

**CASTLE DOME MIDDLE SCHOOL**  
**“EXCEPTIONAL STAFF, EXCEPTIONAL STUDENTS”**

# **STAFF HANDBOOK**

2353 South Otondo Drive  
Yuma, Arizona 85365  
928-502-7300



**Castle Dome  
Middle School**



**Proud Home of the Knights**

**2013-2014**

**Yuma Elementary School District One**

[www.yuma.org](http://www.yuma.org)

**Castle Dome Middle School**

[www.castledome.yuma.org](http://www.castledome.yuma.org)

## **Mission Statement**

Castle Dome Middle School provides a safe environment allowing opportunities for all students to grow academically, socially, and emotionally while becoming active citizens in their community.

## **Vision**

Castle Dome Middle School allows all students to learn in a community promoting skills for success in life.

## **Vision Statements**

### **Learning Styles**

Students are provided learning opportunities that address their individual needs, learning styles, and unique abilities in a positive way.

### **Learning Community**

Teachers and administrators establish and maintain a safe and positive school climate that nurtures development and learning. The school environment emphasizes trust, cooperation, and respect, and values diverse backgrounds, cultures, and intelligences. Learning is connected to Science, Technology, Engineering and Math. The school uses technology as an extension of classroom learning.

### **Academic**

Students demonstrate proficiency in academics and the arts through problem solving and creative skills. Teaching includes diverse, experiential, and project-based learning opportunities. The school sets high standards and personalized goals, encourages healthy risk-taking, and provides positive recognition for achievement.

### **Lifelong Learners**

Through the school, community, and family, students are taught the skills, knowledge, and habits that inspire within them a love of learning, sustained by curiosity and a passion for discovery.

### **Citizenship**

Students become responsible, confident, involved citizens of their school, community, the natural environment, the digital and wider world. The school, family, and community are responsible for instilling skills, knowledge, attitudes, and information relevant to producing accomplished citizens. Students are prepared for transition and engage independently with society outside of school in ways that are productive and satisfying.

## **CORE VALUES**

**Philanthropy** Every individual should be willing to give time and energy to act in the best interest of others

**Respect** Each person has equal, intrinsic worth and deserves to be treated with dignity and respect

**Integrity** Integrity is based on trust, honesty and accepting accountability for all words and actions

**Diversity** By honoring unique characteristics and embracing similarities, diversity strengthens and enriches our school district and community

**Excellence** High achievement requires high expectations focused on challenging instruction and a willingness to work hard for success

# CDMS MOTTO



## "KNIGHT PRIDE"

### CDMS Values:

*Philanthropy*

*Respect*

*Integrity*

*Diversity*

*Excellence*

### CDMS Expectations:

*Be Safe*

*Be Respectful*

*Be Responsible*

*Be Exceptional*

## Yuma Elementary School District One Expectations

When asked, 100% of YESD1 employees clearly understand the following expectations and how their job impacts the outcome of increased student achievement.

- 1. All A Schools will increase student achievement by 5%; All B Schools will increase student achievement by 10% as measured by end of year state assessments.**
- 2. IObservation will be used and implemented with 100% fidelity and accountability.**
- 3. Common Core Math standards will be used with 100% implementation using Eureka Math as our curriculum.**

### **CDMS CLUBS, ATHLETICS AND ACTIVITIES**

Middle school students have the opportunity to explore a wide variety of activities, which include interscholastic athletics, clubs and other enrichment activities.

#### **Sports Offered for 7/8th Grade Students**

| <b>Season</b>             | <b>Boys</b>     | <b>Coaches</b> | <b>Girls</b>    | <b>Coaches</b>                   |
|---------------------------|-----------------|----------------|-----------------|----------------------------------|
| <b>1 – August-October</b> | <b>Wresting</b> | <b>1.</b>      | <b>Softball</b> | <b>7<sup>th</sup> Softball –</b> |

|                               |                      |  |                   |  |
|-------------------------------|----------------------|--|-------------------|--|
|                               |                      | <b>2.</b>  |                   | <b>8<sup>th</sup> Softball -</b>                                     |
| <b>2 - October - December</b> | <b>Soccer</b>        | <b>7<sup>th</sup> Soccer -</b><br><b>8<sup>th</sup> Soccer -</b>     | <b>Basketball</b> | <b>7<sup>th</sup> Basketball</b><br><b>8<sup>th</sup> Basketball</b> |
| <b>3 - January-March</b>      | <b>Basketball</b>    | <b>7<sup>th</sup> Basketball</b><br><b>8<sup>th</sup> Basketball</b> | <b>Soccer</b>     | <b>7<sup>th</sup> Soccer -</b><br><b>8<sup>th</sup> Soccer -</b>     |
| <b>4 - March - May</b>        | <b>Flag Football</b> | <b>A football -</b><br><b>C football -</b>                           | <b>Volleyball</b> | <b>7<sup>th</sup> VBall</b><br><b>8<sup>th</sup> VBall</b>           |

There are no busses for athletes. Parent pickup is necessary for practices and games.

### **Coaching**

If interested in coaching, all certified staff must compose letter of interest to the Principal stating qualifications and desire no later than August 14, 2013. Coaches will have a meeting with administration, health aide and secretary prior to season to set clear expectations on pay to play money, contracts and physicals.

### **Clubs**

Ideas for clubs or activities should be discussed with administration and approved by Principal prior to start. Any club requiring fundraising must also have approval from student council as the club will be a part of the Student Activities fund. Every NEW club advisor NOT a part of 21<sup>st</sup> Century Grant must submit a proposal to Lori Sheffield prior to beginning of each semester (August 14, 2013 for Semester 1 and December 7<sup>th</sup> for Semester 2. The proposal will be reviewed and either approved or returned for clarification. Each approved proposal must have a faculty sponsor who sets guidelines and direction to the club/activity. The sponsor is expected to be present at any activity and remain with the club for the entire activity or meeting. Club sponsors should work with the Student Council sponsor, Christine Chapman, to ensure that the Student Council's rights and activities are respected. Club meetings should take place at CDMS before or after school or during student lunch. Classes are not to be disrupted for club meetings unless a specific event or activity has been approved by administration.

#### **ACTIVE CDMS CLUBS:**

NJHS – National Junior Honor Society – Sponsor – Jessica English, Monthly meetings after school, students selected based on applications and GPA. Students are expected to complete community service projects to continue participation.

TechETeens – Sponsor – Cary Fields - 8<sup>th</sup> graders involved in using technology to complete interactive learning reflections and experiences and present to school, district, community and nation.

AVID – Sponsors Linda Reiffenberger, Josh Lanning, Dalila Galaz, Jessica Marin. While an elective class, students in AVID also fundraise and participate in events unique to being a member of AVID.

STUDENT COUNCIL – While part of 21<sup>st</sup> Century this school year, STUCO will still be active on campus during lunch and all student events. All activities involving students, including but not limited to trips, fundraisers or events, must have STUCO approval prior to Principal approval.

NEW Club – Sponsors Renee Ellis, Darnell Young, Jessica Marin and Norma Nelson – Support the successful transition of students entering CDMS.

Health Ambassadors – Sponsor Norma Nelson – select group of students train with county health department on dangers of tobacco and then provide educational programming for elementary students and community events.

CHEER – Pending continued partnership with volunteers from AWC Cheer, we will continue to have a cheer squad. CDMS must have a full time certified teacher supervise cheer as they practice with volunteers.

#### **21<sup>st</sup> Century Classes**

21<sup>st</sup> Century Coordinator, Nicole Wilhelmy, is in charge of ensuring classes and staffing is sufficient and meets academic as well as social and emotional needs of students. She will be on campus daily for the entire duration of 21<sup>st</sup> Century Programming (7-8 AM, 3:30-4:45 PM). As coordinator, she will coordinate transportation, snacks, supplies, purchase orders, support disciplinary needs or refer to administration, ensure attendance is entered daily and complete all time slips for 21<sup>st</sup> Century staff.

1. Every teacher interested in teaching for the 21<sup>st</sup> Century Grant must submit a proposal to Lori Sheffield prior to beginning of each semester (no later than August 14, 2013 for Semester 1 and December 7<sup>th</sup> for

Semester 2). The proposal will be reviewed and either approved or returned for clarification. Each approved proposal must have a faculty sponsor who sets guidelines and direction to the club/activity. The sponsor is expected to be present at any activity and remain with the club for the entire activity or meeting.

2. Club sponsors should work with the Student Council sponsor, Christine Chapman, to ensure that the Student Council's rights and activities are respected.

3. Club meetings should take place at CDMS before or after school or during student lunch. For the sponsor to be eligible for 21<sup>st</sup> Century pay, the club must meet daily Monday-Friday 7am-8am OR Tuesday-Thursday 3:20-4:40 pm and have at least 10 active students. Classes falling below 10 active students will be subject to deletion.

4. All clubs are open to all students, unless exempted by the principal or assistant principal.

5. All clubs and 21<sup>st</sup> century courses must have academic achievement as a core value and work toward increasing student achievement in math, reading, science and/or writing.

6. Any activity involving the public, dues, uniforms or money-raising activities with the club or any event outside of the normal schedule of club activities must receive approval of the principal prior to implementation. If applicable the event/club activity form must be completed and submitted to student council (see forms at end of handbook).

7. After school clubs/activities with 21<sup>st</sup> Century have transportation available for students who live in CDMS residency and are on a daily bus route.

A full list of 21<sup>st</sup> Century Classes will be shared after all course proposals are reviewed and courses selected.

### **Supervision of After School Events**

We have many activities during the school year, which involve students and require staff presence for proper supervision. These activities include school dances, athletic events, musical programs, etc. Staff will be expected to chaperone 2 dances/year. A Google Document will be created for signup prior to the 1<sup>st</sup> dance of the year.

There will be a limited number of activities, which require the presence of the entire staff (Back-to-School Night, Parent/Teacher conferences, evening community events, district in-services, etc). Guidelines for activities include:

1. When you sign up for an activity, you are expected to be on time and stay until the activity is over.
2. When supervising an activity, you are expected to use proper judgment in exercising any discipline that is required to prevent accident or injury or property damage.
3. While supervising sports activities, you are to exercise fairness to all teams at all times. Be the best coach, mentor and role model possible for our students and our community.

### **Evening Meetings / Programs**

Most middle school activities are to be held immediately after school with the exception of music programs and special parent meetings/community events. All evening meetings or programs must be approved in advance and have the appropriate supervision (this does not include team scheduled parent meetings or IEP meetings – see Parent/IEP meetings). Follow the instructions under “Events” and “Use of School Building” for permission and scheduling.

