

***KELLOGG MIDDLE SCHOOL
STAFF HANDBOOK
2009-10***



The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

William Arthur Ward

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Kellogg Middle School

KELLOGG MIDDLE SCHOOL MISSION STATEMENT

Kellogg Middle School – Where the ABC’s are taught every day. A - Academics; B – Behavior; C – Caring.

KELLOGG MIDDLE SCHOOL PHILOSOPHY

At Kellogg Middle School, we accept each child as being unique, and we are committed to treating each child as an important individual. We are dedicated to giving our students a strong basic education. We believe they should attend school to learn how to be responsible citizens of a changing democratic society, living by accepted standards of our community. Therefore, students need to learn how to work cooperatively with a variety of people in a variety of situations.

As a faculty, we trust one another as professionals and strive for harmonious working relationships. We believe that if staff members enjoy the surroundings in which they work, the students will benefit. It is our goal to produce students who leave our school with grade-level competencies in all areas of basic education. Every subject area taught should meet consistent standards designed to improve academic skills. To accomplish that, each teacher must be constantly involved in periodic planning and evaluation.

Parents are important to our total program, and we must work toward a closer relationship between home and school. Education does not end with the school day. Learning takes place in the home, church, and community as well. We believe that the school is a tool parents can use to help their children learn how to live productively.

Revision Approved by the Building Management Team 4/14/04

KELLOGG MIDDLE SCHOOL OBJECTIVES

Kellogg Middle School will:

1. Provide and help students understand and maintain a safe school environment.
2. Encourage productive learning through specific building and classroom behavior management plans, which are reviewed annually (maintenance of classroom discipline);
3. a) Encourage students to be self-directed learners (basic values);
b) Be supportive of each child's emotional needs (basic values);
4. a) Keep the child and the parent up to date on progress through appropriate means of communication (communication skills);
b) Keep parents and community informed of goals, rules, curriculum, and activities by encouraging their participation within the school (communication skills);
5. a) Stress the basic curriculum and monitor student progress;
b) Consider each child as an individual when planning his/her course of study (basic curriculum);
c) Provide remedial or enrichment activities when needed within each subject (basic curriculum);
d) Provide opportunities for large and small group instruction (basic curriculum);
6. Provide the foundation for the development of training and skills necessary for employment (work force skills);
7. Provide current technology equipment and training for students;
8. Encourage students to be good citizens, requiring them to accept responsibilities for their own actions (responsible citizenship).

Revision Approved by the Building Management Team 5/16/01

Underlined items show congruence with Idaho "Elements of Thoroughness."

GENERAL CATEGORIES

ABSENCE FROM DUTY

Teaching staff who find they are unable to be present at work due to illness or any other reason should notify the building principal before they leave the building the evening prior to the absence. If such advance notice is not possible, **the principal should be contacted at home between the hours of 5:30 a.m. and 6:00 a.m.** If the teacher does not plan to return the following day, he/she is asked to call the principal by 2:45 p.m.

ABSENCES OF STUDENTS

Teachers should require an admit slip from the office from each student who has previously been absent in their class. This should be routine at the beginning of such period for teachers to sign the admit slip.

ADVISORY RESPONSIBILITIES

Advisory each day will begin with the Pledge of Allegiance. If students do not wish to participate for religious or other special reasons, quietly arrange for them to either not be in the room or make other arrangements that meet their special needs. Otherwise, all students are expected to stand, be respectful and to repeat the Pledge.

Channel One provides the televisions that we use in the classrooms for videos, special programs and other purposes. Often the material contains useful current events or other age-appropriate prevention messages; so, except for two minutes of commercials, Channel One is considered “instructional time” by the State.

Announcements are important to the whole school function and **must be made available to students every day**. Staff members are **responsible for announcements being read to the students daily**.

Lunch Count is extremely important to our food budget so please get an accurate count each day, and send it to the office. Be sure to add yourself to the count if you are eating school

lunch that day. Emphasize to students that they cannot change their mind once they get to the cafeteria. If we have consistent errors in lunch counts, we would need to implement stricter methods for our lunch account and that entails more work for students and staff.

Silent Advisory – It is preferable for students to stay in their regular advisory to build relationships with that teacher and the other students. In some instances, students may not be able to handle regular advisory and may need to temporarily or long-term be assigned to a quiet place. Please refer the student in writing to the principal for consideration of silent advisory assignment.

AFFIRMATIVE ACTION PROGRAM

The following information, as required by Title IX of the Educational Amendments of 1972, Public Law 92-318, is published for the information of all employees and students in Joint School District #391:

“The Board of Trustees of Joint School District #391, believing in the fundamental principles of justice, due process, equal protection under the law, and the right to petition for redress of grievances, commits itself to an affirmative action program which will provide for equal opportunity in employment and delivery of educational services. The intent of the program is to insure equal treatment of employees in recruitment, employment, training, promoting, and other personnel practices and to insure equal educational opportunity to all students within the District. The District’s Affirmative Action Program focuses on all students and employees in the District with particular focus on racial and ethnic minorities, women, disabled, and older persons.”

Any employee or student who has a grievance to redress under Title IX should contact the Affirmative Action Committee. Committee members’ names can be obtained by contacting the Superintendent’s Office.

ASSEMBLIES

Assemblies will be scheduled during the regular school day. This may mean that classes will be missed, shortened or changed. We will always attempt to give you enough time so you can plan. Every attempt will be made to use a shortened class schedule so the time missed is distributed evenly. Staff members are expected to sit with students during all assemblies.

ATTENDANCE

Attendance will be taken at the beginning of advisory period. There are white absence slips available to be used for attendance and lunch count for advisory class. A master list of those students who are absent first period will be available at the beginning of second period. Teachers are to check this list, and report any additions to this list to the office as they notice them. It is important that you keep an accurate record in your gradebook program.

BEHAVIOR MANAGEMENT – CLASSROOM DISCIPLINE

(See the Appendix, “Behavior Management Plan”). Disruptive behavior cannot be tolerated in the classroom as it interrupts normal classroom procedure and distracts in such a manner as to cause loss of valuable instruction time. Each teacher will establish and post rules to govern his/her own classroom. A copy of the classroom behavior management plan must be on file in the principal’s office. These rules must be reasonable and taught to students at appropriate times and then periodically reinforced to cause compliance. The rules are to be posted in the classroom with appropriate rewards and consequences built into the classroom management plan. Above all, the enforcement of these rules must be firm, fair, and consistent.

One of the objectives of a sound educational program is the stimulation of individual responsibility and accountability for one’s actions and sensitivity to the needs and rights of others. Discipline imposed should serve as a guide to behavior, as deterrents to the violation

of rules and regulations, and as a protection for other students.

Reasonable discipline is an essential part of any successful school system. **ALL MEMBERS OF THE STAFF ARE RESPONSIBLE FOR MAINTAINING HIGH STANDARDS OF CONDUCT IN CLASSROOMS * HALLS * SCHOOL GROUNDS* SCHOOL ACTIVITIES* AND ASSEMBLIES.**

The teacher is responsible for classroom discipline. Only when it is not possible for a teacher to handle a discipline problem is the student to be sent to the principal. The documentation form for discipline situations is available from the principal’s office. In routine discipline matters, teachers should follow the sequence listed below:

1. The teacher will hold a conference with the student and specifically inform him/her of the behavior change expected. The conference is dated, documented, and the student signs the documentation;
2. The teacher will hold a formal conference with the student during which the problem will be identified and discussed. The student will be warned that further misbehavior will result in parent contact and an office referral will be made;
3. The teacher will contact the parent concerning the problem and enlist their assistance in solving it. This contact should be dated, documented, and signed by the student;
4. Refer the student to the principal only after the above steps are followed and documented.

It should be understood that there are times when following this plan is not appropriate. Teachers should feel free to make a direct referral to the office when the need arises. Red Slips are available from the principal’s office for this type of referral. *(See the Appendix under “Behavior...”)*

Attitude toward the student when handling discipline issues - Use a “please remove” for hats, hoods and head bands, and they should do it on the spot.

Since there may be a possibility of many students trying to make a point, just ask them to remove them and give them a verbal warning to not repeat that behavior. Do not bring them to the office as it could cause quite a disruption of school, and they would get the notice they want. If they comply with your request, we will let it go.

If they say, “no” they will not remove it, then tell them that they are being written up for not following a reasonable request and use a red slip to do this. Send them on to class, and the administrator will take care of the referred students in the order the referrals are received. If students have the hat, hood or bandana on in class after being warned, do not address it again if you know they have been referred and let the administrator handle their consequence.

If they put it back on later after you have asked them once, then write them up anyway and just tell them that you are writing them up for “not following reasonable instructions” especially after a warning. Use a normal red slip for this.

Teachers may, on a very limited basis, use the office for a time-out (green slip) for students. Any teacher who sends a student to the office for time-out must contact the parent by phone at the earliest opportunity.

BEHAVIOR MANAGEMENT – OFFICE REFERRAL PROCEDURE

1. Students should not be sent to the office without the appropriate documentation recorded on the referral form. Teachers are asked to **be specific** on this form. General comments like noisy, insubordinate, etc. are not helpful. Use the Red Slip “**Kellogg Middle School, Behavior Management System**” for most referrals.
2. **Say what you see- not what you feel on referrals. Due Process on Referrals. Just**

as a reminder and helpful tip, especially for new staff.

Legally, we have to provide specific descriptions on behavior referrals so that (if it ever went to court) the consequences given are justifiable. While it may be tempting to write “he was acting like a jerk” or “he was very disruptive”, there is not enough information there to help the case. Please describe the actions – (examples: “He said , ‘you’re a jerk.’”; or “He was out of his seat at least three times, poking others, playing with their papers.”; or “He kept doodling after being warned 3 times to get to work.” Possible suspension offenses particularly need the most information, especially who the witnesses are that may have seen more of what happened, who hit whom and who said what, if possible.

