and/or disruptive behavior, tardy, parent signatures, cheating, plagiarism, unproductive during class

Suggested Intervention Steps (reset each class period)

Non-verbal warning

Verbal warning

Student completes reflection form

Classroom consequence

Consequences from teacher can include: phone call home, lunch detention, before/after school detention, fix-it plan

Minor referral

****When a student reaches three minors in a 30 day period the office will follow the school-wide progressive discipline plan.**

We will use a school-wide system for summative re-takes or re-dos. The system will include

- A student-owned plan
- Re-teaching (where appropriate)
- Additional practice, if needed

A re-take or re-do score replaces the original score.

Except for Unified Arts and Interventions, grading periods will be set up as trimesters.

Homework

The Middle School has an understanding with the community regarding homework on Wednesdays. Wednesday is the day most middle level religious education occurs. To minimize conflicts for our families, we agree to avoid assigning homework on Wednesdays that is due on Thursday unless time is given in class to complete the work.

Best practice is that homework is used for students to practice skills they have already learned while at school. Homework should not be used to learn or develop new skills. Homework should be designed for students to be able complete without assistance from parents.

Curriculum

Curriculum is to be developed based on the Common Core State Standards and any additional content area standards developed by the State Department of Education. Curricular areas of unified arts, music, science, and social studies are responsible for the adoption of the Common Core State Standards for Literacy in all Subject Areas.

Classroom Time

Classroom time is to be maximized, with students being engaged and on-task for the entirety of the class period. Classes should run from bell to bell. Students should not be allowed to pack up early or line up at the door.

Student Learning Needs

Teachers should utilize differentiation, interventions, accommodations, and modifications based on individual learning needs.

Lesson Plans

Lesson Plans are written to provide:

- Daily purposeful direction for the teacher
- Direction for a substitute teacher
- Direction for classroom para-educators and student teachers
- Transparency of education processes and priorities
- Communication to our educational stakeholders

Lesson Plans will be posted on the school webpage on the Friday preceding each week. Lessons are to be designed to address Common Core State Standards, additional content area standards, and the student outcomes expected as a result of the lesson. Student outcomes should be specific and measurable.

Lesson Plans should include for each lesson taught:

- Aim or objective of lesson (student outcome(s))

- Procedure to be followed
- Assessment procedures

Gradebook

All graded assignments and assessments must be included in the Infinite Campus grade books. **Grades should be updated weekly** unless (in rare occasions) a significantly large project prohibits this timeline. In those cases, a minimal note of “missing” should be placed in the grade book to communicate this status to parents. Teachers are not required to maintain a paper gradebook in addition to an online grade book. Teachers are expected to meet grade submission deadlines published by the registrar.

RtI

The state of Wisconsin utilizes *Response to Intervention* (RtI) to address the learning needs of all students and to close the gap between under-achieving students and their similar aged peers. The RtI framework is developed around several understandings:

- 80% of students will be successful with the Tier I (Universal Level) of curriculum.
- 15% of students will need a Tier II (Select Level) Intervention in order to close the gap with similar aged peers.
- 5% of students will need a Tier III (Targeted Level) Intervention in order to close the gap with similar aged peers.
- The tiers represent a layered approach to supports. Students receive Tier II in addition to Tier I or Tier III in addition to Tier II and Tier III.
- A multi-data report including a normed universal screener is used to identify students who require intervention.
- Students who receive interventions are progress monitored using a normed tool in order to measure the impact of the intervention.

Problem Solving Process

Students work through the RtI framework via a building-wide Problem Solving Process. The Problem Solving Process is developed to include the following steps:

- Students receive the general education curriculum.
- If a teacher identifies a learning need in the general education curriculum, the teacher works with the team of teachers to identify and implement classroom level differentiation, interventions, modifications, or accommodations.
- These classroom-level implementations are documented on Infinite Campus.
- The Needs-Based-Assessment is used by the Pupil Services Team to identify students who need Tier II interventions in the areas of Reading, Math, or Study Skills.
- The Tier II intervention is implemented. The Tier II teacher monitors progress using the normed tools and documents the intervention.
- The Tier II teacher conducts a progress check during the 5th week of Rotations 2 through 5. If the teacher notices a regressing trend line after a minimum of 8 points of data, he or she can request a Tier III review from

the Pupil Services Team.

- If the Pupil Services Team concurs that a negative trend line exists after 8 points of data, a meeting to consider Tier III services can be scheduled. This meeting is scheduled by the Tier II teacher.
- The Tier III meeting is attended by the administrator, counselor, Tier II teacher, school psychologist, and parents.
- The administrator facilitates this meeting.
- After 8 points of data during Tier III, if progress reflects a negative trend line, the Tier III teacher can request review by the Pupil Services Team for consideration for a special education referral.
- All parts of the Problem Solving Process must be documented. The teacher providing the services (at any tier) is responsible for documenting the intervention and progress. The counselor is responsible for creating logs and flagging them. Assistant principals are responsible for collecting Problem Solving Meeting notes and distributing them to the staff.

Dismissal from Intervention

If a student has three (of four consecutive) progress monitoring scores at benchmark for the grade level and is scoring a 70% or better on classroom assessments, the student may be dismissed from intervention.

