

WELCOME TO WASSOM!

August 2008

Dear Colleague,

Welcome back to our school – and a special welcome if you are new to Wassom! We hope you have had an excellent summer and are ready, once again, to start the world's most challenging job: teaching.

This handbook has been prepared to provide many of the answers to questions that may arise during the school year. It is also intended to be a convenient and secure place to store sensitive and confidential information, like IEP goals and modifications, student/teacher demographic information, Health Alerts, etc. You are accountable for these documents until you turn in your handbook at the end of the year and the sensitive information is shredded.

As changes are made, you can keep your handbook up-to-date by adding new pages, as they are distributed. That way, you can always be sure you have up-to-date information. The current copy will also be housed on the shared drive on the network, along with an electronic copy of all the forms mentioned in the manual. These will also be available in hard copy from your team leader. The electronic version is easy to access, since it contains links from the Table of Contents to the items in the handbook and the online forms are also convenient to use.

That being said, we know that no handbook can contain everything we need to know about our school! Should you have questions or concerns, which are not answered in this guide, please talk to the office staff or one of us for clarification.

We wish you an enjoyable and successful year. Your efforts on behalf of our students and the school are appreciated by many. Let us know if there is anything we can do to help you.

Sincerely,

Walter Coulter

(Acting) Principal

Myrna Moore

Assistant Principal

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OUR BELIEFS

At Wassom, each teacher signs a statement that attests to our common beliefs and their dedication to be an advocate for young adolescents, as outlined by the National Middle School Association.

We have chosen to be middle level educators, for we recognize that the years of early adolescence are pivotal and abound with individual potential and opportunity. Therefore, we will care for these students personally, listen to their voices, respect their concerns, and engage them in meaningful educational experiences that will prepare them for a promising future.

We believe that every young adolescent...

- has the capacity to learn, grow, and develop into a knowledgeable, reflective, caring, ethical, and contributing citizen.
- must have access to the very best programs and practices a school can offer
- must be engaged in learning that is relevant, challenging, integrative, and exploratory
- thrives academically, socially, and emotionally in a democratic learning environment where trust and respect are paramount and where family and community are actively involved.
- Faces significant life choices and needs support in making wise and healthy decisions.
- Deserves educators who are prepared to work with this age group, who are themselves, lifelong learners and committed to their own ongoing professional development and growth.

OUR VISION

Wassom Middle School will be a place where students prepare for a successful and fulfilling life in the globally competitive technological world of the 21st century.

According to current trends, our children will be adults in a world where cooperation, competition, and communication will be required skills, along with the ability to use advanced technology of all types. As the world “shrinks,” our children will find ourselves interacting with others from many cultures in ways we’ve never dreamed. Our vision for Wassom is to create a school to prepare our children for their future.

OUR MISSION

Wassom Middle School, in partnership with parents and the community, will provide a quality education within a caring and secure environment for all students.

We cannot do this alone! Our mission is to include all the stakeholders in creating the type of quality education we envision above. Further, this will be done with the student in mind, centrally in focus. Students are first at Wassom, and it is our mission to keep them safe and let them know that we really care about them and their education.

OUR SCHOOL IMPROVEMENT GOALS

Our School Improvement Plan includes two goals:

1. to improve achievement in social studies
2. to improve reading comprehension

At Wassom Middle School, school improvement is a continuous process coordinated with the DoDEA Community Strategic Plan and executed according to the criteria established by AdvancED, our accrediting agency. The School Improvement Leadership Team (SILT) spearheads the SIP efforts at WMS and is comprised of representative teachers, parents, students, and community members. We have developed a School Improvement Plan (SIP) that is reviewed, revised, evaluated and modified to ensure constant growth. SIP is the driving force behind what we do for our students.

These goals were determined from multiple data sources and agreed upon by the entire faculty. Equally important, is the “essence of the goal,” as that drives our improvement efforts. Though measured in different curricular areas, the essence of each goal is very similar. Basically, our students need to learn to think critically and at high levels. For example, the essence of the social studies goal is gathering, organizing, and analyzing information. Improving these abilities should pay dividends in social studies. The reading comprehension goal would also improve ability to synthesize.

ACTIVITY AND ATHLETIC BUS

These services are provided for students involved in after-school activities at WMS or sports at FCHS. Students who stay after school for disciplinary reasons (detention) are not eligible to ride the activity bus. Students must have an activity bus pass signed by the teacher to whom they were assigned after school. The activity bus arrives at approximately 1545 on Monday, Tuesday, Thursday, and Friday.

ADMINISTRATIVE RESPONSIBILITIES

Principal	Responsibility	Assistant Principal
Shared	Classroom Observations	Shared
Shared	Formal Evaluations	Shared
Shared	Team Table Talks	Shared
Primary	Master Schedule	Secondary
Primary	Budget and Purchasing	Secondary
Primary	Professional Development	Secondary
Primary	School Improvement/Accreditation	Secondary
Primary	Parent-Teacher Organization	Secondary
Primary	Clerical Operations	Secondary
Primary	Community Relations	Secondary
Primary	Equal Employment Opportunity	Secondary
Primary	Crisis Management	Secondary
Primary	Payroll and Time Cards	Secondary
Primary	Staffing	Secondary
Primary	School Board Relations	Secondary
Primary	Discipline -- 8th Grade	Secondary
Primary	Attendance -- 8th Grade	Secondary
Primary	Student Study Team -- 8th Grade	Secondary
Primary	CSC Mtgs -- 8th Grade	Secondary
Primary	Extra Duty Assignments	Secondary
Primary	Study Trip Requests	Secondary
Primary	Facilities -- Long Range Planning	Secondary
Primary	Policy Development/Revision	Secondary
Primary	Leave Approval	Secondary
Secondary	Discipline -- 6th & 7th Grades	Primary
Secondary	Attendance -- 6th & 7th Grades	Primary
Secondary	Child Abuse and Neglect	Primary
Secondary	Transportation	Primary

Secondary	CSC Mtgs -- 6th & 7th Grades	Primary
Secondary	Special Education	Primary
Secondary	SST -- 6th and 7th Grade	Primary
Secondary	Advancement Via Ind. Determin.	Primary
Secondary	Gifted Education	Primary
Secondary	Read 180	Primary
Secondary	English as a Second Language	Primary
Secondary	Guidance Counseling	Primary
Secondary	Health Services	Primary
Secondary	Handbooks	Primary
Secondary	School Calendar	Primary
Secondary	Mandatory Training	Primary
Secondary	Custodial Services	Primary
Secondary	Facility Maintenance	Primary
Secondary	Safety and Security	Primary

ADMINISTRATIVE SUPERVISORY RESPONSIBILITIES

Principal	Assistant Principal
AMENS-HAMILL, Jo	BEARDEN, Kathy
ATKINS, Paulette	BRYANT, Anita
BRANDT, Michelle	CARLISLE, Candice
CHAVEZ, Laurieanne	CHINETTI, Jody
COMPUTER TEACHER	COBB, Alexis
COOK, Richard	COLEMAN, Nancy
ECHEVARRIA, Yolanda	DOWKER, Sherri
FISHER, Mickey	EADS, Joan
FRIEDMAN, Charlotte	EATMON, Vera
HACHTEL, Rebecca	GRACE, Rebecca
HOLLAND, Ann	GRIFFIN, Cindy
JACKSON, Jean	HUNTER, Michele
JOHNSON, Marsha	MARSH, Heather
KELLAR, J.C.	NAPOLITANO, Amy
LOYD, Joyce	NURSE
McCUTCHEON, Walker	PIATT, Tonya
McGEE, Dennis	RAY, Gwen
McLEAN, Angie	RUTLAND, Libbie
ROBERTSON, Erika	SHARP, Ted
STRAUB, John	WELLS, Sunny
WELLS, Linda	WONG, Sandra

TEAM TABLE TALKS	TEAM TABLE TALKS
1 st Semester – 6 th and 8 th	1 st Semester – 7 th and Enrichment
2 nd Semester – 7 th and Enrichment	2 nd Semester – 6 th and 8 th
DISCIPLINE	DISCIPLINE
8 th Grade	6 th and 7 th Grades

ADVISORY PROGRAM

At WMS the advisory program is called “Prime Time,” and the point of contact for teachers is the school counselor. Prime Time is more than a home room or a place to take attendance. The Prime Time teacher is the first point of contact for parents and the primary adult who cares for the student at school. The Prime Time teacher should be very involved with his or her students, formally monitoring academic progress and behavior every three weeks (or more often, as needed), helping to set goals, and coordinating support between the school and home.

Also, participation in an advisory group provides students a sense of acceptance and belonging. Having a special relationship with a caring adult and meaningful contact with small group of students will help build resilience in the secondary student. This is why Prime Time is scheduled daily.

Two to three times per week, the Prime Time teacher will be using our character education curriculum, Love in a Big World. The program is comprised of character words (honesty, courage, etc.) relating to a literary selection. Each grade will have a different “theme,” but work on the same word. Teams are expected to determine how they will approach the character trait and coordinate lessons.

ASSEMBLIES

School assemblies are designed to enhance the educational experiences of our students. Each assembly will have specific objectives. Some may be academically oriented while others may be more for student enjoyment. Assemblies will take place in the cafetorium, and the published morning and afternoon schedules will be used. Attendance is required for all students, unless otherwise indicated. Assemblies are an excellent opportunity to develop good citizenship in our students. Therefore, teachers should clearly articulate our expectations for good audience behavior prior to attending the assembly:

1. Teachers are expected to bring their class to assemblies on time, in an orderly fashion, and to sit together as a group. (Seating is in sections by grade.)
2. Teachers on prep periods which occur during assembly times are expected to attend assemblies and, if necessary, to assist in assembly control, to monitor a study hall for students who do not desire to attend the assembly or who are misbehaving during the assembly, or to assist with seating of students. If a teacher who has a planning period during a scheduled assembly cannot attend, the teacher should clear the absence through the office.
3. Sit close to your students and monitor behavior during the assembly.
4. Keep your class seated at the end, until dismissed.

