

Pecos Middle School

Staff Handbook

2019-2020

Pecos Independent School District
North Highway 63

**P.O. Box 368
Pecos, NM 87552**

BOARD OF EDUCATION

Harold Garcia.....President
Victor Ortiz.....Vice President
Michael Flores Sr.Secretary
David Ortiz.....Member
Paul C de Baca.....Member

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Fred Trujillo.....Superintendent
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June Varela.....Transportation
Kevin Vigil.....Maintenance
Audra Valencia.....Informational Technology
Martina Tapia.....Special Education/Food Services
Susan Ortega.....Special Education Administrative Assistant

DISTRICT VISION

We prepare confident, life-long learners to be globally competitive.

DISTRICT MISSION

We work collaboratively to ensure that our student learn to become resourceful adults who are able to achieve their best in the global market.

CORE VALUES FOR OUR DISTRICT

*Respect for Differences
Innovation for Continuous Improvement
Professional Learning
Responsible Student Learning
Sustainable Systems
Visionary Leadership
Life-Long Learning
Data Driven Decisions
Ethical Practice*

Discrimination Policy

The Pecos Independent School District does not discriminate on the basis of disability, race color, religion, sex, national origin homelessness, sexual orientation, or age in access to,

employment in, or in the provision of any of PISD programs, benefits or activities. Inquiries regarding PISD compliance with Title IX, Section 504, Title VI, Title VII, Americans with Disability Act (1990) and Affirmative Action may be referred to the Equal Employment Opportunity/Affirmative Action Compliance Officer for PISD at:

North Highway 63
Pecos, New Mexico 87552
505-757-4700

Pecos Middle School Staff

Mike Lister	Principal
Antoinette Maes	Counselor
Monique Herrera	School Secretary
Rosie Quintana	Spanish/ELD/Reading Intervention
Benito Martinez	Language Arts
Jud Osborn	Language Arts/Special Education
Eric Hufford	Math
Dawn Grocz	Math
Lorenzo Aragon	Science
Lisa Herrera	Social Studies
Ramona Medina-Pacheco	Spanish
Jennifer Cordova	Music
Neila Scheller	Physical Education
Paulina Salas	Study Skills
Elisa Flores	Instructional Coach
Aniesa Trujillo	Special Education Teacher
Stacy Jaramillo	Psychologist/Social Worker
Inez Aragon	Attendance/Discipline
Esmeralda Castillo	Educational Assistant
Janelle Villanueva	Educational Assistant
Elizabeth Tapia	Custodian
Billy Villanueva	Custodian
Lucille Maes	Food Services
Rosie Tanuz	Food Services
Millie Baca	Food Services

CLASSROOM PROCEDURES

Instruction

The guiding principle for instruction is to go “bell to bell” meaning that the students and the teacher are always actively engaged in the learning process. All classes are expected to start the day’s lesson with a “bell ringer activity as a means to set the stage for the lesson and a time for the teacher to do attendance procedures. The bell ringer activity should directly correlate to the mission of the particular class. Bell ringers should be concrete and not just filler time.

Students are to remain in their seats until dismissed by the teacher who has heard the dismissal bell. Students shall not be congregated at the door waiting for dismissal.

Daily learning objectives shall be posted for students and visitors to see. The objectives are to be clear and measurable. Student friendly language is recommended. The teacher shall ensure that students understand the learning objectives by covering them with the students. Teachers shall utilize exit tickets or conduct a closure activity so that the teacher and the students know that they have met the daily learning objective.

Instruction shall include strategies that support and reinforce the Opportunity to Learn process or OTL. The OTL process includes teacher behavior as follows:

- *My teacher introduces a new topic by connecting to things I already know.*
- *My teacher explains what we are learning is important and is relevant.*
- *My teacher explains how learning a new topic is a foundation for other topics to be studied.*
- *My teacher ensures that every student has the opportunity to participate and answer questions.*
- *My teacher expects me to explain my answers so that I can demonstrate deeper understanding of the topic.*
- *My teacher knows when I understand and when I do not.*
- *My teacher explains the learning in different ways so that we can all understand what is expected to be learned.*
- *My teacher gives me helpful and descriptive feedback on all the work I turn in.*
- *My teacher always checks in with me for my understanding and the understanding of others.*

As part of this process it is recommended that the teacher check in with students to ensure that the teacher is meeting the criteria of the OTL process.

Attendance

Maintaining an accurate and timely attendance record is an important requirement that all teachers are expected to follow diligently. Student attendance is to be documented each period for every student in the PowerSchool management system. Attendance is required to be done within the first few minutes at the start of class. The attendance clerk will be monitoring attendance each period to ensure that it is done and to check in on students who are missing.

Teachers must accurately document student attendance related to the status of the student such as whether the absence is excused or unexcused. The teacher must also document if the student is tardy and if the tardy is excused or unexcused. It will be the responsibility of the teacher to revise or update the student status if the status has been changed for any reason as soon as possible during the period. The teacher will hold students accountable for unexcused tardies and assign disciplinary consequences as outlined in the Student Code of Conduct Handbook.