### **Parent/IEP/504/SAT Meetings**

IEP meetings, 504 Meetings and SAT meetings for students require your attendance. Unless permission is given in advance AND you have submitted proper notes and information to the Special Education teacher, you should be at all IEP or other meetings scheduled for your students and/or team. Parent meetings are valuable for all parties. If your team or teachers within your team desire communication with a parent in the form of a formal meeting, all effort should be made to attend. If you can not attend, ensure you communicate with your team AND the parent regarding progress of student.

### **Events**

All activities not part of the regularly scheduled school day need student council and administrative approval, scheduling on the school calendar, and planning for necessary transportation (if applicable). These events include but are not limited to: assemblies, clubs, evening meetings/programs, field days, field trips, parties, speakers, and any other special requests. In order to effectively monitor all of these events approval must be requested and granted at least two weeks in advance of the event by student council and an administrator. A copy of this event form/activity request form can be found at the end of this handbook.

## **Assemblies**

Large group sessions can be very valuable experience for both the performers and the audience. If the event affects other classes, be sure to obtain approval and buy-in from the appropriate teachers, providing enough time for teachers to make adjustments in their schedules. Follow the instructions under "Events" for permission and scheduling. Please **LEAD** your student into the gymnasium or cafeteria depending on venue in order to facilitate seating and prevent congestion. Prior to first large group assembly, PBIS expectations will be clearly communicated to all staff and students. Once the students are seated, always take a seat near them or stand in close view for supervision.

## **Field Trips**

Field trips can be a very valuable educational experience and must be treated as an extension of the regular classroom. All school rules and expectations for behavior are in full force. At least one teacher on a field trip should have access to a cell phone for communication with the office in the event of an emergency, i.e. a lost or injured student. When multiple teachers attend, it is wise for one to take their private car in the event of an emergency. A first aid kit, available from the assistant principal, should also be taken on any field trip. The Health Aide should be made aware of all trips due to health and medication concerns. The District policy concerning field trips includes the following items:

Class excursions, which are closely related to regular classroom instruction and broaden the learning experiences of pupils in some aspect of the planned curriculum, are encouraged, within limits of the adopted budget, as a valuable supplement to the educational process.

Student Council together with Principals may approve local, day field trips. Extended, out of town or overnight trips must be approved by the school board with proper paperwork submitted much in advance. Each trip should include instructional preparatory activities, active student involvement during the trip, and follow-up and evaluation activities after the trip. These activities should be discussed in your content/grade level meeting & with an administrator preceding each trip. If your trip requires District level approval, Mrs. Cox (secretary) will assist you in making the appropriate contacts and completing appropriate forms.

Because field trips are an important part of the regular curriculum, plans should be made to ensure participation of all students. Denial of participation for any student must be discussed in advance with the student's parent. Academic and behavior requirements for participation in the field trip must be clearly delineated and explained to students prior to the field trip. A plan for students not participating in the activity must be developed before the field trip. If fundraising is a part of the field trip, make sure all fundraisers go through proper channels and all monies are handled directly by secretary with receipts given for all monies.

Supervision **must** be arranged and communicated to the office for students not participating for lack of parental permission or for behavioral reasons.

Remember, it is your responsibility to provide a list of students going on the trip to **teachers, health aide, cafeteria and the office staff**. A list of students who are **not going on the field trip** must also be left with Mrs. Lopez (clerk) with notations as to who is keeping the student for the day. Failure to follow through with this requirement causes problems for your colleagues. Notify the cafeteria one week in advance of the trip so they will know how many students will not be eating lunch on the date of your field trip. Additionally if students will need sack lunches notify the cafeteria manager at least one week before your field trip and complete appropriate paperwork. Fees are established by the Transportation Department. Bus fees are charged at a pro-rated hourly and mileage rate. Staff members that organize and plan field trips for their students must collect money to pay for those field trips and must work with Mrs. Cox (secretary) and student council to ensure correct records. When calculating the cost of your field trip, be sure to include a bus fee. See Mrs. Cox for further information.

### **CHAPERONE EXPECTATIONS:**

Be a role model, coach and mentor at all times. Stay in charge of students and able to be contacted by students at all times. When you are with students, the same expectations of behavior, language and personal choice during the teaching day apply. Absolutely no smoking, drinking, gambling or other activity deemed inappropriate around youth while acting in the role of a district employee and chaperone.

It is recognized that teachers organizing extended field trips need to start planning early. Extended field trips are those trips covering multiple days and travel outside Arizona. Approval must be received from

student council, the principal, superintendent and school board, and is based upon the following criteria being met:

Planning and recruitment done before or after school hours

District policy adhered to regarding chaperone/teacher ratio and out of state travel

Paperwork for parent/student signature approved by administration prior to distribution.

Final list of participants submitted prior to departure.

### **Field Trip Permission Slips**

All students should have on file a field trip permission slip that covers each specific field trip. Teachers should carry a copy of the permission as well as turn a full set of permission slips in to the office prior to leaving campus. Parents must be informed in writing for all field trips. Teachers should send letters home explaining each field trip including specific dates, times, places, any costs involved and transportation details at least two weeks before the scheduled event.

An administrator must approve all field trips **at least ten school days before the scheduled event** and before any information is sent home. A copy of the field trip request form can be found at the end of this handbook.

### **Classroom Parties**

Parties in the classroom during the regular school hours should be minimal and focused on specific accomplishments. One such event per grading period may be approved by an administrator providing it does not cause undue interruption of the instructional program. Lunch celebrations may be more appropriate and less disruptive to the learning day and continuation of curriculum.

### **Staff Dress Code**

It is expected that all staff dress in a manner which represents excellence in instruction and high expectations of self and others at all times. All staff are expected to meet the same minimal dress code as students. You are a professional adult and must present yourself as such. In that, the following will be expected and enforced at CDMS:

\*All pants are to be clean, no holes, and fit properly as intended. They shall not be see through or ill-fitting. Jeans are appropriate if clean and properly fitting with no holes.

\*All shirts are to meet same expectations as student dress code. T-Shirts are acceptable if they are CDMS or academic related tshirts ONLY. No shirts should have holes, be of inappropriate design or content. Shirts should reflect a clean, cared for adult appearance. Dress shirts, polos and/or CDMS shirts are encouraged.

\*All skirts, shorts, skorts, etc. must be of appropriate, respectable length. Mid thigh is expected of young adults. As a teacher and role model, ensure all of your dresses, skirts, shorts are long enough to emote respect from all. Ensure slits are not so big as to cause concern with dress code.

\*As with students, shoes should be practical and safe. Emergencies occur where you may have to leave a room rapidly. Ensure your footwear is comfortable and can withstand walking and standing your entire work day yet can handle the quick walk to the back of the field in the event of a fire drill or evacuation.

For your information, a copy of the student dress code is in the appendix of this handbook.

Students not in compliance with dress code should be sent to the health office or escorted by an office staff member (call office for support).

## **STAFF WORK DAY AND ATTENDANCE**

### **Duty Day**

The teacher's duty day is 7:45 a.m. – 3:30 p.m daily.

On Tuesdays, Wednesdays, Thursdays & Fridays the student contact day is 8:12 a.m. – 3:19 p.m.; on Monday, 8:12 a.m. – 1:49 p.m.

### **Leaving During the School Day**

If you leave during the working hours, you must sign the check-out form located with front office staff so that the main office is always aware of your absence. Check back in when you return. You must return prior to the start of any obligations. Leaving during the day should only be for emergency situations and/or with administrative approval.

### **Staff Absences**

Although being a professional means being present each day of the school year, there are occasions when each person is unavailable to be at school. Therefore, when a staff member is not able to be at school it is expected that he/she follow SubFinder Leave reporting procedures.

**Employees who are absent from work are responsible for reporting their absences and arranging for substitutes. Call Lori Sheffield, Principal at 928-580-8597 prior to school day (before 7AM) AND place your absence in SubFinder.**

### **SubFinder Leave Reporting and Substitute Calling System**

<http://dlsubfinder.yumacd.org/>

Call 502-4353 (Someone is always there to help at 502-4337!)

Directions for using this automated system are provided at the end of this handbook. If you need a copy please see Yolanda Cox in the main office.

### **SUBSTITUTE FOLDERS**

The person who is absent is to leave complete lesson plans in your lesson plan folder or if in emergency communicate the lesson plans to the school office. Please do not expect a substitute to teach a potentially controversial lesson, e.g. reproductions in health or an elaborate “hands on” lab activity. An emergency set of plans are to be on file (see “Substitute Folder”); however, additional information is needed to make sure that your wishes are communicated with the substitute and that the educational experiences are not interrupted for your students. The school office hours are 7:45 a.m. to 3:45 p.m. In case of an emergency; do not hesitate to contact an administrator at their home on phone or email.

We request that the substitute arrive at **7:45 a.m.** and that they remain on duty until **3:30 p.m.** Please use these hours when you call the SubFinder Absence Reporting System so that they get to the school early enough to become familiar with the teaching station and plans before the school day begins.

In the event that substitutes are not available, the building plan for substitute coverage will be followed. All absences must be reported whether or not a substitute is needed, and except in case of an emergency, must be reported prior to the start of the duty day.

Disciplinary consequences for inappropriate student behavior information received from the substitute should be handled by the teacher if the substitute chooses not to involve the office the day of the infraction.

If you encounter problems while using SubFinder, call Neyva using the number above.

### **School Professional Leave**

School professional leave requires pre-approval from the principal as well as assignment of a substitute prior to the beginning of the leave. Professional leave is granted on an as required for professional development basis, as there are a limited number of professional leave absence slots available due to funding sources. Please contact your Yolanda Cox to submit a professional leave request (and obtain a substitute if your request is approved).

Note that if you do not obtain a substitute prior to the beginning of your leave, you may be charged personal leave time for the absence.

### **Personal Reason Leaves**

1. All employee leaves which are not due to school business, whether or not a substitute is needed, are considered leaves for personal reasons. Leave for illness, family health, bereavement, jury duty or witness leave are reported directly on the SubFinder absence reporting system. No leave slip is required. Your absence is recorded and deducted from your accrued leave automatically by the system.
2. For planned personal leave on a Friday or Monday you must have site administrator approval. You may not request a special leave/personal day more than 60 calendar days in advance. The teacher should not assume approval has been granted until notified in writing by administration. Absences surrounding a holiday weekend must have written site administrator approval. If your request is not approved, you will receive an email explanation.
3. After approval has been granted it is the responsibility of the employee to request a substitute and report the absence through the SubFinder Absence Reporting System.

