

# **SOMS Faculty Handbook**

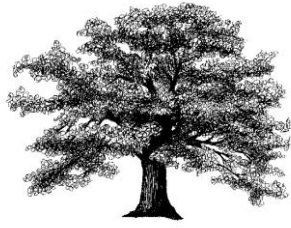


**2019 2020**

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### **SAVANNA OAKS MIDDLE SCHOOL – WHO ARE WE?**

Savanna Oaks Middle School is a learning community built on mutual respect and appreciation of diversity. We welcome every student for the unique talents, skills, and gifts they bring to our school. Our staff fosters the joy of discovery, growth of the whole child and the development of life-long learners by supporting the individual learning styles of our students. Parents are engaged partners in the shared commitment to the overall intellectual, physical and emotional growth of our students. (Belief Statement, 1/11/2011)

Our diversity makes us powerful. We celebrate our various histories, customs, origins, learning styles, philosophies, abilities, beliefs, and interests daily. Welcome to Savanna Oaks. We are proud to call you family!

### **SOMS SCHOOL GOALS**

All certified staff must develop a Student Learning Outcome (SLO and PPG) using Frontline Education found under Human Resources materials on the Intranet. These need to be turned in electronically to your school administrator by October 1st. A SLO and PPG Reflection Summary is due by May 1 annually.

Our building sets annual goals for student learning in accordance with the VASD Board of Education strategic priorities. Every student **MUST** be successful!

### **ABSENCES/STUDENT ATTENDANCE:**

Attendance should be taken each period by teachers only using PowerSchool. Accuracy is crucial. If you are concerned about a student's pattern of absences, or if it appears a student is only absent from your class, talk with the attendance secretary or associate principal.

### **ABSENCE REQUESTS/REQUESTING A SUB:**

All absence requests are done in Skyward. A link to Skyward is located under "For Staff" on the Verona School District website. This takes you to the VASD Intranet and the "Skyward Employee Access" link. Once in Skyward, if a substitute is needed, click on the "sub needed" box to secure a sub in Frontline. This may be done at any time during the day or night. Same day absences must be reported by 6:00 am. If you are unable to use a computer to report an absence you may call (800) 942-3767 or the VASD sub coordinator, Deana Beckwith, at 845-4327 in the office on Tuesdays and Thursdays. If you need a sub for less than half of a day please contact Rita Wedderspoon in the SO main office before entering your absence.

### **ACADEMICALLY AT-RISK STUDENTS:**

## ACADEMICALLY AT-RISK STUDENTS: **Whom Should I Contact?**

[www.verona.k12.wi.us](http://www.verona.k12.wi.us)

Questions/Concerns	First Contact	Second Contact	Third Contact
Academic Progress	Teacher/Class	Counselor	Principal
Alcohol/Drug Use or Abuse	Counselor	Psychologist/Social Worker	Assoc. Principal/Principal
Attendance	Middle School Office/Attendance Secretary	Associate Principal	Social Worker
Behavioral or Emotional Issues	Counselor	Psychologist Social Worker	Assoc. Principal Principal
Busing (Routes and Behavior Issues)	Badger Bus	Associate Principal	
Calendar for School or Co-Curricular Activities	<a href="http://www.verona.k12.wi.us">www.verona.k12.wi.us</a> Savanna Oaks website	Middle School Office	Associate Principal
Class Schedule/Class Selection	Counselor	Learning Resource Coord.	Principal
Discipline in a Particular Class	Teacher/Class	Associate Principal	Principal
Financial/Resource Assistance	Social Worker		
Food Service-Student Lunch Accounts	Food Service Manager	Middle School Office	
Gifted/Talented Programming	Learning Resource Coord.		
Grades/Assessment	Teacher/Class	Counselor	Principal
Projects/Field Trips	Teacher/Class	Principal	
Registration Fees, Bus Passes, Lockers	Middle School Office		
School Involvement with Outside Agencies (Community, Mental Health, Human Services)	Counselor Social Worker Psychologist	Associate Principal	Principal
Health Concerns and Medications	School Nurse	Middle School Office	
School Policies/ Procedures	Middle School Office	Associate Principal	Principal
Summer School (Enrichment)	Coordinator of Summer School Programs	Director Community Education	