Parent Request to Opt Out

A parent requesting to remove their child from intervention must set up a meeting with the assistant principal, counselor, and teacher. The purpose of the meeting will be to review student achievement data. General education program placement (including intervention) remains the right of the school district. Parents do not have a “right” to opt-out.

Universal Screening

Teachers in the Chippewa Falls Area Unified School District are expected to universally screen their caseloads. Caseloads are defined as those students assigned to a teacher’s TA period *or*, for special education teachers, those teachers assigned to his or her caseload. Teachers without TA assignments may additionally be requested to assist in the Universal Screening procedures.

SLD Evaluations

Wisconsin state statute has required that all schools utilize an RtI-based problem-solving process for determination of student eligibility for Specific Learning Disability services. The Chippewa Falls Middle School has designed a Problem Solving Process that dually follows an RtI Framework and meets SLD criteria requirements. As such, it is important that the Problem Solving Process be followed in its entirety. **Staff members should never recommend a parent request testing to avoid the staff members needing to complete the steps of the referral process.**

PBIS

The Chippewa Falls Area Unified School District has adopted Positive Behavior Intervention Supports (PBIS) as its behavior management framework. PBIS is a behavior-based RtI framework.

- *Tier I:* School-wide matrix, TA curriculum, school-wide assemblies, Cardinal Credit incentive programs, team rewards, behavior re-teaches
- *Tier II:* Check-in / Check-out, SAP Group, Behavior Intervention Plan (BIP), Functional Behavior Assessment (FBA)
- *Tier III:* Wrap-around services
- Universal Screening for PBIS supports include teacher referrals and Office Discipline Referrals.

Guidance Appointments

All students must have an appointment and a pass, in order to see a counselor. A student with an appointment and a pass should not be refused permission to see a counselor.

Teacher Advisory Period

In seventh and eighth grade, one TA per week is designated for silent reading. In all grades, one day per week is designated for the implementation of TA curriculum. The remaining days are designated for homework completion with teacher assistance. Teachers should direct students to homework completion during this time. Students who do not have homework should read during the homework time. Teachers are asked to communicate progress with their TA class and counsel them on missing work or other student needs.

Movies

Movies to be shown in class or attended as a part of classes must be directly related to curricular programming (including behavior incentives). All student-viewed movies must be rated "G" or "PG." If you are considering showing a PG-13 movie, administration must pre-approve the movie. Additionally, you must receive written parent permission for every student seeing the movie. A case must be made for movies rated above "PG" if its viewing is strongly tied to the curriculum and enhances the content for the class.

IEPs

Students who have met criteria for receiving special education services will have an Individualized Education Plan (IEP). The IEP is developed by the IEP team. Each student with an IEP is assigned a case manager, who is responsible for overseeing the services guaranteed to the student in the IEP. A student's right to receive the services identified in the IEP is guaranteed by federal law. All staff members working with a student with an IEP have the legal obligation to ensure the services identified in the IEP. Any member of the IEP team can request to reconvene the team to discuss student needs.

Accommodation Plans

Some students have genuine learning needs that do not meet the criteria for special education services. These students may have an accommodation plan designed to help making learning accessible for them. Accommodation Plans are to be documented in Infinite Campus and flagged. Counselors are the case managers for Accommodation Plans and should oversee their implementation. All staff members working with a student who has an accommodation plan are expected to implement the accommodations designated in the plan. Any teacher who works with the student may call a meeting with the teachers and parent(s) to discuss items in the Accommodation Plan.

Field Trips

Approval for all trips outside of the school must be obtained from the building principal. School Permission Forms must be filled out by parents and must be on file before any student may leave the building.

1. The trip approval form must be completed and signed by the principal at least five full days in advance of the trip. The Board-approved field trip form can be found in the Main Office near the mailboxes.
2. All students participating in a field trip must provide a completed, written field trip permission form from a parent / guardian to their assigned teacher. Teachers should use the Board-approved format for their permission forms.
3. When a trip is approved, please notify other teachers of the date and periods of the trip so that they can plan for the absence of the students.
4. Board policy requires that a first aid kit is in every vehicle used for field trips. The school nurse has the kits. You must arrange to check out the kits for all field trips.
5. Inform the Health Office at least one week in advance of the names of the students who will be going on the field trip. The school nurse or health assistant will apprise you of any needs your students may have, as well as the proper procedure for dispensing and recording dosages of medications.
6. Inform other teachers and secretaries by memo at least one week in advance of the names of the students who will be going on the field trip.
7. All trips on school time should be directly related to curriculum.
8. Teachers whose classes are taking the field trips shall chaperon. Please use parents as additional chaperons, not other teachers, counselors, etc.
9. Parents / Guardians who are attending as chaperons, and who will be unattended with students, must complete and be cleared by the district background check process. Background check paperwork is available through grade level offices. Please allow a week to process.
10. Trips should be planned by grades, teams, or departments. Individual classes should not plan to take trips.
11. Team trips in each grade level will be scheduled on the same day(s) whenever possible.
12. All clubs and activity trips should be planned for non-school time. Student groups such as the Student Council are limited to one field trip per year that takes place during normal school time.

13. Students will be expected (and directed) to get assignments from classes they will miss while on a field trip. Students will complete and submit those assignments in advance or have those assignments ready to submit upon return to classes.
14. Exceptions to any of the above mentioned provisions of this policy can be granted in extenuating circumstances by the building principal.