### **Substitute Folders**

Each teacher is required to have two substitute folders – an EMERGENCY SUB FOLDER and a SUBSTITUTE FOLDER. The SUBSTITUTE FOLDER should contain your current seating charts and schedule, your duty schedule, up-to-date lesson plans for your absence and any other information the substitute may need. Include information on discipline, lunch schedules and use of the library, etc. Substitutes will be given a CDMS emergency handbook in the event of any emergency/safety events. The emergency lesson plan sub folder is used for unplanned absences (waking up sick in the middle of the night for instance). Please include work for five days and be sure to update the folder as necessary. The EMERGENCY SUB FOLDER must be turned in to the secretary no later than **TWO WEEKS** after the beginning of school. SUBSTITUTE FOLDER must be available in your classroom, on your desk, upon the day which the sub has been called in. Each teacher will be required to update the emergency substitute folder quarterly. Also check it periodically as changes occur. Be very aware of the disciplinary problems and safety/security concerns that can result from inaccurate seating charts, schedules, repeated lessons and inaccurate disciplinary consequences.

### **Building Plan for Substitute Coverage**

When a teacher is absent and a substitute is not available, the following plan will address the issue of



class coverage:

**1. Teachers must submit unplanned absences through the SubFinder Absence Reporting System. It is not acceptable to arrange for another staff member to cover classes without prior approval from an administrator.**

2. The secretary will contact teachers/staff who have chosen to cover classes. These people will be contacted first to determine if they are available to cover for the absent teacher. A rotation will be followed. Teachers who are not teaching will be asked to cover the class needed. These assignments will be tracked so that all teachers are asked to substitute on an equal basis.

### **Request for Additional Compensation**

All work beyond the scheduled workday for which compensation in time or funds is expected must be approved by the principal. All staff must complete the necessary forms, and obtain the principal's approval in advance of the start of work. Funds must be available within a principal's budget in order for compensated overtime or extra help to be approved.

## **ATTENDANCE – STUDENTS**

Attendance is to be completed in Synergy within the first 5 minutes of each class. Students are NOT to be given this responsibility. Any student, who enters class late, after 8:15 a.m., must have a pass from the front office. Students who re-enter the building (after a doctor's appointment, etc.) must check in at the Office for a pass before going to class. Along with Synergy, the office should keep a hard copy or record book as the official legal record of attendance for students. During emergencies, the record book is needed to determine students in attendance. Please keep accurate records. If a student leaves your room, he/she must have a pass which has been recorded on a log in your room.

Teachers should not release students to other students unless they have a pass signed by a staff member. Teachers are responsible for notifying the Office when students are taken from the building for school activities (see field trips).

### **Attendance Record**

By state law, a teacher's Synergy grade book is the official, legal record for attendance purposes. All Yuma Elementary School District staff is required to use the following notations to assure consistency in record keeping.

1. E= an excused absence for an enrolled student.
2. A = an unexcused absence for an enrolled student.
3. L = a student who is tardy

Please remember that the teacher's class attendance records are the official attendance records for purposes of the 100 day student membership count. All class attendance records, including the current year, must be kept a minimum of six years by the building because they may be audited.

To deter interruptions to your teaching, ensure attendance is taken each period within 5 minutes of the bell. Failure to take attendance requires Mrs. Maria Lopez to interrupt your class and ensure attendance has been taken. Don't waste her time or your student's learning – take attendance promptly each period.

## **Homework Request Procedure**

Parents may request work for students who have been absent for 2 or more school days. Parents will be asked to request homework prior to 12 noon. All homework requested is expected to be available by 3:15 PM on the day of request. If work is requested, teachers are expected to provide learning goals and assignments for that day. All homework requests will be given via EMAIL to all effected teachers and in writing to team leader for follow up. Per district policy, students are allowed time to turn in work after absences. Policy manuals are available in library, principal office and online.

### **TARDY POLICY**

It is very important that students arrive to school and report to class on time. When a student is tardy the instructional process is interrupted and valuable instruction time is wasted. Below is defined what is considered excused and unexcused tardy.

**1st period tardy students must report to the office first.** The student should not be allowed into their first period class without a written pass from the office after 8:15 a.m.

#### **Excused tardy, but not limited to:**

Illness

Doctor's appointment (paperwork must accompany student)

Family emergency

Inclement weather

Court (court paperwork must accompany student)

**Unexcused tardy, but not limited to:**

Oversleeping of student or parent

Missed the bus or ride

Alarm did not go off

Stayed up late and unable to wake up the following morning

**2013-2014 Tardy Procedures/ Consequences**

**When students are late to school or class-to-class**

1<sup>st</sup> tardy: warning (teacher)

2<sup>nd</sup> tardy: warning & parent contact (teacher)

3<sup>rd</sup> tardy: teacher determined consequence & parent contact

4<sup>th</sup> tardy: referral to counselor & parent contact by counselor with teacher support

5<sup>th</sup> tardy: referral to administration, parent contact, admin determined consequence  
(after school detention, work detail, lunch detention)

6<sup>th</sup> tardy: referral to administration, parent conference, admin determined consequence

7<sup>th</sup> tardy: referral to administration, parent contact, admin assigned consequence

8<sup>th</sup> tardy: same as above

When a student arrives tardy to school (after 8:15 a.m.) the attendance office will give the student a pass.

The teacher initiates the above tardy procedures/consequences if needed ANY time a student is late to class.

**Do not send students to the main office or back to their previous class for a pass. If they don't have one please mark them as tardy.**

## **GENERAL BUILDING INFORMATION**

### **Accreditation Status**

The Arizona Department of Education has adopted rules for the accreditation of school districts and schools in Arizona. As a result, each school is involved in meeting several of the criteria. Castle Dome Middle School must develop an Continual Improvement Plan (CIP) annually.

The District must also have a published set of goals and objectives and a plan of action to meet those goals. All plans must be compatible with each other. In addition to these plans, each school is to have an accountability or advisor committee.

Our current site CIP coordinates and meets the requirements of the Arizona Department of Education and Yuma Elementary School District One. It was developed by CDMS Leadership Team and CDMS Site Council. The CIP is continually reviewed and adjusted as needed to meet achievement needs of students.

### **Lesson Plans**

The expectation is that all teachers plan their daily instruction based upon data that they collected from assessments of/for learning. The administration team expects to see the learning objectives and scales posted in all classrooms for each period every day. If these expectations are not met, then the individual teacher may be asked to submit their daily lesson plans to the administrators for review. Each teacher will have a weekly planning time with a lead teacher or administrator to ensure effective planning using data to drive instruction for individual students in every class. This planning time will be followed by a personal reflection time with notes of planning sent to appropriate administrator. Every 6-8 weeks, deep data dives will occur between math, science, SS and ELA teachers and an administrator. Action plans will be developed by teachers using up to date data to drive instructional plans and individual learning goals for students. Weekly or biweekly walkthroughs by administration with feedback meetings will increase accountability for all in regards to DDI, action plans and individual student growth.

### **Observations**

Teachers, administrators, building instructional coaches (SEM), teacher leaders, and district support personnel will conduct observations. These informal walkthroughs are designed to observe daily instruction and the effectiveness of the professional development. Feedback from these walkthroughs will be focused on student learning and will be aligned to specific look-for's determined from professional development with iObservation acting as the tool for collecting data and providing feedback. All efforts will be taken to engage in conversation after the walkthrough. If no one finds you for conversation, check iObservation for feedback and if needed locate the staff member who conducted the learning walk.

### **Coaching/Feedback**

Each certified staff member will have at least 1 informal and 2 Formal observations annually, depending on years of service. Weekly (Math, Tier 1 staff) or biweekly (Tier 2, 3), expect an administrator in addition to the SEM to observe your classroom. A 30 minute feedback time will be set with the administrator who did the walkthrough within 24 hours of the walkthrough. During that feedback time, the administrator and teacher will review observations, discuss strengths and create an action plan for infusion of strategies to increase student achievement.

### **Professional Development Schedule**

All staff members are required to attend all designated PD/planning meetings. These meetings will occur during the planning times that are scheduled for each individual teacher as well as after school on Mondays from 2:30-3:30 (reserved to schedule from 2-3:30 if needed). All certified staff are expected to be in attendance at all staff meetings and professional development. Student early release are NOT days to make appointments. If you will not be in attendance on Monday afternoon, personal leave may be taken.

### **Technology Usage**

All staff members will have access to a variety of technology for their daily classroom instruction. At CDMS, we believe that the use of technology truly engages students more and enhances the daily instruction that is given to the students. Students will use technology daily and we expect that teachers plan to provide students this opportunity. Staff members will have technology checked-out to them by the Principal of the building. Staff members are responsible for monitoring for appropriate student use. The principal and technology consortium will check the condition and use of technology periodically. Staff members are required to inform the principal if any technology is lost or broken. Work orders to the help desk must be placed for any damage or non-working technology by the teacher. Email [helpdesk@yuma.org](mailto:helpdesk@yuma.org).

### **Pledge of Allegiance**

The whole school recites the pledge during daily announcements. The Principal leads it over the intercom. Students and staff are invited to participate if they wish. They may refuse without any pressure or consequences, nor do they have to explain why they refuse. Even if not reciting the pledge, students must be respectful and stand. A moment of silence will follow the pledge daily. Announcements are heard after the moment of silence.

## **Daily Announcements**

Morning announcements will occur daily at 8:15. Announcement requests must be placed in the announcement box located outside of the Principal's office no later than 8AM to be made that day. First hour of the day has been padded by 5 minutes to allow time for announcements without taking away from academic time. It is extremely important that all staff hold themselves and students accountable for listening to and responding to information provided in morning announcements. Efforts will be taken in 2013-2014 to tweet and facebook CDMS announcements for parents.

Afternoon announcements will only occur on an as needed basis at 3:15pm.

## **OTHER ANNOUNCEMENTS**

Sadly, there are times when PA announcements school wide are unavoidable. No whole-school announcements will be made during the school day without prior administrative approval. If you know there will be a need for whole-school announcements mid-day – please plan ahead, have it announced in the morning and email your peers to provide notice regarding the interruption. If a student is called from your class for any reason on the PA system, it is important and expected that you send them to the requested location.

### **Messages to students**

Any messages for students must be given to them as soon as possible for the safety and well being of the student. Students may be called to the office for counseling, administrative needs, notes, or health needs. If called to the office, please send them immediately.

### **Calendar**

The secretary and Student Council will keep a calendar of events such as assemblies, program, field days, parties, field trips, etc. All staff can view the building calendar in Google Calendar. Only the secretary and student council will make electronic entries to the master building calendar in Google Calendar. If you plan an activity, please coordinate with the secretary and student council so she/they can enter the event into the building calendar. This is also how our website calendar will be maintained. All events are needed.

### **Staff Bulletin**

An emailed bulletin for staff is compiled weekly by the Principal with a schedule of school-wide meetings, activities and schedule changes. If you have items of interest to include please have your items for the staff bulletin to the secretary by Friday afternoon prior to the weekend publication. Calendar items will be done electronically. Teachers are expected to check the calendar and submit items to the secretary as needed after approval by an administrator. Examples: field trips, concerts, etc. Plan ahead!