ATTENDANCE PROCEDURES

All WMS teachers use a computerized attendance taking system. Each teacher takes attendance on the computer in his or her room during Prime Time, and it is instantly recorded in the school database. (The default setting indicates that the student is present, so it must be changed and sent to the office to indicate a child is absent.)

All attendance is due in the system or to the office by hard copy by 0830. The secretary uses an automated “dial-out” system to inform parents of absences. If attendance is not registered by 0830, students who are really absent will not be included in this procedure. Therefore, please make promptness and accuracy priorities.

When a student returns from an absence, the office will enter the reason for the absence directly into the system. Also, the office will be able to enter pre-arranged absences for family trips, emergency leave, etc. This will allow the teacher to plan accordingly.

ATTENDANCE NOTES

1. It is a good practice to record attendance every period, even though it is only officially recorded in the school database at the beginning of the day.
2. If a student you marked absent comes to your class tardy after you have submitted the attendance for that day, the front office will adjust the attendance in the database.
3. It is also good practice to keep a back-up of your own attendance records. When doing so, be sure to keep records for both absentees and tardies.
4. The front office will keep the official record of absences and deal with attendance issues.
5. At times, teachers may receive information in the classroom about student absences/truancies. Students like to tell that Marvin Middle school rode the bus this morning, but cut class or that their family is going to be out of town for a while.

When you receive information of this nature, please inform the front office, so the facts may be checked.

6. When students are on a school-sponsored study trip, teachers should indicate that in their grade/attendance books – but not count them as absent from school. They are absent and excused from your class, however, and work is made up accordingly.
7. Teachers sponsoring school events or trips must provide the front office with an accurate list of students in school-sponsored activities, so those students will not be counted absent.
8. If the computer system for taking attendance is not working, teachers are asked to take attendance at the beginning of the day using the “Hard Copy Attendance” form.
9. When a substitute is taking attendance and does not have access to the computer for attendance purposes, they are also to use the “Hard Copy Attendance” form. It is your responsibility as a teacher to make sure these forms are available for the substitute.
10. If the whole class will be absent or out of the room, notify the office and leave a note on your door indicating where you will be.

AVID

AVID is a program designed to help middle and high school students prepare to enter and succeed in four-year colleges. As the name implies, AVID (Advancement Via Individual Determination) students are “eager, characterized by enthusiasm and vigorous pursuit of knowledge.” Students in the program commit themselves to improvement and preparation for college and receive instruction in academic “survival skills.” These include how to study, how to read for content, note-taking, and time-management. Students participate in collaborative study groups or tutorials led by tutors who use skillful questioning to bring students to a thorough or higher level of understanding.

What can subject area teachers do to assist AVID students (and all students)?

1. Learn about AVID and understand the AVID philosophy and methodologies.
2. Use AVID methodologies with all students, such as:
 - a. Writing for learning and to clarify thought in non-graded settings.
 - b. Writing assignments that culminate in a final draft after brainstorming, drafting, revising, and editing.
 - c. Taking and using Cornell notes.
 - d. Allowing students to collaborate with their notes.
 - e. Having open-note tests.

- f. Requiring students to use assignment sheets/planners.
 - g. Requiring the use of a three-ring binder that includes notes, assignment sheets, and a calendar, avoiding a different requirement for each teacher.
 - h. Using open-ended questions.
 - i. Requiring students to defend their conclusions by retracing their thought processes and the evidence.
 - j. Focusing classroom activities to engage the learner's mind.
 - k. Planning collaborative activities for students that require students to think.
3. Use a variety of assessments that measure the process and product of learning
 4. Communicate with the AVID teacher about academic progress/concerns.

THE AVID PROFILE INCLUDES STUDENTS:

- In the 5th-7th Stanine in Math, Language.
- With a 2.0-3.5 GPA.
- Who exhibit positive attitude.
- Who may not be working to their potential.
- Who will not PCS for one year.
- Who may be the first in their family to go to college.

BUDGET AND SUPPLY ORDERING

Funding in support of instruction is based on per pupil expenditure guidelines from DoDEA. Funds are allocated to DDESS by DoDEA; to the Kentucky District by DDESS; to the Ft. Campbell schools by the Kentucky District and; to the individual schools by the superintendent of the Ft. Campbell Schools.

The funding year for our schools is the same as the fiscal year of the U.S. Government – 1 October to 30 September – since our budget is directly tied into the budget of the U.S. Government. Until the national budget is approved by Congress, funds are not available for spending. Recent history has shown that we may not receive our funding until the January/February time frame.

Once we receive funding at the school level, we are, more often than not, placing orders for the following school year. At WMS once we receive our budget allocation,

that amount will be made known to all staff members with authorization to begin the ordering process.

Budget expenditures for supply orders may NOT be used for any item other than for a teacher's or an administrator's OFFICIAL DUTIES. Appropriated funds may NOT be used for personal convenience or for seasonal decorations nor seasonal ceremonies. Items such as personalized stationery or coffeepots for lounges or offices are not required for the performance of one's duties but for convenience and may not be ordered with appropriated funds.

ORDERING GUIDELINES

1. Orders are placed by the individual teacher on a WMS Purchase Request.
2. Every vendor used needs a separate Purchase Request.
3. All the items being ordered from that vendor are to be included on the Purchase Request in priority order. Use the following priority scheme:
 - a. Priority Items – These are DoDEA/DDESS adopted materials. Specifically textbooks and similar materials that would make it impossible to teach the course or subject if you did not have it.
 - b. Supplemental Items – These are materials used to supplement instruction. They are generally things designed specifically to supplement the priority items. They often are made by the same company and may include things like books for supplemental reading etc.
 - c. Nice to Have Items – These items are just what the name implies – items that are above and beyond what you need to teach the course.

For example, if I am teaching Underwater Basket Weaving, and I need to order the following items I would prioritize them as follows:

- | | |
|----|---|
| 1A | Waterproof textbooks |
| 1B | Water resistant reeds |
| 2A | Waterproof poster showing different types of weaves |
| 2B | Underwater white board and markers |
| 3A | Waterproof video player |
| 3B | Waterproof video entitled "Weaving While Wet" |

Please see the attached sample order sheets that reflect ordering for the items above. I have modified this ordering sheet to reflect the prioritization.

WMS PURCHASE REQUEST

(Please use a separate request for each different vendor)

VENDOR NAME	Water World Weaving	PRINCIPAL'S INITIALS	
ADDRESS	12332 Marianna Trench	DATE	ZZ/XX/YYY
	Pacific, Ocean 00000	TEACHER	Modine Gunch
PHONE	1-800 – WET- WATER	CALL #	
FAX	1-800 – DRY-WATER		
E-MAIL	waterworld@nautilus.com		

1	1A	Waterproof Textbooks/ Pg. 256	10	Ea	\$10.00	\$100.00
2	1B	Water resistant reeds/ Pg. 2324	5	Pkg	\$5.00	\$25.00
3	2B	Underwater White Board markers/ Pg. 157	8	Bx.	\$5.00	\$40.00
4						
5						
6						
7						
8						
9						
10						
11						
12						
					SUB-TOTAL	\$165.00
		Please use 12% of the sub-total as the shipping and handling charge.			Shipping & Handling	\$ 18.80
					TOTAL	\$183.80

WMS PURCHASE REQUEST

(Please use a separate request for each different vendor)

VENDOR NAME	Wet & Wild Supply, Inc	PRINCIPAL'S INITIALS	
ADDRESS	4623 North Atlantic Blvd.	DATE	ZZ/XX/YYY
	Cape Cod, Atlantic 11111	TEACHER	M. Gunch
PHONE	(123) 555-0987	CALL #	
FAX	(123) 555 -7890		
E-MAIL	catchoftheday@fish.net		

1	2A	Waterproof poster showing different types of weaves/ Pg 51	2	Ea	\$1.00	\$2.00
2	3A	Waterproof video player/ Pg 789	1	Ea	\$233.00	\$233.00
3	3B	Video: (Weaving While Wet)/ Pg. 123	1	Ea	\$15.00	\$15.00
4						
5						
6						
7						
8						
9						
10						
11						
					SUB-TOTAL	\$250.00
		Please use 12% of the sub-total as the shipping and handling charge.			Shipping & Handling	\$ 30.00
					TOTAL	\$280.00

4. If we are to maximize our use of available funding, we must talk with each other and ensure we are not ordering things we already have. Take time to search nooks and crannies and talk with colleagues to see if we already have some of the items you are thinking about ordering.
5. Once your orders are complete, submit them to the purchasing agent. She will enter the basic information on an Excel spreadsheet, to include the following:
 - a. Teacher Name
 - b. Teacher Priority
 - c. Item Description
 - d. Vendor Name
 - e. Total Cost of Item
 - f. And a blank space for school priority
6. Once this information is entered into the spreadsheet for all orders submitted, we will sort them by teacher priority. This will give us a list of all the 1A orders, 1B orders, etc.
7. After the school wide priority is assigned for all items. We will again sort the listing based on the school priority. Then, as we get funding, we order the items according to the school priority we have designated, until the balance of our budget is “zero” or as close to zero as we can get without being negative.
8. Those items remaining on the spread sheet are adjusted upward so that when the next pot of money is dropped on us the purchasing agent will know what to order right away.