Additional suggestions for teachers who conduct Field Trips:

1. Know what dangers a trip might present and make plans to avoid them.
2. Inform students in advance of possible hazards, and provide instruction concerning rules and regulations to be observed.
3. Be sure that tours through establishments such as factories are under the direct supervision of a qualified employee of the company. Do not assume unfamiliar duties on such tours.
4. When travel is necessary, use school or public transportation.
5. Use parental permission slips as a safety device. Please understand that these permission slips do not absolve a teacher's legal responsibility for due regard.
6. Avoid water activities. If they are involved, be sure to have a trained lifeguard on duty.
7. Be proactive and take any possible steps to prevent accidents from occurring.
8. Family members are not allowed on the field trip unless they are acting as chaperons.

GRADES AND REPORTING TO PARENTS

Grades will be given each quarter and mid-quarter as well as each rotation and mid-rotation for 6th and 7th grade Unified Arts classes. Grading submission deadlines will be published by the registrar.

Progress Reports

Progress reports are reported by teachers through Infinite Campus. Each guardian will receive electronic progress reports; and, hard copies will be mailed to those parents who have requested them. If a student drops below a passing grade after progress reports have been posted, teachers must contact the parent to notify them that their child is at risk of failing for the quarter. A teacher cannot post a failing grade for a student if the parent has not been notified that the child is at risk of failing with adequate time to correct the failing grade. Notifying the student alone does not meet this criteria.

Good assessment practices include regular appraisal of the students' work. Please keep students and guardians informed of student progress. **Grades should be updated weekly** unless (in rare occasions) a significantly large project prohibits this timeline. In those cases, a minimal note of "missing" should be placed in the grade book to communicate this status to parents.

Grading Scale

Percentage	100	99 98 97 96 95 94 93	92 91 90
Letter Grade	A+	A	A-
Percentage	89 88	87 86 85 84 83 82	81 80
Letter Grade	B+	B	B-
Percentage	79 78	77 76 75 74 73 72	71 70
Letter Grade	C+	C	C-
Percentage	69 68	67 66 65 64 63 62	61 60
Letter Grade	D+	D	D-
Percentage	59□		
Letter Grade	F		

Grading Scale - French 1/Spanish 1 - Grade 8

Percentage	100□	100 99 98 97 96 95	94 93 92
Letter Grade	A+	A	A-
Percentage	91 90 89	88 87 86 85	84 83 82
Letter Grade	B+	B	B-
Percentage	81 80 79	78 77 76 75	74 73 72
Letter Grade	C+	C	C-
Percentage	71 70 69	68 67 66 65	64 63 62
Letter Grade	D+	D	D-
Percentage	61□		
Letter Grade	F		

Honor Roll

The following honor roll system for CFMS was officially adopted by the Middle School Staff on May 13, 1981:

1. **HONOR ROLL** 3.5 - 4.0 GPA

2. **MERIT ROLL 3.0 - 3.49 GPA**

PUPIL CONTROL

Supervision

Students are to be supervised by staff at all times. Students should not be sent to work alone in halls in areas that are not able to be supervised by the teacher. Classrooms should not be left unattended. Teachers should close and lock their doors upon exit from their classrooms to ensure that students do not enter unsupervised. Teachers with passing time duties should ask students to line up outside of their doors to quietly wait for the teacher.

Discipline

When working with students, all employees are responsible for the supervision and direction of students. This includes students passing from one area to another and students not yet in the area of class assignment. Each teacher is expected to assume the responsibility of his or her own discipline problems, except in re-occurring or extreme cases.

Enforcement of School Rules and Expectations

It is the job responsibility of every staff member to enforce school rules and expectations. Please seek help from administration if you are unsure how to address a specific expectation.

Handling Student Discipline

Teachers are asked to deal directly with all classroom level disciplinary problems whenever possible. These behaviors are referred to as “minor” behaviors. Appropriate responses to minor behaviors include: talking to the student, apology, fix it plan, call home, parent meeting, before school / after school detention, lunch detention. A parent contact should be made. Teachers or support staff cannot assign in- or out-of-school suspensions. Teachers should not send students directly to the In-School-Suspension Room.

Teachers should document minor behaviors in Infinite Campus. Please include event, response / consequence from teacher, and parent contact information. After three minor behaviors within 30 days are entered for a student, a notification is sent to the division assistant principal for follow up.

Sometimes, student classroom behaviors warrant a referral to the division assistant principal. This is when the behavior is more severe or when there have been several minor behaviors that have not subsided after teacher consequence. When a teacher needs to refer a behavior to the office, the teacher should submit an ODR through Infinite Campus so that the assistant principal has the information needed to assign the appropriate consequences.

Office assigned consequences could include anything from a conference with the student, restorative measures, detention, in-school suspension, out-of-school suspension, and / or a police referral.

Please bear in mind that the removal of a student from class is the prerogative of the administration. Teachers cannot drop students from a class or put them out of the class for an extended length of time.