## Visitors

Parents and guardians of Castle Dome Middle School students are always welcome to visit the school and classrooms. All visitors are expected to stop in the office to advise the staff that they are in the building and to get a visitor's pass. Teachers will be contacted by the office when a parent/guardian wants to visit a classroom and arrangements will be made. The visitor's pass allows parents/guardians to visit one classroom/area. Parent/guardians must return to the office for permission to go to another classroom/area. If a visitor comes to your classroom/office without a pass, please call the office and ask for an administrator to bring a pass to the room or ask the visitor to return to the office for a pass. If a visitor is seen in the building without a pass please direct him/her back to the office to get a pass. This is for the safety of the Castle Dome Middle School Community.

Only students who attend Castle Dome Middle School and/or are accompanied by a parent will be permitted to attend extracurricular events such as athletic competitions, concerts and social activities. Prior approval from an administrator is necessary if you want to bring your own children to Castle Dome Middle School during your duty day.

## Staff Procedures for Visits by Former CDMS Students

Make arrangements in advance for after hours visits.

If former students will be attending during school hours, an administrator must have an explanation of academic purpose for the visit ... for example, mentoring, tutoring, coaching etc.

Visitors must uphold all CDMS behavior expectations.

To expedite the visitor process, please give the office a list of whom, when and why visitors will be in the building.

---

## CDMS Committees

### Site Council (CDMS Advisory Committee)

Arizona's "Educational Accountability Law" and its regulations require that each school organize a building Accountability Committee. It should be composed of parents, patrons (not-parents), teachers, administrators, and students. The committee may identify and study concerns relative to the operation of the building. Further, it may make recommendations to improve specific conditions or procedures. These recommendations and findings will be shared with the building staff and general public. Minutes from the meeting will be emailed to staff and posted on the school website.

### PBIS/Discipline Committee (Positive Behavior Interventions & Supports)

The PBIS Committee oversees CDMS's approach to discipline using the PBIS model & Bully Prevention program. The committee will meet biweekly for the 1<sup>st</sup> quarter of the school year and monthly thereafter to ensure a smooth transition into the school year. Biweekly meetings will occur simultaneously with the tech committee meetings opposite Instructional Leadership Team Meetings.

**PTO:** The PTO meets monthly. For more information contact CDMS PTO President Melisa Rossi.

**Social Committee:** This committee plans fun activities and celebrations for the entire staff. They maintain a bank account funded by staff dues/donations. They meet as needed or quarterly, whichever is more frequent. All staff are asked to contribute \$5 toward social committee functions at the start of the school year.

**DDI/Achievement Team:** The DDI/Achievement Team works with the administrators on a vast variety of support topics to raise the achievement of all students while narrowing the gaps between the highest & lowest performing students and eliminating the disproportional number and racial predictability of the student groups that occupy the highest and lowest achievement categories. This committee will meet monthly on the 2<sup>nd</sup> Monday of the month from 3:30-4:30.

**Instructional Leadership Team -** CDMS's ILT analyzes the instruction and organizational practices of the school and supports distributive leadership. This committee will meet twice a month. Key responsibilities may include:

Support the goals of the District strategy plan

Distribute leadership opportunities and responsibilities beyond admin

Empower teachers as leaders in instruction

Report strengths and challenges to the faculty, particularly in lit & math

Work on 90-day Plan and CIP

Monitor implementation of CIP and 90 day plan and modify as necessary

Engage in PD that will develop their classroom into a demonstration- level classroom

**Tech Committee** The committee will meet with John Leroy, CDMS's tech support, to develop and sustain a tech plan for CDMS. Tech committee will meet bi-weekly opposite ILT.

## **General Student Information**

### **Arrival and Dismissal of Students**

The first bell for students will ring at **8:12 a.m.** and classes will begin at **8:15a.m.** All staff must be in their classrooms by **8:12 a.m.**

### **Supervision of Students**

**Students must be supervised at all times!** To leave a student unsupervised for any reason may place the teacher in the position of being negligent. In case of emergencies, ask for staff and/or administrative help.

Please follow these guidelines when issuing hall passes to students:

1. Do not allow your students in the halls without a pass during non-passing times. It is recommended that Hall Pass from student agenda be used.
2. One person per pass, written in ink, with a date and time limit.
3. Do not be free with passes to the restroom or nurse. Frequent users should be questioned.

### **Passes for Students**

Any student who leaves a class with teacher approval must be given a pass with the students name, teacher signature, destination, and time the student left the room. The system in a students agenda is useful and should be considered for use school wide. No more than one student should be out of the classroom at any one time. **Do not issue passes to students during the first 10 minutes or the last 10 minutes of any one class period unless emergency.** A hall pass is considered valid for **no more than five minutes and not more than one student at a time should be out of your classroom.**

Recommendation is use of student agenda for hall pass. A sign out sheet near the teachers door should always be used to track who has left the room, when, destination and time.

### **Grade Books**

You are advised to keep a hardcopy grade book. Use Synergy grade book as your official grade book. You should also print out the Synergy Grade Book on a regular basis (no less often than every 5 weeks). Teachers will be notified of the dates for entering grades for report card and progress grades in Synergy. This is called the “open window”. Grade books should be updated every week. Parents utilize ParentVue. Up to date grade books enable proactive communication with students and families.

### **Student Personal Property**

Do not attempt to forcefully take any inappropriate personal items from students. If necessary, call for assistance to escort the student to the main office. In the event that an item is voluntarily surrendered by the student, please label it clearly with the student’s name, your name and the date and send it to the main office for safe keeping. This will hopefully avoid any problems of liability that might result. Depending on the circumstances, a referral might be necessary.

### **Electronic Devices**

CDMS believes in “providing environments that optimize learning and teaching and are safe, secure, and well-maintained.” During the student contact day all personal electronic devices shall be seen, used, and heard on CDMS property with direct permission from a CDMS staff member for academic purposes only. Electronic devices are defined as cell phones, IPODs, CE players, PSOs, Blackberries, cameras, electronic games, etc. Students using electronic devices must have a parent-signed Acceptable Use Policy and appropriate sticker placed in his/her Agenda. Internet usage must be on CDMS secured student network.

### **Duty**

Each staff member is assigned 25 minutes of duty a week. A duty schedule is located in the forms at the back of this handbook. If there is a need to alter your duty for any reason, see an administrator. In the event of a substitute teacher, ensure your duty is covered by a peer. Do not leave a duty unattended for the safety of all.

### **Lunch**

Staff lunch (adult lunch) costs \$3.00 and is available daily in the cafeteria. One lunch per adult = \$3.00. Items are not served “a la carte”. A fridge is available for all staff needs in the staff break room (office). As per district direction, classrooms are not to have electric devices in the forms of fridges, microwaves, coffee pots, hot plates, etc.

All staff have 30 minutes of lunch break daily. Paraprofessionals are to clock out and back in during their 30 minute break.

Staff are expected to remain on campus during the work day unless specific approval is granted for medical or other appointments or emergencies. Student “lunch parties” may occur with an approved activity request form. Lunch detentions given by teachers are a teachers choice and must be supervised.

## Supplies

Students are given a standardized list of supplies needed for their courses/grade level. CDMS administration believes in free public education for all. All attempts will be made by all staff to minimize the costs associated with class assignments/projects/supplies. If in need, students will be provided supplies including but not limited to paper, pencils, highlighters, binders, etc.

Teachers are provided team and department supply funds for the school year to be used for student supplies. This fund comes from CDMS M&O money. Breakdown of supply money for staff is:

Core Team (A,B,C,D,E,F) - \$800/Team

ELA/Math/Social Studies Departments - \$1200/Department

Science Department - \$1800

Art/FACS/Industrial Tech - \$2500 each

Band - \$2000

Choir - \$1000

PE/AVID - \$1500 each

Library - \$750

ELL - \$750

GIFTS and DONATIONS - \$ in gifts and donations will be used as needed based on specific requests or purpose of donation.

Tax Credits : a spreadsheet is kept at CDMS regarding tax credit donations and purpose of use. If you have had community members make tax credit donations, please encourage them to donate directly to CDMS so we may ensure that funds all go toward intended event, classroom or purpose.

USE OF PAPER:

Use paper wisely - it is expensive - anything you don't need on paper - don't copy! Monitor student paper use - or ask for reams of paper to be donated by families for special in-class projects.

## Holding Students from Attending Classes

Academic teachers may **not** hold or pull students from any class without administrative approval **and** parent notification. Keeping students from attending other classes is a form of suspension, even if you have the permission of the other teacher. The only people authorized to suspend a student are administrators. If you feel that there is a need to keep a student in your classroom, discuss the reason with an administrator, prior to taking action. This includes holding a student after the bell. Do not make students tardy to other classes or allow them to miss a bus.

## Schedule Changes

No schedule changes will be made during the first week of each quarter unless the change is needed to correct an error. After the first week the following procedure applies to all schedule change requests: Students who want changes must request them through the assigned teacher.

The teacher determines the legitimacy of the request and whether it is in the best academic interest of the student.

The teacher will submit a recommendation to the counselor, Mrs. Nelson, based on information gathered from the proposed course drop and add teachers. The counselor, with consultation with teachers, parents as needed and the administrator will make the final determination on all schedule change requests.

## SECURITY

The security of the building is everyone's responsibility. Students are allowed in the buildings at 8:12 a.m. and are to leave by 3:30 p.m. (or 4:45 p.m. if part of 21<sup>st</sup> Century). Students in the building after 4:45 PM must have a handwritten pass from or be accompanied by a staff member. While in the building or in scheduled classes, students are to be under adult supervision. School age visitors are not allowed in the building during school hours. All visitors are to check in with the office.

In a friendly manner, check out all unknown persons in instructional areas. District employees should be wearing an identification badge. If you run into a problem or suspect that the person is unauthorized, notify the office immediately.

At the beginning and end of the day staff will be asked to monitor/supervise students. All licensed staff must monitor/supervise student behavior during all passing periods. During the last week of school and before long vacations, all staff may be asked to assist with monitoring student behavior on the school grounds and at all entrances.

You have an ID which allows you entry into CDMS any time. It is the last 4 digits of your social security number. Press ENTER, 1, your last 4, ENTER to arm or disarm the school alarms. See Yolanda Cox in the main office if your ID does not work on the alarm. After regular school hours, the building is

locked by custodial staff (the front door is monitored until 4:00 p.m.). If you go through any locked door, be sure that it is secured behind you. Once the custodial staff is gone (11PM Monday-Friday), the building is monitored electronically. This also pertains to weekends and holidays. Any and all entry to CDMS off hours should be done through the main office entry to ensure the alarm is turned off and/or reset properly. There is a staff sign in/out form to complete when on campus during off hours.