Each teacher will also be given an attendance book so that substitute teachers can document in writing absences and tardies by the students. Teachers will keep an updated student roster in the attendance book for the substitute teacher so that accuracy is ensured. Substitutes will be required to inform the attendance clerk of absences and tardies either by phone or on an attendance slip.

“Tardy Sweeps” will be conducted during the year to reinforce the need for all students to get to class on time. In a “sweep” teachers are to close their doors immediately as the tardy bell as sounded. Students who are in the hall will be allowed into class but will be assigned a detention immediately for that day for being late. Teachers must work together so that the “sweep” as an impact on the students’ behavior to get to class on time.

Grades

The teacher is responsible for accurately assessing and documenting the student levels of performance on assignments and test. The teacher will set up the classroom grading structure in the Power School management system. The teacher will familiarize themselves with the system so as to be able to clearly define the type of work being graded, the numerical value of the grade and the points accumulated. The grading scale for Pecos Middle School is as follows:

- 90-100%.....A
- 80-89%.....B
- 70-79%-----C
- 60-69%.....D
- 0-59%.....F

Grades should be based on meeting the standards and the benchmarks and should be identified as such in the documentation in Power School. It is a best practice to provide frequent monitoring of student performance. All teachers in the PISD schools are required to have a minimum of two grades per week. For PMS, one of the grades should be a formative assessment. Bell Ringers will not count as a grade to meet the two grade minimum but can be used as a part of your grading structure beyond the minimum two grade expectation.

Grades are to be kept up to date on a weekly basis. Grades in PowerSchool should be updated by the Tuesday of the following week. Larger assignments and projects should be graded and entered within 7 days of the due date. Parents have access to PowerSchool and are expecting the grades to be updated and accurate. The athletic department will be checking in on grades of students on a regular basis and so current and accurate grading practices are an essential part of the teacher’s classroom responsibilities

Grades should reflect the required skills, knowledge and behaviors that are an essential part of content and teacher outcomes. Grades for participation may be part of the grading structure but should not be weighted so much that it does not accurately reflect core content knowledge and skills of the students. Teachers should be familiar with how to enter grades, how to enter extra credit, how to weight assignments and test.

Assessments

Frequent monitoring of student performance is a valuable and expected practice in every classroom. Date driven instructional decision-making strategy is a quality best practice and an expectation for all staff to utilize as teachers plan lessons and support student learning. Teachers are expected to be aware of progress or the lack of progress being made by the students through an effective classroom assessment program.

Teachers should be conducting a wide variety of assessments to help with instructional design, intervention and remediation and for documentation of students' level of performance. Assessment practices by the classroom teacher are an important component of the teacher evaluation system. Teacher planning should incorporate the following types of assessments:

- Pre-assessment before a unit or lesson.
- Informal formative that helps teachers to identify understanding on a daily basis. Exit tickets are an example of this kind of assessment.
- Formal formative assessment that are graded and used to identify lesson adjustments and/or student support.
- Formative interim assessment are to be administered a minimum of once per quarter so that data can be review before the end of the grading period. Interims are to be administered by the 6th week in a quarter. These assessments are to be disaggregated and put in a data format for review by the teacher or the team of teachers. The data is then used to make decisions to move students to improving performance before the summative assessment is administered.
- Summative assessments that are used to document students level of performance after instruction and remediation have been completed. Summative assessments include unit tests, quarter tests, semester tests, and finals.

Assessments should demonstrate rigor and be directly aligned with student learning outcomes. Assessment should incorporate highly effective questioning techniques that can also help students prepared for state and district assessments. Assessments should be varied in type and difficulty.

One of the most important and significant strategies to improve student performance is to give the student (s) frequent and descriptive feedback. Feedback should be timely. Grades are not giving students feedback. Teacher comments and prescriptive ways to improve performance are part of descriptive feedback expectations.

Homework

An important instructional strategy and life skill is for students to do independent work outside of the classroom. Students need to invest in their education and increase their level of engagement in their learning. Teachers are expected to assign homework on a regular basis. When assigning homework, it is important that the students leave the class having been instructed on how to complete the homework and/or have been instructed in the necessary skills to go home to practice.

Homework may or may not be for a grade. Students should receive feedback on how they performed on the homework and also be given the necessary reteaching if a student has performed poorly. Teachers should expect homework be returned by all students. Students who fail to do homework should be assigned detention to do the homework or be required to complete the homework in Study Skills or at home. Allowing a student to not do the homework reinforces bad habits. Late homework grades can receive a deduction for lateness. Even if it is after the fact, homework completion can still serve as a reinforcement for expected learning outcomes while also holding the student accountable for developing work ethic, organization, and responsibility.

Lesson Planning and Curriculum

All teachers are to maintain descriptive lesson plans for each of their classes. Lesson planning should include essential learning outcomes and objectives, instruction strategies,

assessment strategies, differentiation documentation and strategies. The teacher will develop a pacing guide for the year to help guide lesson planning and to ensure coverage of the essential learning in the course curriculum.