STAFF MANAGED BEHAVIORS		OFFICE MANAGED BEHAVIORS	
Minor		Major (or frequent / severe minor behaviors)	
<ul style="list-style-type: none"> ● Cheating / Lying / Plagiarism ● Classroom Disruption ● Computer Misuse ● Defiance ● Dress Code ● Excessive Talking / Shouting ● Forgery / Fake Phone Calls ● Horseplay ● Inappropriate Language ● Insubordination ● Missing / Late Assignments ● Property Misuse ● Public Displays of Affection ● Stealing (minor value) ● Tardiness to Class ● Teasing ● Unprepared for Class 		<ul style="list-style-type: none"> ● AODA Offenses ● Bullying ● Cell Phone Violation ● Computer Violation ● Electronics Violation ● Fighting/Physical Aggression Towards Others ● Harassment ● Missed Detentions ● Property Damage ● Sexual Offense ● Stealing (major value) ● Threatening Language ● Threats of Harm ● Tobacco Possession ● Truancy/ Skipping Class ● Weapon / Combustible Possession 	

Detention

Before or after school detention can be a good consequence for classroom behaviors. Teachers may have a student before or after school provided they give the student and parent notice. It is important to make parental contact before a student remains after school for any reason.

Corporal Punishment

Corporal punishment shall not be used.

Complaints

Complaints of parents must be handled tactfully. In almost every case of complaint, you will find that there is a misunderstanding. Place yourself in the position of the one complaining and view the difficulty calmly and sympathetically. After considering the questions from every angle, make your decision and adhere to it. Parents may appeal your decision to the Assistant Principal.

Extent of Staff Authority

Students must follow all rules of the school and will obey reasonable requests of all school personnel anywhere on school grounds at any time. This also includes school activities off school grounds such as field trips.

Smart Snacks in Schools

The Smart Snacks in Schools regulations are guidelines that set forth nutritional parameters in schools. They apply to classroom parties, vending machines, and fundraising items.

Snacks provided to or available to students must meet the Smarter Snacks in Schools Guidelines per our District Wellness Policy. This means:

- Food and beverages not USDA guidelines will not be served/sold/provided to students on school grounds during the school day.
 - This includes soda, or other sweetened soft drinks, sport drinks, iced teas, fruit-based drinks that contain added sweeteners, high fat snack foods and candies.
 - Snacks and other foods that meet USDA nutritional guidelines will be acceptable.
 - Food and beverages that do not meet the nutrition requirements will not be promoted.
- School fundraisers will promote non-food items such as books, gift wrap, magazine, plant sales, raffles, walkathons, fun runs, etc.
- Food shall not be promoted as the focus of student celebrations.
 - Food rewards or incentives shall not be used to encourage student achievement or desirable behavior. (Students with IEP may be exempted but healthier rewards are encouraged).
 - If food is part of the event, nutrient dense foods (whole grain, fresh fruit, and vegetables) will be included.
 - Guidelines for healthy snacks will be provided on school websites.
- Food provided for students as part of instructional curriculum will be exempt.
 - Foods of less nutritious value should be limited (no more than twice per month per building principal's discretion) and not served prior to lunch.

Snack items must:

- Have fewer than 200 calories
- Have fewer than 230 mg of sodium
- Have less than 35% of calories come from fat, less than 10% of calories come from saturated fat, and no trans fat
- Have less than 35% of weight from sugar

NON-INSTRUCTIONAL PROFESSIONAL RESPONSIBILITIES

Collaboration

All teachers are required to participate in the district-designated collaboration time. The Chippewa Falls Area Unified School District uses a Professional Learning Communities approach to collaborating. Teachers should be engaged in collaboration from 8:00 am to 9:00 am. This time is to be used for curriculum work including, but not limited to: adoption of standards; curriculum mapping; developing common formative and summative assessments; reviewing student data and creating action plans; developing classroom level activities and projects; professional development. Collaboration time *should not* be used for planning field trips, committee work, department meetings, or grading papers. Collaboration notes should be submitted electronically to the principal by the Friday following a collaboration day.

Team Meetings

Cross-curricular teams should meet a minimum of once per week for the purpose of individual student problem-solving. Additional team meetings should be held for additional tasks including, but not limited to, planning field trips or special events, cross-curricular activity planning, family involvement planning, etc...

Professional Development

Professional development around building goals and district initiatives will be given priority. Staff members must seek building-level approval before participating in professional development that occurs during the school day or will be supported using building funds. Workshops and trainings will be prioritized over general conferences. Teachers are expected to plan for implementation of skills or concepts gained at workshops or trainings. Teachers participating in conferences will be expected to present findings to departments, grade levels, or staff as relevant upon return from the conference.

Parent Communication

Infinite Campus and teacher lesson plans are identified as our primary forms of communication of student progress. Teachers may wish to provide additional personal (phone or email) communication to parents regarding good news from class, changes in progress, or academic / behavior concerns. Please be aware that unintended tone can occasionally be read into email, without intent by the writer. While email is convenient, a personal phone call may better communicate a sensitive-topic message to parents. **When parents initiate contact with a staff member, communication should be returned within 48 hours.** Even if it is just return correspondence to say that more time is required to gather needed information, communication of some sort should be made to acknowledge receipt of contact.

Contact Log

Please document pertinent parent or student contacts on Infinite Campus in the Contact

Log. Email texts can be copied and pasted in their entirety directly into the log. The Contact Log is located in the PLP tab.

PLP

The PLP tab on Infinite Campus provides a location to document academic needs and responses. Here, teams can create Contact Log entries, Accommodation Plans, or complete Rtl Logs.

Public Relations

As part of the middle school communication plan, each team will send an Infinite Campus messenger home monthly to communicate with parents the goings-on of the team. Departments are expected to publish an article in the school newsletter every other month.

