

**DANIEL WEBSTER MIDDLE SCHOOL
930 NEW YORK STREET
WAUKEGAN, IL. 60085
PHONE: 847-360-5484 FAX: 847-360-5397**

MISSION STATEMENT

Daniel Webster Middle School will collaborate to provide a supportive, engaging, and inviting learning environment which is physically, intellectually, socially, and emotionally safe for all members of our learning community.



Positive Behavior Intervention and Support (PBIS)

Core Values

Be Responsible

Be Respectful

Be Caring

Last updated 11-15-2010

It's my personal approach that creates the climate.

It's my daily mood that makes the weather.

**I possess a tremendous power to make a child's life
miserable or joyous.**

I can be a tool of torture or an instrument of inspiration.

I can humiliate or honor, hurt or heal.

**In all situations, it is my response that decides whether a
crisis will be escalated or de-escalated and a child
humanized or dehumanized.**

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DANIEL WEBSTER MIDDLE SCHOOL STAFF HANDBOOK

ABSENCES

If a staff member is anticipating an absence, due to illness, call the sub coordinator via the sub-line **no later than** 6 a.m. on the day of the aforementioned illness. However, if possible, in order to schedule an appropriate substitute teacher, staff should make an effort to contact the sub coordinator via the sub-line the night prior to an anticipated illness. If a staff member is planning on being absent to attend a workshop, then the staff member should call for a sub when they submit the workshop request for approval.

ACTIVITIES and EVENTS

The principal is to be kept informed of any/all activities and events scheduled within the building. Event planning (field trips, parties, lunches, team recognition assemblies, etc) are to be scheduled with and approved by the principal prior to being planned and established. (e.g. team rewards, parties, special events, having food in the rooms, etc.)

ACCOUNTING OF FUNDS

The following steps are designed to outline for staff the policies and procedures surrounding the collection and generation of funds from students at Daniel Webster Middle School.

ANY COLLECTION OF FUNDS FROM STUDENTS, PARENTS, ON THEIR BEHALF, WITHOUT THE EXPRESSED WRITTEN PERMISSION OF THE PRINCIPAL IS PROHIBITED.

ALL FUNDS collected from students **MUST** go through the Student Activity Fund. A receipt from the club/activity sponsor must be issued to the student for the monies received at the time of receipt. Receipt books may be obtained from the front office and must be used to reconcile all deposits made.

All clubs, organizations have restricted accounts in the Student Activity Fund and all funds collected are placed only in those accounts. Any monies disbursed for that club/organization are disbursed from that account through the Student Activity Fund Account. Every sponsor, coordinator, group, and coach of an established school account **MUST** obtain a Pre-Approval request form that is approved by the principal prior to making a purchase. Submit all requests to the Principal through the Secretary. The Principal will approve or deny requests based on the purpose stated on the form. Under no circumstances is any teacher to leave money in desk drawers, lockers, or other areas of the building. Money left unsecured or in unsecured areas becomes the sole responsibility of the staff member who left it there.

Teams/clubs/ organizations/ and/or individuals are not to have checking accounts on monies collected for school purposes. All monies are to go through the Student Activity Fund. Monies must be turned in to the secretary each day before the staff member leaves the building and the

secretary will verify the amount of monies and provide the staff member with a receipt.

ADVISORY

Advisory will be from 7:45 – 8:00 am daily. Staff will be assigned an Advisory. Advisory is to be utilized for the intended purpose only. Advisory is not to be used as a study hall. Daily announcements will be broadcast at a predetermined time during advisory each day.

ANIMALS

Animals are not allowed at school unless pre-approved by the administration.

ARRIVAL

Certified staff is to be in the building by 7:25 am. All staff must be in their assigned areas as indicated by the master schedule by 7:25 am, when students enter the building. If you are going to be late arriving at school, the office must be notified so that student supervision can be provided. If you have an in-house commitment, arrange supervision coverage in advance for your duties. If you habitually arrive late to work, your arrival times will be documented and you will be required to meet with the building principal to discuss the reasons for your late arrivals.

ASSEMBLIES

Students will sit in assigned areas. Teachers will sit with their students and provide supervision if they are responsible for students during the time frame of an assembly. All teachers will attend an assembly with their students. Assemblies are part of a student's educational program. Students not exhibiting proper behavior will be removed

ATTENDANCE

Attendance will be taken at the beginning of each class period. Attendance will also be taken at the end of the day prior to bus calls. Attendance must be turned in to the main office no later than 2:10 pm.

ATTENDANCE OF STAFF

All staff is expected to be at school every day unless they have personal leave that has been approved or unless they are ill. Any staff member who is absent for 3 or more consecutive days will be required to submit a doctor's note before he or she is allowed to return to work per Illinois School Code. The Illinois School Code will be strictly enforced regarding staff attendance. Staff must place a call to the main office if they are to be out due to sickness.

AUDIO VISUAL SOFTWARE AND HARDWARE

1. All audio-visual software (computer disks, films, filmstrips, cassette tapes, video tapes, slides, etc.) must be a part of the Learning Center's inventory. Once this inventory is complete, the software can be housed in the Learning Center or in the appropriate

departments.

2. All Learning Center audio-visual hardware will be inventoried yearly and will be circulated to individual staff members.

AUXILIARY SERVICES

1. CHILD ABUSE – All teachers have a legal responsibility of reporting any suspected child abuse cases to the Health Center, who will contact the leader for child abuse. The team leader will inspect, and interview the student, and decide whether or not to call in the Department of Children and Family Services. If probable cause is found, the Problem-Solving Team will monitor the student, and be alert for any additional abuse, and try to determine what effects this has on the student's social and academic success.
2. COUNSELORS – Each student is assigned to a counselor. The counselor will work with the student in the following areas:
 - a. Choosing courses and registration.
 - b. General information on school policies, procedures, requirements, etc.
 - c. Appraisal of abilities, interest, limitations, etc. (test information)
 - d. Review of school records.
 - e. Problems of the personal or educational nature.
 - f. Assist student in maintaining positive relationships and prevent discipline problems in the school environment, i.e., peer mediation and conflict resolution
 - g. Serve as an advocate for students who may be at risk for academic and/or behavior difficulty at school.
3. HEALTH CENTER
 - a. It is the aim of the health Center to have a medical record of every student on file.
 - b. The health services rendered by the school nurse are under the supervision of the school physician.
 - c. Individual Services – Students are admitted to the Health Center by the regular hall pass issued by teachers. A daily record of each student is kept, noting arrival and departure time. Health Center facilities are available to adult employees, as well as students.
 - d. Student Accidents – should a student suffer injury in the school building, on the school grounds, or while engaged in a school-sponsored activity, such injury should be reported at the earliest opportunity. Special accidental injury report forms are available in the Health Center. The teacher in charge must fill out the form promptly and completely.
4. PROBLEM-SOLVING TEAM – The purpose of the team is to work with students who have been referred because of problems they may be experiencing. The team is composed of the Principal, Assistant Principal, Counselors, Social Workers, Psychologist, Nurse, Special Education Teachers, and Regular Education Teachers. The team meets according to a schedule determined by the team. Teachers are to refer students on a special service referral which may be obtained in the Counselors' or Social Worker's Offices for the following reasons:

- a. Social maladjustment
 - b. Academic failure
 - c. Chronic misbehavior
 - d. Suspected child abuse follow up
 - e. Alcohol or drug problem
 - f. Mental condition
 - g. Suicidal tendencies
 - h. Other problems that may hinder the educational process
5. SCHOOL PSYCHOLOGIST – Cooperates with the social worker and counselors to help students with special problems.
 6. SCHOOL SOCIAL WORKER – Serves the entire student body by providing individual and group help in personal and social adjustments.

BAND/ORCHESTRA

Band and orchestra students are given lessons during the school day. Band and orchestra students are responsible for any class work missed due to band or orchestra.

BELL SCHEDULE

This year we will continue to have bells only at the beginning of the day and at the end of the day. We have four individual team schedules operating throughout the school day (See appendix for schedules). All staff is expected to be in the hallway monitoring students during passing periods.

BLT (BUILDING LEADERSHIP TEAM)

BLT is a weekly meeting of the building leadership team and the building administration. The focus of these meetings is on effective communication, dialogue, and team decision making on building issues and the restructuring plan. Any team concern can be addressed in this setting.

BLT meetings will be scheduled during the year. If for any reason a member of the Building Leadership Team is going to be absent from the meeting, someone else from the team should attend. After each meeting, teams are to meet the next day and discuss the agenda information.

BUILDING MAINTENANCE

To maintain the functional quality of our campus, it is requested that all comply with the following rules:

- A service request form must accompany all requests for repair.
- The use of thumbtacks, nails, screws or other puncturing devices on permanent wood, masonry or metal walls or trim is prohibited.
- The use of chemicals on any surfaces should first be cleared with the maintenance supervisor.

- Requests for use of facilities, rooms, etc., for functions or meetings shall be made on the Building Usage Form furnished by the main office and returned to the principal's office.
- At the conclusion of the last period of room use each day, the windows should be closed, the lights turned off, the chairs put on desktops, and the rooms locked.
- Spillage of staining liquids or materials on floors, furniture or other surfaces should be immediately reported to the custodial department.
- Reports of any vandalism or writing on walls in rest rooms or outside of building on walks, or brickwork, any broken or cracked windows should be reported.
- When exiting the building in the evening all doors should be kept locked.
- Tape or adhesives are not to be used on the walls. Only poster putty may be used to attach poster or signs to walls.
- Computers should be shut down each day.

BUS CHAPERONES

Bus chaperoning is an important function on any field trip. Chaperones will be scheduled as far in advance as possible. Chaperones may be school employees or parents. The chaperones should be familiar with the times, route and destination in advance. They should arrive 15 minutes before the scheduled departure time. In order to ensure that all students are returned to school, an accounting of students should be initiated as students enter the bus on every leg of the field trip per the Transportation Department's guidelines.

CELL PHONES/STUDENTS

Administrators will not search students for cell phones. When a student's cell phone is seen or heard by a staff member, the cell phone is to be labeled with student's name and brought to the office. The student may pick the cell phone up at bus call. Teachers should not keep the phone in their room.

CHILD ABUSE REPORTING

All staff is required by law to report suspected cases of child abuse or neglect to the Department of Children and Family Services (1-800-252-2873). As a practice, discuss students whom you believe may have been abused with the building principal and with the school counselors. Each staff member is a mandated reporter. Law also mandates teachers to report to DCFS cases of student abuse by other staff members. A form is to be filed with the principal immediately after a referral is made. The referral is necessary in the event that DCFS desires to initiate a delayed parental notification.

CIVIL DEFENSE DRILL

In cooperation with the Lake County and Waukegan Civil Defense authorities, Daniel Webster Middle School will conduct a series of "Take Cover" drills to prepare our students and faculty, insofar as possible for any emergency situation. All students and teachers will be directed to SHELTER AREAS surrounded by reinforced concrete and away from windows and doors. Only

certain areas of our building can therefore be considered as safe areas. The alarm will be a staccato ringing of the class bell. All students must walk briskly to the assigned place of shelter. Teachers must accompany their students to the designated location and remain with them throughout the drill. Some students will be directed to an inner corridor, where they are to remain standing throughout the drill. Please do not stand in front of or opposite any window or door. The end of the drill will be signaled by a steady ringing of the class bell, at which time the students are to return to their classes or proceed to their assigned area as quickly as possible. They are to remain quiet and orderly throughout the drill. This drill is organized in the interest of national and local safety.

CLASSROOM ORGANIZATION AND PLANNING

Classrooms are the responsibility of the teacher and are to be orderly, productive, neat, and organized. Teachers are to take a personal interest in the overall appearance of their room. Classrooms that have a “personal touch” to enhance the setting are more stimulating. Desks and tables are to be arranged so they do not hit the walls. In well-managed classrooms in which students feel good about themselves, their teachers, their school, and their work, you will find the use of “preventive” discipline techniques. Preventive discipline is used to deter inappropriate behaviors and to create a productive learning environment. Certainly not all student misconduct can be avoided; however, studies have shown that when teachers anticipate potential problem areas and organize their classrooms to avert them, much of the misconduct that would have occurred is diminished.

Planning Your Classroom Management System

1. Know the district’s code of conduct and our school’s rules.
 - a. Review your handbook for the school rules.
 - b. Review the district code and board policy.
2. Develop classroom rules consistent with school and district discipline policies.
3. Keep rules simple and limited in number (Preferably only 3-5).
 - a. Rules should have a legitimate purpose.
 - b. Rules should be within students’ abilities to perform.
 - c. Rules should be clear and deal with observable behaviors.

Involve students in the development of class rules.

Establish procedures for conducting routine classroom business.

Using the restroom

Lining up at lunch, after lunch, and at dismissal

Distributing and collecting materials.

Prepare a set of consequences

Include both rewards and punishments

Understand the pros and cons of punishments
Overuse may increase anxiety.
Punishments can be reinforcers.
Use only as long as it changes behavior.
Use calmly and consistently.

CLASSROOMS COMPUTERS

Please keep your computer table free of books, file trays, toys, etc. which can block the air vents causing the computers to overheat. Also DO NOT put any magnets near or on the Tech panel or computers. Magnets can cause serious damage to the equipment. Desks and tables are to be arranged so they do not hit the walls. Please keep your computer table free of books, file trays, toys, etc. which can block the air vents causing the computers to overheat. Also DO NOT put any magnets near or on the Tech panel or computers. Magnets can cause serious damage to the equipment.

CLUBS

Any club offered by a teacher must have administrative approval in advance. Clubs must have pre-established meeting dates/times that are approved by the administrator in charge in advance. Cancellations must be made at least 2 days in advance and with approval from that administrator. Emergency situations will be handled as they arise.

COMMON PLANNING TIME (Team Planning Time)

Regularly scheduled time during the school day within which a given team of teachers meet for joint planning, parent conferencing, student conferencing, unit/lesson preparation, and consultations with other staff and administrators.

CONFERENCES

Student-Parent-Teacher conferences are scheduled during the year. During this time, teachers are required to actively invite all parents/guardians to come in for a conference to discuss their child's progress.

CONFIDENTIAL FOLDERS

Confidential folders are located in the office of the Director of Student Support Services. These folders must be viewed at Lincoln Center. Information contained within these folders is to remain confidential.

CONTROVERSIAL ISSUES – GUEST SPEAKERS

As times change, so do issues that we might refer to as controversial. If teachers are sending questionnaires home, into the community, or duplicating materials that possibly could be

misinterpreted, the building principal should be consulted before those materials are sent home.

The use of guest speakers to enhance the school curriculum is encouraged. Occasionally outside speakers have a message that may be considered controversial or is political in nature. Prior to arranging such a speaker it is necessary for teachers to secure approval from the building principal. Controversial topics may be any subject that could adversely affect the local, state, national, person, social, political, economic or ideological order.

CORE CURRICULUM

The basic subject areas are math, science, social studies, and communications.

CUMULATIVE FOLDERS

Cumulative folders are kept in the office area and are not to be taken from the office without signing them out. Teachers may review these folders at any time. Teachers are responsible for keeping the folders secured and confidential while they are signed out. At the end of the year, the files are to be updated by each team. Counselors will be responsible for the maintenance and updating of cumulative folders, which includes requesting and filing all information on new and returning students. They will also send information to a school to which a student may transfer during the school year.

CUSTODIAL SERVICES

Requests for custodial services of the day custodian must be in writing and directed to the head custodian. See CUSTODIAL REQUEST FORM for more information.

DETENTIONS

Detentions will be held by teams according to the detention schedule each team establishes. Students may not stay for detention without parent permission.

DIFFERENTIATED INSTRUCTION (D.I.)

Differentiated Instruction is an educational practice creating a learning environment which addresses student's different abilities, readiness levels, learning modalities, and interest through the utilization of varied curriculum materials, assignments, activities, instructional techniques, and assessment instruments. Evidence of D.I. should be present in all lesson plans.

DISCIPLINE PROCEDURES

Good discipline is systematic, ordered learning. Ordered learning promotes achievement and performance. A goal of a disciplinary system must be the development of self-discipline contributes to self-assurance, and thus affects one's outlook and confidence.

1. CLASSROOM

- a. It is the teacher's responsibility to develop a system of classroom discipline that has specific and clear consequences established relative to the student choices. Goals and consequences must be proportionate to the student's intellectual, educational, and emotional capacities.
 - b. Remedial steps including conferences, classroom detention, counselor involvement, and parent conferences must be taken prior to referring the student for administrative action. The purpose of any remediation should be to improve the student's chances to succeed.
 - c. School Board Policy – Each student has the right to attend school in an environment that is safe, free of disruptive influences, conducive to learning, and which provides ample opportunity to acquire knowledge and skills commensurate with his or her maturity, interest, and abilities. School personnel, parents, and students have the responsibility to develop and maintain an atmosphere that is compatible with this right.
 - d. School Board Policy – Pupils shall not be physically abused or mistreated by school employees. Employees are subject to the established rules and regulations. A copy of these rules and regulations is on file in the Main Office.
 - e. Due Process Rights of Students – Individual rights granted by the Constitution of the United States are granted to all people regardless of age, sex, race, or creed. Students have the right as individuals; the school disciplinary procedures should not violate those rights. The essential rights involved in disciplinary procedures stem from the concept of due process. Under this concept, students are entitled:
 - i. To know what the rules and regulations are
 - ii. To be notified of charges and provided an opportunity to respond to those charges
 - iii. To have counsel if they appeal
 - iv. To appeal a decision about the charges to a higher level
 - v. To have the charges or penalties removed from their records if the evidence demonstrates innocence or noninvolvement. In the administration of procedures and throughout the provisions for essential rights, the student should be made to feel that his/her value as a person is not questioned. What may be questioned is the student's behavior. Students should understand that they are expected to be responsible and accountable for their actions.
2. REMEDIAL ASSISTANCE – Although infrequent, there are times when teachers must refer students with behavioral problems for remediation.
- a. Some situations should be brought to the attention of the student's counselor e.g. bullying, nonviolent conflicts, and chronic misbehavior.
 - b. Serious situations such as physical violence, possession of a controlled substance or weapon, and any other situation that may jeopardize the safety of persons in the school should be referred to the Assistant Principal or Principal immediately.
3. REMOVAL OF A STUDENT FROM CLASS – Although infrequent, it still at times becomes necessary for a teacher to request that a student be removed from a class. The following procedures are to be used:

- a. A teacher should make every attempt to correct and handle discipline problems that arise in their classes.
 - b. Should the student continue to be a problem, he/she should be sent to their counselor as a preventive measure before their behavior becomes a habitual problem. A hall pass will be used to explain the problem to the counselor.
 - c. If all preventive steps of both the teacher and counselor fail to correct the student's behavior, they should be sent to the Assistant Principal who will take the steps that are necessary to correct the problem.
 - d. A Referral Form must be used for all disciplinary problems to explain the behavior of the pupil who stimulated the problems. Use of the phrases, "gross misconduct," "swearing," or "insubordinate" does not constitute an adequate explanation.
 - e. This information will be used in the disposition of the case or for any hearing that may arise. Teachers may be called as witnesses on any referral submitted.
4. PROBATION – SUSPENSION POLICY – This policy provides for a system of probation and suspension for those students who are not living up to the expectations of this middle school in the areas of attendance, discipline, and academic achievement.
- a. Personal Analysis and Independent Study – Daniel Webster Middle School Conducts an in-school studies program (PAIS) as an alternative to an out-of-school suspension for certain types of offenses such as truancy, habitual tardiness, refusing to serve detention, some types of insubordination, arguments, profanity not directed to staff, etc. The Assistant Principal will determine who is to be assigned. Students who repeat such offenses will be suspended out of school. A student assigned to in-school studies has the right to do make up work if he/she takes the initiative.
 - b. Suspension – Suspension means that a student is removed from school for a prescribed period, which may vary from one to ten days, or recommended to the Board of Education for a longer period of suspension. A student's reinstatement in lieu of suspension may be permitted after a parent conference.