Lesson plans will follow along an agreed upon format and will be provided to the principal and/or evaluator as needed. Teachers are required to identify for students in the classroom the daily learner outcomes for the lesson. This should be done orally and in writing on a daily basis. Objective may be listed on a whiteboard, on the Tru-touch screen and/or in students' notebooks. Teachers should refer back to the objectives throughout the lesson. Lesson objectives are to be written in a proper format to clearly identify what the student is to know and be able to do so that they are prepared for any assessment.

A weekly lesson plan for PMS will be utilized by the teachers. Teachers are required to fill in the lesson plan by Friday of the previous week to the instruction. The teacher should utilize planning time to responsibly fill out the lesson plan. The lesson plans should be stored digitally or in a hard copy format. The lesson plans shall be provided to the principal on Monday for the week of instruction.

Accelerated Reading Class

All teachers assigned an A/R class will all follow the guidelines for conducting and grading the class. Teachers shall not deviate from the program so that we can ensure that all students are getting a consistent program school wide. We want to ensure that students get some quality daily practice silent and independent reading. This is one strategy implemented school wide to help improve students reading skills and vocabulary development.

- Students will be earn up to 4 points on a daily basis. 1 point each for: bringing a book, reading the whole period in the book, demonstrating good behavior, and writing a summation of what they read and how many pages they read each day. Input or assign grades for Wednesdays and Fridays. Wed= 12points if 3 days read and Friday= 8 points for two days.
- Students are required to take two test during the quarter. Students will be assigned the actual percentage earned on the test. Students can replace a poor test score with another one if they have done more than two tests.
- Only two students out of your class at a time to go to the A/R Library to test or get a book. Students are to report to class and you are to take role before sending them to the A/R Library. Do not let them ask you in the hall as they come in for lunch.
- Teachers are to check/read each student's journal writing one time per week. The journal should contain a daily summation of what was read. The journal should have the title of the book that is being read. Keep track of students' efforts and focus in on students who are not as engaged in the reading, hold them accountable.
- There is to be no talking or side discussions with students during reading time.
- Teachers will be given access accounts to their students through the Renaissance program so that you can verify scores.
- If a student is reading a book with no test attached to it, students will have to do a book report in lieu of taking a test.
- Students can use their journals to take the test.
- Teachers are to actively monitor students during A/R. Be visible and moving.
- Students are to have a pass to go to the A/R Library. There will be colored pass for getting a book and a colored pass for taking a test.
- If a student has a huge book being read, 350 pages or better, the student will be required to have completed it by the end of the quarter and the test will count double

to meet the goal of two tests per quarter. (The student has to have a good daily score verifying that they are reading in order to get this exception.)

Capturing Kids Hearts Program (CKH)

The middle school has adopted the CKH program to support improved communication and relationships in the classroom. The CKH program components will be implemented and imbedded in each teacher's classroom so that the students receive a consistent message and response while in any classroom. The teacher should regularly work with and model for all students the essential components of the program throughout the year.

The CKH program in the classroom shall include the following expectations:

- The development of a social contract in each class following the guidelines for making the contract with students
- Posting of the social contract and constant reference to the agreements made between the students and the teacher.
- Use of appropriate communication with students who are off task or who are not communicating appropriately. Use of the 4 questions for redirecting student behavior and effort.
- Periodic writing of "Affirmations" by students to help promote positive peer relationships and to create a positive climate of appreciation in the classroom. The teacher should allow time in planning for the writing and sharing of affirmations.
- Periodically implementing "Good Things" with students so that they can share of positive things in their life so that the teacher and the students get to know one another better as a part of building relationships. When doing this activity the teacher will need to be aware of not allowing this activity to significantly get into instructional time, 3 to 5 minutes at most.
- Use of the EXCEL model of Engage, Explore, Communicate, Empower and Launch which is incorporated in the strategies outlined above.

Substitute Requests

Teachers are required to call and request a substitute teacher for any reason such as illness, professional leave, field trip, etc... Filling out a leave form will not secure a substitute, only the direct phone call by the teacher will suffice. A teacher who needs a substitute teacher is to call the Sub hotline number is 657-1700 and follow the instructions for requesting a substitute. It is important to request a substitute teacher as soon as possible. Calls should be made before 6:30 a.m. so that a substitute can be secured. It is best to call the day before if possible.

All teachers are to have a folder/binder containing information for use by any substitute teacher in their classroom. Substitute plans should include a detailed description of the lesson design and outcomes for the day, seating chart, student roster, classroom rules and procedures for attendance and fire drills. The substitute folder should be in place where it can be found and easily accessed by staff.

The sub folder should include discipline notices. The substitute is expected to be the adult in the room with the authority to write up students when necessary. It is recommended that the sub fulfill this role rather than the classroom teacher doing the disciplinary referral upon returning to the classroom. All substitutes need to be empowered to be the authority in the class.

Lesson plans should include activities that meet rigor and content level standards. Student activities in the lesson plan should be quality and engage the students for the whole period and then some. Students should be kept busy at all times. Free days, movies with no educational value, puzzles with no content value, off task discussions or writing should not be a part of any lesson plan for substitutes.