BUILDING SECURITY

Building security is the responsibility of all employees. As a part of our Safe School Initiative, we have implemented some practices to increase the safety of our staff and students. Everyone is encouraged to assist with the enforcement and compliance of each of these initiatives.

All exit doors, will remain locked each day beginning at 0730. Teachers are requested to assist with the security of the building and ensure these doors remain locked. Keys are no longer needed for access to the building. Your ID card has been programmed to allow you access to the building by “swiping” it through the card reader located at the right of the main entrance of the school. The door will lock behind you automatically. Please ensure that the door has closed securely after you enter or leave the building.

Visitors are welcome at the school, provided that they have a legitimate reason to be here. To maintain a secure environment, however, all visitors must sign in at the office and wear a visitors' pass at all times while in the building. If you see someone who does not work at Fort Campbell Schools and does not have a visitors' pass or other type of identification badge, please ask them to go to the office and sign in. Explain that signing in and receiving a badge is for the protection of the students and staff. If it becomes clear that one of our visitors is refusing to comply with this requirement, notify the administration.

Our security system provides you with a single key for access to your room. If you lose it, please report it to the administration immediately. If a key turns up missing during a class period, do not release the students. Notify the administration immediately.

It is important to report missing personal or school property immediately – and contain the situation, if you feel it occurred in that setting. If necessary, police reports will be completed for missing items.

CALENDARS

The WMS School Wide Calendar is maintained by the office. Please consult this calendar (at least) weekly to ensure that you are aware of up-coming events. If you have an addition, please check to ensure that there are no conflicts and contact the Administrators via email with the pertinent information at least three weeks in advance.

CERTIFICATION AND RECERTIFICATION

The process of certification and recertification verifies that an educator has satisfactorily completed the requirements for a given area of instruction or endorsement. Teacher certification assures the public that only properly trained individuals are allowed to instruct and administer academic programs. Educators must obtain and maintain professional certification from DoDEA.

CHILD ABUSE AND NEGLECT

REPORTING INCIDENTS OF CHILD ABUSE AND NEGLECT

The purpose of this information is to outline the WMS plan for identifying and reporting incidents of suspected child abuse and to outline the role and responsibility of DDESS

personnel to protect and assist actual or alleged victims of child abuse and neglect. The provisions apply to all DoDEA personnel and students enrolled in DoDEA schools.

It is the policy of DDESS that all personnel will:

1. Participate in the identification of child abuse and the protection of children.
2. Immediately report all suspected child abuse to the school nurse, counselor, or administration.
3. Do not, under any circumstances, initiate any investigative activities or contact outside agencies or personnel. That will be done by the administration. (This policy is designed to protect you.)
4. Work cooperatively with outside agencies regarding suspected child abuse, keeping privacy and confidentiality issues in mind.

INSTITUTIONAL CHILD ABUSE

The purpose of this information is to inform the staff of the procedures that will be followed should an allegation of child abuse be made against a staff member.

Upon learning of allegations or suspicions of abuse by a DoDEA staff member or in a DoDEA setting, the Principal will:

1. Contact the local FAP (Family Advocacy Program) officer immediately to ensure that FAP officials are aware of the allegation. In accordance with local policy, schools may be required to contact and coordinate with law enforcement agencies.
2. Notify the district superintendent, DDESS director, and DoDEA Director within 24 hours.
3. Work closely and cooperatively with FAP officials and participate, as appropriate, in the investigation, intervention, and overall response to the allegations. Principals should not conduct an independent investigation of the allegations, until such time as the FAP investigation has been completed
4. Provide periodic updates on the progress of the investigation to the superintendent, until the case is closed by FAP officials.
5. Determine, after consultation with officials from FAP, and if appropriate, higher levels of DoDEA, as to whether an alleged offender is to be temporarily relieved from duty involving contact with children.

6. Provide a final report to DoDEA through the supervisory chain regarding the actions taken to address the FAP investigation.

COMMUNICATION AND COMMUNITY RELATIONS

COMMUNICATION

Communication is, perhaps, the most important trait of a highly successful school. How we communicate with one another and those outside our school probably says more about the school than anything else.

Communication in schools is important to:

1. Orchestrate the different parts of the school, so that we are pulling together;
2. Provide information to all members, groups and stakeholders to help us achieve objectives;
3. Develop trust, understanding and meaning through social and professional interaction.

Within schools, there are three parallel systems of communication of which we all should be aware:

1. **Formal System:** The formal system is used to communicate plans and policies and every-day information. It includes meetings, schemes of work, duty lists, bulletins, announcements, registers, etc.
2. **Informal System:** The informal system consists of two kinds: the genuinely informal way of communicating information in the course of daily work, and the grapevine. The latter is frequently more rapid, but less accurate, than official channels and often deals with the sensational or fearful.
3. **Inferential System:** The inferential system is often the least considered form of communication, yet it is present in everything we do. Thus, everything you do in school is a form of communication. People will make inferences from your appearance, movement, choice of language, tone of voice, the arrangement of the environment etc. This applies to everyone. Inferences are made by the sender as well as the receiver of the information.

Problems arise when the formal communication is inadequate. At that point, rumors begin to fill in the knowledge gaps, trust breaks down, and progress toward goals and objectives may slow significantly. Also, inaccurate inferences can be made and unintended signals given/received.

Therefore, it is important for all of us to communicate openly and honestly with one another. Every effort will be made to provide good school communication through daily bulletins, e-mails, calendars, conversations, etc.

If there is a question or concern, it is best to make it a practice to go directly to the person involved and ask clarifying questions, rather than making assumptions and acting on them as facts. Practices that serve to maintain good internal communication help us maintain our focus on teaching.

COMMUNITY RELATIONS

The school's community relations program involves the entire staff, the students, the students' parents/guardians, and the community as a whole. Every contact between these groups, whether formal or informal, written or spoken, should have a positive effect upon the school-community relationship. Communication between school personnel, parents/guardians, and members of the community is a key factor in how the school is perceived. Therefore, official written communication between school employees and other parties needs to be approved by the administration.

Parents and others in the community should always feel welcome, connected, and involved with our school. They need to know the extent to which we practice high expectations and promote excellence in education for all students. Parents, especially, need to see that everyone in the school is truly child-centered and that our interactions reflect the highest degrees of compassion, care and respect for each and every child as well as for others.

Parents should be encouraged to visit our school and classrooms to obtain a positive, supportive perception about the educational experiences being provided to their child(ren). It is important for each of us to be continuously aware of the fact that no one ever gets a second chance to make a first and lasting impression.

COMPUTER ACCESS AND INTERNET POLICY

The following is excerpted from Reference: (a) DoDEA Administrative Instruction 6600.1, "Computer Access and Internet Policy," August 29, 1997, signed by Dr. Tafoya.

It is the policy of the DoDEA to encourage and support Internet use for educational, administrative, and research purposes while ensuring that government property, including computers, is used for authorized purposes only. In accordance with reference (b), the DoDEA Director may allow employees to access the Internet from DoDEA computers for personal use. Employees may use the DoDEA computers to access the Internet: with their supervisor's approval; the use is of reasonable duration; does not conflict with their duties; does not adversely reflect on DoDEA; and, places no additional cost to the Agency.

All employees execute an Employee Computer and Internet Access Agreement that includes Employee Rules of Behavior prior to being assigned a User Account Number giving that employee access to the Internet and DoDEA's electronic mail system. The signed agreement will be retained in the IT Division or local administrative office with a copy provided to the employee.

Also, a Student Computer and Internet Access Agreement is executed by the student and his/her parent/guardian prior to being assigned a User Account Number giving that student access to the Internet and DoDEA's electronic mail system. The signed Agreement will be retained at the school with a copy provided to the student and his/her parent/guardian.

Student computer use should always be closely monitored, especially with respect to the Internet. We have in place a sophisticated filtering system that helps ensure that access is not granted to inappropriate sites, but this is not fool-proof. Also, the filtering system can, at times, block educationally valuable sites. Any issues with the system or questions about our network should be addressed to our Educational Technologist. Computer problems (programs that don't work, hardware issues) can be sent to the "Help Desk" by clicking on the icon on your desktop.

CONFISCATED ITEMS

If a student brings a cell phone, personal music player, or other item not permitted at school, please confiscate it and send the item to the secretary with the student's name and date clearly marked. The office will keep a log of each of these items to help us follow this procedure: On the first occurrence, the student will be given the item to take home after school. The second time, the parent will be called to come and get the item. After that, the Assistant Principal will be notified and disciplinary action will follow.

CONFIDENTIALITY

All student and teacher data information must be shredded/cut up/destroyed before being thrown away and all such personal information protected by the Privacy Act must be kept under lock and key so that no unauthorized person may have access to it.

Please, if you have parent telephone numbers, addresses, etc. make sure no student has access to the information. If you should ever see a student with what appears to be a computer listing of student or faculty information, confiscate it immediately and send the student to an administrator immediately.

A section has been provided in this binder to keep sensitive/confidential documents secure. Please do not make or house additional copies elsewhere. The improper handling of items such as student records, IEPs, SST notes, test scores, contact information, health alerts, etc., can result in liability.