### **Exterior Doors/ Student Entrances**

Students will enter school in the morning through the gate closest to the 6<sup>th</sup> grade pod. Students are encouraged to use Pod Entrances closest to their team during the day. Teams are encouraged to put procedures in place to have team students use team entrances during the school day. High Needs students are met by a paraprofessional or teacher at their bus and enter through the office front doors as needed. Students are not allowed to enter the front doors before 8:12 a.m. unless a special need or emergency. During the day, all exterior doors will be locked and are not to be opened from the inside to exit the building or to let others in.

### **Personal Belongings In the Classroom**

You are reminded to keep your valuables in a safe place, locking purses in a locked closet or cupboard, if possible. Do not leave any money or valuables in your desk or room overnight. If you have collected money for any reason make sure it is brought to the secretary daily and **you get a receipt**. The secretary will deposit the money correctly and ensure it is secured in the safe if not deposited that day.

### **Liability – Staff Cars**

A parking lot is provided for the vehicles of staff and visitors. Signs have been posted to indicate the direction of one way traffic movement. During school hours, cars should not be parked in the bus or traffic lanes. Vehicles should be locked at all times.

The district is not liable for your personal property, including automobiles. Your own insurance is your protection. However, if your car is damaged or vandalized on school property, report it to the police immediately for assistance and to prevent future occurrences.

Approval to transport students in your personal car can only be given by Yuma District One Risk Management Department (Kerry Jones). Students cannot be transported unless approved by both Risk Management and the principal.

### **Use of Building /Equipment**

Castle Dome Middle School is regularly rented by outside groups in the evenings, on weekends and during school holidays. When scheduling an evening or weekend event it is critical that you check your date with the secretary to make sure that the building has not been rented by an outside group. Building rental dates are not reflected on the CDMS building calendar as the district schedules use. Only the Superintendent may grant free use of facilities by public. If use is a school event, usage is free. All school events must be approved by student council. The staff will be advised in advance whenever their area or room will be used by an outside source. This will enable you to safeguard materials and equipment and make sure your personal belongings are put away. Use common sense in securing an area when you know a group is coming in. If a group has used your room and something is wrong, please notify the office. Building Use Forms are available in the office from Yolanda Cox. School equipment is school equipment and is not to be used for personal use.

### **Instructional Equipment**

Use of school equipment for instructional purposes is coordinated by Noemi Juarez in the library.

### **Employees - Equipment**

Equipment assigned to buildings may be used by staff and student at locations other than the school building to which it is assigned. Subject to the following conditions:

- The use is for educational purposes
- Arrangement for check-out of the equipment is made through Noemi Juarez, Library, with written approval of the administrator
- The person checking out the equipment shall agree in writing to be held responsible for loss of damage. In the case of a minor student, responsibility must be accepted in writing by the parent or guardian.
- Unless special arrangements are made the grade level administrator, equipment will not be checked out for more than five days. Equipment must remain on campus at all times.

### **Employees – Building**

The use of the building by an employee for non-school related functions is limited to a few exceptions. District procedures specify:

- Individual employees of the District may not use school facilities such as the auditorium, gym, cafeteria or special equipment for personal use.
- Principals may authorize building use by employee groups for recreational purposes under the following conditions:
  - o No costs will be incurred by the District for the use.
  - o The building custodian is on duty or an administrator of that building is present.

District employees must abide by all the rules governing the use of District facilities as set down in this procedure.



## COMMUNICATION

### Announcements

Announcements will ONLY be made on the PA between 8:15 and 8:25 a.m. Monday through Friday. The Pledge of Allegiance will be said each morning as part of the announcements. (See further information regarding the Pledge of Allegiance in the handbook.) If you have an announcement, it should be placed in the "Announcements" box outside Principal's office no later than 8:00 a.m. Announcement forms are available in the main office. If the intercom in your room is not working, please notify the office as it is a safety issue. Afternoon announcements will ONLY be made for emergency cancellations or unforeseen circumstances with approval by Administration.

### Classroom Phones / Messages

It is a District policy that classrooms are not interrupted by phone calls, therefore, as a general rule calls are not transferred to the classroom during your teaching time. Emergency calls from family members and day care providers are put through to your classroom. You may want to let your family know the best time to call, for instance during your planning time. It is important that family members/day care providers identify themselves so that no important calls are missed. Other phone calls will be directed to your voice mail. **All teachers should check their voice mail several times a day for messages and return calls to parents within 24 hours.** Voice mail information can be obtained from the secretary. As a reminder, **PLEASE DO NOT** use your personal cell phones during instructional time.

The main office switchboard is open from 7:45 a.m. until 3:45 p.m. on regular school days, workdays and in-service days. After 3:45 PM and before 7:45 AM, the voice mail message will record messages. Long distance calls cannot be made from the classroom phones. If a long distance call is necessary for school business, talk to the secretary to make arrangements for your call.

### E-Mail

The e-mail and computer systems of the Yuma Elementary School District One Schools constitute a system which is to be used by District employees to accomplish the business purposes of the School District. Anyone using this system should be aware that computer files and e-mail messages are not necessarily confidential. Both retrieval authorized by District policy and unauthorized retrieval may occur. In addition, e-mail messages may constitute public records under the Arizona Open Records Act. Consequently, employees should utilize some other method of creating, storing and conveying confidential, private or personal information they wish to remain confidential. By using this system, users agree to abide by the District's E-mail Policy and Regulation, and confirm that they have read and understand the terms of that policy and regulation.

**All staff should check their e-mail at least twice a day, preferably in the morning and in the afternoon, but not during instructional time.** Respond to all e-mail messages within 24 hours. E-mail messages should not be allowed to accumulate, since the high volume of messages stored on the school's server negatively impact the server's operation. Staff should empty their trashed messages on a regular basis.

**Parents may contact staff via e-mail. It is imperative that all communication with parents happen within a 24 hour window. The sooner e-mail is returned to parent/guardian the more effective the teacher/parent relationship will become.**

### Email Etiquette

When referring to students in an email, it is permissible to use the student's first and last name as long as all the recipients have a professional need to know about the student.

Please consider whether a telephone conversation or meeting in person would be a better way to handle a topic than sending an email.

Please be thoughtful about typing emails in all capital letters. Readers may perceive that you are shouting at them.

Please minimize use of wallpaper and unique colors and fonts. Some colors and styles do not display well on other computer monitors, which make them difficult to read.

Include a signature file in your email that lists your contact information. You may also choose to include a standard district legal disclaimer. The Help Desk can provide guidance on this.

Please minimize the use of photos and quotes in your signature file to keep email file sizes small.

Please make sure the Subject field matches the content of your email. This helps with searching and filtering email messages.

### Sending an Email

Only members of the District Administrative Team may send emails district-wide. Please speak with your principal or supervisor if you need to send an email to all staff members, and he/she may run the request through the appropriate division chief. This process will ensure that only essential email messages are sent district-wide.

As a professional courtesy, please get approval from your principal or supervisor before sending an email

to other principals or supervisors.

School wide emails are appropriate for those with information pertaining to all CDMS staff. If in doubt, ask an administrator. Please consider if everyone on your list needs to receive your email. Keep cc's (carbon copies) to a minimum.

If you have to send an email to a large group of people, consider including them in the bc (blind copy) field to prevent accidental "Reply All" situations where all recipients receive what should have only been a reply to the original sender.

### **Replying to Email**

Please respond to email in as timely a fashion as possible during regular business hours. Should you receive an email outside of your duty day, it is appropriate to respond during normal business hours unless you feel compelled to respond immediately.

Replying to the sender to say "Thank You" is not necessary. Let us agree to a norm of appreciation and eliminate additional emails. If you do feel compelled to express appreciation, please reply only to the sender.

When replying to an email, think carefully about whether your reply should go only to the sender of the message or to the whole group.

### **Forwarding Email**

Be thoughtful and courteous about forwarding an email. If feasible, consider getting the original sender's permission.

Think carefully before forwarding an internal APS email message to an external email address. If necessary, please revise the email to remove any sensitive district information.

Do not set up an automatic forward of district emails to personal email accounts to prevent accidental exposure of sensitive information.

### **Attachments in Email**

Please do not attach large files to an email. Instead, consider saving the file to a drive on the network and direct them to the file. This will save space in everyone's accounts and will reduce unnecessary bandwidth usage. The Help Desk can provide guidance with this.

If you receive a large attachment in an email, save the file to your computer and delete it from your inbox and also delete it from your "Deleted Items" folder. This will save space in your account.

### **Organizing Email**

Archive your email quarterly to save space in your account. The Help Desk can provide guidance with this.

Learn to use Google rules and filters effectively to keep your inbox uncluttered and easier to manage.

### **Recording conversations/students/meetings:**

While it is understood that law permits people to record meetings and conversations as long as 1 person in the conversation is aware of the recording, the practice is not seen as courteous, respectful, professional or appropriate. If you feel the need to record conversations, it is expected that you disclose this to all parties. At no time shall children be recorded for any reason other than to inform best practice for educators.

### **Calendar Etiquette**

When sending calendar appointments, please use Google Calendar to see if everyone invited is available. Do not send an appointment to someone if their time slot is already filled. If necessary, please contact the person(s) directly by phone or email to schedule the appointment.

When sending calendar appointments, please consider that individuals may need time travelling to and from the scheduled appointment so meetings are not scheduled back-to-back.

### **Letters to Parents**

An administrator must pre-approve any letter(s) sent to parents. This applies to beginning of the year letters, letters concerning student progress, movie permission sheets, etc. For translation of your preapproved letters, see Maria Lopez or Yolanda Cox. Please plan ahead as they will need a few days to complete your request. Letters will be translated in the order they are received.

### **Mail and Messages**

School mail will arrive on a daily basis. When using inter-school mail please use the interschool mail envelopes and put them in the outgoing mail tub in the teacher work room. Please return empty school mail envelopes to the main office desk. Any correspondence sent out in a letterhead envelope must have the sender's location. Each teacher will need to check his/her mailbox daily. **Students should not pick up mail** as confidential student and staff information is placed in mailboxes.

### **District Publications**

District Publications, such as newsletters from Human Resources, the Division of Instruction etc. can be printed from the district Intranet. District newsletters provide important information and are emailed to all YESD1 staff.

### **School Newsletter**

The school newsletter is published monthly. Each team/content area may be asked to submit articles to Norma Nelson. Publication dates will be announced.

## **Media Contact**

Contact with the Media is limited to District Communication Office and School Administration by permission. Staff or student contact with the media should not take place. Politely decline to comment and refer all inquires to the District Office and Site Administration.

## **Social Media**

Teachers are encouraged to maintain updated websites with resource links, homework support, contact information and examples of exceptional student work. All websites must be linked to Castle Dome's homepage at [www.castledome.yuma.org](http://www.castledome.yuma.org). To link, you must send information to the office – either Yolanda or Lori – until further notice.

CDMS has a Twitter and a Facebook account. They are for schoolwide information and updates as well as sharing success and celebrating CDMS students, staff and community.