Each teacher and each team is asked to submit to the principal any accomplishments, and/or special activities in which the teacher, the class, or the team has participated. Please submit short reports (approximately 1 paragraph) to be included in Board reports or on Facebook. Longer articles can be submitted to the 8th grade office for inclusion in the school newsletter.

Evaluation

Instructional Staff will be evaluated using Wisconsin's Educator Effectiveness model that includes both evaluation by the supervisor and the submission of Student Learning Outcomes. Speciality staff (therapists, reading specialists, etc...) will be evaluated using a district alternative model. Support staff will be evaluated annually using a district evaluation tool.

Supervision Duties

All teachers responsible for supervisory duties are to report to their designated area and remain there until they have met their time assignment.

All teachers on supervision duties are expected to use "active supervision." Grading papers, reading, or using electronic devices while students are present is not permitted.

Locker Bay

Staff assigned to locker bay supervision shall be responsible for the following:

- Supervising students in the assigned area before the first bell of the day, between each class and lunch period bell, and five minutes after the last bell of the day.
- Prevent and/or stop activities that are inappropriate. These include the following: running, shouting, shoving, hitting, and littering. The supervisor shall keep students out of lockers except at approved times. The supervisor shall prevent loitering and other habits that promote tardiness.

Lunch Room

Lunchroom supervisors are responsible for the following:

- Supervision of students coming to and from the lunchroom. Supervisors should prevent running, pushing, and loud talking practices.
- Supervision of lunch lines; students should be prevented from pushing, "cutting in line," and excessive noise.
- Supervision of lunch tables and eating area. Supervisors shall see that students eat in an appropriate fashion, that litter is picked up, and that all materials (dishes, paper, etc.) are disposed of properly.
- Supervisors shall dismiss only at the assigned time and after the area is restored to the level of orderliness existing before lunch began.

Bus Duty

Bus duty supervisors are responsible for:

- Maintaining an orderly pattern of movement from dismissal until buses are loaded and depart or are unloaded and students enter school.
- Enforcing the use of paved areas for traffic, keeping students off grass and shrubbery areas.
- Enforcing all school policies in regard to littering, smoking, profanity, etc.
- Addressing issues of public affection. Students must keep hands to self at all times.

Students are to remain outside in the morning prior to 8:25 am unless it is raining, snowing, or a temperature below zero (including wind chill). Students may be permitted early entry when they have a pass. When students are "in" for morning time, due to inclement weather, they are to remain in the entry way, on the tile.

HEALTH SERVICES

The services of the school nurse are shared with other district schools.

Notable Health Concerns/Questions

Please contact the school nurse if there is a health concern that school personnel need to know about (e.g. asthma, allergies, migraine headaches, vision or hearing problems, etc.) Staff members who work with a student with a Health Plan will receive a copy of the plan from the school nurse. It is the professional obligation of the staff member to be aware of the plan contents and follow the plan in its entirety.

Illness/Injury at School

Students who are sick or injured must get a pass from a teacher to go the nurse's office.

Medication

Medication is dispensed in the nurse's office. **Please do not give any medicine, including aspirin, to a student.** All medication will be handled through the policies of the school nurse at the reception area. A signed statement from parents/guardians and a physician must authorize the administration of medication. Parents must bring student medication to and from school. Parents of students who take medication at school should obtain a copy of the school district's medication policy for specific details. A copy of the complete policy is available from the school nurse.

SUBSTITUTE TEACHERS

Please notify **AESOP** of your absence **no later than 7:00 am.** on the day of your absence. You may notify Aesop of your absence by logging onto the website at www.aesoponline.com or by calling 800-942-3767 (800-94-AESOP). To enter your absence you will need your ID, which is your ten-digit telephone number, and your PIN, which is the last four digits of your social security number. When accessing the phone system, you need to press the “#” key after you enter your ID and after you enter your PIN.

AFTER 7:00 am, you will need to call Central Office at 715 726-2417 **AND** the Middle School Reception Area Office at 715 726-2400 to notify them of your absence so a substitute may be hired.

If a substitute is needed unexpectedly during the day, you need to enter the absence into Skyward and contact the Middle School Reception Area Office as soon as possible so that a substitute teacher can be found. **Subs will not be paid unless the absence is entered and approved through Skyward.**

In the event that a substitute and teacher both arrive for teaching duty, the teacher will be responsible for payment of the substitute's salary for that day. Arrangements regarding substitutes are **NOT** to be made by teachers.

Always have available for substitute's use the following items:

1. Lesson Plans
2. Seating Charts
3. Teaching Schedule, including duty assignment details
4. Grade Book, if necessary
5. Class Lists (attendance lists to submit to division offices)

Please also appoint a student chairperson for each class (as well as an alternate) and acquaint him/her with your plan book and seating charts. This will provide an opportunity for a student to assist the substitute teacher.

STUDENT RECORDS

Confidentiality of Records

All educational records are confidential and protected under FERPA law. Staff members should only access records of those students with whom he or she directly works. Staff members should only access records for educational reasons related directly to his or her work with that student. Staff members should never disclose information in a student's record to anyone other than the student's parent or guardian unless written consent from the parent or guardian has been received (for JNR-3). This includes disclosing information to a medical official, grandparent, adult sibling, step-parent, parent's significant other, or any other family member or friend.