COPY MACHINES

LOCATION-->	Rm 19	Rm 43	Rm 48
Common Location Name	Aide Work Room	Supply Office	Front Office
Networked	Yes	Yes	Yes
Owned/Leased	Leased	Leased	Leased
Repair	Contract	Contract	Contract
Toner	WMS	Contract	Contract

- Expenses for paper, toner, maintenance, and repairs are a drain on our budget. Please explore ways of conserving these resources.
- Network machines directly from your computer. This is highly encouraged as the cost for copying is less when you use these machines. Also, these can duplex (print back and front of the same page), which saves paper. Please coordinate with the person in that area, if you are going to send work to their copier.
- Owned machines belong to the school; leased machines are under contract.
- Students are no longer allowed to make copies.
- All copy requests should have a copy request form attached.

CUSTODIAL AND MAINTENANCE SERVICES

While the custodians are expected to clean your rooms, they are not to be left in abnormally messy conditions. All students should be required at the end of each period to clean up paper and other items around their desks. At the end of the school day, rooms should be left in a reasonably tidy state with countertops and other surfaces as accessible as possible.

Our cleaning and maintenance contract makes provision for the following, plus other items on the “heavy cleaning matrix” to be done on the breaks. If you are interested in seeing the entire matrix, just ask.

DAILY custodial duties for classrooms

- Vacuum carpet
- Mop and clean tile/vinyl flooring
- Clean mirrors
- Dust furniture/desks
- Clean water containers
- Restock paper towels, soap
- Trash removal

WEEKLY duties

- Remove recycle materials
- Clean chalkboard and trays
- Clean window interiors
- Clean H/VAC grilles

Should you be pleased or displeased with the performance of the cleaning team or maintenance of your room or if you have a request, please put the specifics in writing (i.e., Trash was not emptied in room 53 on Monday, 17 September.) and send via email to the Assistant Principal and to Supply. This is very important for maintaining health and safety standards, as well as ensuring that the cleaning/maintenance contract is performed properly. Please inform us the day you become aware of a discrepancy, so we can report it to the proper personnel.

Classrooms are always to be locked when not in use. Lock your room during lunch, after school, during your prep, and when you take the whole class out of the room. Students should not be in the room unless a supervising adult is present. To facilitate the cleaning schedule, custodians may enter the room when students are not present.

DAILY SCHEDULE

Each team devises its daily schedule for academic classes, taking into consideration Prime Time, lunch, enrichments, and early dismissals on Wednesdays. Students will receive two versions of the schedule, BLUE DAY 1 and WHITE DAY 2, alternating between enrichments in blocked periods to facilitate teacher prep time.

According to the current Master Labor Agreement, teachers are to be allotted 225 minutes of time per week to prepare for academic classes and a thirty-minute duty-free lunch daily. Prep is intended to be used for educational purposes and is not a free period or an opportunity to conduct personal business that can be accomplished after duty hours.

In addition, WMS teachers have been given time for ADA (Administratively Determined Activities). If not otherwise directed, ADA may be used for educational purposes as

determined by the teacher. Please do not leave the building during your prep, lunch, or ADA time without permission from administration.

DISCIPLINE

“The Fort Campbell Community Schools believe a strong educational program requires a commitment to the maintenance of appropriate student discipline in the schools. This commitment is twofold. First, it includes a provision for a level of student conduct which insures safety and enhances teaching and learning. Second, it provides for the teaching of self discipline skills which the student can use throughout life. When a student chooses to act inappropriately, school personnel will consider all circumstances and the individual needs of the student when administering disciplinary action. School personnel will teach appropriate skills and provide discipline which reinforces good behavior and promotes self-discipline. The responsibility for meeting this commitment is shared by all members of the educational community working cooperatively with parents.” (Quoted from the *FCS Code of Conduct*.)

Here are some general statements with regard to classroom management and the administration of discipline:

1. School discipline should not be thought of as punitive in nature, nor should it be applied as such. Wholesome correction is therapeutic and provides the student with an opportunity to grow in character. Helping students to conform behavior to our expectations provides a valuable learning experience for them and helps to preserve the safety and integrity of the academic environment for all students.
2. The need for “negative consequences” should be minimized by sound classroom management and well-planned, engaging lessons. Teachers who work at building rapport with each student and creating an environment of mutual respect find that classroom management is easier to maintain. Using wisdom to diffuse potentially stressful situations will also help to keep order in the classroom and avoid potentially dangerous situations. Humor helps, too! However, sarcasm should be avoided, as it is easily misunderstood as being “mean” or “cruel” – and “put downs” are never in order. Classroom culture should be positive with an emphasis on catching the students “doing good” rather than catching them misbehaving. Consistent rewards and praise for those who are well-behaved will help set the standard.
3. In short: Respect is expected, but other character qualities may need a bit of a learning curve. For example, there should be a clear distinction between how we treat a young person who needs to become more organized – and one who is disrespectful or defiant. There is also a difference between those with immature social skills and students who have proven themselves to be bullies. When dealing with adolescents (and their parents), we need to maintain high, but realistic expectations.
4. Parents are an integral part of the discipline equation at school. It is important to make room for the “parent intervention,” when dealing with students. To give

parents time to react, they should be contacted before the problems escalate. When it looks like the student is developing a pattern of inappropriate behavior, call the parents to let them know. This contact must occur before consequences are applied to give the parent time to intervene. If that doesn't work, the parent will be prepared to receive your call regarding the disciplinary consequences. Also, should the pattern continue after a reasonable time to assess the intervention of the consequences, a parent conference should be held. If the trend still continues the student should be referred to administration and/or to SST.

5. Corporal Punishment

- a. Under no circumstances is corporal punishment to be administered.
 - b. Corporal punishment means the placing of hands or an object on a student to correct behavior or to force a student to comply with a request.
 - c. The only time a DoDEA employee may place hands on a student as a means of discipline in the school is to restrain the student from injuring himself or others.
6. All students are expected to be inside their classrooms, seated and quiet and ready to begin, when it's time for class to begin. Otherwise, they are tardy.
7. While classroom seating arrangements are primarily the responsibility of the individual classroom teacher, certain practices are not to be employed as they are not conducive to a positive learning environment and can leave a teacher and the school open to criticism and charges of discrimination.
- a) Students can be seated alphabetically or randomly with exceptions made for the special placement of disruptive students.
 - b) It is inappropriate, however, to seat students by academic ability, academic grades, race, religion, sex or social economic status.
 - c) Frequently, visual or hearing problems, parent requests, or SST/CSC recommendations require special seating to meet the particular needs of specific students. Such requests are to be honored. If the request for special seating is a problem, the teacher must first comply with the request and then seek alternative arrangements.
8. It is appropriate and recommended for teachers to discuss behavior problems with students in the hallway, in private, but it is inappropriate to discipline students by placing them unsupervised in the hallway.
9. Student behavior falls into the categories of major, minor, and petty. The classroom teacher should deal with minor and petty behavior problems within the confines of the classroom. Major behavior problems, serious enough for suspension, should be

dealt with by the administrators. The need for a “time out” can be accommodated in ISS for the remainder of your class period. Detention is also an option, accompanied by a call home. Please complete the proper form each time you send a child to detention, ISS (including parent contact portion), or to Administration.

10. It is inappropriate to punish an entire class for the actions of a few. Entire classes or groups of students should not be held over into the passing period, causing the students to be tardy for their next classes – unless there is a need to contain a situation (e.g. if there is a theft). In such cases, the administration will be called and the team notified.
11. Teachers are not to dismiss their classes early or late. If students are dismissed to various rooms for a certain period of time (i.e., the last ten minutes of the period to meet with another teacher), those teachers are to keep the students for the entire period.
12. Abusive and/or profane language will not be used by students or adults in the presence of students.

EEO (EQUAL EMPLOYMENT OPPORTUNITY)

It is the policy of the federal government and the Department of the Army to guarantee equal employment opportunity to all US citizen civilian employees, regardless of race, color, religion, sex, age, national origin, or physical/mental handicap. This guarantee pertains to initial recruitment and selection, training and merit promotion, availability of facilities and services, job security and other aspects and benefits connected with civilian employment of the Federal Service.

“Sexual harassment of any form of workplace harassment will not be tolerated in Fort Campbell Community Schools. It is an unlawful practice for managers, supervisors or employees to engage in sexual harassment of any form. Every attempt will be made to prevent any form of harassment in the workplace. Personnel who violate such policies are subject to the full range of discipline, formal warnings to removal from Federal Service. A high priority will be given to thoroughly investigating and/or conducting inquiries on all complaints of sexual or non-sexual harassment, with emphasis on impartiality and prompt resolution.” (From a memorandum dated 21 May 2004)

If you believe that you have been discriminated against because of race, color, religion, sex, age, national origin or physical/mental handicap, the following procedures have been established to help you resolve your complaint: (The full regulation is posted.)

1. See an Equal Employment Opportunity Counselor at the Central Office. A complaint must be filed within 30 days of the date of the incident.

2. If the EEO counselor is unable to resolve the problem to your satisfaction you may file a formal complaint.
3. You may also file a civil action in an appropriate United States District Court.

EMERGENCY EVACUATION PROCEDURES

Regularly scheduled fire, tornado, bomb, earthquake drills, and lockdowns will be conducted to prepare the students and staff for such emergencies according to instructions from the Crisis Response Team. Team leaders will coordinate team practice times with the guidelines listed below. All staff members will become familiar with all drills and follow the designated set of procedures outlined for each area of the building.

Responsive and responsible behavior combined with knowledge of procedures will ensure a high measure of protection for students and staff. Order, control, and practice for actual situations are the main purpose for these drills.