In addition, each teacher is required to provide a set of emergency plans that include the same information as the regular sub folder. Lesson included in the emergency plans should relate to the content of the class that can be used at any time. Things like review exercises, writing exercises, and any other activity that can be done in an unplanned absence. The emergency plans will be kept in the office.

The administration will review quality of plans and will check in with the substitute teachers for support. Substitutes will be expected to follow the lesson design as outlined. Teachers will provide feedback to administration if a substitute fails to follow the teacher's lesson, guidelines, and rules.

Room Care

Teacher classrooms should set a climate conducive to learning and promoting a positive environment. All desks and chairs should be neat and orderly. Desks should be kept clean and free of graffiti and markings. There should be no clutter in the classroom. Walking areas should be free of any objects or clutter. Walls should not be damaged due to the hanging of posters or banners. Staples are not recommended for use on paneled walls. Glue should be easily removed so as to not damage the walls. Classroom set up should be done in manner that promotes safety and easy access. If a room is cluttered and in disarray, the teacher will be expected to clean up the room.

Teachers should avoid activities that create a large mess in the room. Activities that create a mess should be cleaned up by the students before the end of the day. Custodians are expected to do general clean up and are not expected to pick up major messes. Be sure that students have appropriate instruction and monitoring to ensure that the room is kept in an orderly fashion when doing hands on activities.

Room design should support access by all to the learning. Tru-Touch board placement, white board usage, and teacher presentation should be designed in such a way that students are viewable by all. Students are not allowed on top of desks, tables or cupboards. Students are not allowed to lean back in chairs. Students must not damage floor when moving chairs or desks.

Doorways should be free of clutter. All wall displays must follow along fire code standards. Microwaves and mini refrigerators, coffee makers are not allowed in the classroom. No "daisy chaining" or extension cords is allowed. All cords should not be in a place where students have to walk over a cord. White boards should be kept clean and readable for students. Backpacks are not allowed in the classroom, unless an exception has been made by a SAT team or by a Sp. Ed. Team.

All equipment must be taking care of by teachers. Computers, Tru-Touch Boards and projectors must be kept in good care and monitored for any misuse. Students are not allowed to have access to any staff computer for any reason. All other equipment must be properly stored and not left out for student access such as instruments, sports balls and equipment, science equipment, etc... The principal will conduct periodic walkthroughs to check in on the conditions of each classroom and will provide feedback to staff if there is an issue or concern.

Teachers are to ensure that the learning environment is safe for all students. The teacher should ensure that the activity is safe for all students. The teacher must ensure that all equipment is safe. Teachers should demonstrate a due diligent approach at all times when it comes to ensure the safety of students and staff in any type of classroom.

Classroom Textbooks

Student textbooks are kept in the school book depository managed by the school librarian. Teachers will check out the number of books needed based on class size. The extra books will remain in the depository. Students who are given a textbook for their personal use shall have the book number documented and the condition documented at that time. Students will turn books back into the teacher and the teacher will identify any damage done by the student. The teacher and the student must work together to ensure that the textbooks are being maintained in good shape. Classroom sets of books should be handed out in a manner in which the teacher can identify who has used the book in cases of damage or vandalism to the book. Teachers shall maintain a secure place for storage of classroom sets so that they are not taken out of the room. Teachers will check books back into the librarian at the end of the year and will supply a list of missing books and damage books and the students responsible.

Classroom Rules

Each teacher will develop and post a set of classroom rules and procedures for that class. Some of the classroom rules will be developed by the teacher unique to his/her expectations and some of the classroom rules will be developed by the middle school so that a common approach on rules will apply throughout the school.

Common rules development by the staff will include procedures regarding phones, headphones, food, backpacks, makeup work, late work, hall passes and any other procedure or rule deemed to be of a school wide value. Individual rules will be provided to the principal for review and approval. Teachers will be expected to support the school wide rules for the benefit of all and to promote consistency of administration and response by students.

Teachers shall refrain from having any unauthorized student or visitor in class. Students need to be in their assigned classes and should not use other teachers to avoid going to class. Students should get permission from the teacher of record for that period to go to another classroom that also included permission from the receiving teacher to be there. Students are not allowed to go to the counselor unless the same procedure is followed as outlined previously.

Hall Passes

Students are expected to be in class and on task at all times. There should be a good reason for students to be out of the classroom. Teachers should not be liberal in allowing students out of the class. Students are able to access a water fountain during passing time and should not be allowed to just go get a drink of water. Teacher should use professional discretion when allowing a student out of the room.

When students are allowed to leave the classroom they will need a hall pass. The hall pass should be filled out correctly to identify student, time, and where student is headed. Bathroom passes can be generic in nature such as a laminated pass and not have to be written out. Students should check in with other staff members to make sure that the student has a legitimate reason to go to another room or see a staff member. Students are not allowed to go to the counselor office without a pass from the counselor or a pass from a staff member. Students who go to the counselor without a pass or request by the counselor will be considered unexcused and will result in a disciplinary consequence issued to the student. Keep students in class, on task and involved in learning.