The following steps are employed whenever a student is **considered** for an expulsion.

- a. The Principal shall mail a letter to the parents in order to formally notify them of the suspension. Furthermore, the Principal or designee shall attempt to communicate with the parent by telephone.
 - b. If the students or parents request that the **suspension** be reviewed by a hearing officer, the Principal must notify the parents may request a hearing from the Office of Student Discipline.
 - c. After the hearing has been scheduled with the Office of Student Discipline, the parents will be notified of the hearing's location, time, and place.
 - d. The parents shall receive a written decision from the hearing officer within 5 school days of the hearing.
5. DISCIPLINE OF PUPILS, BOARD POLICY #6040 – Each student has the right to attend school, and reasonably can expect extra curricular or extra class activities will take place, in an environment that is safe; free of disruptive influences; conducive to learning;

and provides ample opportunity to acquire knowledge and skills commensurate with his or her maturity, interests, and abilities. Similarly, students qualifying for school transportation reasonably can expect to ride safely on District provided bussing. School personnel, bus contractors, parents, and students have the responsibility to develop and maintain an atmosphere that is compatible with these expectations.

6. GENERAL CONCEPTS – The following concepts shall be taken into consideration by those who seek to fulfill the policy stated above. This set of discipline guidelines does not identify the complexities associated with managing pupils who exhibit a variety of unacceptable behavior; neither does it take into consideration extenuating circumstances or time factors. Accordingly, the administrative team must be given latitude in the application of these guidelines. These concepts, and the guidelines which follow, are applicable in grades seven through twelve.
 - a. Pupils vary considerably in their maturity, motivation, academic development, social background values, expectations, interests, intelligence, abilities, experience, and economic status. As a result, it is inevitable that problems will occur as people interact and strive to cope with the complexities of a Middle School environment.
 - b. Rules and regulations pertain to the management of an orderly and safe school environment. Consequently, certain behaviors are recognized as inappropriate and unacceptable. Such behaviors and their consequences must be communicated to pupils and their parents.
 - c. Teaching personnel are responsible for successfully managing student behavior and are expected to make every effort to correct and handle discipline problems that occur within their range of responsibilities. In addition, teachers are expected to employ sound preventive measures as well as to avoid provoking negative behaviors. When such efforts fail, teachers may refer pupils to the building administration for further disposition. The administration is then responsible for determining the necessity for, and nature of, further disciplinary action.
 - d. Employees of the district and students are expected to treat each other with mutual respect and courtesy.
 - e. When dealing with student misconduct, the administrative team must be fair, consistent, and just. Furthermore, disciplinary actions must be based on sound evidence, and the individual rights of pupils must be considered. Pupils should be given the opportunity to explain their behavior and, if necessary, call on witnesses for corroboration. Emphasis must be placed on attempting to stimulate appropriate behavior, and to help the pupil understand that certain behaviors are unacceptable and cannot be tolerated at school.
 - f. Building administrators may employ a variety of pupil management techniques including, but not limited to, the following: 1) counseling; 2) involving the parents; 3) assigning the pupil to after school detention; 4) getting pupils together to discuss conflict; 5) referral for guidance; 6) referral to outside agencies; 7) one-to-ten day suspensions; 8) assigning Saturday school and 9) recommending expulsion.
 - g. If a student is suspended for three days and the problem is resolved in a parent conference prior to three days of suspension, the Principal may reduce the term of

the suspension.

- h. The term “gross misconduct” as used in the policy, shall be defined as any violation or combination of violations of the Discipline Guidelines which, because of their frequency or numbers can no longer be tolerated in the educational setting, shall be considered as evidence on the part of the offender of a refusal to abide by proper administrative authority and to work toward a goal of good citizenship.
- i. Upon returning from a suspension, the student shall be given the opportunity, provided that he or she takes the initiative, to make up work with no loss of credit.
- j. The term “general misconduct,” as used in this policy, shall consist of any act or course of conduct which is disruptive of the educational atmosphere, creates or displays a general lack of safety, or tends to adversely reflect on education in the school such as running in the hallways, horse play, lack of discipline on the bus and other disorderly conduct.

DISMISSAL

Staff is expected to remain in the building a reasonable time after the last period. At the end of the day, teachers are responsible to secure their room by:

- Closing windows
- Locking door(s)
- Shutting down computers (each day)
- Placing chairs on desktops

DISTRICT SPONSORED TEACHER WORKSHOPS AND INSTITUTES

Teacher workshops and institutes are held on days designated on the school calendar. Therefore, all teachers are required to attend.

DOOR DUTY

Each staff member will be assigned “Door Duty” on a rotating basis. Schedule will be provided by the assistant principal.

ELECTRONIC COMMUNICATION DEVICES

Students may not use any cellular radio telecommunications devices, including, but not limited to, cellular telephones, on school property during school hours. Students may use cellular radio telecommunications devices on school property before or after school hours and may possess such devices during school hours, as long as they are not used during school hours and are kept in their lockers. In the event of any emergency, a student may use a cellular radio telecommunication device during school hours.

EMERGENCY DAYS

In the Fall, a Phone Tree will be published to provide for telephone communication on days that school may not be in session due to inclement weather or other emergency conditions.

EMERGENCY PROCEDURES (Quick Reference for WPS)

Hard Lockdown Procedures

- Students in the hallway and bathrooms should be brought into the classroom or office.
- Move students away from doors and windows. Tell them to sit or lay down on the floor.
- Close and lock classroom and office doors, turn off lights and audiovisual equipment, close windows and blinds.
- Cover classroom or office areas until further notice.
- Post the Color Coded Classroom Status Card in both the classroom door window and the classroom-building window.
- If the door does not have a window, slide the Color Coded Classroom Status Card under door.
- Green Color Coded Classroom Status Card indicates room occupied but no immediate emergency response is required.
- Red Color Coded Classroom Status Card indicates room occupied and immediate emergency response is required.
- List absent or missing students.
- Ignore fire alarms and all bells unless instructed by the School Incident Commander or emergency personnel.
- If outside the building at the time of the lockdown, students and staff should report immediately to the designated Student Evacuation Site.

Soft Lockdown Procedures

- Close classroom doors and windows.
- Remain in classroom or office areas until further notice.
- Leave blinds open unless otherwise advised.
- Take attendance, and report absences to the School Incident Commander.
- If outside the building immediately return to your classroom.
- All exterior doors should be closed, locked, and monitored by designated staff members.
- No one is allowed to enter the building without approval of the School Incident Commander or until All Clear signal is given.
- No students, staff, or visitors are allowed out of the building until All Clear signal is given.

Evacuation Procedures

- Instruct students and visitors to evacuate to the Student Evacuation Site.
- Be prepared to take alternate evacuation route if necessary.
- Close your door, turn off your lights, and bring your Classroom Emergency Go Kit.
- Take attendance at the Student Evacuation Site, report absences to the School Incident Commander.
- Bring the Color Coded Classroom Status Card with you.

- Display Green Color Coded Classroom Status Card to indicate all students accounted for.
- Display Red Color Coded Classroom Status Card to indicate that someone is missing or injured.
- Stay at the Student Evacuation Site until receiving further instructions.
- No one is allowed to re-enter the building until an All Clear signal is given by the School Incident Commander.

Reverse Evacuation Procedures

- Students and staff who are outside will immediately move into the building and proceed to the classroom, office, or designated shelter areas.
- Remain in classroom, office or shelter areas until further notice.
- Take attendance, and report any missing students to the School Incident Commander.
- No one is allowed to leave the building until an All Clear signal is given by the School Incident Commander.

Shelter-In-Place Procedures

- Move students and visitors into the designated shelter areas.
- Close doors and windows.
- Bring Classroom Emergency Backpack with you to shelter area.
- Have everyone kneel down and be ready to cover their head with their arms and hands to protect them from debris.
- Take attendance at the shelter areas, and report absences to the School Incident Commander.
- If outside, move inside the building to designated shelter areas.
- Stay at the designated shelter areas until receiving further instructions.
- Remain in the shelter area until All Clear signal is given by the School Incident Commander.

Drop, Cover, and Hold Procedures

- Instruct everyone to move away from glass windows or display cases and heavy objects.
- Take attendance and report absences to the School Incident Commander.
- If outside the building and unable to move to the shelter area, kneel down and be ready to cover your head with your arms and hands to protect yourself from debris.
- Stay away from power lines, trees, and non-secure structures or buildings.
- All students and staff who moved into shelter areas in the building because of severe weather should kneel down against the wall and cover their head with their arms and hands.

Bomb Threat Procedures

- Anyone receiving information about a bomb threat or observing anything suspicious should report it to the School Incident Commander.
- Anyone who receives a bomb threat by telephone should utilize the Bomb Threat Checklist.

- Visually scan the room for unusual or suspicious noises, items, or objects.
- The visual scan should include all low, middle, and high areas of the room.
- Do not touch anything that looks suspicious.
- Do not use cell phones, two-way radios, or pagers within a half-mile radius of the school.
- Use classroom phone to call the main office to report any suspicious items or noises.
- If evacuation is ordered, proceed to the designated Student Evacuation Site.
- Take daily class roster with you and bring your Emergency Classroom Backpack.
- Take attendance at the Student Evacuation Site and report any absences to the School Incident Commander.
- Do not close classroom windows or doors.
- Stay at the Student Evacuation Site until receiving further instructions.
- No one is allowed to re-enter the building until an All Clear signal is given by the School Incident Commander.

Verbal or Written Threats of Suicide or Homicide

- Use the Intercom or Panic Button to send for a school psychologist, counselor, or social worker to evaluate the threat from the student. Have the front office state to the school psychologist, counselor, or social worker that there is a mental health emergency in your classroom.
- Take the threat seriously! Share with the student your concerns and DO NOT LEAVE THE STUDENT ALONE.
- Stay with the student until a school psychologist, counselor, or social worker comes to your classroom to take the student to complete the suicide or threat assessment.
- Write down and/or make a copy of exactly what the student threatened to do. Also write down your contact information (i.e. name, phone number, email address, room number, etc.).
- Notify the building administrator verbally and in writing of the incident.
- A school psychologist, counselor, or social worker will complete a suicide or threat assessment. The school safety officer or school resource officer will assist the person conducting the assessment as needed.

If a school psychologist, counselor, or social worker is either not in the building or trained to complete a suicide or threat assessment, have the building administrator contact the District-Wide Crisis Intervention Team Leader at 224-588-0940 to conduct the assessment.

All Clear Procedure

When the emergency subsides, an All Clear signal will be given by the School Incident Commander. Normal classroom activity may resume.

ENCORE

Mini-curriculum experiences designed to expose students to a variety of subject matters. At Webster, we offer students Art, Music, Band, Orchestra, Multi-Media, and Health.

ESL (ENGLISH AS A SECOND LANGUAGE)

Instructional services for students whose native language is not English. The program is designed to facilitate acquisition of English language skills.

EXTRA DUTY (COACHING, Etc.)

All extra duty positions are assigned yearly by the office. All schedules are to be pre-approved and there is to be a two-day notification for cancellation of scheduled meetings or practices. Extra duty sign-up will be at the first staff meeting day.

FACULTY STUDY GROUPS

Faculty study groups may meet on a designated Wednesday to discuss topics that have been identified as priority issues by the Building Leadership Team and that will facilitate our reaching our Restructuring and SIP goals. Each staff member is expected to attend and to contribute to the discussions on the identified topics.

FIELD TRIPS

A reasonable number of field trips to various learning facilities will be permitted and encouraged. Aforementioned field trips are a privilege and not a right. The trip should be well planned, organized, and of educational value. Teachers should submit a Field Trip Request Form to the principal at least one month prior to the proposed date of the trip in order to guarantee bus transportation. Equally important, in order to attend any field trip, all students are required to submit signed parental permission forms. A copy of the field trip permission slip is to be given to the principal prior to being passed out by the teacher.

Teachers who schedule field trips are to supply each teacher and the office with an alphabetical list of students at least three days in advance. More than one field trip on any given school day may not be approved. Teachers have the right to exclude any student from field trips due to disciplinary or academic concerns. Field trips unrelated to the subject will not be approved. All field trips that required a bus must be paid to the main office, before the trip.

FIRE DRILL PROCEDURES

THE SUCCESS OF ANY SAFETY DRILL DEPENDS ON THE TEACHER. IT WILL BE PRESUMED AT ALL TIMES THAT ANY FIRE ALARM IS REAL UNTIL PROVEN OTHERWISE. Teachers should make clear to students on the first day of school which exits are to be used in evacuation situations in every class during fire drills. No fire drill is to be considered normal or routine. There is no such thing as a normal structure fire.

GENERAL DIRECTIONS TO ALL STUDENTS, FACULTY AND STAFF

1. All classrooms should have fire evacuation signs clearly displayed.
2. All classroom teachers should periodically review with their pupils the evacuation route and fire/emergency procedures.

3. The signal for a fire drill is the sounding of the fire alarm horn throughout the school.
4. The signal for return to classrooms after the alarm is the signal from safety and or administration.
5. Each teacher must be certain that every student for which he/she is responsible during the any class period knows what to do and where to go in the event of a fire.
6. When the fire alarm sounds, students will rise, form a solid line, in an immediate, orderly and quiet fashion, and await the direction of the teacher to begin evacuation.
7. The first two students out of the classroom will hold open the doors as the other students exit. The last two students in line will close the windows and turn off the lights before exiting the room. The teacher will be the last to leave and will take his/her class roster.
8. Be alert and assist the evacuation of handicapped students.
9. Do not leave valuables in the room.
10. Students will exit quietly and orderly without disruptive behavior. Continue walking outside to your classroom's designated area and be careful not to create congestion or obstruct the fire exits. While outside of the building, keep your students together, take attendance, and stay with them.
11. Entrances of classes back into the school will be in reverse order of exit. Last out, first back in.
12. When class is lined up in the field in designated place, the teacher will hold up a Red or Green paper. Red means any discrepancy, too few or too many students; Green means all students are accounted for.
13. In the event the fire alarm sounds during the passing of classes, when students are not under the supervision of a specific teacher, teachers are to mingle among the students, assist them on their orderly evacuation and supervise them on the exterior of the structure. Teachers are not to cluster with other teachers near the building entrances.
14. During a fire alarm, students are not permitted to enter parked or moving vehicles at any time, neighborhood homes or wander off to places of business. This is due cause for suspension from school.
15. In the case of an actual fire, explosion or emergency, it is expected that

every individual shall get a safe distance away from the danger areas. In the event of a live fire, the Safety Staff will implement the movement of the building population by direction of the Senior Fire Official on the scene. Teachers should follow these instructions closely.

FUNDRAISING ACTIVITIES

The financial dilemma faced by our district has increased the pressure of student/club groups to raise money through fund raising projects. If, in the sponsor's opinion, a fund raising project would be beneficial both financially and educationally the following steps must be taken:

1. Once the club and its sponsor has determined a need for a fundraiser and selected means for the fundraiser, the sponsor must make a formal, written application for such a project. This application must be completed and submitted to Principal for approval. Both the Principal and Assistant Principal will review the application to approve or disapprove the fundraiser.
2. At no time should a fundraising project be started and items (i.e. candy, food, clothing, etc.) ordered/committed until the fundraiser application has been made and approved. If this protocol is violated, the sponsor may be personally and financially liable for any club loss or cost of the sales merchandise.
3. Once the Administration has approved the fundraising project, a copy of the application containing the required signatures, would be returned to the club sponsor. Then and only then, may the club and the club sponsor enter into a contract with the fundraising vendor for the selected product(s) or service(s).
4. State sales tax need not to be paid on items purchased in the community unless waived by the local vendor or retailer.
5. For consistency, all fundraising projects must follow this protocol and must be approved by the Principal and Assistant Principal. This includes fundraising projects sponsored by the Athletic Department.

HALLWAYS

Teachers are to supervise the hallways during student movement. Teachers are to clear the hallways of students as soon as possible in the mornings. **Team Leaders will submit the team hall coverage plan to Building Principal by the conclusion of the 2nd week of school.**

HEALTH CENTER

Students going to the Health Center must have a pass. Emergency situations may require that a student go directly to the Health Center without a pass.

HETEROGENEOUS GROUPING

The grouping of students which divides learners on the basis of ability or academic achievement.

HOMEWORK

Middle School students are expected to perform independent study activities regularly during each week. Homework may be used to help individual students with extra practice and to make-up missed lessons due to illness or other excusable reasons. In addition, homework may be beneficial as a review of materials studied, advance preparation for material to be studied in class, and demonstration of extra effort. Homework may be assigned as part of the regular instructional program when work on a given skill has begun in class under teacher supervision, but needs completion at home to ensure adequate practice. **Homework should never be assigned as a disciplinary action.**

Homework Guidelines

- Be sure objective of the assignment is clear.
- Give guided practice first.
- Check for understanding of the directions and content.
- State format of final product.
- Define when it is appropriate for students to work alone/together
- Grades 6 – 8: 60-90 minutes daily (total minutes for all subjects)
- These guidelines may include reading minutes.

HOMEWORK REQUESTS

When a parent/guardian has made a request for their child's homework, please be sure to:

1. Have it to the office on time.
2. Indicate the student's name on the work.
3. Send all needed books or materials with the assignments. Teachers take attendance (A.M.) and work with students on any programs that are developed by the school for use during this time.

HONOR ROLL

Students earning a 3.3 Grade Point Average will be on the Honor Roll. Students earning a 3.5 Grade Point Average will be on the High Honor roll.