3. Out-of-control behavior problems are to be dealt with immediately by either calling for the principal or sending the student to the office with an accompanying intercom call. Examples of this are drugs, alcohol, tobacco, vandalism, serious fighting, major theft, obscene language, insubordination, inappropriate language directed towards a staff member, extortion, harassment, and intimidation.
4. In situations where you believe the student is so out-of-control that an assistance team is needed, the teacher should follow this procedure:
 - A. Use the nearest telephone to call the office;
 - B. Tell the secretary, “I need the Owl Squad in room ____”;
 - C. The secretary will then give an all-call for the Owl Squad to report to that location;
 - D. Every teacher in the immediate vicinity of this location will calmly inform their students that they are to remain in their seats while you leave the room. The teacher will then report to the location to offer any assistance necessary. (*See the Appendix, “Building Organizational Teams”*)

POSITIVE BEHAVIOR PLAN

Positive behavior is something that is often overlooked, because we tend to look for negative behaviors in students. The Positive Behavior Plan will include positive rewards for "catching students being good." The rewards will include: 1. Positive recognition; 2. A more positive atmosphere at school; 3. Positive letter sent home; 4. Rewards at the end-of-the- year assembly

BEVERAGE MACHINES AND FOOD

Teachers are not to send students to use the beverage machine during class. The only time the machines will be turned on will be at lunch and after school. Colored beverages (juices, etc.) and food are not allowed in carpeted classes.

The snack machine and pop machine in the staff room are off limits to students.

BUILDING CLEANLINESS AND MAINTENANCE

To keep costs down and to aid the custodians, staff members should do everything possible to keep their rooms neat and clean. Please see that loose paper is picked up and that the lights are turned out when you leave the room. For any repairs needed, promptly send a work order as an attachment by e-mail to the Principal.

BUILDING SECURITY

If you use the building outside custodial times, be CAREFUL to check all exterior doors to the building where students might have had access (sometimes they may put a rock in the door while you were there). Also be sure to turn out lights and set the alarm. **We need to economize and that means carefulness in all security and utility measures.**

BUS LOADING SUPERVISION

During the first week of school, all staff should be out front for bus loading at 3:06 pm to help students find the correct bus. (See Appendix, "*Bus*")

CAPITAL OUTLAY REQUESTS

In April each year, staff may submit requests for "capital" items. Capital purchases are for big items, usually over \$350 and that are not disposable items which would become part of our inventory. Example: If the item were damaged, it would be worthwhile to repair it rather than replace it. Requests are prioritized and ordered if there are funds.

If you do not have a Capital Outlay Request form, request that one be sent to you by e-mail from the principal or a secretary. To facilitate speedy ordering (if there are available funds for your request):

1. Save the form as a template in Microsoft Excel and then close it;
2. Using Microsoft Excel choose File/New and then choose the new template;
3. Complete the form;
4. Send to the principal as an attachment;
5. Be sure to include as much information as possible: Vendor name, address and fax #; item code; shipping and handling costs, etc.

Items **less than \$250** can be **requested** by e-mail as supply requests on PO's. See also "Supplies and Purchases" in this Handbook.

CELL PHONES.

In regards to staff use of cell phones, staff members are not to interrupt class time to make or receive calls on their cell phones. This is a district policy.

CHARACTER EDUCATION EMPHASIS.

We are expected to follow Idaho's model for safe and healthy schools where basic character and citizenship values of respect, resilience, responsibility, and caring relationships are emphasized. We will address bullying with a zero tolerance attitude (this is emphasized in Board Goals). We will teach to character education in advisory classes and integrate the following concepts in all that we teach.

CHARACTER COUNTS!

The Six Pillars of Character (this is also in the Student Handbook)

TRUSTWORTHINESS

- Be honest
- Don't deceive, cheat or steal.
- Be reliable.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

RESPECT

- Treat others with respect..
- Be tolerant of differences.
- Use good manners, not bad language..
- Be considerate of others' feelings.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.

CARING

- Be kind.
- Be compassionate.
- Express gratitude.
- Forgive others.
- Help people in need.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep trying.
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act - consider the consequences.
- Be accountable for your choices.

CITIZENSHIP

- Do your share to make your school better.
- Cooperate
- Be a good neighbor.

- Obey rules and regulations.
- Respect authority.
- Protect the environment.

CHECKLISTS ON STUDENTS

Do not do outside checklists alone!

Please be extra careful about checklists on students from parents or doctors. These are usually used to diagnose a disorder. If you receive these, let the principal know and do not fill them out until we schedule a team meeting to assure accuracy and understanding of the significance of the responses.

CHILD ABUSE REPORTING

All staff members who suspect child abuse are legally responsible for making certain that a report is made immediately to the Child Protective Agency or our local law enforcement.

Your legal responsibility is not satisfied by merely reporting your suspicion to other school personnel. (See Appendix, "*Child Abuse, Information for School Employees.*")

CLASSROOM CONTROL

Classroom control is the teacher's responsibility and general building control is everyone's responsibility. The teacher must have control from the very first. The principal will give you support on any reasonable decision as long as due process and building Behavior Plan is followed.

Suggestions for Classroom Control

1. Be prepared – know your subject matter.
2. Be at the door of the room when students enter – do not let noise and confusion develop.
3. Start the class within a couple of seconds of the bell.
4. Indicate to the class that you expect cooperation. Demonstrate to them that you care about all students and that you are willing to help.
5. Do not overlook the first disturbance or accept it.
6. Begin with a firm hand but be fair. It is easier to relax your control than attempt to crack down later.

7. Have some consequence(s) in your classroom for minor misbehaviors such as not doing work, not raising their hand, making a mess, etc. Teach to appropriate behavior and catch students doing it right. Teachers who send students to the office for minor infractions lose power and control with students as students feel that the teacher either does not like them or does not care enough to work with them.
 8. Be friendly and ready to help.
 9. Use your sense of humor; know when to laugh with students, but be able to take them back to work again.
 10. Be able to define the fine line concerning friendship and a professional relationship with students.
 11. Do not hold grudges. Yesterday is past – today offers new opportunities.
 12. In situations where a student repeatedly interrupts the learning atmosphere in the classroom, the teacher is expected to follow the classroom and building discipline plan that stipulates that specific documentation must be kept on the interruptions and include attempts to correct the problem. This must be done in an effort to show due process.
 13. PLEASE BE CONSISTENT!!! Nothing frustrates a student more than inconsistency.
 14. Keep parents informed. Do not choose to ignore changes in grades or behavior. Let the parents know, even if they are difficult to communicate with. At least send a letter or e-mail promptly (date it and keep a copy). If a student is in danger of failing, continue to communicate each grading period, even if it is a repeat of the past. Complaints from parents more often come from not notifying them than from over-notifying them. Our liability also arises from not notifying parents of academic problems.
2. Students should be taught to quiet down immediately when the tardy bell rings without being asked to do so. A good technique for getting students on task quickly is the use of sponge activities such as daily oral language, vocabulary or short mini-quiz graded by students, puzzles pertaining to the class topic, etc.
 3. A seating chart should be readily available in the lesson plan book to assist a substitute or an observer who is not familiar with the students.
 4. The lesson plan book should be kept complete and concise so that a substitute or an observer can interpret the plans explicitly.
 5. Printed bulletins will be placed in each teacher's mailbox by 7:30 A.M. Teachers are to read these to their advisory class.
 6. Roll will be taken on the advisory attendance slip during advisory period and be picked up by 8:15 AM. Please follow these instructions thereafter:
 - a. **First and seventh period must be completed on the computer by the first 10 minutes. Early in the period is important for calling home, location of students and for general safety reasons**
 - b. For periods 2-6, take attendance sometime during the period (preferably the first fifteen minutes. Early in the period is important for safety and location of all students;
 - c. Double check your attendance and be sure to log out (**students should not take attendance**).

CLIMATE CONTROL

Until the afternoons reach cooler temperatures, we are not able to turn on the boilers in the morning and still expect the classrooms to be cool for warm afternoons. Boiler heating is not as easily changeable in a large building as in a home, and the residual effects of morning heating are hot classrooms later in the day. We will have sleepy students in overheated afternoon classrooms if we run boilers in the morning. It is a healthier choice to have students a little cool compared to overheat. Please layer clothes for the cooler mornings in the building

CLASSROOM PROCEDURE

1. All students should be in their seats well in advance of the bell unless he/she has been given a specific task to detain him/her.

and tell the students to do the same. Bring a sweater, vest, layer shirts, etc. to stay comfortable. In the next few years, we will change over to HVAC systems in the classrooms and these problems will hopefully be eliminated.

CODE OF ETHICS

All personnel must follow the Code of Ethics of the Professional Standards Commission and the Idaho State Board of Education. Board Policy No: 460. New teachers should receive a copy as part of their Educator Skills training.

COFFEE CLUB

If you are a coffee drinker, bring a can of coffee to school and leave in the lounge on the shelf below the coffee pot. If you make a pot of coffee after lunch, please consider just making a half a pot. Not too many people drink coffee in the afternoon, and we end up throwing away quite a bit of coffee at the end of the day. If you use cream and sugar, you will need to provide those items.

COMMUNICATIONS THAT GO OUT TO PARENTS/COMMUNITY

Always carefully proofread, and send to the office for additional proofreading, any communications that go home to parents or out to the community. As an educational organization, we need to model best practices. Particularly important are first-of-the-year parent letters, invitations to activities, and any articles for the newspaper.

COMMUNICATIONS WITH PARENTS WHO ARE STAFF MEMBERS

It is often unfair, awkward and distracting for a staff member to be approached by another staff member regarding concerns about their child while they are at work. Assume that the staff member is like a parent who is “unreachable” during the day at work, and make contact with them after school hours unless they specifically ok communications during the work day and agree to a private place and time to meet.

CORPORAL PUNISHMENT

Corporal punishment shall not be included as a part of any classroom discipline plan. In the

event that a student becomes extremely disruptive, or he/she commits a physical act against other persons or property, the student is to be referred to the building administrator. Staff members are never authorized to use physical force on a student.

CURRICULUM MANAGEMENT

Be sure to follow your state curriculum guides. All teaching staff will receive a disk and notebook at the beginning of the year.

They are also available at

<http://www.sde.state.id.us/admin/docs/standards/SiteMap.htm>

DIRECTIONS TO STUDENTS

For all students, particularly those with IEPs, plan on giving directions in multi-step fashion. Directions should be both oral and in writing to accommodate visual and auditory learners. Students and adults alike vary in how they take in information, and we need to be sensitive to that in order to achieve quality work. Give small distinct steps and build up to the general level to be sure that the assignment is understood. The only time you would just give verbal directions would be if you are specifically testing for listening.