### **Savanna Oaks Middle School Staff – 845-4000**

Principal:	Sandy Eskrich - 845-4010
Associate Principal:	Pete Christofferson - 845-4011
School Social Worker:	Kathy Garity - 845-4033
School Psychologist:	TBD - 845-4034
M.S. Special Ed. Supervisor	Sandra Buxton – 845-4034
Learning Resource Coordinator:	Stephanie Symes - 845-4045
English Language Learners:	Ann Byfield - 845-4055
Counselors:	Asa Miura - 845-4026
	Sarah Holzum – 845-4027
	Kris Wilbricht - 845-4005
Main Office Secretary:	Rita Wedderspoon – 845-4006
Attendance Secretary:	845-4003
Attendance Hotline:	Beth Mason - 845-4031
Student Services Secretary:	Cindra Magli - 845-4135
Food Service Manager:	Rebecca DuCharme- 845-4015
School Nurse:	845-2255
Badger Bus:	

## **ACCOUNTS:**

**10 Funds:** The 10 fund accounts are the operating budget funds that are allowed for designated departments/teams/grades for school expenses.

Any fees collected from students must go through grade level specific 10 fund accounts (operating budgets). These funds need to be spent in full each year. If you require students to pay a set fee for anything (a course fee, instrument rental fees, an extra-curricular t-shirt, a field trip, etc.) that money must be put into an appropriate operating budget 10 fund. ALL money collected and deposited must be spent out by the end of the same fiscal year in addition to the original budgeted amount.

If you need to make a purchase, please use the Budget Request form. If you need to make a deposit, please use the Savanna Oaks Middle School Deposit slip. Turn all money into Kris Wilbricht for processing.

**21 Funds:** The 21 fund is strictly a donation/gift fund. This usually is a one time, lump sum deposit. This money can be spent for special purchases, sometimes indicated by the donators.

If you need to make a purchase, please use the Budget Request form. If you need to make a deposit please use the Savanna Oaks Middle School Deposit Slip. Turn all money into Kris Wilbricht for processing.

These funds do not need to be depleted by the end of the year and can be saved and rolled over for future use.

## **ADVANCE MAKE-UP SLIPS:**

Students who plan to be absent for an extended period of time for any reason must obtain an Advance Make-up slip from the office prior to their absence. If it is likely that the student will need to complete make-up work upon their return, please advise them at the time you fill out their "Advance Make-up" slip.

If you are supervising an activity where your students will miss class time outside of your own, you must make sure those students see their other teachers at least one day in advance to make arrangements for missed work. Also, it is important that you provide the attendance secretary with a list of students who will be missing class time.

## **AFTER SCHOOL ACADEMY (Ninja Academy)**

This is a program for students to get additional support from staff, work collaboratively with peers and use school technology and equipment. All students may sign up to participate and a staff person may recommend a student attend to work on a particular project or assignment, make up a test, etc. Students must contact their parent to let them know they will stay and that they have the option to take the 4:30 or 5:30 bus home afterwards.

## **ALLERGY POLICY**

Protecting a student from exposure to offending allergens is essential in preventing life-threatening anaphylaxis. Most anaphylactic reactions occur at school when a child is accidentally exposed to a substance to which he/she is allergic, such as foods, medicines,

insects, and latex. Accordingly, the district adopts policies and procedures in an effort to keep all students in the district as safe as possible. Talk with our school nurse for specific information.

### **ANNOUNCEMENTS:**

All-school announcements are made at the beginning and end of each day. Please remind students to remain quiet during this time. If you need to have announcements read, type the announcement in the shared google document.

### **BUILDING AND GROUNDS:**

Savanna Oaks Middle School will be locked during the school day. Teachers who wish to have students remain after school to work on some activity must remain with the students. When the activity is finished, teachers should escort students out of the building.

### **CELL PHONES:**

Staff are reminded that unless it is an emergency, personal cell phone use should not interrupt the school day. Let's be role models. It is important that personal phones not interrupt team and individual planning time or student instructional time. To protect the privacy of individuals, the use of cell phones and electronic devices is prohibited in ALL locker rooms and restrooms.