HOME/SCHOOL COMMUNICATIONS

We encourage teachers to keep the lines of communication with our parents as open as possible. Conferences and phone calls to parents are a key to the success you have with some students. Do not hesitate to contact a parent when you feel the need arises. In instances in which you feel you may need or want office support, feel free to request such support. Also, please remember that it is also encouraging as a parent to receive a POSITIVE phone call or note home.

Many teams or teachers write newsletters home to include parents in the learning process. Some

teachers also have their students write their own newsletter. Long term projects should be broken down and shared with parents in advance. Please involve parents in your team and classroom activities. We want them to be a part of the learning process.

Teachers are required to keep a copy of all written home/school communications. A phone log is also to be kept for documentation. Special information being sent home (programs, newsletters, team information, bulletins, etc.) needs office approval before being sent.

Any note sent to you by a parent that involves absenteeism, vacation, early dismissal, etc., or that has information for the nurse, should be sent to the office.

IDENTIFICATION TAGS (ID'S)

All staff members and students are required by School Board Policy to wear an ID tag, on a lanyard, during the day.

INTERNAL SUBSTITUTING

Internal substituting must be initiated through the office. A rotation will be developed by each team.

KEYS

Selected teachers will be given a room key. The room keys must be returned at the end of the year.

KITCHEN IN STAFF LOUNGE

It is the responsibility of each staff member to keep the kitchen area clean. Staff is responsible for washing their own dishes and disposing of trash. Students are NOT allowed in the staff lounge for any reason. The staff refrigerator should be cleaned weekly per a schedule established by the staff.

LEAVING THE BUILDING

Other than Physical Education class, any staff member wanting to leave the building with a group of students during the day is to have principal or assistant principal approval. (This includes picnics, cook-outs, etc.) All staff leaving the building for any reason (lunch included) must sign out in the main office using the staff sign-out binder.

LESSON PLANS

All teachers will have daily written lesson plans available upon request. The plans should be created utilizing the district's on-line lesson plan template which includes the essential components of good lesson design. Evidence of planning for differentiated instruction must be reflected to meet the needs of learners in the classroom.

Lesson plans will be reviewed in one or more of the following manners:

- Weekly/Bi-Weekly submission of lesson plans
- Pre-observation conference
- Post-observation conference
- Informal classroom observations
- Formal observations

LIAISON

The liaison concept was developed to facilitate communication between teachers and the administration at the district level. The concept has been implemented at the building level as well. Both groups meet regularly. The focus of the meeting is on effective communication, discussion, and decision-making between teachers and administrators.

LINE OF COMMUNICATION

There is an appropriate line of communication to follow when you have a concern. Please adhere to this line of communication: The sequence is:

1. Your team leader
2. Your building administrators
3. The Director of Elementary and Secondary Education
4. The Chief Academic Officer
5. The Superintendent
6. The School Board

LUNCH

All staff is guaranteed a 30 minute duty free lunch. Staff is not allowed to forego this time to fulfill work related obligations. Staff will not be reimbursed for missing their lunch for any reason.

MAILBOXES

Faculty boxes are located in the copy room. Incoming mail and other communiqués will be placed in your box throughout each day. You are asked to check your box each morning upon arrival, during your planning period, and before leaving each day. All mailboxes should be emptied on a daily basis.

MEDIA COMMUNICATION

In order to provide consistency, all media communication from Webster Middle School must be processed through the principal's office.

MEDICATION

All medication (any type) is to be stored and taken in the Health Center. If a student has any form of medication in his or her possession, immediately notify the Health Center then send the student to the Health Center.

MID-TERM PROGRESS REPORTS

Each student will receive a mid-term progress report completed by the team.

MONEY COLLECTED

Teachers are responsible for any money left in their desk. Money should be brought to the office each day by the teacher. Students should not be asked to carry money to the office (See also “Accounting of Funds”).

NEW STUDENTS

Team leaders and their team members are responsible to see that new students are:

- Assigned a locker/lock
- Assigned textbooks
- Instructed in all Emergency procedures
- Assigned a “Buddy”
- Familiarized with the “Student Handbook and Student Code of Conduct”
- Student Handbook--signed form is to be sent to assistant principal.

NATIONAL JUNIOR HONOR SOCIETY

A nationwide organization with a highly selective membership created to recognize and honor those students who have shown outstanding qualities of SCHOLARSHIP, LEADERSHIP, SERVICE, and CHARACTER. It is an honor to be selected for membership in the National Honor Society. Colleges and employers also recognize the value of this highly desirable honor. For those selected, a statement of membership is indicated on the student’s permanent record card, and a special gold seal is placed upon the high school diploma to give it further distinction. Because of the importance attached to membership in the National Junior Honor Society, it is necessary to exercise the utmost care in the selection of candidates for this honor. In order to do this, the faculty at Daniel Webster Middle School assesses very carefully, considering all eligible candidates.

Membership

1. Every student who meets the scholarship qualification will be given an application for membership.
2. All candidates for the National Junior Honor Society will be interviewed by its present members. The purpose of this interview will be to gather leadership and service information.
3. Faculty members will be given a list of eligible applicants and are requested to evaluate each candidate they have known in school activities and regular class work. Should a faculty member consider a candidate unworthy because of character, the student will be asked to present to the Faculty Selection Committee his reason for wanting to become a member of the National Junior Honor Society.

4. Finally, the National Junior Honor Society Selection Committee will evaluate each application and make the final decision regarding membership.
5. A formal initiation will be held in honor of the initiates and their parents.

OFFICE HOURS

The middle school office will be open from 7:00 A.M. to 4:00 P.M. daily.

OUTDOOR CLASSES

Only PE classes have an unlimited use of the outside for classes. Any other teacher wanting to hold a class outside must have prior approval of administration.

PARENT-TEACHER CONFERENCES

Teachers are expected to regularly contact and communicate with parents. To be most effective, this contact should occur in person or via telephone. Ideally, each teacher will have at least one personal contact with a parent of each student sometime during the year.

Teachers may request parents to come to school at any time for a conference. In addition, the school provides two formal occasions for parent conferences.

To schedule conferences during these conference days, parents call the school during the established parent/teacher conferences call-in times to schedule an appointment.

PASSES

Any student leaving a classroom during class time must have a **RED** pass. Only **one** student per pass is allowed. Issuing of passes during instructional time is discouraged.

PERSONAL/ BUSINESS LEAVE

Those requesting personal business leave must send the request through the office. The office will forward the request to the appropriate persons. Leave must be requested by the terms and conditions of the contract. Forms can be found in the office.

PHONE TREE

Each staff member will turn in his or her contact numbers to their team leader by the first Friday of September in each school year.

PHOTOCOPYING

All copying runs of more than 25 copies are to be sent to Central Xeroxing. A request form is completed and attached to the materials to be copied. This request is submitted to your administrator. After approval, requests are sent straight to Central Xeroxing. Turn around on

central copying is 2-3 days. All other copies are made by teachers using their code. No additional copies will be given when a teacher has used his/her allotment for the month. Please remember that any items sent to Central Xeroxing are charged to our building budget, so please plan accordingly.

PLANNING TIME

Each core teacher will have a team and an individual planning time daily. Encore and physical education teachers will have an individual planning time daily. During the individual planning time, staff may be asked to provide internal substitution support on an as needed basis. Encore teachers are to meet with core teachers during an assigned team time to receive updated communications from the team leaders.

PLAN BOOK/GRADE BOOK

These will be collected at the end of the year as components of the year-end check out.

PLEDGE OF ALLEGIANCE (DAILY)

When the pledge is recited, students/teachers must have the option of participating or not.

PROFESSIONAL APPEARANCE

Webster wishes to continue to maintain an excellent reputation for professionalism, both in our performance and in the image we project at work. Webster's reputation is improving as should our standards for professionalism in dress.

Certain days throughout the year may be declared spirit days or theme days. The frequency of such events will not exceed two days per month. On these days, jeans (not faded, torn or frayed) and a more casual approach to dressing is allowed.

If you have questions about what is acceptable, professional attire for work, feel free to discuss with building administration.

PUBLIC RELATIONS

In order to maintain the integrity of Webster Middle School each teacher has a definite and major responsibility for maintaining positive public relations. Teacher grievances shall follow the procedure related in the master contract.

Parents and patrons will be extended every reasonable courtesy and made welcome at all times within the district. Teachers shall initiate parent conferences when it is in the best interest of the child concerned. Such conferences shall be conducted on school premises.

PURCHASING/PURCHASE ORDERS/REIMBURSEMENT REQUEST

All purchases to be paid for with school funds require approval in advance from the building principal. Any items ordered or purchased without a purchase order and/or a signed pre-approval for reimbursement, will be billed to the individual teacher. No reimbursement will be given. To

order an item, teachers must complete a purchase order and submit it to the building principal. If the item is not part of the department's approved budget the teacher must contact the building principal before completing a purchase order. If an item or service is purchased and reimbursement is requested, or if it is received prior to a purchase order being submitted, a formal request for reimbursement or payment is to be completed.

RADIOS/CD PLAYERS/MP3 PLAYERS/ETC.

Teachers are to ensure that students do not have these items at school. Any of these items seen during the day should be labeled with the student's name and sent to the office. Any of these items requested and held by the teacher become the responsibility of the teacher.

REMOVING A STUDENT FROM CLASS

Should a student be ejected from class for the remainder of the class period, it is the teacher's responsibility to explain the reason(s) to the student and notify the assistant principal or one of the security guards and complete an Office Referral. Under no circumstances should a student be sent out of class without an adult to escort him or her to the office. Students must not be locked out of a classroom and refused admittance to class. Removing a student from class should be a very infrequent occurrence.

SCHEDULE CHANGES

Team leaders must fill out a schedule change request form and have it approved by the assistant principal and the counselors before any schedule changes are made within the team.

SCHEDULING OF ACTIVITIES

All school events must be scheduled in cooperation with the administration and entered on the master schedule in the main office. No activities may be scheduled without the consent of the principal. All activities must be planned under the supervision of an advisor. The advisor must approve meetings of student groups and the advisor must be present at all meetings.

Parties are not to be held in lieu of a lunch period.

Parties are not to be held in classes without prior approval from the building principal. Food and drink are not allowed during class time.

It is the responsibility of the teacher to provide adequate supervision for any type of student activity.

SCHOOL IMPROVEMENT MEETINGS AND COMMITTEE WORK

All teachers are required to attend instructional/school improvement meetings. Staff should be available until 3:00 OR 4:00 P.M. on Wednesday meeting days. New teacher (BEGIN) meetings will take place on selected Tuesdays at 2:00 P.M. in the Library and are on a voluntary basis. Coaches/sponsors are expected to cancel or reschedule athletic practices so that they may attend all school improvement meetings which are held on Wednesday. The building principal must approve absences from faculty meetings.

School improvement meetings may be district wide, by building, grade, department, subject area, or specific personnel. Notification of such meetings will be made as early as possible.

Finally, in order to improve school curriculum and instructional practices, all teachers are urged to participate in committee work.

SCHOOLWIDE INITIATIVES

- **ACADEMIC VOCABULARY** – Waukegan Community Unit District has adopted a district-wide vocabulary list that is centered on each grade level and content area. Webster Middle School teachers have had training in this newly adopted program.
- **ADVISORY** – Webster Middle School has incorporated an Advisory Period into the Daily Schedule. The Advisory Period is 15 minutes long, from 7:45 – 8:00 am. The goal for Advisory is “Making connections and building relationships.” Specifically, the Advisory Period will be used to teach character development skills, behavioral expectations, and increase school pride. All full-day Daniel Webster Middle School teachers will be working with an Advisory group. Advisory should not be considered a study hall or free period. Daily announcements and the Pledge of Allegiance are to be conducted during Advisory. Members of the BLT will conduct Advisory “walk-throughs” to track the success of the Advisory period.
- **ASSESSMENT FOR LEARNING** – Assessment for learning is about far more than testing more frequently or providing teachers with evidence so they can revise instruction, although these strategies are part of it. Assessment for learning must actively involve students. When they assess for learning, teachers use classroom assessment and the continuous flow of information about student achievement that it provides to advance, not merely check on, student learning.
- **CULTURE AND CLIMATE** – The term *culture* in a school setting ranges from policies and procedures, to personal preferences, to deeply embedded belief systems. All students need to feel that there is a place reserved just for them in their school. Over time, one of the best places teachers will see the influence they have on students, will be during advisory. The term *climate* refers to the acceptance of the new culture and the moral obligation to support the new changes. Surveys and other forms of feedback will be utilized to support a positive school climate.
- **DIFFERENTIATION** – Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum in lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. According to Carol Ann Tomlinson (Tomlinson, 1995), teachers can differentiate three aspects of the curriculum: content, process, and products. *Content* refers to the concepts, principles, and skills that teachers want students to learn. It also refers to the means teachers use to give students access to skills and knowledge, such as texts, lectures,

demonstrations, and field trips. *Process* refers to the activities that help students make sense of, and come to own, the ideas and skills being taught. *Products* refer to culminating projects that allow students to demonstrate and extend what they have learned. Products reveal whether students can apply learning beyond the classroom to solve problems and take action. Four characteristics shape teaching and learning in an effective differentiated classroom are ***Instruction is concept focused and principle driven, on-going assessment of student readiness and growth are built into the curriculum, flexible grouping is consistently used, and students are active explorers.***

- **INCLUSIVE SETTING** – In accordance to the provisions of the No Child Left Behind Act of 2001 (NCLB) and the Individuals with Disabilities Education Act of 2004 (IDEA), Daniel Webster Middle School has enforced a school wide initiative to have fully inclusive classrooms that address the needs of regular education students, special education students, and English Language Learners (ELL).
- **INSTRUCTIONAL PRACTICES INVENTORY (IPI)** – The IPI process (a) focuses on student engagement and learning rather than teacher behavior, (b) engages teachers in whole-faculty and small-group collaborative analysis, reflection, and decision-making of the profile data, and (c) provides extensive formative data so teachers can frequently monitor and adjust practices. These components of the IPI process support continuous change and collectively foster organizational learning.
- **MIDDLE SCHOOL CONCEPT** – The National Middle School Association (NMSA) defines the “purpose and functions of the exemplary middle schools” as those which “center on the intellectual, social, emotional, moral, and physical developmental needs of young adolescents.... Exemplary middle level programs foster appropriate programs, policies, and practices that foster the development of these tasks in positive ways.” The NMSA identifies five key components for the exemplary middle school. They are Interdisciplinary Teaming, Advisory Programs, Varied Instruction, Exploratory Programs, and Transition Programs.
- **MIDDLE SCHOOL SCHEDULE** – To address the various problems that schools are facing across the country, schools have designed block schedules, as we have at Webster in Communications and Math, which try to accomplish some or all of the following goals:
 - Reduce the number of students for whom teachers must prepare and interact with each day and/or each term.
 - Reduce the number of courses for which teachers must prepare each day and/or term.
 - Reduce the number of classes that students attend and prepare for each day and/or term.
 - Reduce the number of class changes.
 - Provide teachers with blocks of teaching time that allow and encourage the use of active teaching strategies and greater student involvement.
 - Allow students time for learning, without lowering standards and without

- punishing those who need more or less time to learn.
 - Reduce discipline problems (Students not moving around the school as much).
 - Time for field trips/activities that do not collide with other parts of the school schedule.
 - Daniel Webster Middle School has adopted daily team schedules that do not sound a bell to signal passing periods. Teachers will enter the hallway with their students in order to supervise exiting and incoming students. The daily team schedules allow about two to three minutes for students to pass from one classroom to the next.

- PARENT AND COMMUNITY INVOLVEMENT – Webster Middle School has a goal of finding ways to ensure positive involvement between our school, our parents, and our community. Webster Middle School wants to ensure that parents and the community have access to clear, concise, informative feedback about our students

- PBIS – The Positive Behavior Intervention & Support (PBIS) system is a district wide initiative. PBIS acknowledges and rewards students who exhibit appropriate behaviors throughout the school day. Students’ appropriate behaviors are acknowledged by receiving “Golden Tickets” and rewarded by using the “Golden Tickets” to purchase items at the “PBIS Store”. Students will be taught the core values of PBIS during Advisory and teams will reinforce our PBIS core values of “Being Respectful,” “Being Responsible,” and Being Caring.”

- RTI – Response to Intervention (RTI) is a process of implementing high-quality, scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student’s response. Webster has adopted the problem-solving approach to RTI implementation which involves the implementation of interventions designed for individual student needs. This problem-solving model is a sequential pattern of steps divided into three tiers or stages. *Stage 1 is Classroom Interventions. Stage 2 is Problem-Solving Team Interventions. Stage 3 is Special Education Referral and Initiation of Due Process Procedures.*

- STUDENT DRESS CODE POLICY – Every staff member must enforce the dress code policy. Parents and students were notified of the dress code policy during registration and non-compliance should be addressed immediately. Students who fail to comply with the dress code policy may have consequences that result in disciplinary action. Positive reinforcement should be given to those students who follow the dress code. Acceptable dress code:
 - **BOTTOMS – NAVY BLUE**
 - Casual dress pants, knee-length skirts, or knee-length walking shorts.
 - **TOPS – WHITE**
 - Polo style shirts, Non-hooded sweatshirts and sweaters, and T-shirts
 - ALL without any logos on them.

SECURITY – CLASSROOM AND OFFICE

Building security is an area that needs constant attention by every staff member. Employees are issued building keys on an “as needed” basis. A record is made of each key issued and a periodic key check is made. Immediately report any lost keys to the principal’s office. In order to provide a safe, healthy, and secure environment for students and staff at Webster Middle School, all staff will follow the following dictates:

- All individuals **must enter and leave the building through the front entrance after the building is locked at 7:20 AM. No Exceptions. Staff leaving the building for any reason must sign out using the staff sign-out binder located in the main office.**
- Students will not be allowed in the gym area during lunch periods.
- Students will not be allowed to leave the cafeteria to go to the academic wings during lunch periods.
- The sponsor of an organization must be with the group at all times. Students should not be left unattended in any part of the building.
- Doors to the building must be kept closed. For evening or weekend activities doors should not be blocked open.
- All activities are to be listed on the school calendar.
- Every sporting activity, including practices, must be reported in advance to the athletic director.

SEXUAL HARASSMENT

The school district shall provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communications constituting sexual harassment as defined and otherwise prohibited by state and federal law.

- District employees shall not make sexual advances or request sexual favors or engage in any conduct of a sexual nature when:
- Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment
- Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual
- Such conduct has the purpose or effect of substantially interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment.
- Aggrieved person, who feels comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop. A violation of this policy will result in discipline or discharge.

SMOKING

Webster Middle School is a smoke-free campus--**this includes the parking lot.**

STAFF EVALUATION/ORIENTATION

During the first four weeks of school a meeting will be held to acquaint staff to be evaluated with the evaluation process.