DUTIES

All teachers are expected to assume their share of responsibility with regard to supervising lunch rooms, bus lines, halls, assemblies, and some extra-curricular activities. **Remember that you and the school are liable if you are not at your assigned duty points.** Those staff members who have activities that take them away from the school because of other commitments have the responsibility **of trading with another teacher and making certain that the teacher remembers.** Such a trade shall be made in advance, and the chart in the office must be corrected to show who is responsible for the duty. Be sure that your lesson plans for substitutes indicate and explain your duty assignments. (See the Appendix, **“Duty Rotation.”**) If you have detention duty, it would be better to trade off days with a regular teacher than to have a sub cover this assignment. Please make this arrangement in advance.

Duty Tip - KEEP Walking

From best practices, the legal authorities and safety folks are saying the best duty practice is to keep moving. If you have a student that you are talking to or you are keeping tabs on, have them walk with you. If you are standing and talking to someone, you are not usually aware of bullying or other inappropriate behaviors. So – remember to keep our students safe and keep walking!

AM Playground – 7:35 to 7:55 AM

This duty is to monitor the north courtyard, bus rack and playground.

- ✓ Observe students in the field and play areas. If no students are outside, then assist with AM cafeteria duty. Monitor that students return equipment to the cafeteria basket.
- ✓ Students are not allowed to stand on or run across the top of the picnic tables.
- ✓ No tackling, wrestling or rough play is allowed.
- ✓ During inclement weather this duty teacher will be in the cafeteria with students – learn the rules for the cafeteria duty teacher as well.
- ✓ At 7:55 AM, bring students inside and empty the cafeteria. If bus students have arrived late for breakfast, let the office know that we have students eating late.

AM Café 7:35 to 7:55 AM

This duty is to monitor the cafeteria.

- ✓ Students should sit down when eating and not walk around with food. Use positive terms like – “we sit in the cafeteria when eating”.
- ✓ Watch for students to clean up after themselves, be courteous in line, and to not take open food out of the cafeteria area (beverages that close tightly are okay).
- ✓ For safety, report suspicious behaviors of students to the office.

AM Hall 7:35 to 7:55 AM

This duty is to monitor hall – walk back and forth and check the area.

- ✓ Watch that students do not enter the hallways without a note from a teacher that states specifically that they have a meeting with the teacher that day.
- ✓ Monitor the hall and restrooms.
- ✓ At 7:45, when the bell rings, students may enter the halls.
- ✓ Continue to observe students in the lobby and hall. Students should walk and keep the noise level appropriate. At 7:55, move the students to class.

A.M. Gym duty – 7:35 to 7:55 AM

This duty is to monitor the gym.

- ✓ Watch students as they play basketball to be sure they do not roughhouse or cause accidents.
- ✓ See noon gym duty for other guidelines.

10-Minute Break

This duty is to monitor behavior in the cafeteria

- ✓ Watch that students do not take open food into the halls and that they clean up after themselves.
- ✓ All other staff should be on duty during the 10-minute break either in the halls or in the cafeteria.

✓

Lunch Duty Cafeteria

This duty is to monitor the full lunch in the cafeteria.

- You would eat your lunch with the students.*
- ✓ Teachers assigned lunch duty may take their class no more than five minutes early to lunch if the grade level is the same as the lunch to be supervised.
 - ✓ Students may not go back in the hallways more than five minutes after lunch begins except with a written request from a teacher for that time.
 - ✓ Students may go quietly to the library and return if they are not disruptive in the hall.
 - ✓ Students should only use the restrooms by the cafeteria during lunch.
 - ✓ Insist on good manners, cleanliness and not cutting in the lunch line.

- ✓ Students may take sack lunches (no trays) outside and eat at the picnic tables only.
- ✓ In the cafeteria and outside, all food should be consumed while sitting down at tables.
- ✓ Students should be courteous in line or they will be moved to the end of the line.
- ✓ Watch for students taking extra straws, as they tend to litter with them.
- ✓ In order for students to play the games, they wait until at least 10 minutes into lunch. Games should close one or two minutes before the bell so they can be properly put away.
- ✓ Teach students that they may not sell lunch tickets.
- ✓ Teach students that they cannot reach in and serve themselves in lunch line.

Noon Playground duty

This duty is to monitor the courtyard and playground. If students choose to not go outside, then monitor the cafeteria.

You would eat your lunch at your duty.

- ✓ Observe students in the field and play areas. If no students are outside, then assist with gym or cafeteria duty (wherever are the most students). Students should return any equipment to the games checkout desk in the cafeteria.
- ✓ Students are not allowed to stand on or run across the top of the picnic tables.
- ✓ No tackling, wrestling or rough play is allowed.
- ✓ Students are not allowed near the street (Bunker Ave.). They should stay on the flat of the playground below the grass ramp up to the fence. They should also not go past the east corner of the building, past the middle entrance to the 6th grade hall to the west and should stay on the south side of the fence to the north.
- ✓ Students may play basketball or other activities that are organized by the supervisor. Shooting baskets from farther away than the three point line is not allowed. All equipment is to be put away properly when not in use.
- ✓ Students are not allowed to play keep-away, chase, or be involved in excessive roughness

such as tackle football, wrestling, tripping, etc.

Gym Duty

- ✓ Students who have finished eating may line up quietly on the ramp to the gym and wait for the duty teacher to open the gym at ten minutes after lunch begins.
- ✓ Get the rack with 6-12 basketballs out of the closet and allow the students to play pick-up basketball games or basketball shooting games.
- ✓ Students may play basketball or other activities that are organized by the supervisor. Shooting baskets from farther away than the three point line is not allowed. All equipment is to be put away properly when not in use.
- ✓ Students are not allowed to play keep-away, chase, or be involved in excessive roughness such as wrestling, tripping, etc.
- ✓ Students are not to bring equipment from home to use in the gym. The equipment to be used in the gym will be provided by the supervisor.
- ✓ Students are not allowed to bring any type of food or drink into the gym or locker rooms.
- ✓ Only non-marking gym shoes will be allowed on the floor. Participating while barefoot or in stocking feet will not be allowed.
- ✓ Those students who seem to be playing excessively rough or participating in “dangerous” activities should be asked to sit on the sidelines for the remainder of the period. Repeat or habitual offenders should lose their gym privileges for a week or longer. Do not permit students to do stunts such as jumping off another student’s back to try to stuff the basketball.
- ✓ Just prior to the ringing of the bell to end the lunch period, instruct the students to put the balls away and allow them to leave quietly when the bell rings.

Noon Detention 1 and 2

This duty is to monitor students who have been assigned detention as a consequence.

Eat lunch with the students in your room.

- ✓ Within five minutes into lunch, meet the students at the bench in front of the office.
- ✓ Students must have their lunch with them. They may not have a tray lunch (send them to the cafeteria if they have a tray and inform them that they will have an additional day of detention for not following the detention rules.)
- ✓ Take the students to your room and watch them until the very end of lunch.
- ✓ Students are to sit quietly with no misbehavior and eat their lunch. They may be given a planning assignment for the offense for which they are assigned. They are not to read, talk or communicate with each other in any way.
- ✓ Students who do not follow the rules of detention should be told at the end of lunch that they did not earn credit for the detention and will have another day assigned.

Bus Duty – 3:06 to 3:35 PM

This duty is to monitor students loading on the buses and crossing the street to the parking area.

- ✓ Teachers on this duty may rotate who stays for the late bus, but both teachers need to be present until the main group of busses leave. Monitor that students cross in crosswalks as the other lane is open to traffic.
- ✓ Monitor that students line up in an orderly fashion when waiting for the bus and are not horse-playing near busses.
- ✓ Students in line may not move toward the bus coming into position until the bus is fully stopped. Lines should begin at least 3 feet away from the curb especially in winter.
- ✓ Ask people who park in the bus-loading zone to use the regular parking lot to avoid interfering with the busses.
- ✓ Students should not crowd in the bus lines.
- ✓ Unsafe practices should be reported to the principal.
- ✓ Remind students, when needed, that once they get on the bus, they cannot get off the bus to go back into the building for a beverage.
- ✓ If the last bus still has not come by 3:35,

notify the office so we can call the bus garage. Remain supervising students until relieved by an office person.

- ✓ As you return to the building, if you noticed unsupervised students remaining, check that they are leaving or that they go to where they are supposed to be supervised.
- ✓ Refer to the office any unsupervised students that are not leaving or waiting for rides.

EARLY RELEASE

We will dismiss at 1:05 PM for early release days in order to meet State time requirements.

EQUIPMENT AND SCHOOL PROPERTY CARE

Staff members shall exercise reasonable supervision over the furniture, equipment, and desks in their rooms. They shall inspect their rooms periodically for damage or losses. Pins, tacks, and scotch tape should not be used on chalkboards. Avoid using purple markers on white boards and take care to use only markers designed for white boards. School district property will not be loaned to individuals for personal use.

ENVIRONMENTAL SENSITIVITY

We have staff members and students who are “environmentally sensitive” and highly allergic to various odors and fragrances. These people may suffer headaches, respiratory distress, and serious illness from paint odors, perfumes, candles and such. Some individuals might even have to be hospitalized as a result of exposure to these items.

We must all refrain from using perfumes, scented candles, hair spray and other such odorous items while in this public setting. Be sure to refer to the office any students who use perfume or other fragrances in the halls, classrooms or near other people.

For “stinky” student situations, it would be good to refer the student to the counselor or PE teacher for consultation on how to take care of the odor without using perfumes around others. Give a note to the office if your room needs special odor treatment, and we will see what we

can do to improve the situation.