1. Evacuation Drills (fire/bomb): The fire department will coordinate all fire drills within the building. The fire alarm will sound the signal to evacuate the building. Close doors and windows; turn off the lights; quickly, orderly, and quietly exit the building per the plan posted in each room. Take your class roster outside with you. Teachers will assemble their students and check roll after exiting the building. Bomb drills are similar evacuations.
2. Tornado Drill: Tornado drills will occur once per semester and be conducted as a Prime Time activity. Students will take cover in the corridors in a seated fetal position with backs to the lockers. A jacket or coat should be placed over the head for protection from flying glass. All will remain calm and listen to instructions. When there is imminent danger from a tornado, students will be held at school until it is safe to release them.
3. Earthquake Drill: Earthquake drills will occur once per semester and be practiced as a Prime Time activity. Those who are inside will get under tables. Those who are outside will move away from anything that might fall.
4. Lockdowns: This drill is important if there is an intruder in the building.

ENVIRONMENTAL AND SAFETY CONCERNS

Every effort is made to ensure that WMS is a safe and comfortable learning environment for students and staff. You can help by promptly reporting problems with temperature control, drips, flooding, mildew/mold, or other environmental/safety issues. Also, we recycle, maintain clean and litter-free storm drains, and dispose of hazardous wastes, including fluorescent tubes and aerosol cans, in the manner prescribed by the EPA. (To dispose of aerosol cans, send them to the supply room.) Students have been prohibited from bringing anything to school in a pressurized can. If you find an aerosol can, and know which student brought it, send him or her directly to the Assistant Principal with item in question. The fine for improper disposal of aerosol cans is in excess of \$32,000.00.

Throughout the school year, we will be checking classrooms to ensure a safe and hazard-free working environment. You will be responsible to ensure that the following items are visible and available, posted near your door: Berra crisis management flip chart, evacuation routes, and the green and red triangles we use for lock downs. If any of these disappear or become misplaced, please inform the office. We will also check to make sure there are no materials stacked near ceilings or hung from them and that there are no unapproved chemicals in use. Please do not bring any chemical solutions of any kind to school; we have plenty of cleaning supplies and will be happy to share. Also, all liquids in spray bottles or other containers (even water used to clean the board) need to be clearly marked. Thanks for helping to keep Wassom a safe and healthy school!

ETHICS AND STANDARDS OF CONDUCT

As employees of the US Government, we must follow guidelines contained in the Employee's Standards of Conduct. These govern our behavior in a variety of settings and include giving and receiving gifts, the use of government resources, employment after separating from federal service, fundraising, and political activities.

EXTRA DUTY ASSIGNMENTS

Each year, funds are made available for sponsors of after-school activities for students. As soon as the amount is known, a list of approved activities will be sent via e-mail to all personnel. Interested employees may apply to sponsor and to receive extra-duty pay for their services by submitting an application. After the application closing date, selections will be made and a contract signed. When the commitment is fulfilled, a log of hours served and attendance rosters should be turned into the Assistant Principal and payment will be arranged.

FACULTY MEETINGS/EARLY DISMISSAL

Staff members should as a regular practice, reserve Wednesdays after early dismissal for faculty meetings, staff development, extended team meetings, etc. Please do not schedule medical appointments or other personal business at that time.

Unless otherwise stated, faculty meetings are held in the Media Center. All faculty members are expected to attend and to remain until business is concluded. Employees who must miss a meeting or be dismissed early should make advance arrangements with the administration. They are responsible for obtaining the information disseminated and/or discussed.

Faculty members who wish to have items included on the agenda should see the Principal before the agenda is published.

FACULTY LOUNGE

The designated faculty lounge is room 42, located at the far end of the cafeteria, and that is where the “official” bulletin board is located. This is the bulletin board designated for official postings – or the postings may now be disseminated electronically.

Students are not to be in the staff room for any reason. If they need assistance from a faculty member, please instruct them to knock on the door and wait until someone answers.

FACULTY MAILBOXES

The mailboxes are located next to the stage by the entrance to the cafeteria. They are for official use only, for administrative paperwork directed to staff, etc. They are not to be used as storage areas for coffee cups, beverage containers, lunches, or supplies.

Students are not authorized to be in and around the mailboxes for any reason. Please do not send students to pick up your mail or turn in assignments to your mailbox. Due to confidentiality restraints anything of a confidential nature including items with social security numbers, test results, or demographic data on students or staff must be put in a sealed envelope before being put in faculty mail boxes.

FEES

DDESS policy is very clear: No fee taking is authorized. This includes registration fees, lab fees, overdue book fines, etc. This should not be construed, however, to mean that the school cannot pursue the collection of moneys due to the intentional destruction or loss of government property.

FEDERAL EDUCATION ASSOCIATION

DDESS recognizes the Federal Education Association as the exclusive bargaining agent and representative of all certified employees in the DDESS school system. The local association is known as the Fort Campbell Education Association or FCEA.

FUND RAISERS

The only official fund raiser done at Ft. Campbell is the Combined Federal Campaign. Teachers are not authorized to ask students to contribute to charities or other “good causes.” However, the PTO, as a chartered organization on post, can do charitable fund raisers, as well as raise money to benefit the school.

GOVERNMENT PROPERTY/EQUIPMENT USAGE

The use of Government facilities and equipment for personal financial gain by Government employees for other than officially approved duties represents a conflict of interest, which is prohibited by various federal statutes, orders and instructions.

School property should not be moved from room to room without Administrative permission and notification of the School Support Assistant (Supply). Approval will also be necessary to take school property such as laptops, cameras, sound equipment, musical instruments (not grade books, teachers’ manuals, novels, etc.) off school grounds. A hand receipt will need to be completed and given to the SSA, when approval is granted to take items out of the building.

Likewise, Government Owned Vehicles (GOVs) cannot be kept at your residence unless the Community Superintendent approves the request at least a week in advance of official travel.

GRADES

Academic grades, whether for daily work, quarter grades or semester grades, should only reflect the degree of content mastery or quality of product. Students may not be penalized for misbehavior by the lowering of a grade. Discipline for misbehavior must be dealt with through discipline channels, not through grades.

90 -100	= A
80 – 89	= B
70 – 79	= C
60– 69	= D
59 and below	= F
Pass	= P
Incomplete	= I

INCOMPLETES

Grades of "Incomplete" should be given only to students who require additional time to complete the requirements due to extenuating circumstances, such as prolonged illness, hospitalization or emergency leave. When grades of "I" are given, it is the teacher's responsibility to change the incomplete to a grade within the first two weeks of the next grading period.

NOTES ON GRADING

Parents and students can check grades and attendance on GradeSpeed at any time at <http://didea.gradespeed.net>. (Step-by-step instructions in brochure form are available at the school.) However, progress reports will also be emailed after the third and sixth weeks of each quarter. Sponsors without internet access may call the school to request a hard copy. Quarterly grades (report cards) will be mailed via US Postal System.

Prime Time teachers will also be responsible to check the academic and behavioral progress of their students at these intervals. Using GradeSpeed will help to keep everyone current. Should you notice that one of your Prime Time students has less than a "C" in any class, have him or her log onto his account and show you. Make a plan to improve the grade and contact the parent to let him or her know that we are also monitoring the situation. Teachers should keep a record of these contacts on the Parent Contact Log.

If a Special Education student has less than a "C" at the sixth week of the term, a CSC meeting will be held to determine why. Proof that all accommodations and modifications

have been in place will be required at the meeting, and a plan to ensure student success will be articulated.

The timeliness of submitting grades cannot be over-emphasized. GradeSpeed should be updated at least once a week and final grades entered by the cut-off for the quarter. The Educational Technologist (ET) issues a Grade Verification Roster to each teacher after importing grades to SMS for the purpose of issuing report cards. Grade Verification Rosters must be returned not later than one day after receipt to the ET. If there are no changes to be made on the grade verification rosters, teachers are to write on the roster "Grades have been entered correctly," sign the sheet, and return it to the ET.

If the grades have been verified and the report cards printed with an incorrect quarter or semester grade, you must submit a Grade Change form to an administrator. The administrator will review the change and forward it to the ET, who will make the change and issue a new report card, if necessary.

FAILURE

Unfortunately, some students will fail, even in spite of our best efforts to help them be successful. When this happens, the teacher will need to fill out the reflection sheet, "Why is this Student Failing?" This will help find patterns that may help improve the teacher's practice and provide guidance for creating a plan for student success.

Should a student fail two or more core subjects during the first quarter, the team will need to call a parent conference, form a Study Plan, and inform the Core SST. If the same student also fails two or more core courses the second term, a formal SST should be convened. If the student's grades do not improve by the end of the third term, and the team suspects that the student will not be adequately prepared for the next grade level, a Retention Plan must be designed and presented to the Placement Committee by midterm of the fourth quarter. The Principal will consider input from parents/guardians and the Placement Committee when making the decision to retain or promote the student.

HOMEWORK (also see "MASSH")

There has been much research done recently with regard to the purpose and advantages of assigning homework. In general, homework should only be assigned to reinforce what has been learned in school. (i.e. Homework is effective for drill and practice only; new concepts should not be sent home to learn.) Of course, students will also need to study for tests and work on extended projects at home, but no more than ten minutes per grade level are recommended. (i.e. Sixty minutes is to be considered the maximum for sixth graders, seventy for seventh, and eighty for eighth.)

Drill and practice done at home should be graded, but should not count as much as tests or daily grades taken from assignments completed in school. Since student performance will vary due to support at home, deployment, and other stressors affecting our families, the decision to assign homework should be well thought out and coordinated by the team.

While we want to develop academic rigor and encourage children to take responsibility for their learning, research shows that piling on the homework is actually counterproductive. Not only does it often cause extra stress at home, but students who do more homework than what is recommended do not score as well on standardized tests.