### **CHILD ABUSE OR NEGLECT REPORTING POLICY:**

Each school year our school social worker presents information regarding mandatory reporting procedures. Please review this and if you have concerns about a student's safety talk with a member of the Student Services staff immediately.

### **COACHING/CO-CURRICULAR ASSIGNMENTS:**

Coaching and co-curricular assignments provide a valuable experience for teachers to work with students in a different capacity. However, these assignments are secondary to the instructional program at Savanna Oaks. Departmental, faculty, or special education meetings take precedence over other assignments. Coaches and activity advisors are responsible for their students until they leave the campus after practice or meetings. \*Coaches who need to leave school early with their athletes are responsible for letting the rest of the staff know which students will be leaving when. If you are interested in coaching or advising an activity, see our athletic director/associate principal.

### **COMMUNICATION:**

It is important to communicate academic and behavioral expectations to parents and students in a complete and thorough manner. Essential expectations to communicate to parents and students include the following:

#### **Behavioral Expectations**

- Classroom rules and expectations
- Attendance expectations (ie: tardy policy)
- Appropriate passing time behaviors
- Habits of Learning/Habits of Community expectations – share/review rubric

#### **Academic Expectations**

- Grading policies
- Late work and make up policies

- Define standards, grading guidelines, and formative and summative assessments.
- Habits of Learning expectations
- How to access online information (ex: google classroom, A3K, No Red Ink, PowerSchool)

You may reach out to parents in a variety of ways. Some examples might include but not be limited to...

- House newsletter, email messages, blogs, texting app (ie. Remind) etc.
- Back to school night
- Parent conferences
- Webpages
- School newsletter
- Phone calls (especially the positive)
- House or department meetings.
- With the Media in collaboration with building Administrators

Informing the community about activities and events at Savanna Oaks Middle School is important and highly encouraged. As you and your students are involved in special events, use the local media to share those events and accomplishments with the community. You may contact the VASD Public Information Specialist, Kelly Kloeping at 845-4337 or the local newspapers, the Verona Press and the Fitchburg Star at 845-9559.

### **CONFERENCES/ REPORTING STUDENT PROGRESS:**

Student Progress is reported in many ways. Conferences provide an opportunity for teachers to share information with students and parents. PowerSchool is an on-line tool that allows parents and students to check on student academic progress. We also have other web based communication systems to facilitate this, see our tech coordinator for examples.

### **DAILY SCHEDULES:**

All schedules including daily and late start schedules are available on the school's website.

### **DISCIPLINE/SUPERVISION:**

Discipline is an important part of learning. Students, staff, and parents are all part of establishing a good sense of discipline in our school. Everyone in our school has the right to expect a safe and respectful environment. Throughout the school including classrooms, halls, playgrounds and on the bus respect is expected, taught and practiced. The staff teaches, models and helps enforce respectful interactions that create a positive school environment.

### **Problematic Discipline Issues**

#### **A. Level One**

Incidents that can be handled with verbal interventions or warnings; For example:

- Pushing in the hall
- Overheard swearing
- Disrespect or harassment of others in the hall
- Running in the hall

#### **Possible interventions:**

Take student aside and talk with him or her, i.e. ("We are better than that")

Ask student to stand with you awhile



Ask student to sit in your room for a moment  
Always remind student of the positive expected behavior in that situation.

### **B. Level Two**

Incidents in the classroom relating to classroom expectations, house rules or general school rules which respond best to teacher intervention/immediate consequences. For example:

- Repeated talking to others
- Disrupting the classroom learning environment
- Not following class/house rules
- Not doing expected work
- Verbal disrespect/swearing \*
- Physical altercations “playing around” \*
- Theft \*

#### **Possible interventions:**

Verbal reminders  
Time out during break  
Time out from activity  
After school detention with house teacher  
Email or Phone call home  
Meeting with teacher(s)  
Time out in office.

\*If these issues become chronic, brainstorming with other house teachers, talking with a counselor and phone calls home are important options to pursue. There are times when items in this category may warrant an office referral, particularly if all other options have been exhausted.