EXPECTATIONS OF EACH KELLOGG MIDDLE SCHOOL TEACHER

- A positive personality and a genuine desire to work with kids.
- Frequent communications to parents by letter or by phone.
- The ability to self-analyze and the ability to seek feedback regarding ways to improve teaching skills and your programs. Use data from self-analysis to establish goals for improvement each semester.
- Written objectives concerning desired conduct, attendance criteria and other expectations of students in your classes.
- The creation of a classroom management plan that is posted in the room with built-in rewards and consequences and written in simple, positive terms.
- The creation of interesting, responsive and varied learning environments for students.
- Fulfills a school need that “every teacher instructs in spelling, grammar, math and mechanics of writing”.
- When appropriate, individualizes subject matter for a particular learner in order to assist that learner to experience success.
- Conducts frequent evaluations of student work and informs both students and parents of exceptional progress and lack of it.
- Keeps the building principal aware of what is going on in classes.
- Displays these personal qualities:
 - (a) Open-mindedness – It is important for every middle school child to be accepted as an individual who has wants, needs, dignity, and respect.
 - (b) Amiability – Kellogg Middle School staff members should have an attitude which is friendly, cheerful, and helpful.
 - (c) Empathy – As many children in the middle school are characterized by highs and lows, Kellogg Middle School staff members should have empathy for the problems and concerns of adolescence.
 - (d) Firmness – Kellogg Middle School staff

members must stress appropriate social, physical, and academic behavior not only in the classroom, but in other parts of the building as well.

- (e) Self-Control – Research indicates that many adolescents are in search of an adult role model. It is extremely important that these models be socially and emotionally well-adjusted.
- (f) Courtesy – Staff members should be living examples to the students, projecting patience with and consideration toward others.
- (g) Positiveness – The learning environment should be positive, with emphasis on rewarding acceptable behavior rather than punishing unacceptable behavior.

EXPECTATIONS OF KELLOGG DISTRICT EMPLOYEES

- ❖ To be a positive influence on kids, colleagues, patrons, and our community by effectively communicating our willingness to help and demonstrating our concern for individual students.
- ❖ We don’t grumble about problems. Instead we identify a problem as a concern and join with others to be “solution-oriented”.
- ❖ We communicate concerns and compliments orally or in writing to proper recipients;
- ❖ We can “disagree without being disagreeable.”
- ❖ We always treat information about school (whether it be kids or staff problems) in a professional and confidential manner.
- ❖ We never violate the confidentiality of grades or discipline consequences by discussing them with other students. We never discuss a student with individuals from outside the school other than parents and guardians.
- ❖ We never offer adverse opinions or thoughts about another staff member with students or patrons.
- ❖ We willingly volunteer to spend time and effort with new staff members, students, or anyone else in need of assistance.
- ❖ We willingly volunteer to assist in activities (co-curricular, advising, conferencing,

registration, etc.).

- ❖ We constantly attempt to fulfill the intent of our District Policy Manual, the Negotiated Agreement, the Teacher Handbook, and the Student Handbook.

FACILITY USAGE

A Facility Use Permit is required in order to use any part of the building or grounds for an activity before 7:00 AM, after 3:00 PM, or on non-school days. See Mrs. Absec to complete the form. (See Appendix, "***Facility Use Permit.***") To use a part of the building during the school day that is not normally under your supervision, check with the principal for availability and access.

- ✚ For gym, wrestling room, weight room, see Mr. Baillie during the day.
- ✚ For cafeteria and playground during 6th Health/Fitness periods, check with Miss Dose prior to use.

FIELD TRIPS

Before planning a field trip, see the principal first to be sure the date is open for such an activity. After checking the date, pick up a field trip request form from the secretary. Once the field trip is approved, then you will need to pick up a field trip checklist from the secretary and complete it by one week prior to the trip. All field trips must show a direct connection to instructional standards. (See Appendix, "***Field Trip Approval.***") ***Field trips that must occur after March 31st need to be approved by the Building Management Team prior to any arrangements being made.***

FOOD SERVICE

We are on a very limited budget for our cafeteria program, so it is important to watch the nickels and dimes. Remember that additional portions are not available on the serving line, so please do not ask for them (sometimes there are extra veggies or fruit available but not main course or beverage). On snacks, do not help yourself – always get them through the cooks. If you forgot your money or are in a hurry, at least sign for the amount with them and pay within a day.

FUNDRAISER SIGN-UP

Staff members who are advising clubs or organizations need to be aware that fundraisers are allowed only by permission of the Principal. A sign-up list is provided at the very beginning of the year and quickly fills up. (See the Appendix, "***Fundraiser.***") ***All fundraisers need to be approved by the Principal prior to making any arrangements.***

GIFTED AND TALENTED (G/T) STUDENTS

Students participating in the G/T program are involved in a **shared regular classroom/G/T Program** curriculum. Because of the extra amount of work involved in the G/T Program, the G/T student shall be excused from some standard classroom assignments and activities missed during the times he/she participates in the G/T program. The student is responsible, however, for the concepts taught by the classroom teacher on the day he/she participates in the G/T Program.

The following options are available for the classroom teacher to use:

1. Substitute work completed in the G/T program for class work missed;
2. Compact class assignments so that the student does not complete the same quantity of assignments as the students who were in the classroom during the entire class period;
3. Require the student to complete a "concept check" for material covered, but not complete all written assignments required in the classroom;
4. Other as specified between the GT instructor, student and classroom teacher.

Students in the G/T program have an Individualized Education Plan that meets the special educational needs of those students and that is legally binding to all staff, and students should not be penalized for missing a class to attend the G/T class.

The regular classroom teacher who has a G/T student in class and who uses attendance/participation and/or daily assignments as elements in determining student

grades, shall compensate his/her participation in the G/T curriculum. Because the G/T class is a minimum program and only meets for two hours on Thursdays, it is important to not make students be late or miss any part of it.

GRADES & GRADEBOOK PROGRAM

All grading will be done on a nine-week basis. Teachers must keep sufficient grades in the computer grading program to justify a nine weeks' grade. A bare minimum of two grades per week in each subject is acceptable. A reasonable method should be used in assessing the weight of test grades and that of daily assignments. (See the Appendix, "Grade Reporting Schedule.")

All teachers should use a number system of grading that is easily interpreted by students, parents, and the principal. The following numerical values are mandated by District Policy No. 653:

| | | | |
|----|---|-----|---------------|
| A+ | = | 4.0 | (98%-100%) |
| A | = | 4.0 | (93%- 97%) |
| A- | = | 3.7 | (90%- 92%) |
| B+ | = | 3.3 | (88%-89%) |
| B | = | 3.0 | (83%-87%) |
| B- | = | 2.7 | (80%-82%) |
| C+ | = | 2.3 | (78%-79%) |
| C | = | 2.0 | (73%-77%) |
| D+ | = | 1.3 | (68%-69%) |
| D | = | 1.0 | (63%-67%) |
| D- | = | 0.7 | (60%-62%) |
| F | = | 0.0 | (59% & below) |

Teachers are expected to let the students know the grading system in their subject. For example, what numerical score will earn a B grade? What is the value placed on quizzes, daily work, and tests? Teachers must also keep students apprised of their cumulative grades in each subject at appropriate times.

Dates of absences and an accurate recording of tardies should be kept in the attendance SASIxp computer program. The distribution of quarter and semester grades is to be kept current in the computer grading program. Final grades are to be recorded in the appropriate columns at the end of each quarter and each semester.

If a student is experiencing a downward trend in grades, notify the parents/guardians at least with a progress report. If the student declines after reports have gone out, it is a good idea to send a notice home to avoid "surprises." Students with IEP's should be accommodated with support of the special education team so that they do not fail for doing their best work. If a student with an IEP fails, it should be because he/she did not try and not because we did not accommodate for their special need.

Gradebook. The electronic gradebook will change this year to Skyward. There will be training for the new gradebook before school starts in the fall. All new teachers to the school will go through training for the electronic gradebook. All teachers are expected to use the electronic gradebook and keep the grades up to date.

GUIDANCE AND COUNSELING

Especially in this time of numerous "at-risk" students in the Kellogg School District, all of us must assume the role of counselor. Students need to be aware that we are concerned about their personal problems as well as their academic achievement. We especially need to communicate to our students and their parents that we care about them.

At any time that a teacher feels a student needs special attention in regard to their educational program, a family problem, a classroom situation, grades, or problems of a personal nature, they should be referred to the counselor.

If it is not convenient for a personal contact with the counselor, please place a note in her mailbox.

HALL SUPERVISION

Every staff member is responsible for supervision outside their classroom between classes. Be there to greet students coming in the room and maintain a watchful eye over student behavior.

Remind students to keep their hands and feet to themselves and that tripping is unacceptable. Refer students who continue unsafe behavior after being warned.

HOMELESS STUDENT

If you have information about a student that indicates they and their family may be homeless, please notify the office. There are some support services available for these families and we would like to provide that connection for them whenever possible. The federal government requires identification of homeless students and provides funding for schools with homeless students.

"Homeless person, child or youth" includes, but is not limited to, any of the following:

- (1) An individual who lacks a fixed, regular, and adequate nighttime place of abode or,
- (2) An individual who has a primary nighttime place of abode that is:
 - (a) a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing);
 - (b) an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - (c) a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.

Some situations of doubling-up may come within the definition of homelessness, in that these situations do not provide a "fixed," "regular" or "adequate" place for spending the nights (see number (1) of the definition). When the living arrangement is not fixed or regular, the homeless guest family stays only at the whim of those who lease or own the premises. Other situations may fall within the homeless definition because as a result of doubling-up, a person spends the night in a "place not designed or ordinarily used as a regular sleeping accommodation for human beings" (see number (2) (C) of the definition). Also see <http://www.sde.state.id.us/sasa/docs/homeless/homelessdefinitions.htm>

KEYS

Do not lend your keys to students or any other

person. Do not lend equipment or unlock doors in any unauthorized area. You have been entrusted with pass keys. Please protect them.

LEGAL NAME

For some children and families it is a big stressor for them to use their legal last name. Please allow students to use their preferred last name on papers and for calling roll, etc.

LEAVING THE CLASSROOM

Teachers are not to leave their classrooms for any reason other than an extreme emergency. Teachers and the school district are liable for anything that might happen in your absence. If an emergency exists, the teacher should call the office and ask for someone to cover the class for them. During prep time, teachers should shut the classroom door when they leave. Empty, unsupervised classrooms are a safety risk.