MASSH

Since research clearly shows that homework is essential to academic success, and part of our mission is to ensure that all of our students are academically successful, refusal to complete homework is not an option at Wassom. After an absence it is the student's responsibility to obtain the make-up work and complete all assignments in a prompt and orderly manner. As a general rule, students will be given one school day to make up work for each excused absence in order to receive full credit for the assignment. All late work will only be eligible for a maximum 70% credit, but it still must be completed. To be eligible for the 70% credit, late work must be completed and turned-in no later than one week prior to the end of the 9 week grading period.

A Mandatory After School Study Hall [MASSH] will be convened Monday, Tuesday, and Thursday from 2:40 – 3:40 PM to accommodate students who choose not to complete assignments in a timely manner. Any student with three or more late assignments in any one class will be placed in MASSH by the teacher of that class. Students and parents will be notified by the placement teacher at least one day in advance of the placement. The assumption will be that the placement will last for only one day; however, students will remain assigned to MASSH until all of the late assignments have been completed to the satisfaction of the placement teacher. If the work has not been completed satisfactorily, the teacher will notify the student and parent that the MASSH placement will continue for an additional day.

Students who satisfactorily complete late assignments and turn them in prior to Prime Time on the day they are scheduled for MASSH may be excused from MASSH at the teacher's discretion; however, if the teacher chooses to do so, the teacher must make a parent contact to inform them of the decision.

All students placed in MASSH – whether walkers or bus riders – will remain in the room until MASSH is dismissed at 3:40 PM. Students are expected to bring additional work or a book with them to MASSH to keep them constructively occupied when their late work is completed. MASSH students will be eligible to ride the activity bus, but when

students are released from MASSH, they are expected to immediately leave the building – and board the bus or leave campus.

Failure to attend MASSH will result in an After School Detention. Failure to attend the After School Detention will result in an assignment to ISS. After serving the detention (or ISS), the student will be re-assigned to the MASSH until the late work is satisfactorily completed.

HALLWAY BEHAVIOR

Discipline is a school-wide responsibility, not limited to the confines of the individual classroom. Teachers and administrators need to be visible during periods of hallway congestion, such as class changes, arrival, and dismissal. Presence is frequently all that is necessary to keep student behavior at an acceptable level and students on time for classes.

Please help control noise in the hallways:

1. during class time by limiting students sent out on passes.
2. by monitoring students behavior, when you accompany them around the school.
3. by not dismissing students early.

Do not discipline students by putting them in the hallway. A student may wait a few minutes in the doorway for you to conference with him or her, but students should not be left unattended in the hall for any other reason.

It is important that all adults in the school supervise students inside classrooms and in the hallways and on the campus so that all our students know what we expect and know we will be consistent in our expectations.

HIGH SCHOOL CREDITS

Students taking courses for high school credit, such as Algebra 1 and Spanish 1, are required to take the same exams the ninth grade students take. Since we do not have an “exam schedule,” adjustments will need to be made to accommodate their needs.

IDENTIFICATION CARDS

Base identification cards are authorized for all employees in DDESS schools.

INTERDISCIPLINARY UNITS

Interdisciplinary units are part of the Middle School concept and have been proven to be an engaging best practice for students. The rationale behind collaborative planning time, ADA, and flexible scheduling is to facilitate the creation of interdisciplinary units of study, as well as parent conferences, etc. Teams should explore new ways of working together to enhance student achievement and improve Middle School practice.

ISS

The ISS room is provided as a “time out” location for students who need to compose themselves before re-entering the academic environment. Teachers may – after exhausting other appropriate means of dealing with disruptive students – assign them to the ISS room for the remainder of their class period (only). Students are put in ISS only when the teacher can no longer teach the lesson with that child in the classroom. Longer visits must be cleared through an administrator.

When students are assigned to ISS, it is a requirement that teachers provide assignments for them to complete during their time in the program. If students complete those assignments before their time in ISS is finished, they will also need alternate lesson plans. Examples might include an essay to write, a novel to read, etc. All assignments must be related to your curricular area.

With parental permission, the ISS room can also be a place for instructional support and supervision, should a student fall significantly behind in his or her academic work. Whenever a student is taken out of the normal educational environment, a parent contact must be made. It is a good idea to log these, as well.

Administrators also use ISS for visits that last longer than a class period, such as “in-school suspension.” Also, students who are formally suspended may be assigned to spend all or part of their suspension in the ISS room, rather than at home. If a student is sent to ISS for disciplinary purposes, he or she forfeits any other activities that may occur that day, such as study trips and assemblies or participation in evening activities, such as school dances and programs.

PROGRESSIVE DISCIPLINE POLICY FOR TIMEOUTS (school wide):

First Offense:	Teacher-Parent Contact
Second Offense:	Teacher-Parent Contact
Third Offense:	Teacher-Parent Contact, Team/Student Conference, After School Detention

- Fourth Offense: Teacher-Parent Contact, Team/Parent/Student Conference, Wednesday Detention
- Fifth Offense: Teacher-Parent Contact, Team initiates SST Process, Wednesday Detention
- Sixth Offense: Teacher-Parent Contact, Referral to Administration, Administrator/Parent/Student Conference, FBA -- Behavior Contract, Administratively Assigned Consequences
- Seventh Offense: Teacher-Parent Contact, Referral to Administration, Administrator/Parent/Student Conference, Consequences in Accordance with the Behavior Contract
- Additional Offenses: Progressively Higher Consequences in Accordance with the Behavior Contract, Potentially Leading up to a Recommendation for a Disciplinary Hearing.

NOTES:

- Timeouts will reset to zero at the end of each 9 week grading period; however, if a student has previously been placed on a behavior contract, that will remain in effect and supersede any lower level consequences.
- When a student is released back to classes from being in timeout, the ISS supervisor will email the grade level and enrichment team teachers so that they can be alerted to the situation.
- If a student is sent to timeout twice in one day, the student will remain in ISS until an administrative and/or counseling intervention has taken place.

ISSUING BOOKS AND MATERIALS

All books and musical instruments are issued to students by the teacher (only). It is very important that you accurately account for materials issued to students, as well as the extra ones kept in your room. Surplus curricular materials and books should be kept in a location where every teacher has equal access, and all texts stored securely over the summer. Likewise, musical instruments must be kept secure and accounting updated.

In order to provide better oversight and accountability, teachers will need to ensure that their inventories are up to date quarterly. The new Text/Instrument Inventory has space to indicate whether or not all materials are accounted for at EOQ1, EOQ2, and EOQ3. The "Returned" column should be used for the end of the year or to note that the student has returned the item earlier, upon leaving, etc.

NUMBERING AND ASSIGNING BOOKS AND MUSICAL INSTRUMENTS

1. Teachers need to number books in two places: Inside the front cover on the identification label – and in a second place (i.e., page 18), known only to the teacher, to be used if the book number is destroyed.
2. Write the student's name in the book's identification label in the front and your own name on the inside book cover above the book number so lost books can be returned to the teacher.
3. The student signs on the Text Inventory or the Instrument Inventory, indicating that s/he is responsible for returning that specific book or musical instrument in good condition.

LOST BOOKS AND MUSICAL INSTRUMENTS

1. Maintaining a log of lost or damaged books and musical instruments will assist supply with inventories, replacement of texts, and repair of instruments, as well as provide accountability for government property.
2. If a student loses a book or a musical instrument, first have him or her search everywhere and also check lost and found. If s/he cannot find the book or instrument, issue a replacement and update the Text or Instrument Inventory accordingly.
3. Inform the registrar, so a Letter of Indebtedness to the US Government can be mailed to the sponsor. At this point, the sponsor can simply replace the lost or damaged property or write a check to the US Treasury for the amount of indebtedness. (The former is preferable, since we are sure of getting the item.)
4. At the end of the year, you must submit your Text/Instrument Inventory and a list of lost or damaged books/instruments, indicating book title/instrument, student name, and grade.

CLEARING STUDENTS

1. When a student withdraws from school, he must have your signature on his/her Withdrawal Checklist indicating that you collected all assigned materials.
2. If a student does not turn in his book or instrument, be sure to note that on the form so that it can be replaced or payment can be made to the US Treasury.
3. When a student clears and returns his book, make sure s/he signs and dates the Text or Instrument Inventory, indicating s/he returned the book or instrument.

LEAVE

The absence and leave policy for personnel assigned to Wassom School is based on the provisions of the negotiated agreement between the FEA and DDESS, applicable government regulations and agency (DDESS) policies and procedures.