### **C. Level Three**

Actions that are in violation of school rules, community rules and could lead to grievous harm to student(s) and staff. These may involve some level of teacher intervention but are an automatic office referral. For example:

- Possession of any weapon or look alike
- Possession of tobacco, alcohol, drugs
- Physical fighting
- Verbal abuse toward a staff member
- Physical altercation with a staff member

#### **Possible Interventions:**

Suspension  
Police ticket  
Alternative student placement  
Expulsion

## **Types of Supervision**

### **A. Hall Supervision**

Hallway and stairway supervision is especially important. There are many “blind” spots that need special attention. Please be visible in the halls. Observe activity and intervene before a problem erupts. All students are “our” students, whether in the hall by your room, in another hall, in the commons, or in another classroom. Do not hesitate to talk with or remind students. **Teamwork** is critical.

1. Stand by your classroom door before school in the morning at 8:20 until 8:30, in-between classes and at the end of the day until halls are cleared.
2. Consistently enforce school policies such as walking in the halls, keeping hands to self, and respectful conversation. Enforcement of being in class on time is important.
3. Be in the halls as students enter the building from lunch recess. Supervision at lockers is crucial in keeping the school a safe and welcome place for all students.

### **B. Classroom Supervision**

In a classroom, a student has the right to learn, and an atmosphere must be structured and nurtured to promote learning. Be clear with students by doing the following at the beginning of the school year:

1. Post and model classroom rules and expectations. Allow students to have input and dialogue about your shared space.
2. Communicate these rules and expectations. Be intentional.
3. Communicate to students (and parents when appropriate) the consequences of not meeting the rules and expectations.
4. Let students know that they are not to leave class without a pass from you and that normally; only one student will be allowed out of the classroom at any time. (In addition, you should be aware of who leaves your class and at what time. This is an effective way to cut down on loitering, vandalism, etc.) A student may sign OUT when s/he leaves your class and IN upon return. Teachers may limit the amount of time students leave class for bathroom breaks or locker visits.

### **Office Referrals**

Building Administrators are here to support positive discipline for students at the level for which issues occur. For that reason, office referrals should be reserved for chronic and severe situations. Refer students to the office for problems that are major infractions of school rules such as: skipping class, smoking, insubordination, defiance, disrespect to staff members, fighting, and drug/alcohol possession. When you send a student to the office, please call immediately to let the office know. If you do not have time to explain the infraction, please send a note or email as soon as possible. A descriptive email to **both** administrators and counselors/case managers is very helpful in documenting a situation and monitoring targeted student’s progress. Administrators and/or Student Services staff will take action that matches the severity of the situation and the history of the student. We will share our actions/consequences with you. Any time you have questions about the necessity of office referrals or the severity of student behavior, please feel free to talk with an Administrator and/or Student Services staff about possible interventions.

**E-MAIL:**

Our District provides all staff with an e-mail address. This is an important communication link with parents and other faculty members. With that in mind, please check your messages and reply on a daily basis. A **24 hour rule** is the guideline for return emails.

The Verona Area School District provides staff members with an email account. The primary purpose of school email is to conduct school business and facilitate communication among staff members. **Please see the VASD's Acceptable Use Policy.**

**EMERGENCY PLANS:**

Our Board of Education has approved an options-based response to threats. Training will be provided on an ongoing basis to help staff and students practice various alternatives in the event of an active shooter or intruder.

**Savanna Oaks Middle School**  
**Crisis Response Team**

**Chain of Command:**

First           Sandy Eskrich  
Second       Pete Christofferson  
Third         Christie Burke, Sandra Buxton, Brad Crandell, Kathy Garity, Sarah Holzum

**Crisis Response Team:**

<b><u>Name</u></b>	<b><u>Title</u></b>	<b><u>Phone</u></b>
Sandy Eskrich	Principal	4010
Pete Christofferson	Associate Principal	4011
Sarah Holzum	Counselor	4027
Asa Miura	Counselor	4026
Kathy Garity	Social Worker	4033
Christie Burke	Psychologist	4034
Jose Veguilla	Custodian	4040
Kristen Wilbricht	Secretary	4005
Beth Mason	Secretary	4031
Rita Wedderspoon	Secretary	4006