LESSON PLAN BOOKS

Lesson plans are to be organized and written with the following points in mind:

1. An obtainable, measurable goal;
2. Assignment;
3. Activity with materials;
4. Essential Learnings specified.

Lesson plans are to be available for review by the principal on any classroom visit. If the traditional lesson plan books are not sufficient, other variations must be approved.

Lesson Plans must be submitted to the Principal by **Friday at 3:30 PM**, by photocopy or e-mailed attachment with a cc: to the special education designated recipient.

If you are going to e-mail lesson plans, please save them with the following name:

<last name><first initial>space<month (two digits)><day (two digits)><year (two digits)>

Example: the lesson plans for John Baillie for the week beginning February 3, 2003 would be saved as **BaillieJ 020303**

Include in your plans if you have duty to remind the substitute that he has to assume your duty as

well as your classroom. Remember to indicate where your advisory/activity advisory roster, and leave it in plain sight.

LIBRARY USE

Kellogg Middle School is fortunate to have a fine library. Its use by staff and students is encouraged by the librarian. When you use the facilities and media, please help by taking proper care of materials.

The library/media center will be open before and after school and during the regular school day. Students are encouraged to use the library for homework, research and quiet reading-related activities. All reading classes will be scheduled into the library at least once every two weeks.

Students may use the library at any other time with the permission of their classroom teacher and/or the librarian. Students coming to the library from a classroom must have a hall pass that is properly completed by the teacher.

Books may be checked out one at a time and kept for two weeks. Books may be renewed once. Students having overdue books will be charged a fine of five cents a day including Saturdays, Sundays, and holidays. Students are to use the book drop which is available any time the building is open.

Encyclopedias, magazines, restricted, and referenced materials will not be checked out except in extreme emergencies and then only with the librarian's permission. Teachers are requested to plan ahead with the librarian for special materials and equipment.

LITTER FREE SCHOOL

We all need to model and teach to keeping our school clean. Please emphasize taking pride in our school and community.

MODELING – SET AN EXAMPLE

Staff members should be aware that they are serving as models for the students. Self control, following procedures, and being a positive person should be the rule.

MONEY HANDLING PROCEDURE

No money should be kept in the classrooms.

You will be responsible for turning all money collected in to the office and getting a receipt. Teachers are not to keep money given to them. It **MUST** be turned in with an accounting sheet listing the specific source.

OBJECTIVES IMPORTANCE

Your objective should be clearly displayed in the room on a daily basis so even the students in the back rows can see it. Research is very strong on this point. Clearly communicated objectives are a must for high student performance. Remember that a written objective is not the same as writing the activity or assignment on the board.

Objectives need to be in alignment with the State curriculum (i.e. what is written must be taught, what is taught must be assessed).

OFFICE

A quiet place. Because we talk to patrons in the office, we need to teach students and model ourselves to use quiet voices in the office. Sometimes a parent or student will be trying to discuss an important problem, and we may not hear them well because of noise in the office. Doors cannot usually be closed because of safety and liability issues. The office staff must rely on your quietness and consideration in order to do their work.

PARAPROFESSIONALS

Paraprofessionals or teaching assistants (TA's) are usually under the direct supervision of a teacher. The teacher is responsible for guidance and direction of the TA. In the case of any unresolved problem between the TA and teacher supervisor, a meeting would be held with the principal.

Job Description. According to Board policy, the job description of the TA needs to be reviewed regularly and updated. A meeting should be held annually between the supervising teacher and the TA to update the Job Description with a copy to the principal by the same date that

professional goals are due for teachers. Classified positions are defined as “at-will” positions and can vary greatly from year to year based upon district needs.

PARENT-TEACHER COMMUNICATION

We, as teachers, have an obligation to confer with parents concerning the academic and social development of their children. Academic progress reports should be sent to parents by teachers at the mid-term of each grading period.

Periodic written notes to parents are encouraged, either complimenting a student’s work or suggesting danger areas.

Regular parent/teacher conferences will be held.

In any case, we should consider it an obligation to contact a parent about the negative or positive efforts of their children’s behavior or academic progress at any time and particularly if the student is in danger of low grades or has had a significant change in their grades.

Board Policy No.651 on Report Cards states the following:

“It is recommended that parents or guardians be notified of their child’s progress on a regular basis. Grade reports will be mailed to parents or guardians at the end of the fifth week of each nine-week grading period if the student is performing at less-than-satisfactory level.”

PARENT CONNECT

We have a web-based program that will help the parents keep track of their children’s progress. Parents will be able to access their child’s grades, attendance and discipline records at school through the web-based Parent Connect. Parents will be able to access what assignments are due for each class without having to contact the teacher. Parents will have to be able to access a computer that has the Internet and then follow the directions for linking on the program. They will be given a password that will only give them access to their own child’s information.

PARKING

When school is in session and during parent

conferences, it is preferable for staff members to park on the south or east side of the school, leaving the west parking lot available for visitor parking.

Note that snow removal will start with the cooks’ parking on the East side, then the South parking lot, and then finally to the central office. After these are done, then they will move to sidewalks and bus drop off areas.

Keep students away from parked cars for the safety of the students and to protect against vandalism.

PASSES FOR STUDENTS IN THE HALL

Students should be allowed to leave the classrooms in emergency situations only. Teachers are to teach and properly reinforce students to be responsible to bring the appropriate materials to class so locker passes will not be necessary. ***Teachers will require students to use their assignment notebooks for hall passes and Internet use.***

Only students who have parent and office permission will be allowed to leave campus once they arrive. All others will be subject to the closed-campus policy. Teachers should stress this policy with students periodically.

PERSONAL LEAVE

At certain times of the year, we run out of substitutes due to major illnesses or planned activities. It would be helpful if you plan your personal leave well in advance by checking with the office first to see if the day you would like to request is already booked for other activities. This way, we can try to assure quality subs in the classroom for you while you are gone.

PERSONNEL DATA

Current data on KMS personnel is provided in the Appendix, “***Personnel Data.***” Please make any changes/corrections to the office right away.

PE EQUIPMENT

If you use PE equipment from the café or gym

area or if you wish to use the gym during the day, you must first check with John Baillie, or Mrs. Ross. He can tell you which equipment is appropriate for the activity and monitor the care and use of what we have to keep our costs and liability down.

Their guidance will keep you from liability in cases where you might use the wrong equipment for an activity or not follow safety rules.

Mr. Baillie/Mrs. Ross can provide kickball bases and balls for advisory. If you have your own equipment, make sure you know and follow safety rules and use the proper balls for the activity.

Generally, PE type activities are only appropriate for the PE class and sometimes for health or advisory team building. If you wish to reward students in other classes for good behavior, it is more appropriate to find activities that continue the learning of the curriculum being taught in the class.

Mr. Baillie/Mrs. Ross has written guidelines that should be followed for gym use. Note that we do not use hard balls for dodge ball, we should use Nerf balls.

Please remind all students that they are not allowed in the gym unless a duty teacher is present and has given permission.

PICTURES

At the beginning of the year, school pictures are taken. All staff members need to participate since we use the photos for our staff picture in the lobby, for yearbook use and for badges.

All students need to have their pictures taken even if they are not buying pictures since we need identification pictures in the yearbook and for our student records system.

POLICIES

It shall be the responsibility of the staff member to keep informed concerning the rules, policies, and regulations set forth by the Board of Trustees, the Superintendent of Schools, and the Building Principal.

POSITIVE RELATIONS WITHIN THE EDUCATIONAL FAMILY

The relationships within the educational family are vital to the smooth operation of any school. Staff members at Kellogg Middle School should feel comfortable discussing their professional concerns with their principal.

Staff members should clearly understand the line of command within the educational structure followed by addressing concerns first with the principal, then with the superintendent, then with the school board. Staff members should not go to a higher level with a concern without first discussing it at the lowest level possible.

All staff members are encouraged to form collegial teams with other members of the staff in an effort to promote improvement of instruction and professional growth. All of us must remember that we are a team of educators with the broad goal of providing the finest education possible for Kellogg Middle School students.

Staff members are also directly responsible to the principal of their respective building. They shall promptly and consistently carry out the instructions of the principal and abide by all district policies.

(See Appendix, "*Line and Staff Relationships in the Kellogg School District.*")

PROFESSIONAL DEVELOPMENT

There are usually funds for professional development. The applications are due in September, so be sure to contact the building professional development representative regarding procedures and due date.

PROFESSIONAL ETHICS

1. Be professional!!!
2. Never repeat what is told you in confidence by students as well as school personnel. Never discuss students among yourselves when other students might overhear. Do not discuss an individual grade or an individual problem with any student other than the one involved.
Do not report differences of opinion between school personnel to students or

other adults or take your problems to the community. By all means, settle them through the proper channels. If the principal cannot give you satisfaction, tell him/her that you would like to discuss the matter with the superintendent.

Do not allow students to discuss, or discuss with them, other teachers in your classes. If you cannot say something good about a student, it is better not to say anything at all.

An exception might be when you are attempting to get to the root of a problem and provide a probable solution.

3. Staff members should address each other as Mr., Miss, and Mrs. in the hearing of students. Insist that students address them and refer to other teachers in a like manner.
4. Staff members must do all they can to make other employees' work easier. All books and large papers should be picked up off the floor at dismissal time. Equipment should be put away.
5. Staff members are expected to dress as professionals. Ordinary blue denim jeans and t-shirts are not considered appropriate dress for the regular classroom. Business dress is considered to be in good taste.
6. Staff members should never smoke or use tobacco products in the presence of students. Cigarettes or tobacco should not be carried where students can see them. State law prohibits smoking on school property. Any employee who violates this law should expect due process consequences.
7. Staff members should use the language of a professional. The use of profanity by students is not considered appropriate, thus it is even less appropriate for staff members.
8. Staff members should NEVER use language, gestures, or make comments that can be interpreted as sexually suggestive. Any staff member who would choose to do this will face immediate disciplinary action.
9. Any use of physical force or corporal punishment is forbidden. Any staff member who would choose to do this will face immediate disciplinary action.

Updated State Professional Standards

We encourage everybody to review the complete Professional Standards Code of Ethics on the following website; especially if you have not visited them lately:

<http://www.sde.state.id.us/certification/>

PROFESSIONAL GROWTH

Teachers are expected to participate actively in committees that deal with planning, research, curriculum, school climate, and public relations.