STAFF PARKING

There are no reserved or designated parking spaces and each teacher parks on a first come-first serve basis.

STUDENT ADVISORY BOARD

Each team will select two representatives from their team. These students will meet monthly with the administration and counselors to discuss issues/concerns and address topics and questions that the students and or administration and staff have. This will be a problem-solving board.

STUDENT DRESS

All students are to wear school uniforms beginning on the first day of school. (See Student Handbook)

STUDENT HANDBOOK AND STUDENT RIGHTS AND RESPONSIBILITIES

Each homeroom teacher is to discuss the Parent/Student Handbook with the students. All students and parents are to sign that the handbook has been read. All signature sheets are to be collected by the homeroom teacher, alphabetized, and given to the assistant principal.

STUDENT LEADERSHIP TEAM

Two (2) Student Leadership Team representatives and two (2) alternates are selected from each team. Student Leadership sponsors special community service days and other activities during the year.

STUDENT PUBLICATIONS AND POSTERS

School sponsored publications and posters are the property of Webster Middle School. As a result, it is the responsibility of the staff and administration to ensure that all of these publications are tastefully and responsibly written and displayed. Consequently, all publications are to be pre-approved by the building principal **PRIOR** to display or publication.

STUDENT RETENTION

Retaining a student is not a minor situation. At the first indication that retention may be considered, contact an ADMINISTRATOR. When retention is a possibility, the report card should be marked as such and proper documentation recorded as to the reasons for consideration

for retention.

SUBSTITUTES

Teachers who find it necessary to be absent from their teaching duties at school for ANY REASON (such as: illness, personal business, professional travel, visiting day, an emergency, jury duty, or any other reason) would follow these procedures to notify school officials of their absence in order that a substitute may be secured. Also, those staff members who find it necessary to be absent but do not need a substitute are to follow these same procedures indicating, “no substitute is needed.” Procedures for obtaining a substitute are as follows:

1. Call the Callmaster @ 847-838-0111
 - a. This is a 24-hour message recording service.
 - b. Listen for recorded instructions and RECORD YOUR MESSAGE AS FOLLOWS: This is (your name). Spell your last name, (your grade or position) at Daniel Webster Middle School. I will need a substitute on (date of absence) because (reason). I will notify or have notified Ms. Eppinger at Daniel Webster Middle School.
 - c. PLEASE CALL AS SOON AS YOU KNOW YOU ARE UNABLE TO BE AT SCHOOL. TEACHERS CALL BEFORE 6:30 A.M.

2. Then call Daniel Webster Middle School (847-360-5484)

It is the teacher’s responsibility to be absolutely certain that she/he calls the Callmaster prior to this absence. No substitute will be provided to replace a teacher unless the Callmaster receives the request. This applies for all types of absences. Unless arrangements have been made on your first call as to how long you will be absent, you are required to call the Callmaster daily during your absence.

Teachers are not to contact a substitute or attempt to arrange for their own substitute. Suggestions for a certain substitute, however, may be indicated when you report your absence to the Callmaster.

From time to time teachers are unable to continue in their classroom teaching duties during the school day. In such cases, the teacher must carry out the following procedures:

1. Report to the Principal or Assistant Principal reason for leaving and the periods a substitute is needed.
2. Sign out in the main office.

From time to time it is impossible to obtain an outside substitute. In such cases the following guidelines will be used:

1. The use of volunteer teachers within the subject/team in which the substitute need occurs.
2. The use of volunteer teachers outside the subject/team in which the substitute

need occurs.

3. The use of personnel outside of the subject/team in which the substitute need occurs when no one within the subject/team is available.

SUBSTITUTE LESSON PLANS /SUB FOLDERS

All teachers should maintain a substitute folder in the top drawer of their desk. The substitute folder should include: seating chart, behavior management plans, attendance sheets, special concerns, and emergency procedures. In order to provide a safe environment that is conducive to learning all teachers should report any concerns regarding the quality of teaching conducted by an assigned substitute teacher. Each teacher will submit and keep a sub folder updated in the office.

SUPERVISION

Classrooms are NOT to be left unattended when students are in the room or scheduled for the room. Teachers covering for a teacher assume that teacher's responsibility and liability.

Leaving a student in charge is NOT ALLOWED and DOES NOT eliminate your responsibility. Placing a student in the hallway unsupervised is also not allowed.

Students must never be left unattended in any part of the building—this includes before and after school activities.

SUSPENSIONS

Only an administrator may suspend a student. During the time of the suspension, the student has the option to make up the work missed. For each day out, the student has one day to get the work in after returning to school. When a student is suspended, he or she is suspended from **ALL** Webster Middle School Activities. Students are expected to contact individual teachers upon return to school. Any work not completed during this time is to be considered a "0" for grading purposes. Students who are assigned to an in-school suspension are expected to complete their work by the end of each day they are in in-school suspension.

SUMMER SCHOOL

Numerous items are required for students being recommended or required to attend summer school. Begin documentation during the first grading period.

TEACHER CHECKOUT/LEAVING THE BUILDING

Teachers are required to notify the office when leaving the building for any reason. **Staff leaving the building must sign out using the staff sign-out binder located in the main office.** No one is to leave school for personal business or any other reason without contacting the building principal and receiving prior approval. All staff is encouraged to schedule medical appointments at times other than scheduled school days. No employee is authorized to check out staff members other than the building principal. Any absence that is not pre-approved will require the use of a partial or full personal day depending on the situation.

TEACHER INJURIES

The Illinois State Workman's Compensation Act legally covers all staff members of Webster Middle School for accidents sustained while on the job. All injuries must be reported to the principal's office immediately on forms provided and the nurse must see the employee. Failure to report any such cases may result in the employee becoming liable for all medical bills incurred during an injury.

TEACHER JOB DESCRIPTION

Teachers report to Building Principal/Assistant Principal. Job goals are to help students learn subject matter and skills that will contribute to their development as mature, able and responsible persons.

[BOARD POLICY No. 4306](#)

General Functions

1. The teacher is responsible to the Board through the Superintendent and Central Office Administrative staff, under the direction of the Principal, for the effective performance of all general and assigned responsibilities.
2. The teacher in the Waukegan Public Schools is obligated to the learner – to recognize and to understand individual needs and to promote worth, dignity, and educational success.
3. The teacher is responsible for effective teaching and should be able to indicate how teaching techniques meet the learning styles of each assigned student.
4. The teacher is a professional whose time, talents, energies, and actions are directed toward the individual teaching assignment, the total program of the assigned school, and continuing professional growth.

Specific Goals Of Teachers

In fulfilling the numerous responsibilities of teaching in the Waukegan Public Schools, the teacher:

1. Teaching And Curriculum Responsibilities:
 - a. Will not discriminate against or harass any student.
 - b. Will accept each child as a person possessing individual worth and dignity and will refrain from directing damaging remarks and expressions to students either in class or in other situations.
 - c. Will make every reasonable effort to know assigned students and will carefully evaluate and report their growth and progress.
 - d. Will assume responsibility for regular teaching assignments.
 - e. Will work with the Principal and Supervisor to improve teaching effectiveness.
 - f. Will actively engage in teaching activities during all assigned instructional time.
 - g. Will prepare appropriate written lesson plans weekly. Upon request, these plans

will be made available for review by administrators and supervisors. Complete lesson plans will be prepared for use by substitute teachers.

- h. Will attempt to plan experiences and engage in activities which motivate students to learn.
- i. Will maintain a purposeful, orderly, attractive, pleasant, and healthful classroom.
- j. Will effectively organize and manage assigned classes in order that the purposes of instruction are promoted and can be achieved.
- k. Will plan flexible learning experiences which are compatible with the curriculum, the educational objectives of the school system, and the needs and abilities of the students.
- l. Will use, when possible, a variety of appropriate teaching techniques and methods and select and utilize materials which are compatible with the curriculum, the educational objectives, and the needs and abilities of the students.
- m. Will provide opportunities for students to plan, participate in, and evaluate classroom activities.
- n. Will evaluate periodically and by means of a variety of procedures, the teaching-learning situation in assigned classes to determine teacher effectiveness and student progress toward objectives and to make the necessary changes in teaching methods.
- o. Will present ideas in a clear and convincing manner.
- p. Will provide special assistance to those students who are in need of it and/or who request such help.
- q. Will assist students who have problems which interfere with their learning and will seek the assistance of other personnel of the school system in helping such students.
- r. Will make very reasonable effort to maintain effective communication with the parents of assigned students and will be available at reasonable times for requested parent conferences.
- s. Will treat controversial issues in a fair and unbiased manner.

2. Professional and Community Responsibilities

- a. Will strive to understand the practical implications of the statement of philosophy of the Waukegan Public Schools, and will work to implement it.
- b. Will demonstrate respect for the profession, for effective teaching, and for the professional attributes and competencies of co-workers.
- c. Will regard personal information concerning the student or the student's family as confidential and will utilize such information only as an aid in helping the student to attain appropriate educational goals.
- d. Will seek and use constructive suggestions and other professional help to improve teaching performance.
- e. Will prepare for and participate actively in formal student evaluation conferences.
- f. Will participate in the development of curriculum within the classroom and the school and will serve on committees appointed by the administration for the improvement of the schools.
- g. Will demonstrate continued interest and effort in personal educational growth and

- improvement.
- h. Will represent accurately the goals and objectives of the District in contacts with community members and organizations, being careful to distinguish between personal and organizational issues and beliefs.
 - i. Will dress in a fashion and groom in a manner which will encourage neatness and high caliber personal hygiene habits on the part of students.
 - j. Will aid the administration in enforcing the rules of the school.
 - k. Will use non-teaching time constructively for educational purposes during the school day.
 - l. Will be in school and available for the fulfillment of assignments during the entire school working day, unless previous arrangements have been made with the administration.
 - m. Because teaching is a profession, the teacher has responsibilities to improve learning outside the confines of the classroom. The responsibility of the teacher to provide a healthy climate for students to grow into responsible adult citizens extends into the school corridors, playgrounds, parking lots and property. The teacher shall share with school administrators the responsibility for improving the citizenship of the students.
 - n. Will be responsible for the proper utilization of school equipment and supplies and will be accountable for the physical condition of the assigned classroom during working hours.
 - o. Will complete all necessary records, reports, and other administrative routines accurately and on time.
 - p. Will attend and participate in school faculty meetings and also in other meetings called by administrative personnel.
 - q. Will perform those duties which are necessary to fulfill assignments effectively.
 - r. Will perform other special duties as assigned that are not in conflict with the current teacher/board agreement.

Availability

1. Teachers will report to their teaching or assignment station at least twenty (10) minutes before the school day begins and remain a reasonable time after the school day ends. Teachers will be expected to remain in the building a reasonable time after the last period.
2. Teachers shall be available for meetings with students, parents, and/or professional personnel.
3. Teachers will be expected to attend curricular, departmental, building, district, and other such meetings that may be called.
4. Teachers will be expected to sign out in a designated area and should notify the Principal before leaving the building during the school day.

TEACHER RESPONSIBILITIES

- Meets and instructs assigned classes in the location and the times assigned.
- Develops and maintains a classroom environment conducive to effective learning within the limits of the resources.
- Prepares for classes assigned, and shows written evidence of preparation upon request of immediate supervisor.
- Encourages students to act and maintain standards of classroom behavior.
- Employs a variety of instructional techniques and instructional media.
- Takes all necessary and reasonable precautions to protect students.
- Evaluates students on a regular basis.
- Maintains accurate, complete, and correct records.
- Assists in upholding and enforcing school rules, administrative regulations, and board policy.
- Makes provisions for being available to students and parents for education related purposes outside the instructional day when required or requested to do so under reasonable terms.
- Attends and participates in school improvement meetings.
- Cooperates with other members of the staff in planning instructional goals, objectives, and methods.
- Assists in the selection of books, equipment and other instructional materials.
- Strives to maintain and improve professional competence.
- Works to establish and maintain open lines of communication with students and their parents.
- Collaboratively serve on a grade level team.

TEAM/ TEAMING

A group of teachers sharing the same group of students representing the varied disciplines that pools their resources, interests, expertise, and knowledge of students to jointly take the responsibility of meeting the educational needs of those students. Teachers plan, coordinate, and evaluate curriculum and instruction across academic areas. Teams cultivate meaningful and regular communication with families. Teams share the same schedule and the same area of the building. For teachers, teams provide a collaborative and supportive work group. For students, teams offer stable relationships with teachers and peers.

Principles for organizing effective teams include:

1. Keep teams small in terms of number of teachers and students.
2. Provide sufficient individual and team planning time for teachers.
3. Allow teams to design their students' daily schedule.
4. Assign teams to their own area of the building.
5. Allow teams to work together for multiple years. (Erb & Stevenson, 1999)

Characteristics of highly effective teams include:

1. Student-centered focus.
2. Strong commitment to academic achievement.
3. Collaborative policies and accountability systems.
4. Strong sense of team community.

5. Regular communication with parents.
6. A proactive approach.

TEAM LEADER

The team leader's goal is to provide leadership and expertise needed to make the teaching team the most effective in its positive influence on each student. The team leader:

- Coordinates and serves as a resource for teachers in their team
- Attends regularly scheduled team chair meetings
- Oversees teachers within their team to ensure building and department procedures are followed
- Acts as a liaison for the grade level and meets with outside agencies when requested
- Compiles and maintains a current inventory of books, etc. for the grade level and/or team
- Distributes materials within the grade level and/or team
- Compiles grade level orders at the end of each year
- Keeps administration informed of situations that may affect the operations of the team or building
- Oversees and coordinates the clerical work of their team
- Holds meetings with their team to disseminate information and to get input
- Takes daily attendance during team time and reports this information to the administration each Tuesday morning at the 6:30 AM Team Leader Meeting

TELEPHONE USE

Unless an emergency occurs no staff member or student will be excused from instruction to receive a phone call. In the unfortunate event that a staff or student is expecting an emergency phone call, please inform the building principal and an exception will be made. Cell phones should not be used during instructional time by either staff or students.

TEXTBOOKS

Textbooks are assigned to students and are the responsibility of the student. Loss or destruction will result in payment of damages. Teachers are to keep a record of the condition of the textbook at the date of issuance so when books are collected the condition of the textbook may be assessed.

TORNADOES

During spring, the danger of danger or tornadoes is greatly increased. In recent years our section of the state was struck by a series of tornadoes, which claimed a number of lives. Although natural disasters such as tornadoes are likely to be of short duration, effective and complete emergency action requires an understanding of the disaster phenomena, the type of danger they present, and measures that must be taken for protection.

Definition – A tornado is the most violent weather phenomena known to man. It is also called a “twister” and, incorrectly, a “cyclone”. It is a small storm that usually appears as a funnel-shaped cloud rotating rapidly and tapering toward the ground. Wind velocities from a tornado have been estimated to reach over 300 miles per hour. Its width can reach up to one mile and travel a distance of up to 300 miles. A tornado can travel in excess of 70 miles per hour along the ground. The word "tornado" comes from the Spanish or Portuguese verb tonar, which means, "to turn." Tornadoes form in storms all around the world, and though they have been recorded in all 50 states, they form most famously in a broad area of the American Midwest and South known as Tornado Alley.

Precautionary Steps

During the school day:

1. An announcement will be made over the school intercommunications system notifying everyone that a tornado warning is in effect.
2. Once this announcement is made, students are not to leave their assigned area until the all clear has been announced.
3. Available members of the staff will be placed in strategic locations to observe weather conditions.
4. If a tornado is sighted, the regular Civil Defense Alarm will be sounded, and a staccato ringing of class bells will occur.
5. This signal means that all classes are to stop immediately and report to their assigned shelter area.
6. Classes are to remain in their shelter area until an all-clear signal is given. This signal will be one long ringing of the regular dismissal bell.

Near the end of the school day:

1. An announcement will be made over the school intercommunications system notifying everyone that a tornado warning is in effect.
2. Once this announcement is made, students are not to leave their assigned area until the all clear has been announced.
3. Available members of the staff will be placed in strategic locations to observe weather conditions.
4. Before any dismissal of students is permitted, Lake County Civil Defense authorities will be contacted.
5. The decisions to dismiss school or release of the students will be made after all sources of possible information have been checked.
6. If school is to be dismissed, all available information will be given to the student body over the intercommunication system. The local radio station will be informed of our action.
7. If school is not to be dismissed, students will be housed in the building until the threat of the tornado has passed. The local radio station will be informed of our action.

TRANSPORTATION

The Transportation Coordinator and the transportation office do all the scheduling. Only the Transportation Coordinator may alter a student’s transportation.

TUTORING

District teachers may tutor District #60 students as long as the student is not instructed at school by the teacher.

UNLISTED PHONE NUMBERS

Unlisted phone numbers of students and teachers are to be kept in strict confidence. Student's unlisted numbers are available in the office.

VISITORS

Visitors are required to check-in with the office and be escorted to their destination by a member of our safety staff. Anyone not wearing a "visitor's" pass is to be questioned. Please report any concerns regarding a visitor to the office immediately.

WALLS, WINDOWS, BULLETIN BOARDS

ONLY STICKY TACK is to be used on the walls, doors, etc... USE BULLETIN BOARDS as much as possible. Materials that are taped or glued to the walls and doors will be removed. Windows are to be opened and closed only by the teacher. Windows are not to be painted, and again, sticky tack is to be used. The windows on the doors to the classroom and team rooms are NOT to be blocked at any time.

WEAPONS

Student possession of any type of weapon or an item that may be considered a weapon is not allowed. Any such item or information regarding such an item should be brought to the immediate attention of a building administrator.

WORKMAN'S COMPENSATION

All job related injuries that take place on school property must be reported to the school nurse within 24 hours. An accident report must be completed. Please complete an accident report in the nurse's office even when you do not feel the accident is severe.