As teachers, it is discouraged by our district and site to friend students on your personal facebook pages. As adults, you and your friends are allowed conversations or postings that may not always be appropriate for our school aged students to have access to. As a professional adult, separation between working with students as a teacher and being their friend must be understood and appropriate, responsible interactions maintained at all times. School based media such as class pages, edmodo and other controlled post entities are fine and support learning goals.

## **IObservation – WHAT?**

IObservation is an online coaching and feedback tool developed by Robert Marzano and his learning research group which can also be used for teacher evaluation. It is first and foremost a coaching and feedback tool. District has provided you log ins and access. I strongly recommend opening the website and just viewing videos, reading links and getting yourself use to the language and design questions. All the information that I have is available to you on the website. In the end, you are accountable for ensuring your questions are answered and you have confidence in your coaching, feedback and using it to drive effective teaching, increase student achievement and better your personal teaching skills, reflection, planning and professionalism.

In 2013-2014, all support, paraprofessional and certified staff will be coached, provided weekly or biweekly feedback and be evaluated using IObservation.

## **SAFE SCHOOLS**

Safe Schools log in information is provided to you by the district. Safe Schools is online mandatory training in areas including but not limited to FERPA, Bloodborn Pathogens, Mandatory Reporting, McKenney Vento training, Sexual Harrassment in the workplace and many other informational vignettes with information essential to our job as educators. All efforts will be taken to allow time during staff meetings to complete mandatory trainings. In the event that time runs short, you will be expected to complete them within a pre-determined window (district set).

## **Professional Development**

All certified teachers in Arizona are expected to continue their education and obtain credits toward recertification (PDU's). District professional development (monthly) counts toward PDU's. You must always register in Course Insight for PD as it helps track your professional development and is the system for you to receive credit for district PD. While our School Effectiveness Mentor plans much PD, it is not her role to ensure you have registered nor track you down to fix the mistake if you have not.

## STUDENT DISCIPLINE

Click the link below to reference the YESD1 Handbook.

**<http://www.yuma.org/filestore/YumaElDisciplineBook2010.pdf>**

### **CMDS School Discipline Vision Statement**

Our discipline application at Castle Dome Middle School will help children develop their self-esteem, while giving them the tools and encouragement necessary for making responsible decisions in their lives, both within and outside the classroom. The underlying belief of this discipline application is that all students' dignity must be enhanced and preserved, regardless of their behavior. PBiS is the application of evidence-based strategies & systems to assist CDMS to increase academic performance, increase safety, decrease problem behavior, and establish positive school culture.

### **PBiS – Positive Behavior Support**

Click on the link below for some more detailed information in regards to PBiS. WWW.pbis.org

## **PBiS**

PBiS is the application of evidence-based strategies and systems to assist schools to increase academic performance, increase safety, decrease problem behavior, and establish positive school cultures.

### **What will you see in a PBIS school?**

#### **1. Administrative support.**

Administrators in PBIS schools have allocated time (for professional development and teaching of expectations) as well as resources (money and people) to ensure the success of PBIS at their building.

#### **2. Team based implementation.**

The PBIS team is representative of the staff. How that looks can vary depending on the site. The activities, updates and progress of PBIS in the building come directly from this team.

#### **3. Concrete, defined behavior expectations.**

These are designed by the school so as to reflect and embrace its community and culture. Ours are Be Safe, Be Respectful, Be Responsible and Be Exceptional.

#### **4. Direct teaching of behavior expectations.**

Behavior expectations are explicitly taught throughout the school year. By doing this, school staff is setting students up for success!

#### **5. Positive behavior is acknowledged.**

PBiS teams must decide how students will be acknowledged for following the expectations. Positive behaviors of students are acknowledged by adults building-wide, not only by the classroom teacher.

#### **6. Behavior is monitored and corrected.**

When misbehaviors are observed, they are corrected. When misbehavior continues, or the behavior falls under the site's definition of "office managed," an office discipline referral is written.

#### **7. Data is used to inform decision-making processes.**

Waiting until the end of the quarter, trimester or semester is sometimes too late to make changes. PBIS teams review data monthly at a minimum. While this data includes office discipline referral data, the review may also include community surveys, achievement data and attendance.

#### **8. Family and community engagement and partnerships.**

Schools cannot work in isolation. PBIS supports and integrates community partnerships. Some examples of this include: sending acknowledgement tickets home to parents in the newsletter, and asking local businesses to give tickets to students when they are being respectful.

### **An Important Note about the Office Referral Process**

**REMEMBER:** 3 minors (similar) in one week = Send student to the office

**EXCEPT** in the case of a student exhibiting violent or otherwise dangerous behavior, **NO STUDENT** will be admitted to the AP's office without proper documentation. The discipline referral form must be filled out in **its entirety** by the referring teacher.

**\*\*An immediate suspension will result due to serious disciplinary infractions, which include: weapons, assault/fight, sexual harassment, drugs, and profanity directed at teachers. An office referral must accompany the student when sent to the office.**

**\*\*\*When a student is suspended, a re-entry conference will be held with the student, parent and may include an administrator, teacher and/or counselor. A behavior contract may be part of the re-entry process.**

**CDMS Discipline Objectives** • Maintain each individual's dignity in the discipline process. • View discipline as an integral part of instruction. • Apply specific strategies for teaching responsibility to students. • Enhance self-esteem through developing responsible behavior. • Develop classroom rules that promote appropriate behavior while teaching students responsibility. • Understand the key differences between consequences and punishments and why consequences are more effective. • Use classroom proven strategies for effectively managing the behavior of disruptive students. • Recognize ineffective methods and understand why they fail. • Become confident and skilled at defusing potentially explosive classroom situations. • Identify the basic needs which motivate problem behavior and match strategies based upon basic need(s) responsible. • Learn the connections between motivation, effective teaching practices and discipline. • Develop an effective discipline plan that integrates components of PBiS.

### **Student Expectations and Discipline**

Discipline is a major concern to parents, student, school staff and the community. Students will be responsible for their own behavior. Students will be treated fairly and in a consistent manner by all staff members.

Teachers may not send students to the office for minor behavioral problems (refer to CDMS PBiS Plan). If a student is interfering with instruction, bothering other students, etc. the teacher should call the office, either by pushing the call button or by using the telephone and asking for assistance in that room. Do not assume that the student will be removed from the classroom. The purpose is not having students “sent” to the office is two-fold:

1. To avoid student with behavioral problems walking around unescorted through hallways
2. To resolve the situation so the student can successfully remain in the classroom

### **De-Escalation Techniques**

Remember that you cannot “make” a person do anything. Do not power-struggle with a student. You will not win. Nobody will win. Everyone will lose. Tell the student that you both need a time-out before discussing any situation. Then listen to the student and ask the student to listen to you.

**Establish rapport/relationship.** *Smile. Say good morning. Learn the students' names. You can spot the challenging kid in a day or two. Make a point of meeting that student. Start with a positive ... e.g. “Cool pencil, where did you get it, what's your name?” A good rapport with a student is like money in the bank. In the hallways, the lunchroom, introduce yourself to the students and smile!!!*

**Stay calm.** *This is huge. Keep your voice – tone and level – even. As soon as a person becomes agitated or anxious or upset, the rational, executive, wizard part of the brain shuts down, and the irrational, primitive, lizard part of the brain takes over. IF YOU become agitated in an exchange with an escalating student, then there are TWO people functioning at a primitive level. At this point, the likelihood of threats, intimidation, and inability to listen and think is exponentially and dangerously increased. Always allow for a cool-down or time-out space before trying to resolve any issue or conflict.*

**Don't argue.** *If a student is escalated, it is like arguing with a drunken person ... you can't reason with this person, and you will not win an argument. It's counter-productive and only serves to further escalate the situation. Arguing also provides attention to the student, which is often reinforcing. There are two types of questions ... 1. Information-seeking ... you will answer the question and provide the information in a genuine, sincere, clear manner. 2. Challenging ... this is often a delay tactic to avoid work, a challenge to your authority, the beginning of an argument ... you will restate the directive (keep it clear and simple, and maintain the same tone and volume) and you will stay calm. You may find yourself re-stating the directive 3 or 4 or 5 times. This is the “broken record” technique, and can be very effective. The student just finally gives up and complies.*

**Don't take it personally.** *Behavior does not occur in a vacuum. The student may have had a bad morning at home, peer problems, pervasive discontent, etc. Misbehavior, insults, belligerence cannot be taken personally. Although you may be the momentary target, it is not a reflection of you as a person or a professional. It is a reflection of the student's mood/problem. Many people have great difficulty with students' profanity. This can trigger anger in some adults, and the students know it. It is imperative to train ourselves to not react to highly offensive language. The profanity can be addressed with the student at a later time if*

necessary. **Right now your objective is to stay calm and de-escalate the situation.**

**Non-threatening posture.** The student may well already be in fight or flight mode. You need to take a step back, turn to the side, and leave your hands relaxed, at your sides, so that the student can see your hands. Never back a student up against the wall or into a corner. This can be increasingly threatening to the student. If you back a student into a corner, the only way out for the student will be over you or through you. Leave an escape route for yourself and the student. Actions speak louder than words. An agitated person processes very little of what is said verbally. Your body language will communicate more effectively than words.

**Personal space.** Invading a person's space can also be very threatening. Take a step back. Do not try to lead a student by the elbow or put a hand on the shoulder. The student may well interpret this as an aggressive act. **No touching.**

**Body language.** See non-threatening posture above for hints on your body language. Your body language needs to tell the student "I come in peace". Be aware of the student's body language. Watch for clenched fists, red face, heavy breathing, muscle tension, and grimaces ... all of which can be a barometer of the student's emotional condition. If the student is highly agitated, you will see more of the above physiological signs of emotional distress.

**Voice.** It is not what you say, it's how you say it. Lower your volume. This can be a distraction as the student has to listen carefully to hear what you are saying. **Avoid any sarcasm** in your tone of voice. Slow down your rate of speech. Again, you are projecting a CALM presence.

**Saving face.** Allow the student to save face. Give private re-direction when possible. **Always treat the student with respect and dignity. Give the student choices** to allow him/her to walk away with dignity ...e.g. do you want to sit down here, or there? Do you choose to line up now quietly, or do you want to wait here with me for a minute and then get back in line? We are the adults. Our egos are intact and secure. We do not need to "win". If a student escalates to a loss of control and a primitive state, everybody loses.

**Empathy.** Think back to your own middle school years. It wasn't always easy!!!! Any change in a student's typical behavior can indicate anxiety. If you notice that a student is anxious, a simple "are you doing okay today?" can be reassuring and calming. If a student is complaining, an empathic "oh, man, I know that's hard to deal with" can defuse anxiety. "I understand" "I really want to see you do your best and I know it's sometimes hard" "I know what a good kid you are and I want to see you have a good day".