Each teacher will make a professional growth plan with the principal that includes at least three things he/she will do to improve their teaching performance. Guidelines will be provided for all staff to include SMART goals in their professional growth plan.

PUBLIC RELATIONS

The relationship that the Kellogg Middle School staff members have with parents and patrons of the Kellogg School District is very important to the school program. It is expected that we do everything possible to demonstrate that we are doing the very best job of educating the youth of this community with measurable and observable successes.

We must advertise these successes by performing a first-rate teaching job every day of the year. We must take the initiative and the leadership to sponsor classroom activities and other avenues of involvement that will draw the public and the media's attention to the positive influence we have on our students.

If you have an activity to publicize, call the Shoshone News Press, 783-1107.

RECYCLING

Blue recycling trash cans should be in all classrooms. Put white paper, newspaper and magazines. Do not put trash or colored paper in the same can. If you do mix in other items, the contents will not be recycled.

RESTROOMS

In order to prevent problems with behavior and graffiti, we need for staff members to participate

in restroom supervision. All staff members need to:

1. Monitor and record which students receive restroom passes and how long they are in the restroom. Limit their visits. By keeping a log, we are able to narrow down when graffiti occurred. We can then find out who was in the restroom that period from the teachers and maybe catch main culprits.
2. When you are passing near the restroom and have a minute, just drop into the restroom, check out who is in there and what they are doing – look to see if they have passes, etc.
3. In advisory or other classes, please try to find a time to talk about:
 - The detrimental effects of vandalism and graffiti on our school and to the community in general;
 - The concept of “fool’s names in public places” as not being a good representation of anyone who writes trash on the walls;
 - How demeaning graffiti constitutes harassment and a hostile environment for students.

ROOM CARE

With limited budgets, it is important to remember to care for classrooms in a manner that is thrifty, clean and organized. Summer custodial staff members try to clean classroom walls. If you put up posters during the year, be sure to remove all tape and staples before summer so they can do their job according to safety standards.

SCHOOL RESOURCE OFFICER

We will not have a school resource officer for the 2009-10 school year. As part of the budget cuts it was decided to eliminate the SRO position. If there is a need for police during the school day, please contact the Kellogg Police Department.

SEATING CHARTS

Seating charts should be kept for every class and located in the room so they are readily

accessible to a substitute teacher or an observer.

SHARED GOVERNANCE

Decision-making at Kellogg Middle School is shared with various building organizational teams providing direction, intervention and dissemination of information. The membership and objective of each team is updated each fall and distributed in September after new members are placed. (See Appendix, “***Building Organizational Teams.***”)

SPECIAL EDUCATION RESPONSIBILITIES

Early in the school year, the Special Education Team provides an Accommodation Notebook with needs of each special education student listed. Remember that this and all other references about students with IEP’s should be kept confidential and not left out for general viewing. The Accommodation Notebook is to be returned to the office at the end of the school year as part of your checkout procedures.

General Education teachers are legally responsible to meet the guidelines of the student’s Individual Education Plan.

Since it would be difficult for the regular education teacher to be present at each IEP, the Special Ed team has attempted to provide a streamlined version of required accommodations for special needs students. Teachers should use this information when developing lessons and tests. The new form for accommodations is simpler and hopefully easier to read.

The Special Ed staff will attempt to be helpful in working with you to adjust your classroom activities, but you must make the team aware of what you are doing in the classroom in order to take advantage of this support. For example, when lesson plans are submitted to the principal by e-mail, then cc: a copy to the special ed. department contact. If you normally submit a hard copy of lesson plans, then send a copy to the special education team.

When you prepare students for tests, remember that all students would benefit by study guides. Send a copy of handouts, study guides and any

other study materials to the special education team, so they can help these students during their study lab time.

Be sure to adjust lesson length and tests for those students who require it. It is legally imperative that you do not ignore special education accommodation requirements.

NOTE: IF A STUDENT IN YOUR CLASSROOM IS CURRENTLY EXPERIENCING EDUCATIONAL DIFFICULTIES OR YOU SUSPECT A DISABILITY (I.E. SPEECH, LANGUAGE, ACADEMICS), THEN PLEASE CONTACT YOUR TEAM LEADER TO SCHEDULE A CHILD STUDY TEAM AND INITIATE THE PRE-REFERRAL PROCESS.

STRATEGIC PLAN AND BOARD GOALS

Staff members are responsible for reading and following the most recent Strategic Plan and Board Goals for Kellogg School District No. 391. The most recent copy is available for you in this notebook behind the *“New Policies” tab*.

STUDENT AIDES

Teachers may have student aides since their work can provide ownership and growth for the students. For safety and equipment care reasons, students **may not** use the copy machine or use the paper cutters in the workroom. **If you need copies or cutting done, plan ahead.** Students should not be sent on errands to the staff lounge since that should be for staff only. Student aides should be busy and not wasting time.

STUDENT HANDBOOK

Language Arts teachers are responsible for distribution of student handbooks to students at the beginning of the year and for reading and explaining the information to students (orienting them). All teachers should be familiar with the information so that you can consistently guide and supervise students according to school policies and procedures. Rather than repeat information from the student handbook in the teacher handbook, we have

included a copy of the Student Handbook in this notebook behind the *“Student Handbook” tab*. ***If you are responsible as a language arts teacher to distribute these, be sure to keep a record throughout the year that all students received one.***

SUBSTITUTES

1. To avoid having two subs show up for a job, please do not arrange your own subs. If you have someone in particular that you like to have in your classroom, please request them when you ask for a sub.
2. If you know in advance you will need a sub, please let Mr. Ketchum and or Mrs. Guthmiller know. If you have sub preferences either to have or not to have, please e-mail that information to Linda.
3. When you have a sub preference, the new sub coordinator will call that person first if they are not already scheduled.
4. It is easier for Linda if you e-mail your sub request to her. She will then e-mail your request to the new sub coordinator, who will let you know who your sub will be.

SUCCESSFUL TEACHING GUIDELINES

A teacher who has a pleasing personality has very few or no discipline problems if he/she has intelligently and professionally planned his/her work. Many teachers have failed because they did not make definite plans. If good plans have been properly organized, prepared, and implemented, success is inevitable. Students admire and respect good teachers and good teaching. Pupils soon learn whether a teacher is prepared. When they lose faith in a teacher, discipline problems arise.

You are the educational leader of your classroom. Administrators can offer suggestions. They can also work with the teacher on specific problems. However, in the final analysis, discipline is primarily a teacher responsibility.

Here are some guidelines to follow in

establishing good discipline:

1. Make your first day a productive one for both you and your students. Make it a day of real classroom work. You have a two-fold task to accomplish the first day of school: (1) to establish room control and (2) to establish good working habits.
2. Before opening day, make your room attractive – put up a few pictures, design a bulletin board, or put in a plant or two.
3. Plan the first day of school to make it a real day of school. Secure the books needed. Be sure you have all the materials you will need on the first day.
4. Make a temporary seating plan. This will put you in charge and aid you in quickly learning the names of all students.
5. Arrive early the first day of school. This will enable you to make final plans, get materials, relax, and gather your energy to greet your class.
6. Be in the room when students arrive. This is a necessity in establishing good discipline and effective room standards, not only on the first day, but throughout the school year.
7. Have your name on the board. Students should learn to pronounce and spell your name.
8. Insist that students take a seat when they enter the room. This should set the tone for an orderly environment.
9. Have your classroom rules and procedures posted in a conspicuous manner.
10. On the first day teach and model the behavior you expect in the classroom. Appropriate behavior must be gained from the start if an uphill battle is to be avoided. You may want to include student input in developing classroom policies.
11. Know your students. Study their permanent records. Knowledge of the individual is the key to good teaching and good discipline. Show a genuine interest in each student in the class and demonstrate to them that you care about them.
12. Establish routines. Whether it is a form for written work or a procedure for sharpening pencils, students need a way of doing things.
13. Set standards. Partial learning, careless work, sloppy behavior, and poor citizenship

result from a teaching situation without standards and an appropriate method of maintaining them.

14. Be patient. Students differ in their response. Some grasp behavior and academic concepts quickly while others learn more slowly. All will gain if you are patient and understanding.
15. Be calm. Fear, excitement, anger, and frustration are contagious. A calm teacher is a key to a calm classroom.
16. Keep your sense of humor. Things are funnier than we think and seeing it that way often saves the day.
17. Praise the child whenever you honestly can, and do it publicly. When you must criticize, try to do it privately, and make the criticism a stepping stone to improvement.
18. Teach daily to a written objective that is measurable and easily understood by the students.
19. All staff members have authority over any student in the school or on the grounds. It is the duty of all to control the actions of any student flagrantly violating school rules.

SUPERVISION OF CLASSROOM TEACHING

The principal will make as many classroom observations as possible throughout the school year. The observations can be classified as two types. The first type is a spot, walk-in observation where the principal may drop in for a few minutes. Appropriate feedback will then be given if it appears necessary. The second type of observation is a formal one where the principal will spend an appropriate length of time in the classroom monitoring the learning process. A formal observation will always be followed by a conference and a written report including recommendations and commendations.

The principal will prepare a written final evaluation at the end of each semester for non-continuing contract teachers and at the end of each year for continuing contract teachers. This evaluation will be reviewed and signed by the teacher before it is given to the Superintendent of Schools for his review. (See the Appendix,

“Supervision Forms.”)

SUPERVISION OF STUDENTS

Staff members should feel that they are always “on duty” whenever they are in the building. All staff members are responsible for pupil control in the entire school at all times. Each teacher has a special responsibility for supervision of the hall outside his/her classroom during the passing period. Our locker situation calls for special consideration, and staff members will be asked to supervise these areas to prevent any bad habits from developing. All student activities must be supervised.

Being with a student alone.

Staff members are **discouraged from being with any student alone.** Do not close your classroom door to talk to just one individual student. Do not give rides to students. Protect yourself.

SUPPLEMENTAL PAY APPLICATION

Each year, staff members who supervise extra-curricular activities that are not paid by a coaching contract may apply for consideration to a district team which considers supplemental pay. Such activities are class advisor, club or student council advisor, math counts advisor, etc. The Procedural Agreement gives a full explanation of the Co-curricular Activity Pay. *This application is usually due early in September, so be sure to determine early what activities you will supervise and see the Principal for approval and signature on the form.* For a list of Supplemental Assignments, including coaches see the Appendix, “Supplemental ...”)