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Professional Development Plan 2010-2011	DRAFT as of June 10, 2010
August	
<p style="text-align: center;">August 23, 2010</p> <p style="text-align: center;">District Institute Day</p>	<ul style="list-style-type: none"> • By today, the BLT will have met to plan the pre-school faculty activities and the Sept 1 session • Prior to start of year, BLT team has a bar-b-q work session Aug 3 or 4 <ul style="list-style-type: none"> ○ Some subgroups can meet prior to the work session to begin work on issues such as Structures for Student Success plan.
<p style="text-align: center;">August 24, 2010</p> <p style="text-align: center;">District Institute Day</p>	<ul style="list-style-type: none"> • Focus on Structures for Student Success <ul style="list-style-type: none"> ○ Student Organization—getting organized for success ○ Student Behaviors—respectful behavior ○ School Systems—expectations/behavior across/around school <ul style="list-style-type: none"> ▪ Boot Camp PBIS...keep this simple and straightforward ▪ CHAMPS simplified...go with only if prepared to make if palatable and simple ▪ Ruby handshakes...building relationship strategies • General dissemination of basic organizational information from Principal • Curriculum Map Discussion—Liz needs to send all depts. the curr guides prior to pre-school work sessions • Review ISAT data and celebrate successes and reflect on challenges
September	
<p style="text-align: center;">September 1, 2010</p>	<ul style="list-style-type: none"> • Student achievement data <ul style="list-style-type: none"> ○ MAP Data ○ ISAT Data ○ Progress Monitoring • BLT leads faculty decision making for makeup of Focus Groups • BLT—meet on to plan 15th

<p>September 8, 2010</p>	<ul style="list-style-type: none"> • Student achievement data <ul style="list-style-type: none"> ○ MAP Data ○ ISAT Data ○ Progress Monitoring • BLT---
<p>September 15, 2010</p>	<ul style="list-style-type: none"> • BLT leads Focus Teams input into the SIP
<p>September 17, 2010</p> <p>1/2 Day SIP</p>	<ul style="list-style-type: none"> • Faculty On-Campus Lunch (FREE) (Grade 8 Team organizes lunch) • INTERVENTION—A School-Wide Approach <ul style="list-style-type: none"> ○ BLT will have selected school-wide strategy prior to school yr ○ Depts meet to develop intervention lists • Understanding the Student <ul style="list-style-type: none"> ○ Reflect on Student Relationships ○ Develop Ideas of building relationships
<p>September 22, 2010</p>	<ul style="list-style-type: none"> • Dept Meetings <ul style="list-style-type: none"> ○ Update Mapping <ul style="list-style-type: none"> ▪ Refine unit distribution as needed ▪ Identify interdisciplinary possibilities ○ Share what you have tried and how it worked ○ Reflection on work and value of the work <p>Keep notes so the info/work can be shared with other depts.</p>
<p>September 28, 2010</p> <p>District Institute Day</p>	<ul style="list-style-type: none"> • If we have this day for the school: Marzano • Collect IPI data this week prior to the 29th • BLT...looks at IPI Data on the 29th
<p>October</p>	

<p>October 6, 2010</p>	<ul style="list-style-type: none"> • Instructional Strategies <ul style="list-style-type: none"> ○ Marzano...either start or continue ○ Supporting instructional strategies with technology ○ IPI study by faculty
<p>October 8, 2010 1/2 Day SIP</p>	<ul style="list-style-type: none"> • More Marzano PBIS sharing of ideas and successes
<p>October 13, 2010</p>	<ul style="list-style-type: none"> • Student Relationships <ul style="list-style-type: none"> ○ Ruby Payne strategies ○ RtI Strategies ○ PBIS Strategies
<p>October 20, 2010</p>	<ul style="list-style-type: none"> • CRISS
<p>October 27, 2010</p>	<ul style="list-style-type: none"> • Dept Meetings <ul style="list-style-type: none"> ○ MAP Data ○ RCBMs (Dibel) ○ Consider reassessment of intervention groups
November	
<p>November 3, 2010</p>	<ul style="list-style-type: none"> • Can consider a two-hour meeting so we can leave early on Nov. 10. • Use time to get back on schedule if we get behind and in case district or others usurp our school time • Ruby Payne weds PBIS • Discuss curriculum, instructional practices, data analysis and interventions from first quarter.
<p>November 10, 2010</p>	<ul style="list-style-type: none"> • No meeting (covered on the 3rd)

November 17, 2010	<ul style="list-style-type: none"> • Two-hour work session if we have to have four hours this month • Use this day to review, catch up, etc all issues previously covered this semester
December	
December 1, 2010	<ul style="list-style-type: none"> • Focus on Structures for Student Success <ul style="list-style-type: none"> ○ Student Organization—getting organized for success ○ Student Behaviors—respectful behavior ○ School Systems—expectations/behavior across/around school • IPI Data collected week of Nov. 29th
December 3, 2010 1/2 Day SIP	<ul style="list-style-type: none"> • CRISS <ul style="list-style-type: none"> ○ Share experiences/strategies; debrief • Focus Teams Share out work • IPI Team leads study of IPI data • IPI Team builds deeper knowledge/understanding of 5-6s
December 8, 2010	<ul style="list-style-type: none"> • Assessments (Formative and Summative data) • RCBMs • Intervention Updates
December 15, 2010	<ul style="list-style-type: none"> • Dept Meetings (must have dept mtg today because encore and PE are in other meetings)
January	
January 5, 2011	<ul style="list-style-type: none"> • Focus on Structures for Student Success <ul style="list-style-type: none"> ○ Student Organization—getting organized for success ○ Student Behaviors—respectful behavior ○ School Systems—expectations/behavior across/around school

January 12, 2011	•
January 19, 2011	•
January 26, 2011	• Dept Meetings
February	
February 2, 2011	•
February 8, 2011 District Institute Day	• District Day
February 9, 2011	•
February 16, 2011	•
February 23, 2011	• Dept Meetings
March	
March 2, 2011	•

March 9, 2011	•
March 16, 2011	•
March 23, 2011	• Week before spring break...consider double time in a prior week
April	
April 6, 2011	•
April 13, 2011	•
April 15, 2011 1/2 Day SIP	•
April 20, 2011	•
April 27, 2011	• Dept Meetings
May	
May 4, 2011	•

May 11, 2011	•
May 13, 2011 1/2 Day SIP	•
May 18, 2011	•
May 25, 2011	•
June	
June 1, 2011	•

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RESPONSE TO INTERVENTION (RTI)

Response to Intervention is a process of implementing high-quality, scientifically validated instructional practices based on learner needs, monitoring student progress, and adjusting instruction based on the student's response. Webster has adopted the problem-solving approach to RTI implementation which involves the implementation of interventions designed for individual student needs. This approach requires research-based interventions, ongoing progress monitoring, and measures to assure fidelity and integrity of the intervention and assessment (National Research Center on Learning Disabilities, 2005). This problem-solving model is a sequential pattern of steps divided into three tiers or stages.

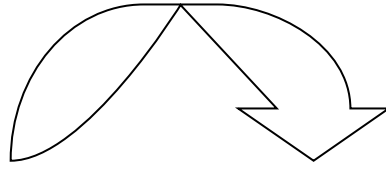
Stage 1. Classroom Interventions: This stage is implemented by classroom teachers in general education classrooms. Teachers identify students who are experiencing difficulties, implement instructional strategies or modifications based on individual student needs, and begin to monitor the student's progress. Teachers gather information regarding strengths and specific weaknesses, previous strategies attempted and outcomes, any available screening data, student health, and other information from parents. If teachers determine the intervention is not successful, the student is referred to Stage 2.

Stage 2. Problem-Solving Team Interventions: Student information is reviewed by a multidisciplinary team, which may include school psychologists, general education and special education teachers, reading specialists, and school administrators. The team considers whether other risk factors (language, poverty, cultural factors) are attributing to or causing the student's lack of progress. Interventions are reviewed and adjusted to more specifically address student needs. Teachers continue to monitor progress and adjust instruction. If teachers determine the student is not sufficiently responding to instruction, the student is referred to Stage 3.

Stage 3. Special Education Referral and Initiation of Due Process Procedures: The school district obtains parental consent and begins evaluation procedures for the student. The evaluation consists of a review of all information available on the student from Stages 1 and 2, including data on the student's response to interventions, direct observation, and the formulation of a means of obtaining cognitive, achievement, and adaptive behavior functioning. The team utilizes all available information to determine eligibility while considering the possible impact of risk factors such as culture, language, and socioeconomic status (Marston, et al., 2003).

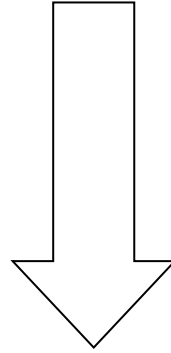
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The Problem-Solving Cycle

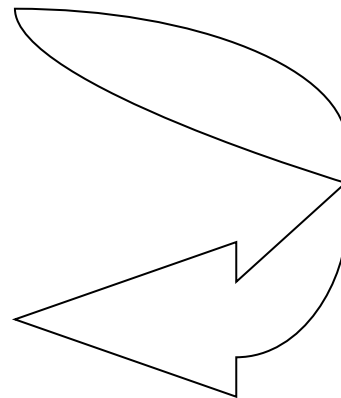
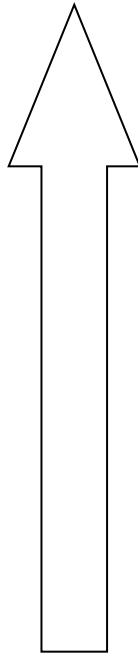


Evaluate the Student's Progress

Define the Problem



Plan an Intervention



Implement the Intervention

(DPIE)

**Response to Intervention
Instructional/Behavioral Planning Form
(IPF/BPF)**

DIRECTIONS

This form will be used to document tiered interventions provided to students in need of intervention. The purpose of the form is to document both instructional adjustments to the student's core reading/math program (i.e., Tier 1) **and** supplemental instruction that occurs in addition to the 82 minute blocks of instruction (i.e., Tier 2 and Tier 3). In addition, the behavioral planning form will be used to document behavioral interventions. Specific instructions for completing each section of the form follow.

Goal Area(s) Addressed: Check which component(s) of reading/math/behavior is to be addressed for intervention. This decision is based on assessment results.

Benchmark Score: Record the DIBELS benchmark score for the subtests administered.

Record MAP RIT Score; Record ISAT score in each subtest in math and reading.

Academic/Behavioral Intervention Procedures and Materials: List and describe the *specific* instructional/behavioral interventions that will be implemented with the student. Tier 1 interventions are implemented in the general classroom and are characterized by a differentiated approach to delivering the core curriculum. By definition, students in Tier 2 receive specialized instruction in a small group setting (3-5) for a minimum of 30 minutes per day in addition to the 82 minute block of communications/math instruction. Tier 2 includes programs, strategies and procedures designed to supplement and enhance Tier 1 classroom instruction. Tier 3 intervention is provided to students who have not responded to Tier 1 and Tier 2 intervention and, therefore, require even more specialized and intense reading/math instruction or behavioral interventions.

Tier 1 universal behavioral interventions include school-wide expectations, advisory, and PBIS Cool Tools. Tier 2 targeted group behavioral interventions include "Check and Connect." Tier 3 intensive, individual behavioral interventions include SOS, individual contracts and wrap-around services. Refer to the PRIM manual for interventions and strategies.

Progress Monitoring (PM): Progress toward target skills is monitored by the entire team at least every two (2) to three (3) weeks but may be done sooner if warranted by individual student profiles. The date the progress monitoring was completed and the score must be documented.

Student Instructional/Behavioral Goal: The goal should communicate the level at which the student is expected to achieve relevant to the targeted skill deficit. Future decisions regarding effectiveness of tiered interventions (e.g., return the student to Tier 1, continue the Tier 2 intervention for another period of time, proceed to Tier 3, etc.) will be made relevant to the stated goal.

Length of Session: Indicate the number of minutes per instructional session or the frequency with which the behavioral intervention/strategy was utilized.

Times per Week: Indicate the number of sessions per week or the number of times the behavioral intervention was applied.

Progress Monitoring Schedule: Indicate how often the student will be progress monitored using DIBELS, MAP, and teacher observations. Progress should be monitored at least every two to three weeks but may occur more often if student performance warrants.

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Instructional Planning Form (IPF)

Student Name(s) _____ Teacher Name _____

School Year _____ Goal _____

Instructional Strategies		Materials	Arrangement	Time	Motivational Strategies
Skill	Teaching Strategy				

Adaptation of Instructional Planning Form (Wesson & Deno, 1989)

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Behavioral Planning Form (BPF)

Student Name(s) _____ Teacher Name _____

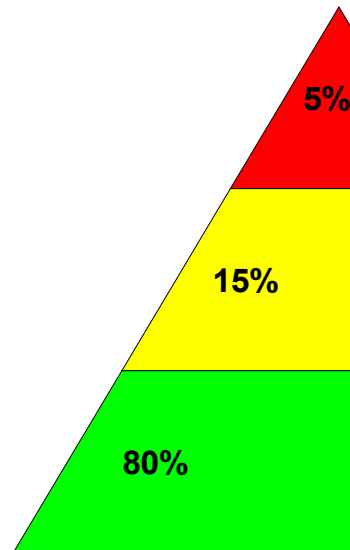
School Year _____ Goal _____

Behavioral Strategies		Materials	Arrangement	Time	Motivational Strategies
Behavior	Intervention Strategy				

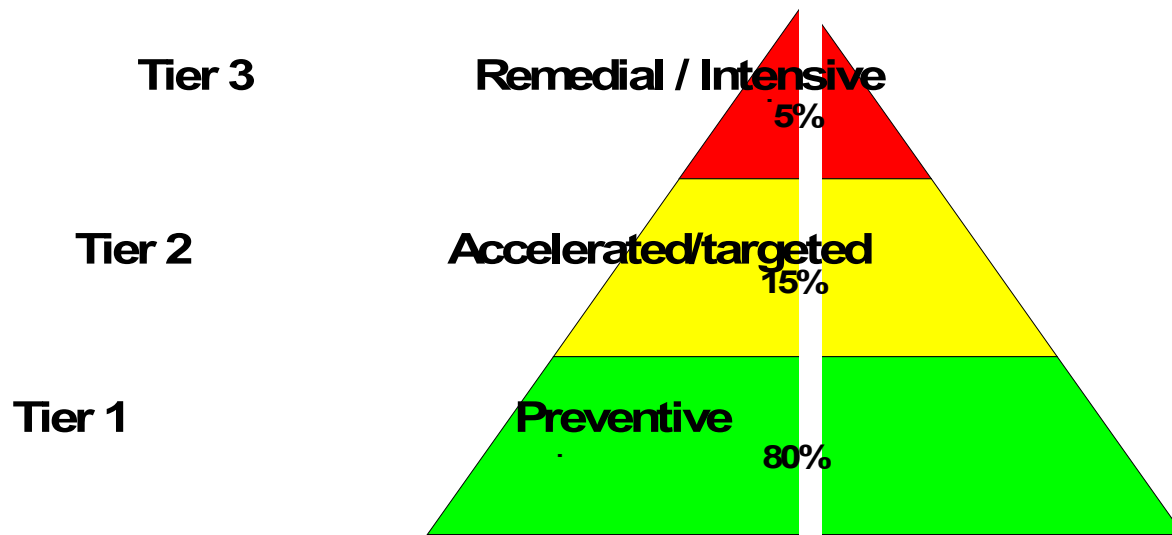
Adaptation of Instructional Planning Form (Wesson & Deno, 1989)

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RTI is a tiered system of instruction

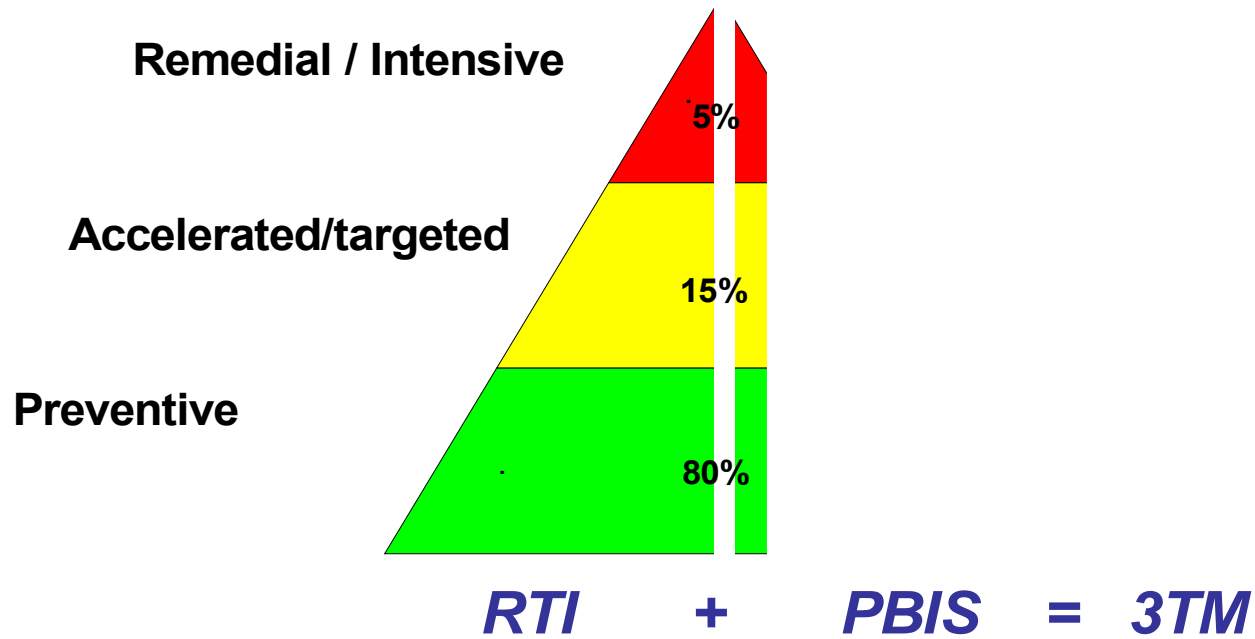


RTI is about having a system of **curriculum**, **instruction** and **assessment** to ensure the environment supports learning for all students.