**Crisis Control Locations: Room Number/Name**

<b><u>Crisis Control Locations: Room Number/Name</u></b>		<b><u>Phone</u></b>
Crisis Control Center	# 120, Work Room	4053
Counseling Offices	# 116, 140, 157, 158	4033, 4034, 4027, 4026
Health Room	# 156	4015

**Rally Points:**

<b><u>Location</u></b>	<b><u>Phone</u></b>
Stoner Prairie Elementary School Gym and Step Room	845-4205
Fitchburg Fire Department	278-2980

**Safe Areas:**

Classrooms  
Music Area, practice rooms  
Locker Rooms

**BOMB THREAT PROCEDURE:**

We will observe the following procedure if a bomb threat is made to the school. Please read this through and know what to do in advance of a threat.

- If a bomb threat is made, the person receiving the threat will make every effort to find out as much information about it as possible from the caller or letter.
- An administrator will make an announcement that a bomb threat has been made and that all teachers, students, and other school personnel are to evacuate the building immediately to an area that will be specified.
- As you prepare to leave, look around your room/area and check for any unknown items. If you find one, report it immediately to the school office. Do not touch anything that is unknown.
- Teachers should take their students, a class list, and attendance record with them and proceed in an orderly manner (single file, calmly, and quietly) to the nearest exit. Use the same exits that you use for fire drills.
- Special care should be given to make certain that any student with a handicapping condition is cared for and escorted from the building.
- Once outside, walk with your students down the sidewalk to the Stoner Prairie gym. Stay with your class and immediately take attendance.
- It is important to keep all students together. No students may leave and “just go home”. Prepare a list of any students who are missing and give it to the administrator in charge at the safe location.
- Administrators and police will search the building. If all is “clear” students and teachers will be allowed to return to the building. Again, do not allow students to leave the designated safe area.
- If the situation is serious or warrants further investigation, arrangements will be made with the Badger Bus Company to pick up students.
- All conversations with the media will go through the superintendent or the principal.

**EVALUATIONS:**

At the beginning of each school year a list of staff members and evaluation years is provided. Please let us know if you believe your scheduled evaluation year is inaccurate.

An Evaluation Handbook can be found online in the Staff Intranet under the Human Resources link. This handbook includes all Framework information, forms, and processes and procedures related to staff evaluations.

In clarifying the role of VAEA members in the supervision or evaluation of VESPA members, the following language is offered as a starting point for discussion purposes:

“VAEA members are not responsible for the formal written evaluation of any VESPA member. They are however, instrumental in the delegation of work duties. They also contribute to the overall supervision of VESPA members.”

VESPA members are oftentimes delegated duties based upon the specific needs of program or building-level functioning. In working with VESPA members, VAEA members may be involved in clarifying specific issues that arise concerning duties assigned. Their primary roles however are to:

1. Monitor and assist with VESPA member assigned duties
2. Help VESPA staff develop or modify skills necessary to meet with success the assigned duties
3. Model/coach members

### **FIELD TRIPS:**

Enrichment experiences such as educational field trips for students are encouraged. Transportation is to be furnished by a school bus or school designated vehicle. Field trips should be posted for all staff to see on both the Google calendar and on the calendar in the office workroom. Field trips should be pertinent to units being studied and should contribute directly to specific educational objectives.

#### **GUIDELINES FOR FIELD TRIPS**

1. Notify administration of plans in writing/email. As field trips are scheduled, teachers should check with other teachers at their grade level/department to coordinate same day trips, if possible.
2. Field trips that take place during the last two weeks of each quarter must get approval of SOMS administration.
3. If, at all possible, your field trip should take place only during your instructional time with the students going on the trip.
4. Appropriate field trip and bus request forms must be filled out and turned into the Principal.
5. Make sure you put the departure and arrival times and date of your field trip on the office field trip calendar.
6. If students are going to miss lunch at school, please inform the kitchen two weeks in advance and provide kitchen staff with a list of students who need a sack lunch from school.
7. Inform the school nurse of the field trip a week in advance, so she can get medications and first aid kits ready.
8. Your field trip needs to have an instructional purpose and relate to your present curriculum.
9. All other teachers that would be affected by your trip should be informed.
10. You must take a cell phone and the office needs to know your cell phone number for contact purposes.