STUDENT ACTIVITY FUNDS

Collecting Monies

All money collected in school must be turned in at the business office by 3:45pm each day. Collected monies are not to be retained in the classroom overnight. Please provide documented support to explain funds such as names of students and amounts collected.

District audit policy requires that a receipt is written for any money collected over \$1.00. Receipt books are available at the business office. Please ask the account clerk to explain any accounting procedures you do not clearly understand.

All receipt books should be turned in for the auditor's inspection each summer.

All monies must go through school accounts. Money collected will be receipted; and, money spent will have vouchers to explain expenditure.

Fund Raising Guidelines

"Fund Raising" is used here to include any activity designed to earn money for any Middle School group/organization that uses Middle School staff or students in any capacity.

1. All fundraising events must be approved by the Building Principal at least two weeks prior to the beginning of any fund raising projects.
2. Each middle school organization is allowed to conduct one fundraiser per year.
3. All monies collected must go through the school activity account to provide security and audit of the project.
4. No student or teacher shall be required to sell or buy any product offered by a group or organization of which he or she is a member.
5. No student shall be held financially responsible for more than \$25.00 for items entrusted to him or her at any one time. Monies not accounted for will be treated as a student fine.
6. The responsible adults (teacher, advisor) shall keep an accurate written inventory and sign out record to account for all items and money. Copies of this record shall be available to the Building Principal upon request.
7. Any inventory or monies lost shall be the responsibility of the sponsoring group.

SAFETY

All teachers and school personnel should use every precaution to provide for the safety and welfare of all pupils. Stop any play or conduct that would in any way endanger pupils. When pupils use apparatus, equipment, machinery, etc., ensure equipment is in proper working order and is used according to approved methods. Teachers are liable if they are grossly negligent in the performance of their duties.

Safety goggles must be worn by students during activities which utilize objects which might endanger the eyes.

Staff members are expected to wear their identification at all times.

Building security is our best protection against school violence. **Outside doors should never be propped open.** If a staff member sees someone in the building who is not wearing a visitor's badge, he or she should walk the person to the front office to sign in.

Accidents

Each employee shall immediately report to a building-level administrator any accident occurring to himself or herself on school grounds. The employee will complete an accident report and submit it to the health services office.

Please notify an administrator and the school nurse of all injuries of a serious nature that occur to a student. An accident report must be completed by the staff member.

Student Pictures

There are a few students in the building whose pictures may not be taken or published. If you will be photographing students, please contact the building secretary to get a list of any of your students who may not be photographed.

Keys

Key cards to the building are obtained by contacting the Building and Grounds Director. If you wish to use an area (such as the pool), it must be approved and is subject to approved conditions. Please check with the administrators before using the building or equipment. This policy is in keeping with liability requirements. Keys should never be used by students for any purpose; as a matter of good practice, never allow students, nor others unemployed by the school district, to use your keys. It is the policy of the Board that keys to school property be controlled and issued by school administrators. Keys should be issued to those who must have them and only during the period of time required. No one but the maintenance staff should have duplicates made and no one should give a key assigned to them to another person to use without administrative approval.

Mandatory Reporting

Mandatory Reporting is a legal obligation. Reporting a concern to another staff member, a counselor, or a principal does not fill a reporter's legal obligation. The person with the information is the person responsible for calling it in *immediately*. Neglecting this obligation is a law violation that can be criminally charged or civilly sued. Staff members are required by law to report cases of suspected physical abuse, sexual abuse, emotional damage, and/or neglect. It is not the responsibility of the staff member to question the child or conduct an investigation. If you have information that you need to report, you should have someone cover your class and call Human Services *immediately* at 715-726-7788. Ask to speak to the intake worker. It is good practice to have Infinite Campus open, as the worker will ask for household information. After you have made a referral notify your supervising principal.

Crisis Team

In the event of a crisis (student or staff tragedy), the Chippewa Falls Middle School has a Crisis Team that will gather to implement the crisis protocol. This team will provide information and materials to the rest of the staff. Staff members should keep a copy of their emergency calling tree at home, as it may be used in the event of a crisis.

Medical Emergencies

The AEDs in our building are located at the 8th Grade Office and gym area.

If you are in a situation with a medical emergency, please dial “0” to get the receptionist who will call the Medical Response Team. Please tell the receptionist **WHO** the person is involved and **WHAT** the nature of their medical emergency is.

The receptionist will enact the Medical Response Team using the PA system.

The Medical Response Team will determine if 9-1-1 will be called. A member will make the call and will notify the reception area after the call has been made.

Teachers *not* on the Medical Response Team may provide assistance by:

- Subbing for a Team Member’s class
- Helping with crowd control
- Moving students to another area
- Providing comfort to upset students

People who are *not* assisting directly with the situation should not remain in the area. This can create discomfort for the patient and can interfere with team’s ability to help the patient.

For an after-hours major medical emergency, dial 9-9-1-1 from the nearest phone. Location information should be posted on a yellow sign near your phone.

All staff members should have a yellow emergency instruction form is hung by their telephone. If you do not have this form, contact your School Nurse.

Crisis Prevention Intervention (Student Behavior Emergency)

If a teacher has a child who is physically out of control and is at risk of hurting him/herself or others, he or she should dial “0” so the receptionist will call the Non-Crisis Intervention Team. Please tell the receptionist **WHO** the person is involved and **WHAT** the nature of their behavior is.