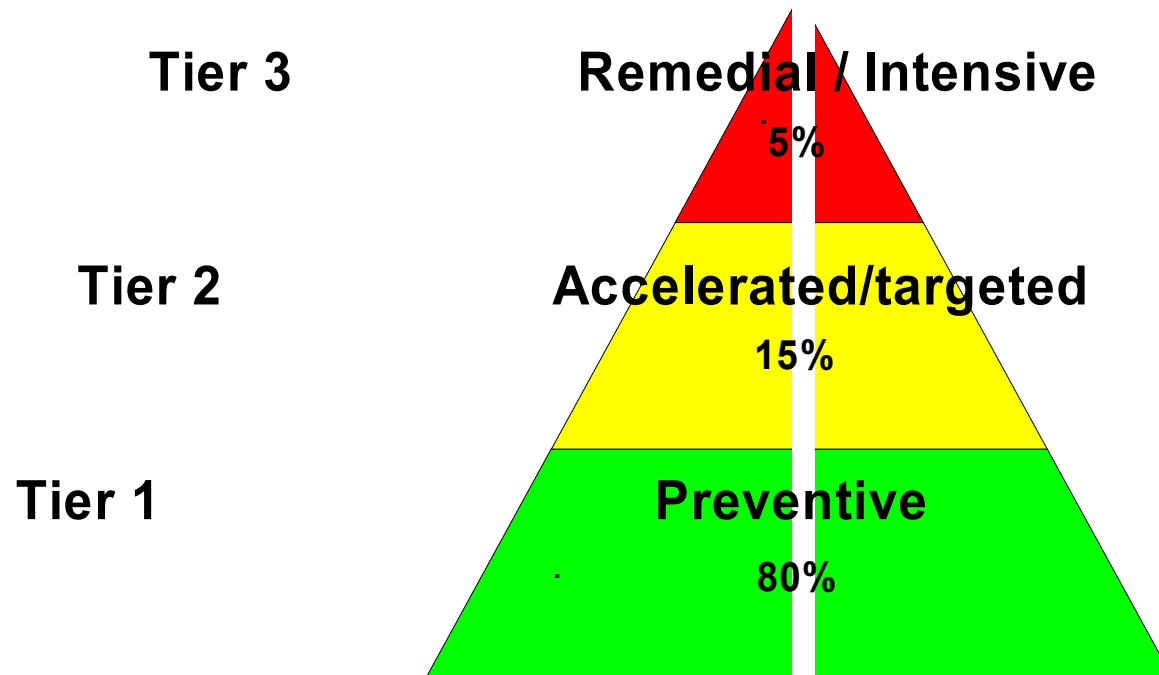


3TM is based on the needs of our students

PBIS is the behavioral side of the triangle of needs

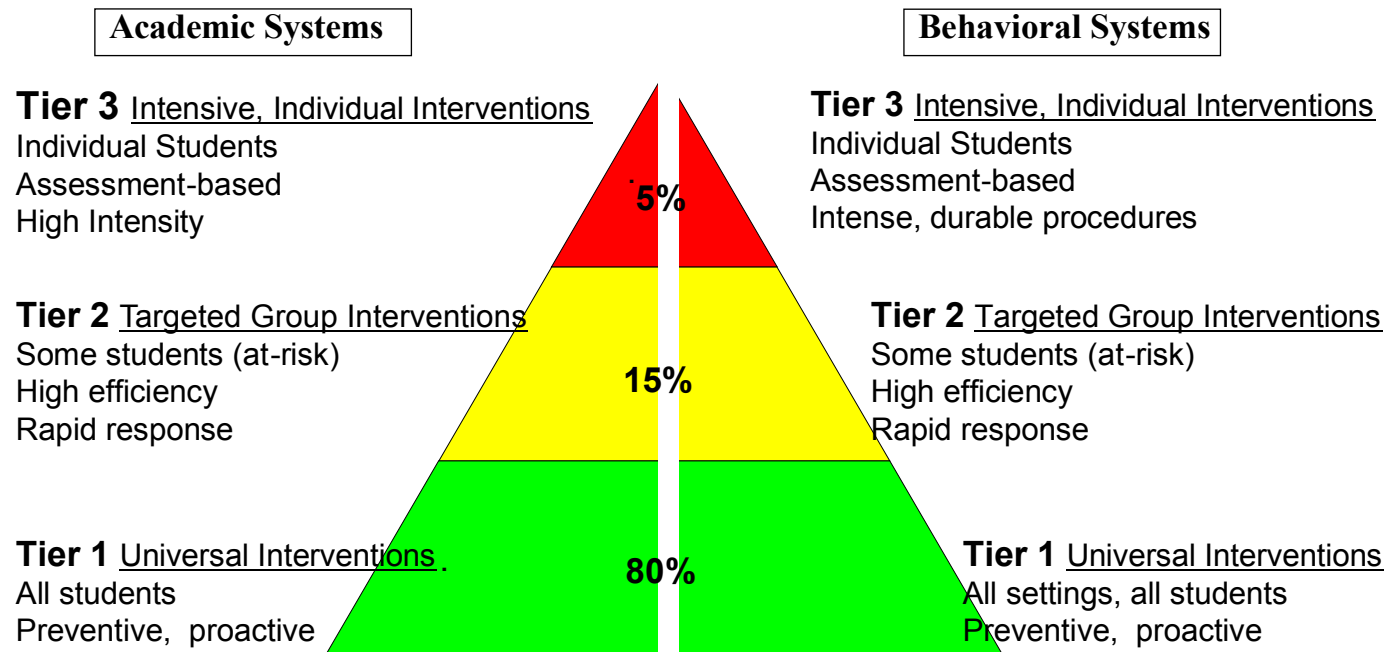


3TM is about varying the intensity of instruction and intervention.



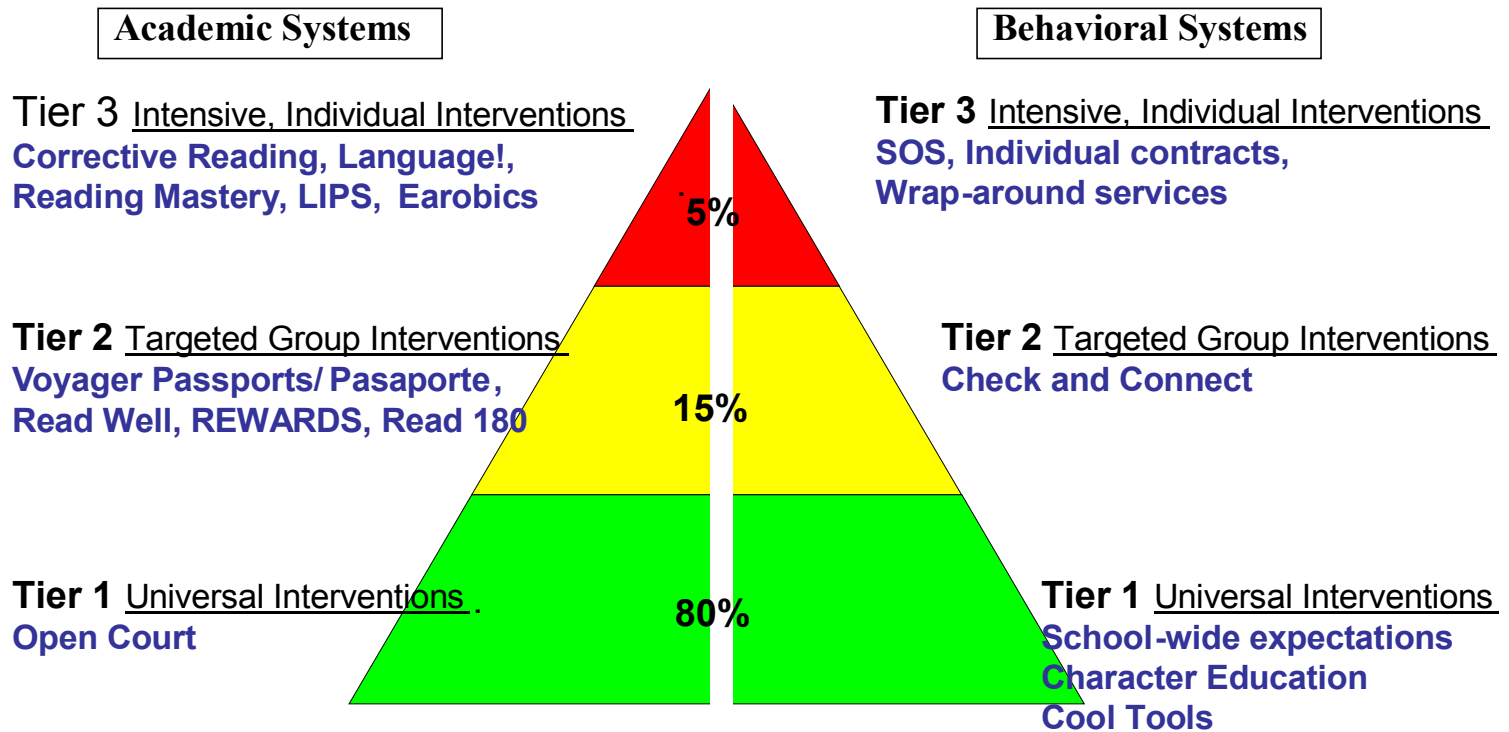
3TM is based on the needs of our students

3 Tier Model = 3TM



3TM is based on the needs of our students

3 Tier Model = 3TM



3TM is based on the needs of our students

3TM (RTI and PBIS)s about a different system for determining eligibility.

Legal Requirements

- Both **NCLB** and **IDEA** require the use of scientific, research-based interventions.

Scientifically based research means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge. It employs systematic, empirical methods, involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn, relies on measurements or observational methods that provide reliable and valid data, is evaluated using experimental or quasi-experimental designs, ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

3TM (RTI and PBIS) is about a different system for determining eligibility.

Legal Requirements :

- State IDEA regulations state that a district may use a severe discrepancy between intellectual ability and achievement for determining whether a child is entitled to receive special education services under the category of specific learning disability,
- provided that the district also uses a process that determines if the child responds to scientific, research -based intervention as part of the evaluation procedures.

But... what is problem-solving?

- **Problem-solving (PS)** is a decision-making process that uses the skills of professionals from different disciplines to develop and evaluate intervention plans that improve significantly the school performance of students in the context of a three tier model (3TM)

How are RTI and PS related?

These questions are asked at every level of the 3-tiered system:

- What is the problem?
(Problem identification)
- Why is it happening?
(Problem analysis)
- What are we going to do about it?
(Plan development)
- Did it work?
(Plan evaluation)

	Tier 1	Tier 2	Tier 3
What is the problem?	How proficient are students on accountability, district or classroom assignments?	How different is the performance of non-proficient students from a standard?	How different is an individual from a success criterion?
	<i>Student scores at or above 26% of peers</i>	<i>Students with lowest 25% of scores (but not lowest 10%)</i>	<i>Students with lowest 10% of scores</i>
Why is it happening?	Analysis of core curriculum and its implementation.	Analysis of group level diagnostic assessment or response to standard treatment protocols	Analysis of response to preventative and accelerated instruction/ intervention and diagnostic assessment
What are we going to do about it?	General education curricular instructional or structural approaches	Use tailored supplemental instruction or standard treatment protocols	Use individualized intervention, or consider special education support
Did it work?	Classroom, district assessments and accountability assessments data are analyzed.	Progress monitor data is used 1 – 2 times per month	Progress monitor data 1 – 2 times per week

Tier 3

- **Does not equal special education!**
- **Does not mean any categorical program (LD,MR, etc.)**

Tier 3 simply means intensive instruction!!!!!!!!!!!!

Designing School -Wide Systems for Student Success

Academic Systems

Behavioral Systems

Intensive, Individual Interventions

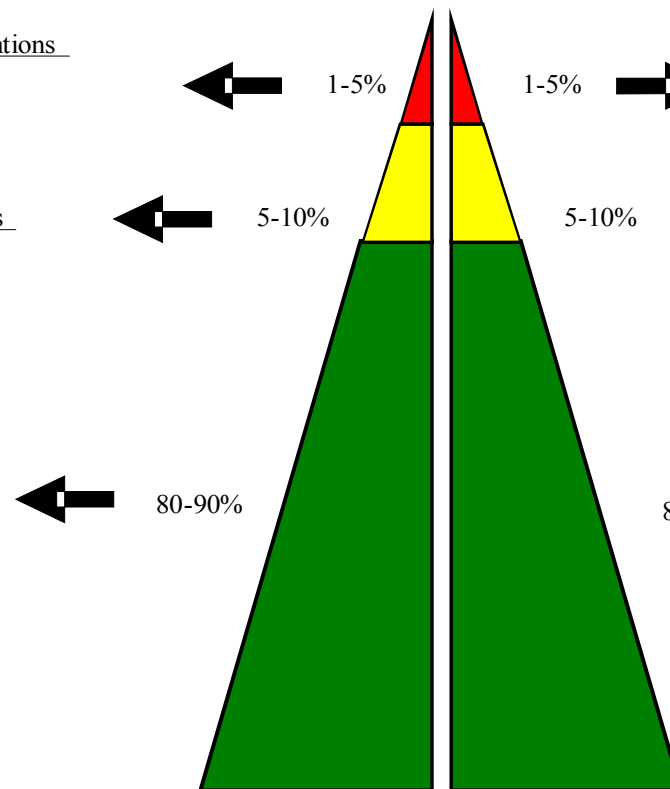
- Individual Students
- Assessment -based
- High Intensity

Targeted Group Interventions

- Some students (at -risk)
- High efficiency
- Rapid response

Universal Interventions

- All students
- Preventive, proactive



Intensive, Individual Interventions

- Individual Students
- Assessment -based
- Intense, durable procedures

Targeted Group Interventions

- Some students (at -risk)
- High efficiency
- Rapid response

Universal Interventions

- All settings, all students
- Preventive, proactive



Daniel Webster Middle School
Weekly Team Meeting Agenda
Checklist

Week of _____

MONDAY

- 1. Team Leader's Notes:** *Agenda provided to other staff members*
- 2. Team Student Recognition:**
 - a. *Assemblies*
 - b. *Student of the Month/Week*
 - c. *Team Recognition Planning*
 - d. *Awards/Prizes/Certificates/etc.*
- 3. Team Announcements and Important Dates:**
 - a. *Plan Team Activities and School Service Planning*
 - b. *Upcoming Progress Reports/SPT Conference Planning, etc.*
 - c. *Notify the Office of Upcoming Activities*

TUESDAY

- 1. Team Leader Meeting**
 - a. *Team Leader Shares Information From 6:30 Meeting*
- 2. SIP:**
 - a. *Interdisciplinary/ Thematic Unit Planning and Coordination Based on SIP Goals*
 - b. *Weekly Curriculum and Assessment Linking/Mapping Based on SIP Goals*
 - c. *Plan Team Activities Based on SIP Goals*
 - d. *Grade Level Concerns (Round Table Discussion)*
 - e. *ISAT and MAP Testing Coordination, etc.*

WEDNESDAY

- 1. Athletic Eligibility**
- 2. Track Special Education, New Students, Student Referrals**
 - a. Review Academic / Social Growth*
 - b. Track New Students' Progress*
 - c. Identification of Potential Referral*
 - i. Academic*
 - ii. Behavioral*
 - d. In-House Testing Efforts*
 - i. Results*
 - ii. Data Analysis*
 - iii. Common Assessments*

THURSDAY

- 1. Parent Contacts and Meetings**
 - a. Phone Log Entries*
 - b. Personal Contact Entries*
 - c. Student Referrals and Meetings*
- 2. Log in Academic/Behavioral Referrals**
 - a. Identification of "At Risk" Students*
 - b. Conference with Students*
- 3. Social, Emotional, Behavioral, and Academic Referrals Discussed With Social Worker, Psychologist, Counselors, Coaches, Members of Problem-Solving Team**
- 4. Team / Student Disciplinary Issues**
 - a. Behavior Concerns*
 - b. Initial Behavioral Goals Set and Meet with Student*
 - c. Behavioral Functional Analysis Sheets Distributed*
 - d. IPF Form Outlining Intervention Strategies*

- e. *Drafting of Behavioral Management Plan(s)*
- f. *Timeline Established to Revisit Behavioral Plan(s)*

5. Team / Student Academic Issues

- a. *Academic Concerns*
- b. *Initial Academic Goals Set and Meet with Student*
- c. *IPF Form Outlining Intervention Strategies*
- d. *Timeline Established to Revisit Academic Plan(s)*

6. In-House Assessment Efforts

- a. *Discussion of Results*
- b. *Data Analysis*
- c. *Team Action Plan Based on Data Analysis*

FRIDAY

1. Collaborative Lesson Planning

- a. *Team Curriculum Coordination*
- b. *Lesson Planning*
 - i. *MAP Data Reviews*
 - ii. *Review of Student Growth Goals*
 - iii. *Integration of Lessons*
- c. *Coordinate Tests/Quizzes*
- d. *Regular Ed. and Inclusion Teachers Collaborative Planning*
- e. *Reading Strategies: Sharing of Ideas and Strategies*
- f. *Academic Vocabulary Coordination*
- g. *Research-Based Instructional Strategies*
 - i. *Articles to Share*
 - ii. *Books to Discuss*

2010-11 TEAM/TEACHING ASSIGNMENTS

6th GRADE

<u>NAME</u>	<u>SUBJECT AREA</u>	<u>ROOM #</u>	<u>ADVISORY</u>
Nancy Himmelstein (Margaret Jones)	Comm	05	
Rebecca Feder	Comm	02	
Ashley Bryan	Math	04	
Keli Hill	Math	03	
Melissa Nagode	Science	01	
Lindsay Strezo	Soc Stud	19	
Kathy Boaz	Resource/Comm	39	41
Blake Hineman (TL)	Resource/Math/MAP	04	04
Helen Clampit	Para Professional	02	02
Gina Ochoa	Para Professional	01	01

7th GRADE

Laurie Turner	Comm	211	
Lori Nathan	Comm	202	
Rebecca Keltner	Math	201	
Sarah LaRoe	Math	204	
Allison Karabatsos	Science	212	
Dennis Bade (TL)	Soc Stud	203	
Charlene Johnson	Resource/Comm/MAP	202	202
McKenna Gomez	Resource/Math/MAP	204	204
Alexandra Gutierrez	Para Professional	212	212
Patti Gleason	Para Professional	203	203
Barbara Boris	Para Professional	201	201
Cynthia Neu	Para Professional	202	202

8th GRADE

Linda Barsky	Comm	103	
Solange Kapheim-Hunt	Comm	102	
Ellen Greenman	Math	105	
Ashley Stalsberg	Math	104	
Chris Zwetz	Science	128	
Ron Griffin (TL)	Soc Stud	111	
Marsha Mark	Resource/Comm	103	103

Michael Stone	Resource/Math/Map	105	105
Creasy Dunn	Para Professional	111	111
Edith Luna-Lamb	Para Professional	104	104

MULTI-GRADE

Deidra Jackson	6-7 Multi Comm	32	
Mary Schroeder (TL)	6-7 Multi Math	205	
Mandy Payne	6-7-8 Multi Sci, 8 Multi Math	210	
Chuck Kreml	6-7-8 Multi SS, 8 Multi Comm	129	
Maria Mendoza	Multi BIL	33	
Mauricio Solano	Multi BIL Math 6 & 7	41	
Colleen Pragalz	Multi BIL Sci/SS 6 & 7	40	
Mildred Johnson	Multi BIL Comm 6 & 7	38	
Randi Kreiter	6 Non-Cat	209	
Lydia Valentin	6 Non-Cat Spanish	110	
Maria Sierra (V. Payne)	7-8 Non-Cat	31	
Elizabeth Wardrop	6 Non-Cat Para	209	209
Ester Cardoza	6 Non-Cat Spanish, Para	110	110
Bea Torres	7-8 Non-Cat Para	31	31