SUPPLIES AND PURCHASES

Any purchase chargeable to the school district must be approved by the principal and be accompanied by a purchase order request. **Any purchase made without a pre-approved purchase order will be the responsibility of the staff member.** Staff members must requisition all purchases made through student body and district accounts.

All supplies should be ordered by using the Building Form. (See the Appendix, “Supply Order Form.”) Complete the form fully with shipping included and emailing as an attachment to the principal. The last day for purchase requests each year is the week before April 15th. Supply requests for next year’s budget (2009-10) will be due to the principal around May 15 (deadline will be set in the spring). The amount varies according to available funds, so check with the Mrs. Absec or the principal.

If you do not have the Supply Order form saved on your computer as a template, request an e-mail form from Cal or Cindy. If you do not know how to do this ordering via email, make an appointment for assistance with one of these people.

- When you receive the form via email, use it as a template to request your supplies (Save this as a template in Microsoft Excel and then use it from “New documents.”)
- The total allowed per teacher is \$ _____. This is announced each year based upon funds available (**be sure to include printer cartridges.**)
- If needed, be sure to widen the catalog number column to show the full number. If a number begins with zero, you will need to type an apostrophe (‘) in front of the zero for it to show. For example: for 01234, you must type ‘01234 in the order box. Do not omit the zero.
- **Each spring, we use these forms for ordering the next year supplies, so you need to be familiar with this process.**
- Cindy will give you the booklet for School Specialty if that is the vendor you wish to use. You may use other vendors, but be sure to research costs including shipping to get best buys. You must type the items on the form and not use the booklet to write on.
- If you wish to order file folders or colored paper, Cindy could include a bulk order for these to get them cheaper - just let her know what you need and she can order that part for you.
- Cindy will be sending you a separate form for you to select which planner you would like.

TECHNOLOGY – EQUIPMENT CARE AND SOFTWARE CARE

Computers in lab are one year old and have to last to 2008 – take special care of them. Students and subs are not to have access to SASI. Security is a primary issue.

General Guidelines;

- Provide rules and training for student use.
- Regularly up-date virus protection, do not disable or ignore update warnings.
- Computer cables need to be professionally moved for location changes. Do NOT move phones or computers away from the wall and/or within 10 ft of a drop (network outlet) without discussing with the principal or Mr. Miller first as to the reason we would need to incur the expense of rewiring. Loose cables that get tripped on can take down the whole system. Back-up your work regularly.
- Where to locate your computer in the room. With the new wiring in the building, we need to be careful to not corrupt our up-to-date system. In placing your classroom computer in relation to the drop (plug) in your room, note that the cords we have are 3, 5 and 10 ft. Protocol rules list patch cables maximum at 3M. There should be **no patch cables on the floor unless they are directly against a wall and preferably off the ground.**
- **Do not copy music from or onto school computers.** *With limited bandwidth for testing and classroom assignment use, we cannot take up valuable server/disk space with games, music or non-instructional jokes or art work. Additionally, it is a copyright violation to copy music without permission and you open yourself up for legal issues.*
- Do not download or install any programs, including screen savers, on your computers. Download rights must be granted by our network administrator, Mr. Miller. Also,

when you are supervising students on computers be sure that they do not download any programs off of disk or the internet. Inappropriate downloads can slow down our entire system (which is already overtaxed) and sometimes render individual computers useless.

- Our alternative to teacher careful management is to spend precious \$\$ to buy programs like deep freeze that totally lock systems down. These also have real negative effects when we try to make rapid changes such as those that are required before and after testing.
- Games. Games and non-educational activities are not allowed on our computers. Our network traffic is maxed and students playing games slow down the system for our building, Sunnyside and the district office. We cannot access email, print or do regular business when the network is slowed down in this manner. Games are not acceptable use of precious computer time, equipment and network bandwidth. In addition, public relations with the community members is lessened when they discover students playing computer games instead of doing learning activities.
- Logging off Daily required. In order to perform the Accelerated Math and Reading backups, all computers need to be logged off and turned off for the back up to occur at 1:00 AM. It is important to log off and shut down daily for energy saving, back-up and general protection of equipment. Student work could be lost without regular back-ups.
- Internet Cards. **All students must have their assignment notebook with correct Internet stamp in their possession in order to use any school computer.** Students should get their Internet contracts from the English or Science teacher. When contracts are signed, students will get their stamp of internet use.

- Screen email. Be careful about opening e-mail from people you do not know. Do not attempt to download any programs sent to you, even by friends. If you do not know the sender, do not open attachments. When in doubt, ask Mr. Specht about suspicious emails. If a virus is found by your computer protection, notify Mr. Specht immediately and do not attempt to do anything else.
- Printer issues. The workroom printer between the two halls is set on econo mode for fast printing, so it is good to use for grades and AR and AM reports. Do not have students load paper and only load the paper if you know for sure how to do it properly.
- Monitor Safety. To extend the life and safety of your computer monitor; you should turn off your monitor when you leave for the day. If the monitor would malfunction, it would be better for it to do so when someone might be present to avoid mishaps.

Computer Lab. See Appendix, “**Computer Lab Rules.**”

Forget your password? Please note, that if a user has forgotten their username or password, it is better for them to request that it be reset than attempt to logon multiple times with variations of what they think might be their password. If a user attempts to logon 5 times with an invalid username or password, their account will be locked.

TECHNOLOGY PLAN

The Building Technology Team has the responsibility to meet at least annually and review our Plan and update it to reflect State and district guidelines. The team should also review current technology expenditures and recommend priorities for the next year budget. (See the Appendix, “**Technology.**”)

TELEPHONE CALLS

Messages will be taken or a number will be written down to be called later. Teachers will only be called in the classroom in emergency situations. (See Appendix, “**District Telephone**

Procedures.”)

On your intercom phone, you can hear all announcements from the office as each phone has a speaker. You can call any other room in the building. See Appendix, “**Extension Master List**” Just lift the handset and dial the extension/room number that you want. You can also make outside calls to local and 1-800 numbers. Just lift the receiver, dial “9”, then the phone number. If you get a busy signal after the “9”, all lines are busy. Many frequently dialed numbers will be programmed into “speed dial.”
To dial 911 (emergency) dial “9, 911.”

All long-distance calls must be logged. Any calls not logged will be charged as personal calls. Only office phones have long-distance rights in order to avoid possible student abuse. Turn logs in regularly to Linda Guthmiller. Remember that directory assistance calls are \$1.25 each. You can get on the Internet and get that information for free. (See Appendix, “**Long Distance Log.**”

Remind student that they cannot use the black phones even in the gym or cafeteria without teacher permission in advance. Using these phones tie up the school system and is restricted for staff business use. Have students use the free student phone by the front restrooms. Students may use the free phone only before or after school, during lunch, or during 10-minute break.

TESTING

Direct Writing, Direct Math are given in November and Idaho Standards Achievement Tests (ISAT) are given in April-May. An ISAT schedule and basic information is provided in the Appendix under, “**Test Calendar.**”

We will have to restrict AR and AM to times outside of ISAT periods. Any times available during the school day for AR and AM will be listed in the office on the white board and on the Principal Views. We must also coordinate with the testing at Sunnyside; so even though we have a free testing period here, that does not mean we are free to use AR and AM as it may

slow down their testing sessions.

Classroom testing – align with standards **Standardized Testing ideas**

- Teach a little bit of ISAT prep each day throughout the year.
- Stress the importance of the tests – let students know the impact if they do not pass.
- Classroom preparation – practice questions, test taking strategies, review vocabulary.
- Subject area teachers present for test – math teachers for math test, etc.
- Party for class with highest average.
- Give extra credit in class if do well – example 30 pts if proficient or advanced, 20 points credit if gain at least 15-20 points from fall score.
- For special ed testing – proctors for the room are marked on the schedule.
- Having immediate feedback on results are definite benefits.
- Before the ISAT, all classes should review – not just LA and Math classes.
- Hold class meetings on how the students feel about ISAT scores and test anxieties.
- Use the “Student Goal Sheet” available from Bonnie or Cal, make an overhead, and have students fill it out before the fall ISAT and take it to testing with them to complete. Teach it as a lesson.
- Reviewing vocabulary lists for reading and Language usage – each student receives a copy, takes notes and make symbols.
- Have overheads and quizzes with literature terms and reading comprehension examples where students take notes.
- Using Basic classes to help those on the bottom.
- Rearrange when topics are taught, so all parts tested have been covered prior to the spring testing.
- Provide a treat for tension release.

TEXTBOOKS

State approved textbooks are required as they must be aligned to standards

TIME ON TASK

In all classes, the expectation is that students should be engaged and on-task the entire period (there should be no “free time”.)

TOUCHING

Staff members must be mindful that touching students can easily be misinterpreted. Be careful!

VIDEOS

Videos shown in the classroom must fit the curriculum for the course taught. Preview all videos prior to showing. If there is any questionable portion of the video, include a description of the questionable portion to the parents in a prior notice permission form. “When in doubt,” check it out.

VISITORS

Staff may have guests/visitors in the building by checking with the principal. Remind all guests that they need to check in to the office to obtain a visitor’s badge and check out when they leave. There are no student visitors allowed, so consider this when bringing your own visitors to school.

WATER COOLER

The water in the cooler in the staff lounge is not free and is provided by fund generated by participating staff members. You may participate by paying the \$5.00 per month fee or \$.25 per cup, \$.50 per glass to Joy Persoon.

WEB PAGES

The web page for KMS is

<http://www.ksd391.org/kms>

The district web page is <http://www.ksd391.org>

Wellness Policy- According to District Policy No. 551, School Wellness Policy, the school will provide nutrition education, physical activity and other school-based activities that are designed to promote student wellness. Guidelines for nutrition, healthy snacks, parties and rewards are available on the district website under Food Services. Staff members and students are expected

to move toward these goals for the purposes of improved student health and increased student achievement.