Computer Lab Usage

PMS has 4 research labs available for teacher and student use. In order to use a computer lab, the teacher must calendar the lab with the IT department before use. Teachers will ensure that students who are going to the lab during instructional time are extremely quiet in the hallway so as to avoid any disruptions to the other classes in session. Once in the Lab the teacher and students are responsible for appropriate care and usage of the lab based on taking care of the equipment and only accessing appropriate sites.

Teachers must monitor student usage throughout the time of usage. Teachers should check condition of the equipment before and after student use to make sure each student is taking care of the equipment. Graffiti and writing on desks should not be present after use. Any teacher who does not ensure for proper care of the equipment and/or the proper navigation of sites in the lab may have the privilege revoked. Proper computer etiquette is expected such as no leaning back in chairs, good finger placements and proper mouse usage is to be reinforced as part of our technology outcomes.

Students will be assigned a computer in each lab that they are required to use. If the computer is not working the student may be assigned a different computer. The student should use the same computer throughout the year for that class. Teachers may adjust as needed based on classroom management needs.

School Assemblies

School assemblies will be held periodically during the school year in the auditorium. When an assembly is scheduled students and teachers will be dismissed over the intercom before the teacher is to dismiss to the auditorium. Teachers shall only dismiss students to go to the auditorium based on the announcement made over the intercom and not the time of the assembly. There are times that situations arise in which the assembly will be late in starting, therefore, the teacher should wait for the announcement for all assemblies.

Teachers are to escort students to the auditorium or gym in a class group. Students will be seated by grade level and in assigned sections in the gym and the auditorium. Teachers are expected to monitor students and support good assembly behavior throughout the presentation.

Classroom Movies

When showing a movie in the classroom, the movie must meet district and school guidelines. Movies shown in the classroom should relate to learning standards and provide a visual representation of content being taught. Movies that have little or no content value should not be shown as it takes away from the learning time. Movies are not allowed in substitute planning unless there is a direct correlation to the curriculum and that students are held accountable in an assigned activity for the appropriate learner outcome found in the movie.

For any commercially made video or for videos taken from cable TV or the internet, must be previewed for content by the teacher. G rated and Family rated movies are acceptable. Movies that are rated PG must be previewed by the teacher for appropriateness of content. If we do not want our students to use bad language in class it should not be a part of our instruction. PG 13 movies must be screened by the teacher and approved by the principal before showing to students. Under no circumstance at the middle school level will a rated R movie be shown to students. Teachers must be mindful of the age and level of the learner and that the content of the movie fall in line with this expectations. Do not fall to the students challenge that they watch worse at home or that they will not be offended. We have an obligation to each student, parents and the community at large that we are appropriately and effectively using videos and movies in our classrooms.

Controversial Issues

Teachers must be aware of issues that may create a controversy or are controversial in nature. When designing lesson and activities, the teacher has to be aware of the age and level of the learner. What is discussed by a senior may not be appropriate for 6th grade students. Teachers should stay true to the standards and the curriculum as their guide. When steering away from this, teachers may leave themselves open to not fulfilling the job requirement of a teacher to be instructing on the state and district adopted curriculum.

“Teachable moments” should also fall under the guidelines of appropriate instruction. Teachers should not present their bias or personal beliefs in the classroom. Religion should be handled according to general acceptable practice for public schools. The rights and the due respect given to the individual or the minority shall be respected. Talking about students or other staff members in class is prohibited.

Sensitive material that is included in the curriculum should be handled in a professional and educationally appropriate manner. There are some sensitive topics in our curriculum. Use good judgment when these topics arise.

Students have the right to not say the Pledge of Allegiance for religious or personal reason. This right must be respected by all school personnel. Any student who chooses this action shall not be made to feel bad or wrong about their decision. The teacher will ensure that other students do not challenge the student or make comments. The teacher will also, as part of their professional expectations, allow the student this right with no recrimination or retribution.

Field Trips

Teachers need to communicate with the principal to request a field trip off campus. Once the principal has verbally or in writing allowed the teacher to go on the field trip, the teacher will need to fill out all of the paperwork needed for the field trip. The paperwork needed includes:

- Transportation request
- Cafeteria request for meals or to let cafeteria personnel know the number of students who will not be eating on campus so that they do not prepare food for students who are not in attendance.
- Requisitions for any funding needs
- Letter to parents and the itinerary
- Roster of students attending and the contact numbers of parents.
- Personal liability release form for each student.
- Professional leave forms for any staff member attending.
- Explanation of State Standards to be met and how the students will be held accountable for the learning.

Once all these forms are completed they are to be turned into the principal for approval and for submission to the Superintendent for approval.

Student Discipline

The discipline process is outlined in the Student Code of Conduct Handbook. Teachers shall consistently and without bias, enforce school and classroom rules. Teachers shall use school acceptable responses for dealing with student issues. The teacher shall refrain from humiliating any student, engaging in angry or emotional outbursts on any student or students, avoid sarcastic and attacking comments, not use any vulgar or inappropriate language, shall never touch a student physically or physically intimidate any student.