OTHER

Tara Hawkins	Psychologist	34	
Vanessa Washington	Nurse	Office 142	
Ralph Schwartz	Social Worker	Office 143	
Rebecca Behmke	Counselor	Office 146	
Gabriela Bustamante	Counselor	Office 147	
Kristen Beckley	Amer. Sign Language Inter.	Office 145	
Rachel Jang	Vision Itinerant	Office 145	
Megan Flaherty	Hearing Itinerant	Office 145	
Blair Brenner	SLP	35	
Veronica Perez	BIL Liaison for SLP, Para	35	
Barbara Hudspeth	Librarian	Library	
Dawn Fronk	Librarian Asst.	Library	
Mary Mlinar-Stephens	Technology	112	
Alex Soler	Computer Assistant	112	
Jeanine Batty	Music/Band/Orchestra	124	102
Leah Novak	Music/Choir	120/124/5/210	129
Sean Godvik	Music/Choir	120/203/210	05
Rebecca Gillengerten	Art	117	128
Anthony Woodman	Art	119	205

Richard Colen	PE	Gym	03
Cindy Dondlinger	PE	Gym	19
Christina Punzio	PE	Gym	02
Oscar Rivera	PE	Gym	01
Shane Hogan	PE	Gym	33
Sharon Bukovitz	Read 180	37	38
Ione Stover	Read 180	42	32
Nanette Michaels	Reading Title 1	36	40
Tierney Eppinger	Principal	Office	
David Perkins	Asst. Principal	Office 148	
Evonnda Fulton	Behavior Inter. Specialist	Office 149	
Marisel Candelaria	Office Bilingual Liaison	Office	
Deidreann Gutantes	Office Secretary – Head	Office	
Martha Montemayor	Office Secretary	Office	
Bill Mentzelopoulos	Education Safety Supervisor	Building	
Carmen Velez	Safety	Building	
Detrick Adams	Safety	Building	
Kirha Brown	Safety	Building	
TBA	Safety Resource Officer	Building	
Mel Johnson	Custodian – Head	Building	
Jorge Melara	Custodian	Building	
Rudy Salcedo	Custodian	Building	
TBA	Custodian	Building	

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TEAMING INFORMATION

TEAMING

- Teaming does not mean giving up your own teaching style.
- Teaming does not mean your subject is less important.
- Teaming does not mean you get to do what you want all of the time.
- To team, you must feel comfortable with your own skills.
- To team, you must respect your colleagues' opinions.
- To team, you must be willing to contribute your ideas and time.
- To team, you must be committed to make the entire school day purposeful for students.
- Teaming means being committed to discovering the best in all of us.
- Teaming is a constructive way to help adolescents make the transition from childhood to young adulthood and make the bridge from elementary to high school.
- A team is a group of teachers who work together, not just along side of each other, for the purpose of educating common students.
- Teaming gives teachers the opportunity to develop special programs to meet the needs of students. Teachers can discuss what they are teaching in their classes thereby enabling the other team members to reinforce those skills in their classes.
- Teaming allows time to coordinate all subjects.

TEAM ADVANTAGES

- Students have subject area specialists but a coordinated total instructional program.
- Teachers work as a team to meet the needs of the students.
- Teachers have planning time for parent conferences, discipline problems, and discussion of students and curricular issues.
- The team can determine grouping and scheduling.
- Students see teachers cooperating and working together.
- Teams provide students with a place to belong.
- Teaming and cooperating are "real world" experiences.

FOR A TEACHER TO WORK SUCCESSFULLY ON A TEAM THERE MUST BE:

- Belief in the teaming concept
- Care about what's best for students
- Desire to have the team be successful
- Demonstration of maturity
- A professional attitude

KEY BENEFITS OF TEAMS

- Improved work climate through a highly motivated environment.

- Shared ownership and responsibility for tasks.
- Conservation of time and space in an ever-expanding curriculum.
- Coordination of assignments, testing schedule, rules, guidelines, and classroom procedures.
- Common commitment to goals and values as result of complete buy-in.
- Reduction of fragmentation of learning from one discipline to another.
- Proactive approach to problems due to innovative and effective problem solving.
- Multiple uses of resources, teaching tools, technology, and instructional techniques.
- Better decisions and implementation and support of those decisions.
- Intellectual stimulation provided by closer association with colleagues.
- Skill development of staff via cross training in roles and responsibilities.
- Delivery system improved through the use of varied teacher personalities, styles, talents, and strategies.
- Early warning system for problems.
- Effective delegation of workload and flexibility in task assignments.
- Improved time management through team meetings and common planning periods.

COMMON TEAM PRACTICES

- Team Meeting Time
- Homework Schedule
- Quiz and Test Schedule
- Grading Scale
- Late Policy
- Headings for Papers
- Discipline Policy
- Student Recognition

BUILDING A TEAM IDENTITY

- Team name/logo/slogan
- Team decorations for door/hallway
- Team newspaper/newsletter
- Team rewards
- Team birthday celebrations
- Team recognition days
- Team assemblies
- Team bulletin board
- Team handbook
- Team scrapbook
- Spirit Day
- Academic brain bowls

WHAT BEING ON A GREAT TEAM FEELS LIKE

- Supportive
 - Members help each other
 - Never put down
 - Share tasks
- Productive
 - Common goals
 - There is a product
 - Successful
- Trust
 - Able to take risks
 - Confidentiality
 - Esprit de Corps
- Fun
 - Celebrate successes
 - Recognition
 - Acceptance

SIGHTS OF PRODUCTIVE TEAMS

- Positive Body Language
 - Smiles
 - Leaning forward
 - Hand motions
- Positive Climate
 - Round table
 - Decorations
 - Food
- Participation
 - All present
 - Materials ready
 - Everyone talks
- Other Participants
 - Principal
 - Assistant Principal
 - Psychologist
 - Resource teacher
 - Social worker

- Counselor
- Nurse
- Parent
- Student

THINGS YOU SHOULD NOT SEE SURING TEAM MEETINGS

- Grading papers
- People arriving late
- Team members not in attendance
- Angry gestures

SOUNDS OF PRODUCTIVE TEAMS

- Positive Climate
 - Positive comments
 - Sound of food
 - Laughter
- Productive Work
 - On task
 - Following an agenda
 - Materials being used
- Everyone Participating
 - Everyone's voice
 - Paraphrasing
 - Consensus
- Other Participants
 - Principal
 - Assistant Principal
 - Psychologist
 - Resource teacher
 - Social worker
 - Counselor
 - Nurse
 - Parent
 - Student

SOUNDS YOU SHOULD NOT HEAR DURING TEAM MEETINGS

- Put-downs
- Off task discussion
- Refusal to participate

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DANIEL WEBSTER MIDDLE SCHOOL
AV EQUIPMENT RESPONSIBILITY FORM

Equipment: _____

Dates(s) Requested: _____

Date Due (return to school department): _____

Identification / Bar Code Number: _____

Purpose for Checkout: _____

I UNDERSTAND THAT I AM RESPONSIBLE FOR ANY DAMAGE/LOSS INCURRED TO THE EQUIPMENT AND COST FOR REPAIR OR REPLACEMENT. DAMAGE WILL BE DECIDED BY THE LIBRARY MEDIA SPECIALIST OR TECHNOLOGY DEPARTMENT AND PRINCIPAL.

Staff / Community Member Signature: _____

Date: _____

Principal Signature: _____

Date: _____

Date Returned: _____

THIS FORM MUST BE SIGNED AND FILLED OUT WHENEVER AV/TECHNOLOGY EQUIPMENT LEAVES THE PREMISES OF DANIEL WEBSTER MIDDLE SCHOOL.

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GRADE CHANGE FORM

Date: _____

Quarter: 1 2 3 4

Teacher: _____

Student: _____

ID #: _____

Subject: _____

Grade Previously Given _____

New Grade _____

Teacher Signature

Date Submitted

Counselor Signature

Date Grade Changed in IC

Administrator Signature

Date Received

[Return to Table of Contents](#)

INCOMPLETE FORM

Date: _____

Quarter: 1 2 3 4

Teacher: _____

Student: _____ ID #: _____

Subject: _____

This student has been given an Incomplete because:

- Student has been enrolled in my class for 10 or more days, but excused absent for more than 3 weeks in a row

- Student has been hospitalized/out of school sick the last 3 weeks of the quarter

*Final grade is due to the counselors 2 weeks after the quarter ends.

*Teachers are responsible for turning in grades

There is no way of keeping track of which students have been assigned an Incomplete except you as the teacher assigning the Incomplete.

If a student registers 10 days or less before the end of the quarter, DO NOT assign that student a grade.

Teacher Signature

Date Submitted

Administrator Signature

Date Received

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Movie Approval Form

Teacher Name: _____ **Grade Level:** _____

Movie Title (and Rating): _____

- Please attach a sheet with description of the movie to this form. Printed descriptions can be found at imdb.com.
- All movies rated PG and above must have permission slips sent home and signed by parents. Each team should develop a permission slip form.
- Please check the appropriate item indicating the reason for showing the Video/DVD, etc.

Team Reward: _____

Curriculum: _____

Please indicate below how this relates to the curriculum:

Principal /Assistant Principal Signature

Date

NOTE: Forms will be kept on file for one (1) school year. Due to changes in students' needs and district views, a new slip will need to be signed each year you wish to view the video. Previous years' slips will not be accepted.

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Schedule Change Request

Student Name: _____

Student ID #: _____ Grade: _____

Drop:

PERIOD	ROOM	TERM	SUBJECT	TEAM	COURSE-SECT. #	INSTRUCTOR
HR						
1						
2						
3						
4						
5						
6						
7						
8						
9						

Staff Requesting Change: _____ Date: _____

Team Leader: _____ Date: _____

Case Manager (If SPED): _____ Date: _____

Add:

PERIOD	ROOM	TERM	SUBJECT	TEAM	COURSE-SECT. #	INSTRUCTOR
HR						
1						
2						
3						
4						
5						
6						
7						
8						
9						

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Student Discussion Form

Student Name: _____

Date: _____

Staff: _____

MAP Math: _____

MAP Reading: _____

MAP Language: _____

Literacy Benchmark: _____

Concerns:

1. _____

2. _____

3. _____

Interventions Attempted:

1. _____

2. _____

3. _____

Team Suggestions:

1. _____

2. _____

3. _____

Follow up:

1. _____

2. _____

3. _____

Daniel Webster Middle School Supply List 2010-2011



All students are required to have an **assignment notebook**. All our teams use Daniel Webster's assignment notebook since it incorporates the activities for our Advisory program. Assignment notebooks may be purchased for \$5.00 during building registration, or from the office.

School Uniform for FY10: Solid white tops with navy slacks or skirts.

To keep updated on Daniel Webster Middle School events, please check our web site at <http://schools.wps60.org/webster/>

6th, 7th and 8th Grade Supplies

Items to be given to Advisory Teacher

- 1 roll of masking tape
- 1 package of construction paper
- 1 ream of 500 ct. copy paper
- 2 boxes of Kleenex

Other supplies needed

- (3) 1" binders
- (3) 5 tab dividers
- (1) 1/16" wooden ruler standard metric
- (2) 300 ct. loose leaf paper
- (8) 3 hole punched pocket folders
- (8) single subject spiral notebook
- (4) dozen #2 pencils
- (2) 50 ct. graph paper
- (1) scissors/plastic handle
- (1) pack of washable markers (not permanent)
- (1) pack of color pencils
- (1) pack of crayons
- (2) highlighters
- (1) 100 ct. 4x6" lined index cards
- (2) Elmer's glue stick
- (1) pencil sharpener with case
- (1) protractor
- (4) packs of Post-It-Notes
- (2) pink erasers
- (12) blue/black medium pens
- (2) red medium pens
- (1) 1GB USB drive

Additional items may be requested by individual teams. More information will be available from

teams during the first week of school.

Submitting Money to the Office

Purpose: This form is to be used by teachers when submitting money to the principal’s office in order to safeguard funds. It is understood that monies collected by staff are the sole responsibility of that staff member until they are received by the office staff (secretary or assistant secretary). The district will not reimburse the staff member for lost or stolen funds prior to their being deposited at the office. **DO NOT** keep money in your classroom unless it is yours!

Directions:

1. Money is to be counted by the individual collecting the funds.
2. Money is to be placed in a manila envelope with this form.
3. The form should be completed in its entirety.
4. Money/Envelope should be handed directly to the Building Secretary or Assistant Secretary. A receipt should be requested by the teacher.

To be Completed by Staff Member

Name:	Date:
(staff member submitting money)	
Checks:	\$
Cash:	\$
Change:	\$
Total:	\$
These funds were collected for the purpose of:	
<input type="checkbox"/> Please hold these funds in the safe until: Date:	
<ul style="list-style-type: none"> • Please deposit these funds and issue a district check: <div style="text-align: right; margin-left: 100px;">Check Amount: \$</div> 	
Written to:	
Date Needed By:	

Note: If staff member is requesting a check, please allow 5 days to process the check request form with the Business Office.

To be Completed by Building Office

<input type="checkbox"/> I have counted the deposit and agree with the total amount being received.	
Deposit received by:	
Name:	Date:
(Office Personnel Receiving Funds)	

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Waukegan Public Schools

Community Unit School District No. 60, Lake County, Illinois

Lincoln Center for Educational Services

1201 N. Sheridan Road; Waukegan, IL 60085

847-336-3100



DONALDO R. BATISTE, Ph.D

Superintendent

I HAVE READ THE STAFF TECHNOLOGY USAGE POLICY 4305 AND AGREE TO ABIDE BY IT.

SIGNATURE

Name (Please Print)

School Building / Location

Position

DATE

PLEASE RETURN TO:

ROSA GEISSBERGER

Information Technology Department

Lincoln Center

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Grading Procedures for New Students

- If a student is new to the District and has been in your class for less than **TEN** days, you do **NOT** give him/her a grade.
- If a student is new to your class because his/her schedule was changed, you are responsible for communicating with the previous teacher to give a grade. In this way, you can come up with the average for the grade.
- If a student is new to Webster but was transferred from another middle school in the District, you can check with counselors to verify if they have any records to average a grade.

Incompletes

- You can only give incompletes if a student has been out of your class for more than 9 consecutive days of excused absence.
- If you decide to give an incomplete, it is YOUR responsibility to give administration and counselors the names of such students.
- After TEN days of you posting the incomplete, you will have to give administration and counselors a grade to change it in Infinite Campus.

It is not possible for counselors to know who gave incompletes and who did not.

Grades are critical for students. Remember that they affect their GPA!

WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT #60
Waukegan, Illinois

OFFICE OF THE EXECUTIVE DIRECTORS FOR HUMAN RESOURCES

Procedures For Calling A Substitute Teacher And/Or Reporting An Absence

Personnel listed above who finds it necessary to be absent from his/her assigned school duties for any reason, such as: illness, personal business, professional meetings (in or out of the district), an emergency, jury duty, etc. are required to follow these procedures for notifying school officials of his/her absence, in order that a substitute teacher may be secured and the absence recorded. Those staff members who find it necessary to be absent but do not need a substitute are to follow these same procedures indicating, "No substitute is needed".

1. Dial **847-838-0111** - This is a 24 hour message recording service.
2. Listen for recorded instructions.
3. **RECORD YOUR MESSAGE AS FOLLOWS:** This is (your name - spell last name), your grade or position) at (school). I will need a substitute (how many days) because I am (reason for absence) or I do not need a substitute, but will be absent (day or days) because (reason).
4. **PLEASE CALL AS SOON AS YOU KNOW YOU ARE UNABLE TO BE AT SCHOOL AND CALL BEFORE 6:00 A.M. ADHERE TO THIS TIME REQUIREMENT AND CALL EARLIER IF AT ALL POSSIBLE.**
5. It is the teacher's responsibility to be absolutely certain that he/she calls the call master prior to his/her absence. No substitute teacher will be provided to replace a regular teacher unless the call master receives the request. This applies for all types of absences. Unless arrangements have been made on your first call as to how long you will be absent, (this includes those teachers who are on an extended health or disability leave reasons) you are required to call the call master daily during your absence.
6. **Teachers are not to contact a substitute teacher or attempt to arrange for their own substitute. However, suggestions for a certain substitute may be indicated when you report your absence to the call master.**
7. **FAILURE TO ADHERE TO THESE PROCEDURES MAY RESULT IN DISCIPLINARY ACTION.**

REMEMBER:

1. PLEASE CALL AS EARLY AS POSSIBLE, BUT NO LATER THAN 6:00 A.M.
2. PLEASE GIVE COMPLETE INFORMATION AS REQUIRED.

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Examples of Problem Behaviors

Classroom Managed Behavior Office Managed Behavior

Excessive Talking	Any Level 2 Infraction
Attendance/Tardy	Attendance/Tardy (excessive)
Off Task	Bias-Related Incident
Disruptive Behavior	Harassment (including Sexual)
Gum/Food/Candy/Drinks	Controlled Substance (Drugs, Alcohol, Tobacco, etc.)
Missing Homework	Disrespect (major)
Not Prepared for Class	Disruption (major)
Refusal to Work	Gambling/Betting
Name Calling	Gang Activities of any Kind
Dishonesty	Insubordination (major)
PDA's (Public Displays of Affection)	Physical Altercation
Running in the Hall	Unauthorized Distribution or Sale
Passing Notes	Weapons
Backtalk	Threats
Cheating/Plagiarism	Lewd Notes
Pencil Drawing on Desk	Dress Code (excessive)
Inappropriate Behavior (minor)	Profanity Towards a Staff Member
Dress Code (colored t-shirt)	Destruction of Property/Vandalism
Profanity Towards a Fellow Peer	

***Use your professional discretion. Seek guidance from either the *PRIM Manual* or your**

Team Leader. Many altercations with students are most effectively dealt with by the classroom teacher. De-escalate the situation, talk calmly with the student and remember,

Less is More!