Article 21 of the negotiated agreement gives a detailed explanation of the subject. Some procedural guidelines to keep in mind concerning leave are:

1. All leave must be requested in writing and approved by management. Whenever possible, personal leave will be requested in writing at least two (2) days before the dates desired. It is also advisable to request leave for medical appointments as soon as possible.
2. There is a standard form SF-71 Request for Leave or Approved Absence that is to be submitted whenever you are out of the building during the school day for any reason (other than school business).
3. Give you completed form to the school secretary/time keeper, and she will give it to the Principal for approval.
4. The day following the submission of the SF-71, the employee should check with the office to ensure that the leave request has been approved and substitute coverage has been arranged. If coverage has not been arranged, please inform an Administrator.
5. Please complete the following areas on the SF-71:
 - Name
 - Last four digits of SSN
 - Organization: Wassom Middle School
 - Type of leave: Accrued Sick Leave (Personal Leave should be listed under "Other Paid Absences.")
 - Date/s of your absences
 - Time you were out: All day would be from 0720 to 1450 with a total of 8 hours. During the day, the time would be from the time you left the building until your return.
 - Remarks Section: If the check boxes are not used, be sure to indicate in the remarks section the reason for the absence. For example, sickness, medical appointment for my son, etc., would be noted when using accrued sick leave. If you are using personal leave you need to check the "other paid absence" box and indicate "Personal leave" in the remarks section. No other reason needs to be given.
 - Employee signature and date

6. If you arrive after 0720, please complete a leave form. Similarly, if you need to leave before 1450, an SF71 should be submitted. The ability to provide internal coverage does not relieve the employee of the responsibility to take leave.
7. On non-instructional days such as teacher workdays, employees should not expect to leave school during the duty day, arrive late or leave early without approved leave. Non-instructional days are considered regular workdays and approved leave must be used.
8. If an employee requests a substitute and coverage is arranged, a request to cancel the sub coverage will be denied and leave will be charged, if the sub has already left home for the work site and cannot be used elsewhere.
9. Teachers can be required to provide a physician's statement, or an SF-71 completed by a physician, for any sick leave of more than four (4) consecutive days. This requirement is to encourage employees to seek medical treatment for illnesses requiring absence from work. If there is reason to suspect abuse of sick leave, a physician's statement or an SF-71 may be required for any period of absence.

UNSCHEDULED ABSENCES

- All unscheduled requests for leave must be phoned in to the school secretary (only) the prior evening between 1800 and 2100 or as soon as possible in the morning on the day of illness between 0430 and 0600. The secretary can be reached at 931-647-7013 during those hours. After 0600, please call the school.
- Telephoning the secretary does not mean that approval of leave is granted. Approval is granted only after the employee returns to duty and completes the SF 71 and the Principal signs the leave approval form.
- If an employee is suspected of abusing sick leave, the employee may be required to provide medical certification prior to the leave being approved.
- When phoning the secretary, the employee must indicate where lesson plans and other necessary resources are located.

EXTENSION OF ABSENCE

- Employees may not complete the SF71 for sick leave at the end of one duty day for the following day.
- They must contact the school secretary between 0430 and 0600 daily during an extended illness or the prior evening between 1800 and 2100.
- If the employee sees a physician, and the physician recommends that the employee remain home for several days, the employee should ask the physician to write (and sign) a note with the dates of incapacitation. Informing the school of the physician's recommendation will preclude the necessity for phoning the school each day. Upon returning to duty, the employee would then submit the physician's note.

- Any illness covering a period of more than four work days must be substantiated by medical certification submitted to the supervisor within 5 days after return to duty. This requirement is to encourage employees to seek medical treatment for illnesses requiring absence from work. It does not preclude the possibility of an employee being asked to provide medical substantiation for sick leave of any duration, if abuse of sick leave is suspected.

SUBSTITUTE CONTACT

- To prevent confusion, regardless of the type of leave requested, acquisition of substitutes is the responsibility of the secretary only. Under no circumstances should any other school employee contact a substitute to discuss the sub's availability.
- If employees desire particular subs to work for them during absences, they may request that the secretary attempt to secure that specific individual.

SUBSTITUTE PLANS

When a teacher is going to be out, s/he is expected to provide lesson plans and information for use by the substitute teacher. S/He should also leave the Sub Notebook (complete with emergency plans) prominently on the desk at the end of the day, in case s/he is absent without warning. At a minimum, the following information needs to be provided for the substitute:

1. Up-to-date lists of students in each class
2. Up-to-date seating charts for each class
3. Daily schedule of classes
4. Special duty assignments and schedules
5. Lesson plans covering the length of the anticipated absence with assignments directly related to the subject matter of each class and containing sufficient work to last entire periods
6. Classroom management plan
7. Individual student modifications (i.e., academic, health, visual, hearing, etc.)
8. Helpful, reliable students who will assist substitute
9. Emergency plans for fire, tornado, bomb drills, lockdowns, etc.

LOST AND FOUND

Generally, teachers return stray books or other identifiable items to the appropriate student or staff member. Other items can be put in the Lost and Found located backstage in the cafetorium. It is important to check there promptly upon losing an item, as it will be emptied when full.

LUNCH

The lunch schedule rotates every year for 6th, 7th, and 8th grade students and teachers. Food is available to all staff members in the cafeteria on a pay-as-you-go

basis or a pre-paid account can be established with the cashier. A refrigerator and microwaves are also available in the lounge for your convenience.

MEDIA CENTER POLICIES

OPEN SCHEDULE

Every effort is made to see that each student has the opportunity to use the library at least once a week (during reading) for personal library interests--book checkout, magazine reading, computer use, etc. This time is not the same as study hall or free time. Students come to the library because they need the materials housed in the library. In an open concept library such as ours, there is never a set amount of time that students must stay in the library. They may leave whenever they are through using library materials or as indicated on the student library pass. Students may also come to the library in small or large groups for teacher assignments on a scheduled basis. Students can return books to the library during Prime time or utilize the book drop available for student convenience. Questions on individual or group library work should be directed to the librarian.

RESEARCH CLASSES

Full class research should be scheduled as soon as possible to be sure the library will be available when you need it. Cooperative planning for research projects is essential. It should include consideration of the following:

1. Materials needed/materials available
2. Information retrieval skills to be taught
3. Time and space

Teachers may request book collections for research in the library or in the classroom. If the collection is extensive, please give at least one day's notice for books to be pulled.

PASSES

All students must have a pass to come to the library. Except for reading passes, the pass should state the student's purpose and the time s/he is to stay. It is the student's responsibility to return to class at the appropriate time.

MODIFICATION, ACCOMMODATIONS, AND BEHAVIOR PLANS

When students require changes in their academic program to "level the playing field," teachers are required to comply. This is not just good practice, but is also a matter of law, and parents can sue the system for non-compliance. Therefore, teachers are held accountable for how they implement IEPs.

Modifications, accommodations, and behavior plans are put in place by the consensus of stakeholders present at Case Study Committee or Student Success Team meetings. These changes can and should be modified over time, but what is written must be performed until the group reconvenes.

MORNING REPORTS

The Morning Report arrives on your desk via email each morning. If the morning announcements are not covered by the daily news show, teachers (not students) should read pertinent items out loud during Prime Time. All items are to be submitted via email to the secretary not later than 1:00 p.m. for the next day's report.

OBSERVATIONS

Certified instructional personnel will receive formal observations as directed by the Community Superintendent and receive formal feedback from the Administrator supervising them. At least one formal observation will entail a pre-conference as well as a post conference. Teachers are not required to fill out forms in lieu of these meetings, as an oral interview at the pre-conference will suffice. Administrators will also make informal classroom visits and may (or may not) offer constructive feedback at the time. If you would like an Administrator to visit or to help you with an area of practice, more frequent classroom visits can be arranged.

PARENT NEWSLETTER

Items for the School Newsletter are to be submitted to the librarian no later than the third Monday of each month, as we must submit them to the Central Office before the School Board convenes on the fourth Monday of each month. Writing news articles and other articles of interest is a good way to let the community know about the positive things happening at WMS. We will also need to document our efforts to communicate our SIP goals and activities to the community, and the Parent Newsletter is a good tool for us to use.

PARENT-TEACHER CONFERENCES

ARRANGING CONFERENCES

1. If a teacher/team desires a conference with a parent, the teacher should contact the parent. If the conference is part of the SST or CSC, the SST Chair/Special Education teacher will be responsible for the logistics.
2. If a parent calls the school and requests a conference with a teacher/team, the teacher/team leader will be contacted with the parent/guardian's preferred meeting time and contact information. If it is impossible to meet at the preferred time, the teacher/team leader is to reschedule the appointment and inform the office of any changes made.
3. When you receive a request for attendance at a group or individual conference, please respond promptly.

CONFERENCE CONTENT

1. When students experience problems, parents should be contacted as quickly as possible to solicit their support.
2. Parents/Guardians should be apprised of the learning objectives of each of their child's subjects and be made aware of each class' requirements (e.g., homework frequency, grading policies, course content, special restrictions, etc.).
3. When conducting a conference, the interchange should be two-way and for the benefit of the child.
4. Student-led conferences are an excellent way to involve students and to help them take charge of their learning.
5. Teachers will communicate with parents/guardians in a professional manner, reflecting diplomacy, responsiveness, and interest in individual student achievement. It is also important to respond with tact and control in a positive way, when dealing with questions about school or individual policies and procedures.

PROFESSIONAL DEVELOPMENT

Each Wednesday afternoon and on various days throughout the year, we have the opportunity for professional development. Though our main focus this year will likely be School Improvement and preparation for our visit from the AdvancED augmenters, we do not want to ignore the good practices that have been taught in years past.

When instruction is given in using technical innovations or research-based best practices, implementation is expected. If you have not received instruction or are unsure of how to use Assessment for/of Learning, the 4-Column method, rubrics, or differentiation of instruction, ask a colleague or an administrator.

PUPIL PERSONNEL SERVICES (PPS)

NURSE

In order to visit the nurse, a student must first report to his scheduled class and receive a pass from the classroom teacher. Students are not to report directly to the nurse unless there is a medical emergency. The nurse will not treat students who do not have passes from classroom teachers, unless it is a medical emergency. When the student leaves the nurse's office, the nurse will issue the student a readmit to class pass.

If a teacher wishes to refer a student to the nurse for evaluation for any problems pertaining to the student's physical well being, i.e., vision, hearing, physical condition, etc., the teacher contacts the nurse directly.