The teacher should communicate early with the student with parents when issues first begin to arise. The teacher should be proactive in communication so that the parent works with the teacher/school to address the problems. The teacher will call the parent when they have written up a disciplinary referral for a detention. The teacher will write up and refer to the principal any Level II or Level III violation. These violation should not be handled or ignored by the teacher based on their severity.

When filling out the discipline form for a student, the teacher shall ensure that spelling is correct, avoid the use of emotional language, punctuation, or size/boldness of the script. The teacher should provide only the necessary facts and not write a narrative. Explanation can be made in the phone call to the parent or to the principal

Students should only be removed from class for disruptive behavior or for referral to the principal. Removing a student from class for minor violations is not an acceptable way of addressing the issue. Teachers should seek to do an in class redirect before removing a student from class. When a teacher removes a student from class, the teacher will need to call Mrs. Aragon beforehand to let her know that the teacher is sending a student down. The teacher will also provide classwork for the student to do during the time of the removal. And, the teacher will follow up with a disciplinary referral form indicating that the student was removed from the classroom. In the event that Mrs. Aragon is not available, the teacher will need to call the principal or the counselor before removing the student from class. The Security Resource Officer may be called to escort the student to the ISS room and to be available to address a belligerent student(s). Teachers have the option of using a short time out period for the student to regain composure or to reflect on behavior so that the student can come back to the class in a better frame of mind.

TEACHER RESPONSIBILITIES

Professionalism

Educators serve a very valuable and important role in the lives of students and parents. It is essential that educators conduct themselves in a manner that attends to living up to the trust we are given to educate the children of our community. An important responsibility for all staff members is demonstrate and model quality practices and behaviors related to professionalism. It is a special calling to serve in this capacity and with it comes many expectations. The educator at PMS is expected to demonstrate:

- Ethical and moral behavior
- Responsibility in fulfilling job expectations
- Integrity in job performance and conduct
- Appropriate communication with staff, students, parents, and the larger community.
- Collaboration and collegiality among all staff members.
- Adherence to all District and School policies and procedures.
- Adherence to New Mexico School and Federal laws
- Respectful treatment of all stakeholders.
- Dress appropriately and in a neat and clean way that reflects the dignity of the profession, respect for the learning, and as a model for students.

Included within these expectations are important characteristics as being timely in performance of tasks; following social media policies; following chain of command policies; and maintaining and promoting positive communication that avoids create unhealthy relationships

or that creates a negative climate. How each of us handles our responsibilities reflects back on oneself and on the school. It is the goal PMS to have a quality learning and working environment in which each of us can realize success and establish a school community that is positive and uplifting.

Another important aspect of demonstrating professionalism in the schools is to be able to communicate orally and in written form to a high standards expected of educators. Written communication shall be grammatically correct and with correct spelling. This applies to emails, letters, posters, presentation, and all school paperwork. Oral communication shall demonstrate respect, use of appropriate tones and the use of appropriate language at all times. Speaking to students in a casual manner that includes any expletives or crude words shall not be done at any time. Communication with parents shall follow the same pattern even when there is conflict.

Duty to Report Child Abuse

Any staff member in the district is responsible for reporting any suspicion or direct knowledge of child abuse taking place with any of our students to the appropriate government authorities such as the state police and child services. The report can be made anonymously. The report is not made to the school administrator or the counselor as means of meeting this requirement. Failure to report can lead to criminal, civil or school action taken against the employee. The abuse can be physical, emotional, sexual, and for neglect. Once a report is made, the employed may confidentially visit with the appropriate school official so that appropriate measures can be taken to support the student if needed.

Students with Special Needs

Teachers shall be aware of all students in their classroom who have an IEP, 504 plan, Medical Plan, Attendance Plan, ELD plan or any other plan that might impact the student, the classroom and instruction. IEP students in the classroom are the direct responsibility of the teacher. It will be required that the teacher is aware of all accommodations and modifications for the student. The teacher will keep records documenting that they are following/meeting the expectations found in the IEP.

The teacher is expected to address student with special needs through targeted planning that goes beyond the regular classroom planning. The teacher will be expected to incorporate differentiation strategies in the classroom on a daily basis or as needed for the individual so that the student can fully participate in the learning and have quality engagement with peers and with the teacher.

Students with special needs should not be made to welcome and comfortable with the teacher and with fellow students. They should not be viewed as a burden to the class because of their differentiated needs. By keeping up on planning and developing routines and procedures, the teacher can integrate any student fully into the classroom structure. These students need to be actively engaged in daily learning as is expected with their peers.

Student Assistance Teams

The SAT team will be under the direction of the school counselor. It will be the responsibility of the teacher to recommend students for referral to the SAT process when a student is not being successful and Tier I intervention strategies are not having the needed impact and change. The teacher must first implement the Tier I strategies and document before the referral. Teachers need to progress monitor and identify students who are not meeting proficiency standards. It is important to not let students “fall through the cracks.” Teachers are the first line of defense against this from happening. Staff will be instructed on

the procedures and protocols for the SAT process and how to implement any SAT plan that are put in place for a student.