Webster Middle School Detention Notice Form			
Student Name	Homeroom Teacher	Assigning Teacher	Serve-on Date
Automatic Detention Infractions			
	Playing with equipment w/o permission		
	Profanity		
	Inappropriate hallway/bathroom behavior		
	Loitering		
	Lying		
	Insubordination		
Accumulation of 3 Occurrences for the SAME Infraction / 5 Occurrences for a MIXTURE of Infractions			
	Tardy to Class		
	Violation of Dress Code		
	Chronic Unprepared for Class		
	Throwing Items without Malicious Intent		
	Breaking Classroom Rules		
<i>Student Signature Here</i>			
Parent/Guardian Contact			
√	Method	Date	Time
	Phone call		
	E-mail		
	Parent Signature Here		
Comments			

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**WAUKEGAN COMMUNITY UNIT SCHOOL DISTRICT
DISCIPLINE CONFERENCE CONTRACT- DCC (*Contrato- Conferencia de Disciplina*)**

Conference Date (*Fecha de Conferencia*): _____

Parent/Guardian Attended (*Acudio Padre/Tutor*): YES (SI) _____ NO _____

Student Attended (*Acudio Estudiante*): YES (SI) _____ NO _____

Student (*Estudiante*): _____ ID#: (*# de Identificacion*) _____

Infraction committed (reason for DCC): _____
(*Ofensa/Razon de la Contrato-Conferencia de Disciplina*)

School (*Escuela*): _____ Grade (*Grado*): _____

Parent's/Guardian's Name: _____
(*Nombre de los Padres/Tutores Legales*):

Address (*Domicilio*): _____ Waukegan, IL Zip: (*Codigo P*) _____

Telephone (HOME): _____ (WORK): _____
(*Telefono Hogar*) (*Trabajo*)

CONTRACT (Must include the Level 2 infraction which led to the writing of this contract and previous Level 2 infractions from the current school year, if any). *Contrato (Este contrato debe incluir la infracion nivel 2 que inicio escribir este contrato y todas las demas infracciones nivel 2 recibidas este año escolar)*

Student will refrain from (*Estudiante no puede*):

1. _____

(*escribe in espanol*) _____

2. _____

(*escribe in espanol*) _____

3. _____

(*escribe in espanol*) _____

Consequence

Failure to adhere to the conditions stated above may result in consideration of expulsion by the Board of Education or the immediate implementation of an expulsion that had been stayed, conditioned on compliance with this DCC.

Consecuencia

No adherirse a las condiciones mencionadas arriba, resultara en la consideracion de expulsion por la mesa directiva de educacion o la implementacion inmediata de una expulsion que haya sido suspendida, condicionada de conformidad con este DCC (Contrato-Conferencia de Disciplina).

Student's Signature (*Firma del Estudiante*)

Principal/Designee (*Director o Designado*)

Parent's/Guardian's Signature (*Firma del Padre/Tutor*)

Interpreter (*Interprete*)

Webster Middle School Committees

BLT

Tierney Eppinger
Linda Barsky
Ron Griffin
Chuck Kreml
Mandy Payne

David Perkins
Cherie Bukovitz
Charlene Johnson
Mary Mlinar-Stephens
Chris Zwetz

Dennis Bade
Rebecca Feder
Allison Karabatsos
Leah Novak

- **Curriculum, Assessment, & Instruction** – Allison Karabatsos (Lead)
- **Operations** – Chris Zwetz (Lead)
- **Data** – Chuck Kreml (Lead)
- **Technology** – Mary Mlinar-Stephens, Mary Schroeder

RTI

PBIS

Sunshine Club

Gabriel Bustamante

Becky Behmke

Fundraising???

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August 6, 2010

To: Principals



From: Dr. Mary L. Lamping

Re: Schedule for SIP Days, Records Day, District Institute & Parent Teacher Conferences

The District has reached agreement with the Teachers Union on a schedule for each of the following days:

- August 23, 2010 & August 24, 2010
- September 17, 2010 (1/2 Day SIP)
- September 28, 2010 (District Institute)
- October 8, 2010 (1/2 Day SIP)
- December 3, 2010 (1/2 Day SIP)
- January 21, 2011 (Records Day/Other)
- February 8, 2011 (District Institute)
- April 15, 2011 (1/2 Day SIP)
- May 13, 2011 (1/2 Day SIP)
- November 5, 2010* & January 21, 2011^ (Parent/Teacher Conferences)

PLEASE NOTE: Late schools cannot change to an early school schedule **and** schools will not be approved to do a “working” lunch in order to leave their buildings 40 minutes early. If the lunch is stated as TBD that does not mean the building can forgo lunch or institute a working lunch. TBD means that the principal should identify when the 40 minute lunch period will start and end.

September 17, 2010, October 8, 2010, December 3, 2010, April 15, 2011 & May 13, 2011 (1/2 SIP Day)

Location	Student Dismissal	Lunch	Adult Dismissal
Pre K	10:25	12:00 – 12:45	2:18
Early Elementary	11:35	11:40 – 12:20	2:58
Late Elementary	12:15	12:20 – 1:10	3:38
Middle School	10:45	10:50 – 11:30	2:18
High School	11:02	11:07 – 11:51	2:25

*All staff report at 7:12 a.m.

September 28, 2010 (District Institute), January 21, 2011 (Records Day), & February 8, 2011 (District Institute)

Location	Staff Start Time	Lunch	Adult Dismissal
Pre K	8:00	40 min. TBD by Staff/Administration	2:23
Early Elementary	8:00	40 min. TBD by Staff/Administration	2:23
Late Elementary	8:00	40 min. TBD by Staff/Administration	2:23
Middle School	8:00	40 min. TBD by Staff/Administration	2:33
High School	8:00	44 min. TBD by Staff/Administration	2:53

**Parent/Teacher Conference Schedule
(Staff Do Not Report on Friday, November 5, 2010)**

Level	Date	Time	Time	Total Minutes
PreK & Elementary				
	November 3, 2010	4:30 – 7:30	3 hrs	
	November 4, 2010	4:30 – 7:13	2 hrs 43 min	
				343
Middle				
	November 3, 2010	4:30 – 7:30	3 hrs	
	November 4, 2010	4:30 – 7:23	2 hrs 53 min	
				353
High				
	November 3, 2010	4:30 – 7:43	3 hrs 7 min.	
	November 4, 2010	4:30 – 7:30	3 hrs	
				367

* The official day for Parent/Teacher Conferences is Friday, November 5, 2010. Staff will conduct conferences the evening of Wednesday, November 3rd and Thursday, November 4th. As a result school staff does not report as schools will be closed on Friday, November 5, 2010.

^ For any student who has been identified as not being successful and is on track to attend summer school or be retained a parent/teacher conference should be held.

For any staff member who does not attend conferences for the entire time or partially attends—time not served should be documented. Non attendance will be reflected via deduction of pay.

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To: Principals and School Secretaries
From: Mary L. Lamping, Ph.D.
Re: Official School Hours for School Year 2010-11
Date: July 9, 2010

Below are the start and end times for the School Year 2010-11

	<u>Staff Report Time</u>	<u>Student Start Time</u>	<u>End Time</u>
<u>ALL MIDDLE SCHOOLS</u>	7:35 a.m.	7:45 a.m.	2:18 p.m.
AM Pre-K (North Shore & ELC)	7:45 a.m.	7:55 a.m.	10:25 a.m.
<u>EARLY ELEMENTARY & PRE SCHOOLS</u>			
Carman Buckner Clark Clearview Little Fort Oakdale	8:25 a.m.	8:35 a.m.	2:58 p.m.
<u>LATE ELEMENTARY SCHOOLS</u>	9:05 a.m.	9:15 a.m.	3:38 p.m.
Cooke Magnet Glenwood Glen Flora Greenwood Hyde Park Lyon Magnet McCall North Washington Whittier			
PM Pre-K (North Shore & ELC)		11:48 a.m.	2:18 p.m.
<u>WHS</u>			
Zero Hour	7:22 a.m.	7:32 a.m.	2:25 p.m.
First Hour	8:20 a.m.	8:30 a.m.	3:23 p.m.
<u>A.O.E.C.</u>			
Session I	7:20 a.m.	7:30 a.m.	12:30 p.m.
Session II	11:10 a.m.	12:30 p.m.	5:30 p.m.

Cc: District Administrators

Daniel Webster Middle School

Daily Schedule

Period	Begin	End	Other
ADVISORY	7:45	8:00	
1	8:02	8:42	6 th Grade Team
2	8:44	9:24	7 th Grade Team
3	9:26	10:06	Multi Team
4	10:08	10:48	8 th Grade Team
5	10:50	11:30	6 th Grade Lunch
6	11:32	12:12	7 th Grade Lunch, Multi Plan
7	12:14	12:54	Multi Lunch, 7 th Plan
8	12:56	1:36	8 th Lunch, 6 th Plan
9	1:38	2:18	8 th Plan, Dismissal @ 2:18

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Daniel Webster Middle School

½ SIP Day Schedule

Period	Begin	End	Other
ADVISORY	7:45	7:54	
1	7:56	8:13	6 th Grade Team
2	8:15	8:32	7 th Grade Team
3	8:34	8:51	Multi Team
4	8:53	9:10	8 th Grade Team
5	9:12	9:29	6 th Grade Lunch
6	9:31	9:48	7 th Grade Lunch, Multi Plan
7	9:50	10:07	Multi Lunch, 7 th Plan
8	10:09	10:26	8 th Lunch, 6 th Plan
9	10:28	10:45	8 th Plan, Dismissal @ 10:45

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AM Duty: Outdoor is from 7:35 – 7:40 am, Indoor is from 7:35 – 7:45 am.

Those who have **Indoor Duty** should stand by their Advisory classroom location unless otherwise listed. Those who have **Outdoor Duty** should be at their respective locations.

PM Duty: From 2:18-2:28 pm. - Those who have **Indoor Duty** should stand by their Advisory classroom location, making sure students are exiting the building in a timely manner. Those who have **Outdoor Duty** should be at their respective locations.

Below is the rotation of duties. **I = Indoor, O = Outdoor.** Rotations are on a quarterly basis.

- 1st Quarter begins August 25, ends October 22
- 2nd Quarter begins October 26, ends January 21
- 3rd Quarter begins January 24, ends March 25
- 4th Quarter begins April 5, ends June 3/last day of school, depending upon snow days

6th Grade Teachers

Those who have Outside Duty should monitor the area from the 6 th grade door to the gym side entrance (door from outside that directly enters into the gym). Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
6 th Grade	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Himmelstein(Jones)	O	I	O	I
Feder	I	O	I	O
Bryan	O	I	O	I
Hill	I	O	I	O
Nagode	O	I	O	I
Strezo	I	O	I	O
Boaz	I	O	I	O
Hineman	I	O	I	O
Clampit	O	I	O	I
Ochoa	I	O	I	O

7th Grade Teachers

Those who have Outside Duty should monitor the front of the building to the red Webster sign. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
7 th Grade	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Turner	I	O	I	O
Nathan	O	I	O	I
Keltner	I	O	I	O
LaRoe	O	I	O	I
Karabatsos	AM-Front Desk PM-O	AM-Front Desk PM-O	AM-Front Desk PM-O	AM-Front Desk PM-O
Bade	O	I	O	I
Johnson, C	I	O	I	O
Gomez	O	I	O	I
Fews	I	O	I	O
Gleason	O	I	O	I
Boris	I	O	I	O
Neu	O	I	O	I

8th Grade Teachers

Those who have Outside Duty should monitor the area from the corner of New York and
--

Garden to the front of the building. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
8 th Grade	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Barsky	I	O	I	O
Kapheim-Hunt	O	I	O	I
Greenman	AM-I (Front Office) PM-O	AM-I (Front Office) PM-O	AM-I (Front Office) PM-O	AM-I (Front Office) PM-O
Stalsberg	O	I	O	I
Zwetz	I	O	I	O
Griffin	O	I	O	I
Mark	I	O	I	O
Stone	O	I	O	I
Dunn	I	O	I	O
Luna-Lamb	O	I	O	I

Multi Grade Teachers

Those who have Outside Duty should monitor the area from the Multi grade door to the back parking lot near the cafeteria entrance door. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
Multi	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Jackson	I	O	I	O
Schroeder	O	I	O	I
Payne	I	O	I	O
Kreml	O	I	O	I
Mendoza	I	O	I	O
Solano	O	I	O	I
TBA	I	O	I	O
Johnson, M.	O	I	O	I
Kreiter	I	O	I	O
Valentin	O	I	O	I
Sierra (Boothe)	I	O	I	O
Wardrop	O	I	O	I
Cardoza	I	O	I	O
Torres	O	I	O	I

PE Teachers

Those who have Outside Duty should monitor the staff parking lot nearby the red Webster sign to the corner of New York and Ridgeland. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
PE	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Colen	I	O	I	O
Dondlinger	AM-O PM-I (Girl's locker room)	AM-O PM-I (Girl's locker room)	AM-O PM-I (Girl's locker room)	AM-O PM-I (Girl's locker room)
Punzio	O	I	O	I
Rivera	I	O	I	O
Hogan	O	I	O	I

Encore Teachers

Those who have Outside Duty should monitor the area by the gym side entrance (door from outside that directly enters into the gym) to the corner of New York and Garden. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
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Encore	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Batty	AM-O PM-I (R124)	AM-O PM-I (R124)	AM-O PM-I (R124)	AM-O PM-I (R124)
Godvik	O	I	O	I
Novak	AM-Front Desk PM-O	AM-Front Desk PM-O	AM-Front Desk PM-O	AM-Front Desk PM-O
Gillengerten	AM-O (Back parking lot) PM-I	AM-O (Back parking lot) PM-I	AM-O (Back parking lot) PM-I	AM-O (Back parking lot) PM-I
Woodman	I	O	I	O
Mlinar-Stevens	AM-I (Channel One, R112) O-PM	AM-I (Channel One, R112) O-PM	AM-I (Channel One, R112) O-PM	AM-I (Channel One, R112) O-PM

Student Service Personnel

Those who have Outside Duty should monitor the Resource Learning Center to the staff parking lot by the red Webster sign. Those who have Indoor Duty should stand by their Advisory classroom location, unless otherwise stated.				
Student Services	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Bustamante	AM-I (Caf) PM-O	AM-I (Caf) PM-O	AM-I (Caf) PM-O	AM-I (Caf) PM-O
Behmke	AM-I (Caf) PM-O	AM-I (Caf) PM-O	AM-I (Caf) PM-O	AM-I (Caf) PM-O
Hawkins	I	O	I	O
Schwartz	O	I	O	I

Librarians

Those who have Outside Duty should monitor the Resource Learning Center to the staff parking lot by the red Webster sign. For Indoor Duty , see below.				
Library	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Fronk	AM-O PM-I (Library)	AM-O PM-I (Library)	AM-O PM-I (Library)	AM-O PM-I (Library)
Hudspeth	AM-I (Caf) PM-I (Library)	AM-I (Caf) PM-I (Library)	AM-I (Caf) PM-I (Library)	AM-I (Library) PM-I (Library)

Read 180 / Title 1 Teachers

Those who have Outside Duty should monitor the back parking lot by the cafeteria entrance door to the 6 th grade door. Those who have Indoor Duty should monitor the cafeteria.				
Read 180 Title 1	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Bukovitz	AM-I (Front Office) PM-O	AM-I (Front Office) PM-O	AM-I (Front Office) PM-O	AM-I (7:25-7:35) PM-O
Michaels	I	O	I	O
Stover	O	I	O	AM-I (7:25-7:35)

Admin, BIS and Safety

Mr. Adams monitors area by New York and Garden, Ms. Valez monitors by New York and Ridgeland, and Ms. Stephens monitors the front of building. Ms. Eppinger, Mr. Perkins, Mr. Mentzelopoulos, and Ms. Fulton monitor the front of the building and any
--

other areas as needed.				
Admin, BIS and Safety	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
Eppinger	O	O	O	O
Perkins	O	O	O	O
Mentzelopoulos	O	O	O	O
Fulton	O	O	O	O
Stephens	O	O	O	O
Adams	O	O	O	O
Velez	O	O	O	O

If teachers assign after school detention, tutoring, etc. it is still their responsibility to have those students supervised. **Leaving students waiting in the classroom alone while fulfilling outdoor duty is not considered supervision.** Have student(s) supervised at all times.

Teachers, please note- once a student finishes/completes your tutoring session, detention, etc. you still need to supervise the student until he/she leaves school property. Students are not to be left unsupervised in the front lobby, front steps of the building or any other location.

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Report Card and Progress Report Timelines
2010-2011 School Year

The following tables provide detailed information and timelines for the completion, submission, and distribution of student report cards and progress reports (including special education reports).

Pre K & Kindergarten Report Cards

Semester 1 08.23.10 - 01.14.11	Semester 2 01.18.11 – 06.03.11	DESCRIPTION
01/21/11	06/03/11	End of Reporting Period
01/27/11	05/26/11	Report Cards completed, printed and submitted to Principal for review by 9:30 a.m.
02/01/11	06/01/11	Review by Principal completed.
02/02/11	06/01/11	Report Cards sent home with student or mailed by school

1st - 5th Grade Report Cards

Quarter 1 08.23.10- 10.22.10	Quarter 2 10.25.10- 01.14.11	Quarter 3 01.18.11- 03.25.11	Quarter 4 04.04.11 – 06.03.11	<u>DESCRIPTION</u>
10/22/10	01/21/11	03/25/11	06/03/11	End of Reporting Period
10/28/10	01/27/11	04/07/11	05/27/11	Report Cards completed, printed and submitted to Principal for review by 9:30 a.m.
11/02/10	02/01/11	04/12/11	06/02/11	Review by Principal completed.
11/03-04/10	02/02/11	04/13/11	06/03/11	1 st Quarter Report Cards distributed at Parent/Teacher Conferences. 2 nd – 4 th Quarter Report Cards sent home with student or mailed by school.

1st - 5th PROGRESS REPORTS

Quarter 2 10.25.10- 01.14.11	Quarter 3 01.18.11- 03.25.11	Quarter 4 04.04.11 – 06.03.11	Description
11/29/10	2/14/11	4/25/11	End of Reporting Period

Report Card and Progress Report Timelines

2010-2011 School Year

6th – 12th Grade Report Cards

Quarter 1 08.23.10- 10.22.10	Quarter 2 10.25.10- 01.14.11	Quarter 3 01.18.11- 03.25.11	Quarter 4 04.04.11 – 06.03.11	<u>DESCRIPTION</u>
10/22/10	01/21/11	03/25/11	06/03/11	End of Reporting Period
10/21/10	01/20/11	03/24/11	05/25/11	Staff may begin posting Grades via Student Information System (IC)
10/26/10	01/25/11	04/05/11	06/06/11	All grades must be posted and changes must be completed by 5:00 pm
10/27/10	01/26/11	04/06/11	06/07/11	Grade Reports Printed
10/29/10	01/28/11	04/08/11	06/08/11	Grade Reports Mailed

*****Staff will have access to the on-line grading seven school days prior to the end of the fourth quarter***

6th – 12th Grade Progress Reports

Quarter 1 08.23.10- 10.22.10	Quarter 2 10.25.10- 01.14.11	Quarter 3 01.18.11- 03.25.11	Quarter 4 04.04.11 – 06.03.11	Description
09/20/10	11/29/10	2/14/11	4/25/11	End of Reporting Period Staff may begin posting Grades via Student Information System (IC)
9/22/10	12/01/10	2/16/11	4/27/11	All grades must be posted and changes must be completed by 5:00 pm
9/23/10	12/02/10	2/17/11	4/29/11	Progress Reports Printed
9/27/10	12/06/10	2/22/11	5/02/11	Progress Reports Mailed

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