COUNSELOR

The counselor assists students with academic, social, and emotional well-being of the students. They must have a pass from the classroom teacher to see the counselor during class time or class changes. Teachers who have questions regarding the possibility or necessity of counseling services for students should also contact the counselor. In addition to running the Advisory Program, the counselor is also the first point of contact for referrals to the SST (Student Success Team), the CSC (Case Study Committee), and any other community or services connected organization.

SCHOOL-SPONSORED TRIPS

The use of study trips to enrich the educational program offerings is encouraged at WMS. There are, however, important considerations and guidelines to be followed prior to planning or announcing a study trip to students.

1. Planning and getting approval for study trips takes time, as all trips must be approved well in advance by the Community Superintendent and travel coordinated.
2. If transportation is needed for approved trips, the sponsor must indicate that on the Study Trip Request form. When the request is approved at the Central Office and returned to the school, the School Support Assistant will submit it to the Transportation Office, and this can take up to (2) weeks.
3. A study trip includes any excursion from the school site for any period of time, even one class period, whether or not transportation is needed. The teacher must be able to justify the trip's educational purpose on the Study Trip Request form.

4. All information sheets, given to parents or students, must be submitted to the administration before distribution.
5. A 1-day trip should be planned so the drive to and from the site allows adequate time to enjoy the activity. (Use a 65-mile range the "rule of thumb.") Buses must return to school in time for students to catch their assigned school bus in the afternoon. Overnight trips are highly discouraged. Should such a trip be desired, planning must be months in advance and approved by both the Principal and the Superintendent.
6. If the trip involves more than one class period or if students will miss another teacher's class, the sponsor must identify participants to the office and notify all teachers at least one week before the trip. This notification must indicate name of trip, sponsor(s), date(s), time(s), and a list of participants.
7. The cafeteria manager must be informed about the number of participants one week prior and if sack lunches will be needed.
8. The nurse should also be notified in a timely manner to support the medical needs of the students.
9. Sponsors must issue a final list of participants to the office, administration, and teachers one day prior to the trip.
10. All participants must, prior to the trip, make arrangements with their teachers for work to be accomplished before, during, or after the trip.
11. When students are on a school-sponsored study trip, teachers may indicate in their grade/attendance books that a student is on a trip, but they are not to be marked absent on SMS. Participants are considered to be in school on school-sponsored trips and given all the rights and privileges accorded to students on a excused absence.
12. For every approved trip, regardless of duration, parents/guardians and administration must be notified of the following:
 - trip purpose
 - trip destination, with contact addresses and telephone numbers
 - detailed trip itinerary
 - trip eating arrangements
 - trip costs to be borne by participants
 - dates, times, and locations of departures and returns
 - clothing to be worn or taken
 - materials, equipment, or supplies that must be taken

- alternate activities in case of inclement weather
 - student requirements and responsibilities for accomplishing work missed at school while on the trip
 - behavior expectations and consequences for misbehavior
13. If a student is to participate in a study trip, the parent/guardian must sign a permission slip each time. It should acknowledge that the parent has read the conditions of the trip and agrees for the child to participate.
 14. It is DDESS policy that student expenses will only include the exact cost of the activity and will not be prorated in any manner to cover the cost of adults.
 15. Only those children directly involved are allowed to participate in study trips. No other family members of sponsors or chaperones may attend or meet them at the location.
 16. No student will be denied the academic experience of a study trip for behavioral issues, unless s/he happens to be suspended at the time of the trip. If there is a question as to the safety and/or behavior of a student, his or her parents should be given the opportunity to attend as a chaperone as a condition of his or her attendance. If this is impossible, alternative supervision and lessons should be provided at school.
 17. During the trip, safety is paramount and planning should reflect this. However, unforeseen events can occur. For example, if a student does not appear at a meeting place at the appointed time and the group must proceed, an adult should remain behind to find for the child.

SCHOOL IMPROVEMENT AND ACCREDITATION

Improving our school is everyone's responsibility. Therefore, we will be following a SIP (School Improvement Plan) designed to complement our CSP (Community Strategic Plan) and to ensure that we pass our accreditation visit with flying colors. This is the third year of the new CSP cycle and the second year of our AdvancED cycle. An on-line report detailing the activities we have done to remedy our weaknesses and the results we have experienced will need to be submitted to AdvancED at the end of the year to maintain our accreditation.

The AdvancED accrediting team will return in four years to make another school visit. At that time, they will interview each staff member (including non-instructional personnel), students, and a sampling of community members to see if our plan is being properly communicated and executed. They are concerned with every aspect of our school and will expect each of us to take an active part in reaching our SIP Goals under

the leadership of the SILT (School Improvement Leadership Team). Therefore, we will all be participants in the process working on the various committees required.

SPONSORS OF EVENTS

If you sponsor students who are going to miss their regularly scheduled classes to participate in your event, you must ensure that the students check with their other teachers to both inform them of the impending absence and to get any assignments which must be completed.

You must also publish a notice in the Morning Report at least one week ahead of time, informing teachers of students who will be involved in events that will cause them to miss classes. This notice, however, does not absolve the students of individually and personally contacting each teacher.

A final entry in the Morning Report on the day of the event giving the final participant list is also required.

STUDENT LOCKERS

Student lockers are distributed by Prime Time teachers under the direction of the team leader. Students must have access to their lockers prior to school and at the end of the school day.

While it is not necessary that every child use his locker between classes, there will be occasions when a student may need to use his locker during a passing period. Teachers should develop reasonable policies, which allow for the occasional use of lockers during passing periods.

TARDY POLICY

Any student who is late to school must have a pass from the office (signed and marked excused or unexcused) to enter class. Only unexcused tardies will be counted and applied toward the procedures put forth in this policy. An excused tardy is one in which the student has been excused by the office or detained by a staff member – causing him/her to be late to class. It is the student's responsibility to present the excused pass to the teacher with whom he/she is tardy. Tardies are cumulative for the duration of the current 9 week grading period.

TARDY ENFORCEMENT

- Tardy 1: Verbal warning from Secretary
- Tardy 2: Verbal warning from Secretary
- Tardy 3: Parent Contact (email or phone) by Registrar
- Tardy 4: Parent Contact (email or phone) by Registrar and After School Detention
- Tardy 5: Parent Contact (email or phone) by Registrar and Wednesday Detention
- Tardy 6: Student/Parent/Principal Conference and loss of school privileges for the remainder of the current quarter.
- Tardy 7: Parent Contact by Principal and In School Suspension
- Tardy 8+: Parent Contact by Principal and one additional day of In School Suspension than the previous level.

Note: School privileges are considered to be any extra-curricular activities, including – but not limited to – sports, dances, spirit activities, and jeans days

TEACHER PAY INFORMATION

All pay inquiries should be directed first to the school secretary, who is the building representative of the Human Resources Site Liaison. If she cannot help you, she will direct you to the Site Liaison at Central Office.

TRAVEL/TDY

When educators are required to attend workshops or conferences away from their duty station (Ft Campbell), they will be issued travel orders.

1. Prior to travel, it is the responsibility of the employee to request necessary travel orders using the designated Request for Travel Orders form.

2. Upon completion of a TDY (temporary duty) assignment, the employee fills out DD Form 1351-2 (Travel Voucher or Sub-Voucher) within 5 days of completing the travel. Submission of this form requires a copy of the TDY orders. The form and travel orders may be mailed or taken in person to the Central Office.
3. Once the reimbursement has been processed, you will receive a reimbursement voucher informing you of the amount of money that has been put into your account via direct deposit. It is imperative that you forward a copy of the reimbursement voucher to the Central Office.
4. Should your trip necessitate travel outside of the duty day, there is a program in place for comp time. (No monetary compensation is authorized.) To file for CTT (Comp Time for Travel), the appropriate forms must be submitted within five days of returning. When the amount is computed, you will be notified and the hours made available to take, as approved. They will be “use or lose” for 26 pay periods from the pay period they are credited.

VERIFICATION OF EMPLOYMENT/JOB RECOMMENDATION

When an employee requires a verification of current employment, the Central Office will can accommodate the request. However, no information in the form of a job recommendation or demographics will be disclosed, unless a consent form is completed authorizing us to do so.

VIDEO USE

Visual media is a very effective way to reach students, but should be confined to short segments. DoDEA has given us a source of educational clips at <http://www.unitedstreaming.com>. Also, the ETs have dedicated the V-drive for the downloaded videos – district-wide. So, you can find a wealth of information already assembled there.

While best practice would encourage the use of short visual media, the use of full length feature films is not recommended. However, if you believe that showing a movie is the very best way to meet your learning targets and satisfy the curriculum standard/objectives, please add the following to your written lesson plans: Title of the movie, rating, correlation to the unit of study, learning targets, standards/objectives addressed, date movie to be shown, and length in minutes.

WEAPONS

DoDEA has a “no tolerance” policy when it comes to weapons at school and it is a federal offense to bring them on school grounds. However, there are times when replicas or certain items that could be considered weapons or used as weapons will enhance the educational experience of the students. Should there be any chance that a weapon or replica or item that could be used as a weapon would need to be brought to school (by you or your student/s), you must clear this with the administration well in advance, so proper safety procedures can be followed.

WORK DAY

By Article 18, Section 1 of the Master Labor Agreement, the school work day for teachers is established as seven and one-half hours. This means that teachers must be at work ready to teach no later than 0720 and must remain at work until 1450. Once per week teachers can be held later for faculty meetings and three times per year for evening events.

Teachers are paid for eight hours daily, though they are on duty at school for seven, because it is recognized that they are expected to perform additional preparation and professional tasks necessary to the completion of their work. These may be performed either at the school site or elsewhere.