### **Teacher Assigned Detention**

The purpose of detention is student growth, not punishment. Teachers, paraprofessionals and the leadership team have the authority to assign detentions. Detentions assigned by teachers and paraprofessionals are implemented and supervised by those adults. These detentions do not have to be reported to the office. Teachers determine detention supervision. Student should be very aware of which behaviors will result in a detention consequence. A discipline sequence (ladder) established by the teacher is extremely crucial for student growth to be accomplished. The discipline ladder, developed collaboratively within the classroom, should be clear and concise. It should be discussed and reviewed often. Adequate ladder preparation, review and consistent implementation will greatly benefit both teacher and student. Unless parents are contacted and approve a same day detention, **the student must receive twenty-four hours notice before serving an after school detention.** With many of our students riding schools buses, this notice allows parents time to arrange for other transportation. It is important to involve the parents if a student fails to attend a teacher assigned detention.

### **Teacher Assigned Work Detail**

Teachers who assign a student to receive a work detail as a consequence for classroom behavior must be certain to follow these guidelines:

1. Contact parent identifying the behavior and informing the parent that you will be giving teacher assigned consequences in the form of work detail, which will be supervised by you. Clearly identify for the parent the type of work that will be completed during the work detail.
2. Parent approval must be received for the student to stay after school for work detail. Document all parent contact in Synergy.
3. Be certain that students are under your direct supervision at all times during the work period.
4. Work detail should not come out of any class time.
5. Be certain that students are wearing gloves for any type of work detail. Gloves are available from the custodian.
6. Types of work detail may include trash pick-up, cleaning tables with approved cleaners, cleaning of

chalkboards/whiteboards, gum scraping. Approved cleaners are available from the custodial staff. Students are not permitted to clean restroom areas.

### **Administrator Assigned Work Detail**

Depending on the availability of supervision, an administrator may assign a student to after school, before school or lunchtime work detail. These are usually done in 30 minute increments over several days.

### **Time Out**

Time out of the classroom can be a very effective discipline strategy when used sparingly and for short periods of time.

“Time Out” may never overlap into another teacher’s instructional time, either core or elective and **MUST BE NO MORE THAN FIVE MINUTES**. If the teacher feels that a longer time out may be effective, the teacher must work with an administrator prior to holding the student out of any other classes.

Parents must be informed that their child was “timed out” due to inappropriate behavior unless the time out was less than 10-minutes, (including the time spent moving from one classroom to the other and back). This information may be shared with them via a phone conversation or a written note.

Because some special education students and/or student on an Rti plan or behavior plan have the time out strategy formally included in their IEP’s/Plans, it is important that classroom teachers work closely with the special education teachers and teaching team when applying this strategy.

Teachers are expected to keep documentation on when a student is sent out of the classroom for time out, including date and time as well as reason for the removal and parent contact.

**Students are never to be sent into an empty classroom for time out; student must always be under the direct supervision of a teacher.**

If a student’s behavior doesn’t improve following a time out session, or if the student is repeatedly timed- out, the strategy isn’t effective and something else needs to be utilized.

### **Out of School Suspension**

A student will be suspended from school if warranted by an admitted offense or, if denied, the charges are supported by “such relevant evidence as a reasonable mind might accept as adequate to support a conclusion.”

YESD1 Discipline matrix clearly shares suspension criterion.

**6. MAKE-UP WORK FOLLOWING A SUSPENSION** – Arizona State Law states that students who are suspended are considered excused and must be provided the opportunity to make up any work missed during the suspension.

### **Alternative to Suspension**

At the discretion of the administrator and parent one of the following alternatives to out of school suspension may be offered that would allow a student to remain in attendance at school. Failure to successfully complete the option will result in reinstatement of the original suspension.

### **In-School Suspension Area**

In a continuous effort to minimize disruptive behavior, there will be an In-School Suspension area as needed located in the office area. **Only an administrator will assign students to ISS as a consequence.** The ISS area will be supervised by the administration.

When a student is assigned to ISS, behavioral expectations will have been discussed with him/her. These expectations include:

Students will not be allowed to leave without the permission of the administrator/supervisor.

Students are excluded from all activities and assemblies until their ISS time is completed.

Students must work on school assignments while in the area. No sleeping.

Students will not be sent on errands or to classrooms.

If a student has been assigned to ISS, teachers will receive notification by email.

Expectations for Administrators:

1. Keep track of the number of times students are assigned to in-house suspension to better determine if this is an appropriate consequence.

2. Monitor in-house suspension frequently to ensure that it is a quiet, structured environment.
3. Change the consequence of those students who are not able to function in the room (i.e. sent home, suspension).

## **Student Dress Code**

Staff is expected to supervise and ensure all students are clothed in a way that is conducive to learning and not offensive, unsafe or distracting to others. Dress code violations are sent to the health office.

**Shirts:** Cover chest, back and shoulders with at least a 2 inch "sleeve". Cover stomach completely. Not see through. No undergarments showing.

**Pants:**

1. Sagging is not allowed; pants must be worn above the hips.
2. No overalls, pajamas or jumpsuits are to be worn.

**Skirts, Skorts and Shorts:** Length, including slits, must be below fingers with arms hanging at the side (mid thigh).

**Sweaters, Sweatshirts & Hoodies:** Can be worn in the classroom with hoods down. All other jackets must be taken off when in classrooms.

**Other clothing regulations:**

1. Clothing is to be size appropriate.
  2. No vulgar symbols, gang related attire, gloves, bandanas or do-rags, hats, or slippers are allowed.
- The administration may designate special days as out-of-school dress-code days. On these days, clothing will be worn that is appropriate for the school environment. After consulting with school administration, coaches & club advisors may modify the school dress code on particular occasions. Additionally, CDMS administrators reserve the right to determine if any clothing is inappropriate and to change the dress code as deemed necessary.

## **Emergency Procedures**

At the beginning of the school year each staff member is given an updated red CDMS Emergency Folder. The folder contains information on fire drills, earthquake drills, lockdown drill information and where to get a copy of the CDMS Emergency Procedures. The folder is to be returned in May for updating during the summer. It is to be kept current with rosters every grading period in the event of emergency and substitute teachers.

### **Emergency Signal from Classroom**

If there is an emergency in the classroom the teacher must call the main office 7300, 7301, 7303. Office staff will respond to your call by alerting the administrators and/or SRO that there is a major problem needing immediate response.

### **Safety Training For Staff**

Safety training will take place during an in-service or staff meeting within the first two weeks of the school opening. A lock-down drill with the entire student body will take place within the first 5 weeks of the school opening. The training and drill will be the responsibility of the principal or their designee.

## **Closing of School**

### **Due to Weather**

In the event the school is closed YESD1 will activate the automated calling system. If you change your phone number you must notify the District or you won't be called. Instructions for changing your phone number (or address) can be found on the YESD1 Intranet. Yolanda Cox may assist you as well.

## **Child Abuse / Neglect**

State law (Child Protection Act of 1975) and District policy require reporting of suspected abuse/neglect. School officials or employees are specifically mentioned as persons required to report. Any person reporting in good faith is immune from liability. You are not responsible to prove abuse or neglect, only to report any suspected abuse. Do enlist the assistance of the nurse, principal, assistant principal, and/or counselor. In Yuma, all suspected abuse cases are turned over directly to the School Resource Officer or Police.



If you have reason to suspect abuse/neglect because of your observation of an injury, a report from an abused child, or a report from friends of an abused child, you are obligated to report it as soon as possible. The steps to follow are:

1. Speak to the principal, assistant principal, or school nurse about the incident.
2. Call Officer Johnson or SRO. If unavailable, call the police.
3. AmberLee's annual Mandated Reporting Professional Development will be held in the Spring. For questions prior to the presentation, see our School Resource Officer (SRO).

## **Sexual Harassment/Bullying/Intimidation/Harrassment**

When students come to you with statements concerning sexual harassment, please be sure to follow the process below:

1. If the student says that a student was saying something inappropriate, investigate the issue with both students, just as you would any other type of inappropriate classroom behavior. It may be appropriate to assign a classroom consequence if the behavior is minor. If this is the case, input information into Synergy and notify parents.
2. If you determine that the behavior needs intervention by an administrator, write out the referral and send it to the office via an office messenger (not the student(s) involved); please secure the referral so that it cannot be read by the person delivering it. The office will begin an investigation as soon as possible.
3. Whenever a serious incident occurs which ought to be brought to the attention of the Superintendent of Schools, Board of Education and perhaps the press, the school building or facility administrator shall immediately be contacted (unless the incident involves that person). This person will make the appropriate contacts with the administrative office and any other appropriate agencies (i.e. police, medical assistance, fire department.)
4. All staff and students are expected to report Bullying/Harrassment/Intimidation. Forms are available in the office and online at Castle Dome website.

If you believe you are the victim of sexual harassment, Harassment, Threats, Intimidation or Bullying report it immediately to the administrator you feel safest with.

## **Health**

### **Hazardous Material**

If you discover hazardous waste material in need of disposal, please contact an administrator.

All chemicals, commercial, scientific and janitorial are inventoried each year. Only those with OSHA forms and data safety sheets on file are approved for use in our school.

### **Health Office**

The Health Aide will see students, ill or injured, who are referred by a staff member. All students reporting to the health office must have a written, signed, time/date hall pass (preferably Agenda), except when reporting before/after school or during lunch. All students returning to the classroom from the health office will have a Health Office pass with the return time signed by the Health Aide. Students **MAY NOT** call a parent or guardian instead of seeing the health aide. Medications will be dispensed to students through the Health Office **ONLY**. Staff are not permitted to dispense any medications, including cough drops. Students with asthma may carry their inhalers with signed permission of the parent, principal and nurse/Health Aide.

P.E. excuses will not be issued by the health office unless a note from a parent or doctor is received.

If the Health office is not available, students are to come to the main office for assistance.

### **Staff Injury**

Any job related injury must be reported to your supervisor immediately. The necessary Workers' Compensation forms must be completed and sent in within 24 hours in order to protect your rights in Workers' Compensation claims. All YESD1 injuries must be treated at

YESD1 approved locations. You must have an approval form signed by your supervisor in order to receive services. Discuss any questions you may have with the principal, health aide or employee benefits office.

### **Employee Assistance Program**

The YESD1 Employee Assistance Program provides a systemic approach for the early identification, referral and treatment of personal stresses that may be affecting job performance. This treatment is available to all employees and their dependents without cost to the individual person. Problem areas include: marital, legal, financial, psychological, medical, emotional, alcohol/drug, professional, job related, and many others which may cause undue stress to the individuals. Confidentiality is maintained for employees who utilize the program. Information is available on the district Intranet.