Workday

The staff work day begins at 7:45 a.m. All staff members will follow this start time unless designated by the school principal or superintendent otherwise. The work day ends at 3:45. Because of the additional time added in the duty rosters, teachers may leave at 3:30 on Fridays to make up for time done as part of the duty roster.

All staff members are expected to arrive on time and leave on time. The staff member is required to inform the principal if they need to arrive later or leave earlier than these times. Staff members who leave early or leave campus during the day will need to sign out in the office on the whiteboard. The administrator will address staff members who fail to follow the workday requirements.

Phone/Social Media Policy

Each staff member is required to adhere to the District Social Media policy and personal cell phone usage. Teachers should avoid having personal numbers and social media contacts with students especially those who have no familial relationships. Texting, facebooking and any other forms of social media during the school day is not allowed. Posting pictures on personal sites of students or classes is not allowed per FERPA requirements. School posting of pictures need to ensure that parents have given permission for their child to be included in school media.

Teachers shall not use cell phones when students are in the classroom. Personal business should be conducted during breaks and at lunch times. Teachers are expected to be actively teaching and/or monitoring students and not be on cell phones.

Staff Meetings/PLC Meetings

Meetings will be set up at the discretion of the principal on a regular schedule and as needed. The time between the end of classes to the end of the workday for staff is for meetings, planning, and for student support as needed.

Staff meetings will be held twice a month on the First and Third Wednesdays. The meetings will start at 3:20 and go until 4:00. Teachers are allowed to leave at 3:30 on Fridays as compensation for extra 15 minutes. The outcomes of our meetings will be:

- To build relationships among staff and to celebrate periodically.
- To focus on professional development.
- To solve problems and make decisions in the interest of the school.
- To address student concerns and issues for the benefit of all as a means of getting out needed information.

The staff meetings will follow the listed norms below:

- We will start and end meetings on time.
- We will actively listen to each other's ideas and opinions with respect.
- We will make important decisions through consensus.
- We will remain focused on the topic or task. No distractive activities or devices.

Each teacher will be assigned to a Professional Learning Community team or PLC. The purpose of the PLC team will be to promote interdisciplinary support for students' academic learning. The team will collaborate together to reinforce fundamental skills and knowledge across disciplines, serve as a resource for discussing and addressing student concerns, serve as a collegial group to

help support and mentor each member, and to support professional development. The teams will meet on the Second and Third Mondays of the month.

Duty Roster

Each staff member will be assigned to do supervisory duties for monitoring students before and after school. The duty start time in the morning will begin at 7:30 a.m. Morning duty ends at 7:52. The duty afternoon start time commences as soon after the last bell as is possible. Staff members are to be diligent about being on time each day. Teachers are to actively engage in monitoring and supervising students. Teachers should move about the area as needed in the cafeteria. Duty teachers are to not be on cell phones or involved in any other distractive behavior when directly supervising students. Teachers on all duties and supervisory responsibilities are to demonstrate due diligence at all times to maintain order, maintain safety, and to be aware of any problems.

The morning duty responsibility includes:

- Morning Bus Duty—Station is at the outside front door monitoring students as they get off the bus and greeting students at the door.
- Morning Cafeteria Duty—Two duty teachers on site. One stationed in the upper cafeteria and one stationed in the lower cafeteria. Teachers are to monitor student behavior and to ensure all students have gotten a breakfast. Students are to be lined up and dismissed to Accelerated Reading at 7:52.

The afternoon duty responsibilities include:

- Bus Duty---The teacher is to stand near the loading zone for busses near the music room. The teacher informs the Door monitor of the arrival of busses to be loaded
- Door Monitor---The teacher is to stand at the outdoor entrance to the auditorium to announce the arrival of busses and to help monitor the auditorium.
- Auditorium---The teacher is to monitor PMS students who are seated in the lower side seats. Students are to all be seated and sitting properly. Students are not to be loud or physical. They are not allowed to set in any other location other than the one designated for all PMS students. The teacher will work in concert with the high school duty teacher.

The afternoon duty is done after all of the first trip busses have left. There will be on teacher assigned to stay to monitor the second trip bus students as they wait for their busses in the lobby. This duty will be rotated each day.

Hall Duty

Each teacher is required to in the hall way during all passing periods. This includes starting and ending of planning periods. Teachers will be diligent in monitoring behavior for appropriate hall conduct by students and to be a presence to prevent or address physical or verbal confrontations by students while in the hall. Teachers should be by their classroom door so that the classroom and the hallway can be monitored by the teacher. Having established protocols and procedures for students as they enter the classroom and sit down need to be established and reinforced so that the students are seated and starting on the bell ringer activity.

Lunch/Playground Duty

PISD offers a duty free lunch time for teachers. Teachers who would like to serve as a duty teacher during lunch will be paid at \$7.00 per half hour. Duty teachers are to fill out time

sheets documenting days and times worked. The duty teachers are to monitor upper and lower cafeteria. The lunch line and to go out to the playground at 12:35. In the cafeteria teachers are to monitor behavior and to ensure that each student gets a tray. The teacher is also to monitor the manner in which students leave the table so that there are no left trays or messes on the tables or floors.