WHITE BOARDS

Some rooms have newer white boards. If you have the older ones, they take special care. Some teachers had success with using car wax and then putting a note to the janitors not to clean them. Other staff members have had good luck with wet paper towels. Check with other staff members, experiment and see what works best.

WORK DAY

Teachers assigned to Kellogg Middle School are expected to be in their rooms and on duty at 7:30 AM each morning and remain in the building until 3:35 PM each afternoon.

WORK ORDER

If you notice needed repairs in your area of supervision, please submit a work order to the principal. Use the work order form template provided by the principal and send it to him via e-mail. If you do not have the template on your computer, send a request to the principal and it will be e-mailed to you. The step-by-step procedures are shown in the Appendix under "***Work Order E-mails.***"

New Demerit System Kellogg Middle School Behavior Management Plan

2009-10

Severe: 20 demerit points

*Drugs/Alcohol: Use/Possession/Under Influence

*Definition: Any student who appears at school, on a school bus or school vehicle, or at any school sponsored activity or function evidencing behavior which gives reasonable suspicion that he/she may be illegally under the influence of alcohol, drugs or controlled or mood altering substance by an*intervention-trained specialist, admits to use of such, or is found to possess drug paraphernalia, alcohol, drugs, controlled or mood altering substances illegally, or to have such substances on his/her person, in his/her locker, vehicle or other property, will be in violation of this district's policy.*

*Firearms: including but not limited to; handguns, rifles, shotguns, explosives or other destructive devices, and non-firearm weapons such as knives etc.

*Fighting/Physical Assault/Provoking a Fight (changed to 10 demerit points 2009-10)

*Physical attack on a staff member

*Threat of Extreme Force

1st Referral – 5 days out of school suspension and referral to Superintendent/Police Notification
2nd Referral -5 days out of school suspension and referral back to Superintendent for expulsion recommendation

Less Severe: 10 demerit points

*Tobacco Use/Possession/Distribution

*Setting False Alarm/Dialing 911

1st Referral – Police Notification and 3 Days In-School Suspension
2nd Referral – Police Notification and 5 Days Out of School Suspension and Referral to Superintendent of Schools

3rd Referral-5 days Out of School Suspension and referral back to the superintendent for expulsion recommendation

*Extreme Unsafe Behavior (fireworks, biting, etc...)

*Major Theft-Can be an immediate referral to the superintendent and or police

*Truancy

*Vandalism/Property Damage (May be referred to the superintendent immediately depending on severity of damage)

1st Referral – 1 day In-School Suspension
2nd Referral – 3 days In-School Suspension and Referral to Superintendent of Schools
3rd Referral-5 days out of school suspension and referral back to superintendent for expulsion recommendation

Moderate: 7 demerit points

*Hitting/Near Fight

*Filing a false complaint

*Disruption for Substitute Teacher

*Out of Control or Severe Classroom Disruption

*Insubordination/Willful

Disobedience/Disrespect for

Authority/Failure to Comply with

Reasonable Instructions or Requests

*Bullying/Harassment including all forms of physical, verbal, emotional, sexual, written or graphic

*Extortion of Money or other Valuables

*Skipping Class

1st Referral – 1 day In-School Suspension
2nd Referral – 3 Days In- School Suspension
3rd Referral – 5 Days Out-of-School Suspension and Referral to

Minor: 5 demerit points

***Minor Theft of Student or School**

Property

- 1st Referral – 1 Day In-School Suspension
- 2nd Referral – 3 Days In-School Suspension
- 3rd Referral – 3 Days Out-of-School Suspension
- 4th Referral – 5 Days Out-of-School Suspension and Referral to Superintendent

Other Violations, Demerit Points, and Consequences

***Cheating/Forgery/Lying**

***Inappropriate/Unsafe Behavior**

Lighter/Flammables

- 1st Referral- 3 days of lunch detention and 3 demerit points
- 2nd Referral- 1 day of in-school suspension and 5 demerit points
- 3rd Referral- 3 days of in-school suspension and 7 demerit points
- 4th referral- 3 days out of school suspension and 9 demerit points, referral to the superintendent

***Repeated Minor Classroom Disruptions**

- 1st Referral – 3 Days Lunch Detention and 3 demerit points (Parent/teacher conference required prior to first referral)
- 2nd Referral – 1 Day In-School Suspension and 5 demerit points
- 3rd Referral – 3 Days In-School Suspension and 7 demerit points
- 4th Referral – 5 Days Out-of-School Suspension and 9 demerit points with referral to Superintendent

***Poor Assembly Behavior/Field Trip Behavior**

- 1st Referral – 3 Days Lunch Detention and Unable to Attend Next Assembly plus 2 demerit points

- 2nd Referral – 1 Day In-School Suspension and Removed from Assemblies for Remainder of year plus 2 demerit points

***Public Display of Affection**

- 1st Referral – 3 Days Lunch Detention and 2 demerit points
- 2nd Referral – 1 day In-School Suspension and conference with both sets of parents and 3 demerit points
- 3rd Referral – 3 Days In-School Suspension and 4 demerit points
- 4th Referral – 1 Day Out-of-School Suspension and 5 demerit points
- 5th Referral – 5 Days Out-of-School Suspension and 6 demerit points

***Not Showing for Detention/Rule Violation**

- 1st Referral – Make up Day plus 3 Additional Days and 3 demerit points
- 2nd Referral – 1 Day In-School Suspension (Still Serve Detention) and 3 demerit points
- 3rd Referral – 2 Days In-School Suspension (Still Serve Detention) and 3 demerit points
- 4th Referral – 3 Days In-School Suspension (Still Serve Detention) and 3 demerit points
- 5th Referral – 1 Day Out-of-School Suspension (Still Serve Detention) and 3 demerit points
- 6th Referral – 3 Days Out-of-School Suspension (Still Serve Detention) and 3 demerit points
- 7th Referral – 5 Days Out-of-School Suspension (Still Serve Detention), 3 demerit points and referral to Superintendent

***Bus Referral**

- 1st Referral – 5 Days Lunch Detention and 2 demerit points
- 2nd Referral – 1 Day In-School Suspension, Loss of riding privileges for 5 days, and 4 demerit points

3rd Referral – 3 Days In-School
Suspension, Loss of riding privileges for
30 days, and 6 demerit points
4th Referral – 5 Days Out-of-School
Suspension, Loss of riding privileges for
remainder of year, 8 demerit points, and
referral to Superintendent

***Dress Code Violation**

1st Referral – 1 Day Lunch Detention, 2
demerit points, and student required to
change into appropriate attire before
returning to class
2nd Referral – Placed in In-School
Suspension for remainder of the day,
and additional one full day of in-school,
and 3 demerit points
3rd Referral – Immediately sent home
and 2 Days Out-of-School suspension
and 4 demerit points
4th Referral – Immediately sent home, 3
Days Out-of-School suspension and 5
demerit points
5th Referral – 5 Days Out-of-School
Suspension, 6 demerit points, and referral
to Superintendent

***Unacceptable Language/Profanity/Gestures**

1st Referral – 3 Days Lunch Detention
for low level language*
1 Day In-School suspension for high level
language, 5 demerits
2nd Referral - 1 Day In-School
suspension for low level language
3 Days In-School
suspension for high level language, 5 demerits
3rd Referral – 3 Days In-School
suspension for low level language
3 Days Out-of School
suspension for high level language, 5 demerits
4th Referral – 3 Days Out-of School
suspension for low level language
5 Days Out-of-School
suspension for high level
language, 5 demerit
points and referral to
Superintendent
*Demerit points for low level language

assigned at discretion of principal

***Electronic Devices: Includes cell phones, Ipods, MP3 players, laser pointers...**

Hallway or school grounds Violations:

1st Referral – 3 Days Lunch Detention, 2
demerit points, parents must collect device

2nd Referral – 1 Day In-School
Suspension, 4 demerit points, device
confiscated

and returned to parent after one week

3rd Referral – 3 Days In-School
Suspension, 6 demerit points, device
confiscated and returned to parents after
30 days

4th Referral – 3 Days Out-of-School
Suspension, 8 demerit points, device
confiscated for remainder of year, and
referral to Superintendent

Classroom Violations:

1st Referral – 1 Day In-School
Suspension, 5 demerit points, device confiscated
1 week

2nd Referral – 3 Days In-School
Suspension, 7 demerit points, device confiscated
30 days

3rd Referral – 3 Days Out-of-School
Suspension, 9 demerit points, device
confiscated for remainder of year, and
referral to Superintendent

***Disruption of In-School Suspension**

1st Referral – 1 Day Out-of –School
Suspension and 5 demerit points

2nd Referral – 3 Days Out-of-School
Suspension and 7 demerit points

3rd Referral- 5 days Out –of –School
Suspension and 8 demerit points, referral to the
superintendent

***Unacceptable Behavior While in Attendance At Co-Curricular Activities**

1st Referral – Loss of Co-Curricular
Attendance Privileges for Two Months

2nd Referral – Loss of Attendance Privileges for the Year

Time Outs for minor misbehavior or disturbance in classroom

1st-3rd Green slips- send to the office with work to do and make parental contact.

4th green slip- 4 days lunch detention- 2 demerit points

Each time out after the 4th- One day of in-school suspension-3 Demerit points

2nd total of four time outs- 3 days of in-school- 6 demerit points- Referral to the superintendent

***Tardies (Tardy count starts new at the semester)**

1st referral- 3 tardies from any class- 3 days lunch detention- 1 demerit point

2nd referral- every tardy after the third- 4 days lunch detention- 2 demerit points

3rd Referral- One day of in-school suspension- 3 demerit points

4th referral- Three days of in-school suspension- 7 demerit points

5th referral- Three days out-of-school suspension- 8 demerit points- referral to the superintendent

- The tardy count starts over at the beginning of the second semester. The demerit points received the first semester from tardies do not go away at the semester. If a student receives a tardy referral the second semester it is considered a first referral, and they are given the consequence of the first referral and the amount of demerit points that go with the referral.(Added 8-15-08)BMT approved
- After a student is referred to the office for receiving 3 tardies in any one class, they should be referred to the office after the 4th tardy and referred every time they are tardy in that class.
- Any student receiving 20 demerits will be sent to the

superintendent. The demerits do not need to come from the same category, they are cumulative.