### **Tobacco**

In accordance with Arizona statute, smoking, chewing, or other use of tobacco products by teachers, staff, students and members of the public shall be banned from all school district property. If you carry any of these items with you, please be certain that they are not visible to students, i.e. cigarette pack in pocket/purse, chewing tobacco can in back pocket. Please refer to the Tobacco-Free Schools policy.

## **Instruction**

### **Course List**

CDMS maintains a 6-period schedule. The following subjects are scheduled by period: ELA, Math, Science, ELL, ESS & Social Studies. Band, Choir, visual and graphic arts, Physical Education, Industrial Technology, AVID, Yearbook, Family and Consumer Sciences, Spanish and Migrant Computers are CDMS's elective options. 8<sup>th</sup> graders may be approved to be Teacher or Office Assistants.

### **Homework**

**Meaningful homework** provides a link between what is done in the classroom and the student's life outside of school. It provides an opportunity to connect school with home and teachers with parents. It also provides students with opportunities to practice skills in organization and responsibility.

Homework will be effective if it is expected and required at all grade levels on a consistent basis and monitored by teachers, students and parents. CDMS teachers will provide a written homework policy to students and their families that include specific information about homework expectations and consequences. All students will use the CDMS Student Agenda to record homework and other assignments Monday through Friday.

### **Animals in the Classroom**

Animals are not permitted in schools unless for educational purposes. Pets should not be brought to the school for the convenience of the owner or for "fun". Animals are unpredictable and even the most gentle animal can react in a stressful situation putting students and staff in danger. Individual employees may be held liable if the animal injures a student or staff member and the policy regulations were not followed. Please reference the policy or contact Risk Management if you have any questions.

## **Outdoor Classes**

Classes, other than P.E., may also be held outdoors when the curriculum calls for this type of study. Please discuss special outdoor activities in team meetings and with an administrator in advance. Be sure to leave a message on your locked door to tell the whereabouts of your class. Let the office know where your class will be.

For class activities using the school field please:

1. Check in advance with the PE teachers to determine what area of the field can be used without distracting the PE classes
2. Inform the office in advance to avoid scheduling conflicts. On the day of the activity, please remind the office of your scheduled field use.
3. Put a note on your door identifying the times and where you will be so the late arrivals can find you and messages can be delivered.
4. If pulling students out of other classes, make advanced arrangements with teachers, giving them a list of the students involved. Your grade level administrator and office should get a copy of this list.
5. Provide passes for any students who are not normally in your class.
6. Have students not normally in your class report first to their regular teachers for attendance before coming to your activity.

ANY TIME YOU ARE NOT TEACHING IN YOUR REGULARLY SCHEDULED ROOM, THE OFFICE MUST BE NOTIFIED, YOUR DOOR MUST BE LOCKED AND YOU MUST LEAVE A SIGN IN REGARDS TO YOUR LOCATION ON YOUR DOOR. Let the office know where you will be.

## **Speakers and Handouts**

Students and faculty are encouraged to invite guest speakers for programs with educational or community service purposes. The presentation should focus on and support the prescribed curriculum. Criterion used for these presentations is based on whether they are more valuable to student learning than regular classroom learning activities. Administrative approval must be obtained by filling out the "Student Activity Request" form. When controversial subjects are dealt with, students should be given an opportunity to hear and discuss various positions.

The principal may refuse to permit the use of school property to person or organizations whose presence may be reasonably expected to result in violence or disruption, or who are known to engage in efforts to incite others to violence, disruption, or other breach of law. Teachers are responsible for ascertaining background and credential of proposed speakers or the organization they represent. Handouts or literature which will be available to the students must be previewed by the teacher, must not contain any advertisement or plea for funds from students, must be related to the curriculum and must have approval of building administrator. A copy of a handout should accompany the "Student Activity Request" application form for administrative approval.

## **Library**

1. See the library para, Noemi Juarez, to sign up to bring your class into the library. This will insure availability of materials, space and services.
2. Teachers are to remain with their classes in the library.
3. Individual students are welcome to come without teacher supervision to the library with assignments or to select reading materials. Please check with Noemi prior to sending the student. Teacher must send students with signed pass (preferably in agenda).

## **Technology**

The technology revolution of the past few decades has changed the way individuals and organizations can access information and communicate with people and organizations. These outside sources of information and communication should only be used to support district curriculums or to enrich classroom assignments.

Although teachers cannot guarantee that students will not access inappropriate information, communication or material if students deliberately seek them out, teachers are responsible for taking reasonable precautions and for developing reasonable procedures to assure that students are not exposed to inappropriate information, communication and materials. When technology is in use, ensure you are fully engaged and they are monitored.

## **Pre-Recorded Video(s) or CD's**

Personal videos must be approved by the principal or designee for appropriateness and curriculum support. Most rental videos (Blockbuster, etc.) cannot be shown legally in the classroom. No approval will be granted for any R rated material. Any video rated PG-13 cannot be shown without administrative approval and parent release forms permitting student to view the video.

## **Standards-Based Grading**

Standards-Based Grading is a way of reporting what each student knows and is able to do according to Arizona Common Core State content standards. A standard defines what a student should know and be able to do in each subject area at each grade level. All academics have standards. Standards help shape the curriculum from one grade to the next because teachers know what instruction has already occurred.

Synergy system will provide two different grades on the report card. One will tell us what students know compared to the standards (standards grade) and the other will assess work habits such as homework and effort (Performance grade). The report cards will include benchmarks based on AZCCSS standards. A benchmark (Galileo FAME score) is a statement of what students should know and be able to do within a certain amount of time.

### **Standards-Based Grading Scale & Descriptors**

E = Exceeds expectations on standards taught and assessed in class.

M = Meets expectations on standards taught and assessed in class.

A = Approaches expectations on standards taught and assessed in class.

FFB = Falls Far Below meeting expectations on standards taught and assessed in class.

**Performance grades are habits and behaviors that impact a student's performance. They may include:**

**Effort:** Perseveres and attempts quality work

**Engagement:** Participates and listens

**Homework:** Complete and on time

**Responsibility:** Follows rules and directions; manages time; advocates for self

**Assessments/Graded work averages**

**Performance Grades:**

**A = 90-100; B= 80-89; C = 70-79; D = 60-69; F = 50-59**

## **Recognition**

Students will be recognized throughout the school year for academic and behavioral achievements.

CDMS Recognitions:

As needed: Knight Pride tokens, Front of Line Passes, Announcement shout outs

Weekly: Knight Pride Drawings

Quarterly: Perfect Attendance; A/B Honor Roll; All A Honor Roll; Knights of Round Table (Citizenship, Knight Pride, Motivation 2 per team per quarter); Exceeds Galileo

Annual: Perfect attendance all year, A/B Honor Roll all year (Presidential Silver), All A Honor Roll all year (Presidential Gold), Exceeds Galileo all 4 quarters (subject specific)

If you have ideas, thoughts or suggestions for awards, please join the PBIS committee!!!

## **Retention**

YESD1 is continually reviewing the retention policy and the academic advisability of retention.

Please refer to the current district policy and discuss with your grade level administrator if you have student concerns, prior to the end of the second quarter. Retention process must be put into motion no later than January each year.

## **Progress Reports**

Progress Reports should be completed through Synergy mid-term of each quarter and may be sent home for parent signature. Progress reports are to be used to keep parents and students

appraised of the student's success or difficulties. These reports may be sent at anytime by a team or an individual teacher. They are required when a student is in danger of failing. **A TEACHER SHOULD NOT FAIL A STUDENT WITHOUT PRIOR PARENT NOTIFICATION, written, phone, meeting - any as long as documented.** It is only prudent that this notification be done early enough for parents to assist their student in avoiding a failing grade.

## **FINANCES**

### **Group Collection Form**

Any time money is collected from events, the Collection Form must be used. There are columns to be checked as to whether the money was in check form or cash, and the teacher must sign the form. You are to turn these into the secretary and get a receipt for these monies. (This form can be obtained from the secretary.) There will be no exceptions to the procedure. **DO NOT LEAVE MONEY UNSUPERVISED IN YOUR ROOM.**

### **Fund Raising**

All fund raising events for school will be coordinated through the student council and principal or designee with a proposed budget for spending the funds prepared in advance. Generally the purpose is to purchase items which supplement and enrich the school program and benefit a large number of students. Any proposed spending is approved by student council AND the principal. All fundraising requests should be submitted to student council in the form of an Activity Request.

### **Gifts to Faculty Members**

**Gifts from students** – Teachers or other employees of the District shall not accept gifts from students or parents of students except as such gifts have an aggregate yearly value of less than \$25 from any single student. Even gift giving of items having a yearly value of less than \$25 is discouraged. The writing of letters by students to staff members to express gratitude and appreciation is considered to be more welcome and more appropriate.

**Gifts from Faculty to Students** – is discouraged. It is rarely appropriate to purchase gifts for students. Should the student be facing unique challenges and be in need of assistance, please seek advice from SRO, Counselor, Health Aide or administration. Students are not your friends, and it is expected that you remain professional acting in the role of a teacher, mentor and advocate at all times.

### **Payroll Procedures**

Employees are paid every other week. If a payday falls on a holiday, payday will be the last working day prior to the end of the pay time or as directed by YESD1 payroll department. Any pay questions may be directed to YESD1 Payroll Department (Diana Wise).

### **Purchasing / Ordering Procedures**

Purchases of school-related goods and services require prior approval from an administrator or the school's secretary who is specifically trained in the ordering process. Purchasing is tied directly to budgets, and purchases must be approved by the school administrator or by a district director. Confer with an administrator to secure approval for purchase. A Purchase Order form **must** be approved before any money is to be spent. Failure to use the purchase order procedure can result in the purchaser bearing the personal liability for the purchase. You may not make any purchases without a purchase order. **An original receipt** is necessary for any item you buy with a purchase order. Staff members **cannot** be reimbursed for any purchases not made with a purchase order.

Purchase orders means an advance payment (not a reimbursement) and you must have prior approval from an administrator. Please plan ahead. If you need supplies the secretary will need at least three days notice, and up to two weeks for large orders.

Money Collections – Any moneys collected must include a group collection record; all monies must be turned in to the secretary at the end of each day.

For convenience, email, use her voice mail or use her mailbox to place orders or communicate with the secretary (Mrs. Cox).

**Time Slips** For work beyond your contracted day, it is expected that you complete a time

slip. Mrs. Cox (secretary) or an administrator can help you complete your time slip. Ultimately, it is your responsibility to ensure time slips are completed and signed on time to ensure your pay for approved work beyond the school day.

## *FORMS:*

*In the following pages, you will find copies of the various forms for money collection, events/fundraising/student activity request forms, etc.*

*We will be updating our field trip forms for CDMs. Be prepared for information to flow from your team leaders to you in that regard.*

*COACHES: you will have an informational meeting with the health aide, secretary and administration to review all forms for athletes and pay-to-play procedures prior to each seasons start date.*