While on playground duty, students are to be next to the east side of the building. Students are allowed to eat outside and to listen to music out loud. Students may also go to the basketball court. Once a student has gone the court they are to stay there and not be going back and forth across the roadway. Duty teachers are to be diligent about watching for traffic and making sure students are safe. Students are not allowed to be in parking lot area on the north side of the middle school. Students will line up to go into the building at the end of lunch break.

Leaving Class/Campus

Teachers are not allowed to leave any classroom unattended. If a teacher needs to leave the room the teacher will secure adult supervision before leaving. In cases where a teacher leaves for a short time, a nearby teacher can be asked to check in with the class to help monitor. Students can be sent to another class with permission of the receiving teachers if an adult cannot be secured and the reason for leaving the room is necessary and important.

Staff members are not allowed to leave campus unless the administrator is informed and has authorized the request. The staff member will need to inform the main office when leaving campus. Leaving campus for personal business during planning time should be avoided and/or is very limited.

Any teacher that chooses to relocate class in a different location other than the assigned classroom must inform the main office so that the office personnel know where to find the teacher and/or a student. Teachers who do not communicate this information may be excluded from the option of holding class in an area outside of the normal classroom.

School Communication

In order to ensure quality communication the staff member will need to follow these guidelines:

1. Check email at the start of the day, during mid-morning, and mid-afternoon before the last period of the day for possible announcements and messages.
2. Daily check voicemail and respond promptly
3. Check in daily with the school mailbox located in the main office.

Staff members are expected to respond to all forms of communication promptly and demonstrate consideration for those who need to talk with the staff member. Parents should be responded to as soon as possible so that issues and concerns can be resolved immediately and so that parents build a level of trust and confidence in staff.

FRISK Protocols for Addressing Staff Conduct

When any staff member is not following the district or school requirements for professional conduct, the principal will use the FRISK protocols to inform the teacher of the concerns and to create strategies to prevent the issues from occurring in the future. The FRISK model stands for the following process is a formal document intended to address and correct misconduct by a staff member. FRISK is an acronym for the following procedures:

- **F**acts identifying the unsatisfactory conduct.
- **R**ule or authority violated by the conduct.
- **I**mpact of the conduct in the workplace.
- **S**uggestions for assisting the employee to improve performance.
- **K**nowledge of the employee's rights to respond to the corrective action.

The district may implement a variety of responses to the employee for unsatisfactory conduct such as letter of reprimands for personnel file, development of a professional growth plan with indicators of consequences for failure to follow the plan, leave with or without pay, or dismissal from the position.

Teacher Evaluation and Observation

The District uses the My Learning Plan for the evaluation of all certified staff. Teachers will be required to complete a Self-Assessment of the Evaluation rubric, complete and implement a professional development plan, be formally observed by an assigned evaluator 2 times per year and provide documentation and artifacts for the completion of Domains 1 and 4.

The formal observation will be coordinated between the teacher and the evaluator for dates and times. The teacher will provide a complete lesson plan to the evaluator by uploading on the mylearningplan.com site as well as fill in the pre-observation worksheet. The evaluator will conduct a post observation meeting with the teacher to review the score. The teacher is free to question the assigned score if he or she feels there is a discrepancy. The teacher can also provide data and information related to demonstrating that they have met criteria for scoring an Exemplary on the rubric. It will be the responsibility of the teacher to familiarize themselves with the rubric in order to have a common understanding of the scoring process. The evaluator will ultimately make the final decision regarding the assignment of the score for each element in the rubric.

Teachers will also be observed in walkthrough visits to the classroom on a regular basis. The purposes of the walkthroughs are to provide instructional support by the administrator, document implementation of district expectations in instruction, promote visibility and support for students in the classroom setting. The walkthroughs may vary in length from a quick drop-in to a visit that may last several minutes. The administrator will provide feedback for the teacher in writing or orally. The principal will use the Six Step Reflective feedback process with some walkthrough visits.

Finance Protocols

The process for requesting funds shall follow along all of the procedures and protocols identified by the District. In all cases the funds must be requested through the building administrator orally or in writing. Before any funds will be disbursed a requisition must be filled out and presented to the administrator requesting the funds and the purpose of the request. If the principal approves the request, the requisition will be submitted to the Finance Office and the Superintendent for their approval. A purchase order will be created and at that time the order will be placed or the request for funds provided.

Under no circumstance should any staff member purchase any items without a purchase order. Purchasing items with personal funds and expecting reimbursement from the district without a purchase order is explicitly prohibited and the reimbursement will not be approved. The district offers per diem meal expenses up to \$35 per day total for a full day's worth of meals. The person wanting per diem must request it beforehand through a requisition, get school and district approval. The staff member will then use personal funds on the trip and then obtain meal receipts in order to be reimbursed up to the \$35 daily limit. The same is true for hotel rooms.

When ordering supplies the teacher will fill out the requisition and follow the same process as stated above. The school secretary will then place the order once the purchase order has been provided back to the school. Online orders will follow the same process of having an approved purchase order in place before making the order.