The receptionist will enact the Non-Crisis Intervention Team using the PA system.

Teachers *not* on the Non-Crisis Intervention Team may provide assistance by subbing for a team member’s class.

- Subbing for a Team Member’s class
- Moving students to another area
- Providing comfort to upset students

The Team will determine if the police need to be called for assistance. A member of that

team may make the call or may request the receptionist to make the call.

People who are *not* assisting directly with the situation should not report to the area.

Fire Evacuations / Drills Guidelines

1. Fire drills are required in each month of the year except those in which the health of the pupils may be endangered by inclement weather conditions. Reports must be made to local and state authorities on this basis.
2. All occupants of the building, with no exceptions, shall leave the building whenever a fire alarm is sounded. Teachers should check their classrooms to see that it is clear and close the door as they exit.
3. The first priority is to get pupils out of the building quickly and in an orderly fashion.
4. Each teacher should exit with his/her pupils. Take attendance records once gathered outside. If you exit anywhere other than the flagpole or poolside of the building, students will walk with an adult around the building and gather in the green areas by any of the three parking lots.
5. Those teachers who exit out the flagpole or poolside of the building should line up students on the sidewalks or blacktop at a distance away from the school in an orderly manner. All driveways should remain clear. If weather is inclement, administration or designated supervisor will have students evacuate to the high school cafeteria.
6. If an emergency occurs when school is not in session, all evacuees will walk around the building and congregate at the front of the building. The custodian on duty will assume the supervisory position. If possible, groups should bring attendance forms to help account for everyone.
7. If weather conditions for students exiting from the pool would be more adverse than the current situation in the building, students and supervisors may stay by the exit until an all clear signal is given or the situation deems that they move to the high school.
8. If an alarm should sound during a passing period, students are to exit by the closest door and remain with a nearby adult until everyone is reorganized at the high school or allowed to reenter the building.
9. An outside bell sounded three times will indicate that the building is clear and that students and teachers may make an orderly return to their classroom. Under no circumstances should anyone return to the building without first hearing the all-clear signal.

Special Education classroom 310 will exit door 5, classroom 312 will exit door 4.

A MAP SHOWING ALL FIRE EXITS SHOULD BE POSTED IN EACH CLASSROOM.

Tornado Procedures

An announcement over the public address system will indicate that a tornado is approaching and that teachers, students, and other personnel are to take cover by

assuming a crouched position with the back facing the Southwest and the head tucked under the body.

1. Tables provide a cover. In academic houses and the library, move away from windows and assume the crouched position under the steel-framed tables.
2. Pupils in the areas facing South and West that have exposure to glass walls and/or areas of limited wall support will move to safer areas, then assume crouched position for safety. Please note these special areas:
 - a. Lunch room - move down hallway past foreign language rooms toward 6th grade locker area (don't go as far as the locker bay itself).
 - b. Unified Arts - move into hall between 8th grade principal's office and 8th grade locker bay. Exceptions: shop classes who should move away from glass wall and stay in woodshop and metals area. Business, stay in business area.
 - c. Physical education - move into hall between gyms and locker rooms.
 - d. Music - move to central core of music area or chorus room.
 - e. Auditorium - stay in auditorium but move to aisle and lowest level for easy dismissal after the storm.
 - f. Art-move to restrooms or Health room.

Teachers in special situations should remember that safety is in solid structures providing support, away from glass and, away from a Southwest outside wall. An announcement over the public address system will provide the all clear after the danger has passed.

Bomb Threats

Bomb threats are extremely disruptive and are most commonly made by students in an attempt to get out of school or get attention. Real bombs in school are extremely rare.

Nevertheless, the administration treats every bomb threat seriously. If you receive a threat directly, please notify the principal immediately.

Should we require evacuation, please follow the below guidelines:

1. We will announce that the building is being evacuated and the details of how to exit and what procedures to follow outside.
2. Please exit with your class and stay with them to supervise. Take class rosters with you.
3. Look around your classroom (area) before leaving and report anything that you feel is suspicious to a principal, after you have exited the building!
4. Do not touch anything you feel might be dangerous. The building will be checked after all students are outside.
5. Report any rumors and information you hear from students. Frequently, students tell others of their actions in order to get attention.
6. Remain with your current class through the entire evacuation. Please do not send students to their TA teachers. Staff members who do not have a class at the time of evacuation should report to the principal to be assigned alternate supervision duties.

7. Make no statements to the press. All press releases come from the superintendent.

Middle School Evacuation Procedure

If instructions need to be given, with or without an evacuation taking place, staff will be instructed to check their email or phone messages. If an evacuation is necessary, an announcement over the pager system will indicate the nature of the crisis so students and staff are informed. Other instructions may also be given. ** Guidance staff will make a final sweep of the building before leaving.

Students will evacuate to the high school with the teacher to whom they are assigned at the time of evacuation. After arrival at the high school, students will sit with their teacher who will take attendance. **Teachers should not release students to anyone. All sign-outs will be processed through secretarial staff.**

Unassigned teachers (those without students at the time of evacuation) will monitor student phone calls at a designated area and monitor restroom and drink lines from the sitting area to the restroom areas.

Cell Phones

Students and staff should not use cell phones or walkie talkies at the middle school for safety reasons. Remember evacuation is not an automatic dismissal day. All attempts will be made to return to the middle school.

Bus Ride

Those students or staff members that would have difficulty walking to the high school should call Joni Olson's room and ride the special needs bus. The bus will be parked by the gym door. Joni's extension is 2488. Be sure that your students are supervised before leaving.

Intruder in the Building Guidelines

In the event anyone becomes aware of a person who is armed or otherwise provides a threat to any student or employee, follow these steps:

1. Do not confront the person. Call the receptionist ("0") and tell the reception what you observed and where.
2. The office will utilize the intruder alarm.
 - Students and staff in hallways should go into nearest room.
 - Classroom teachers closest to the main doors of the 2 academic areas will close double doors.
 - Classrooms need to move to appropriate areas.
 - Secure area.
 - Move away from the windows to a more unobservable area in the room. Sit down on the floor if possible.
 - Turn off lights.
 - Remain quiet.
 - Do not open doors for anyone. Remain in this position until your room is

personally cleared by a staff member or member of law enforcement.

Moving to a Secure Area:

Commons-go into the kitchen, staff lounge or custodial room
Room 402-go to room 404
LMC-small room next to 420
Room 514-go to room 512
Room 516-go to room 540
Room 518-go to room 534
Room 536-to area between 536 and 538
Rooms 530 and 520-to Room 528
Room 608-go to room 610
Room 612 to room 614
Room 622-to room 630
Room 628-to room 630
Room 634-to back storage room
Room 614 shut main entry doors
Room 618 shut main entry doors
Auditorium-stay there and shut doors
Reception area-go into health office
Music area-shut doors
All outside students-go to the high school or Our Savior's Church (1st preference)
Gym-pool area bleachers

When there is a dangerous intruder alarm during passing:

SCAN Scan the hallway for possible threats.

GATHER Gather students into your room.

SECURE Lock door. Lights off. Kids down and out of sight.

Slips and Falls

Slips, trips, and falls are a leading cause of injury in the workplace and result in approximately 30,000 accidents daily in the United States.

In addition to slippery sidewalks, a wide variety of safety hazards can cause slips and falls, including:

- Unguarded wet and slippery floors, which can result after cleaning or be caused by rainwater or snow being tracked inside.
- Loss of balance.
- Tripping over objects on the floor, such as trash, unused materials, open drawers, electrical cords, tools or anything else left in the way. At home this can include pets, children, and toys.
- Falling from an elevated position, such as a ladder or stairs.

Please protect yourself on **icy or slippery sidewalks** by:

- Notifying the front office of any slippery areas that appear unsalted or un-sanded.
- Being aware of your shoes. Heels and smooth-bottom dress shoes might contribute to a little extra slipping and sliding.
- Taking slow, small steps.
- Avoiding having your arms full when you walk to the building.

Ladder Safety

The only approved tool for reaching a high shelf or object is a **LADDER**. Chairs and tables are unstable for climbing, stepping, or standing on and can greatly increase your chances of falling from a height.

- Use only approved ladders with appropriate weight limits for climbing.
- Always maintain a 3-point (two hands and a foot, or two feet and a hand) contact on the ladder when climbing. Keep your body near the middle of the step and always face the ladder while climbing
- Use a ladder only on a stable and level surface; and, do not place the ladder on top of boxes, tables, or other bases to obtain additional height.
- Do not move or shift a ladder while a person or equipment is on the ladder.
- Be sure that all locks on the ladder are properly engaged and that the ladder is fully open.

When stacking boxes or other materials on shelves, protect your back and increase your ladder safety by placing the largest, heaviest boxes on the lowest shelves and the smallest, lightest items on the top shelves.

Safe Lifting

Many back injuries can be traced to improper lifting and carrying. You need to use good body mechanics every time you lift, carry, and unload objects. Protect your back from injury!

When you lift, you should:

- Face the load with feet shoulder-width apart.
- Keep heels down and turn feet slightly out.
- Squat by bending at the hips and knees.
- Use leg and stomach muscles to power the lift--not back muscles.
- Maintain the back's natural curves as they lift by keeping their head up.

When you carry objects, you should:

- Point your feet in the direction you move and walk at a slow, steady pace.
- Take small steps and turn their body as a single unit to avoid twisting the upper body.
- Hug the load.

When you set down a load, you should reverse the lifting process, making sure to bend the knees as you lower the load and letting your leg and stomach muscles bear the weight.

APPENDIX: EMPLOYEE ANTI-HARASSMENT Policy

“Harassment consists of unwelcome conduct, whether verbal, physical, or visual, that is based on a person's protected status, such as sex, color, race, ancestry, creed, religion, genetic information, national origin, age, handicap, disability, marital status, veteran status, citizenship status, sexual orientation, arrest record, conviction record, or other protected group status, which affects tangible job benefits, interferes unreasonably with an individual's work performance, or creates an intimidating, hostile, or offensive working environment. Harassment may occur employee-to-employee, student-to-employee, male-to-female, female-to-male, male-to-male, or female-to-female.”

The District Anti-Harassment policies for both staff and students are currently under revision. Please find complete, current policies at <http://www.neola.com/chippewa-wi/>

#3362: Employee Anti-Harassment Policy (Classified)

#4362: Employee Anti-Harassment Policy (Certified)

#5517: Student Anti-Harassment Policy

Adopted policies will be added to this handbook upon Board approval.