#### ***Field trip procedures***

*Permission slips for field trips have evolved into a direct message sent via School Messenger as our method of informing parents/guardians of school trips and events. (See Field Trip Permission Slip template) The message is considered the "permission" and if a parent needs to discuss it further, we encourage them to contact either a team leader, or advisory teachers.*

*Teachers should assume all students are going on the trip and should not need to remind students to "return their permission slips" rather encourage them to remind parents to check their email. We also state on the Field Trip message instructions on how to contact the school if their student will NOT be attending the event. This way, we have the information directly from the parent, so it can be coded into Powerschool attendance.*

*Field trip money is assessed as a fee in Powerschool and collected via E-funds or by cash/check in the main office. (E-funds payments automatically sync to Powerschool as paid, and payments in the office get recorded manually). Our goal is to eliminate money going through teachers, as this is an unnecessary responsibility for teachers with the technology we have in place. If there is a specific form or waiver that needs to be returned to school for some reason (Keva waiver, for example) it can be attached to the SchoolMessenger message as an attachment.*

## Field Trip Planning

Done	<u>Person Responsible</u>	<u>As soon as possible</u>
		Make site reservations; secure tickets (How many complimentary tickets are provided for chaperones?)
		Schedule trip on Google calendar
		Reserve bus; give form to Kris Wilbricht
		Email information to all building staff
		Develop study packet/activities for field trip
		Confirm chaperones and send each a <a href="#">link for background checks</a> from our district website. (Check with administration to determine if needed.)
	<u>THREE WEEKS PRIOR TO TRIP</u>	
		Notify kitchen
		Locate, reserve tech equipment
		Distribute list of students to staff
		Confirm date and time at field trip site
		Prepare, deliver handout for chaperones
	<u>TWO WEEKS PRIOR TO TRIP</u>	
		Collect money and permission forms
		Confirm chaperones
		Email reminder to staff
		Develop bus assignment lists
		Develop group/chaperone lists
		Order sack lunches from kitchen, if needed
	<u>ONE WEEK PRIOR TO TRIP</u>	
		Request payment method, credit card or check from Kris if necessary
	<u>DAY OF TRIP</u>	
		Take Cellphone
		Take Cameras, video
		Take map
		Take bus and group assignment lists
		Take student meds and first aid pack
		Report attendance to the office
	<u>AFTER TRIP</u>	
		Thank you notes to chaperones
		Team evaluation of trip, return first aide pack

## **FIRE DRILLS:**

State statute requires that fire drills be conducted regularly while school is in session. Fire drill exit routes are posted in each room. Please make sure these routes are posted and students are familiar with the routes. Do this for a variety of frequently visited rooms...classroom, computer lab, LMC, etc... Order and quiet should be stressed during fire drills. Order is important so that we can move several groups of students down halls at once. Quiet is important so that announcements can be heard.

- **When the alarm goes off, students should stand and line up inside the classroom door in an orderly fashion.**
- **Once in the hall, students should walk single file towards an exit, staying close to the outer hall walls.**
- **Students MUST stay together in their classroom group and the teacher should walk with the class.**
- **Whenever possible, students should stay on sidewalks to exit the building and continue walking until they are away from the building.**
- **The alarm will be turned off, but students should not come back into the building until there is an all-call announcement.**
- **Students should be reminded to go right back to their classrooms.**

TEACHERS: Please close doors behind you as you leave. The closed doors prevent drafts that would encourage flames in a real fire. **You must also take with you a class list, seating chart or grade book.** In the case of a fire, we need to be able to account for every child.

Fire drill exit routes are posted in each classroom. Please also take colored coded cards posted near your door, as these assist with communicating to office staff outside.

## **“FLEX DAY”:**

There will be a number of opportunities from which you may choose to fulfill your 7.5 FLEX hours. More specific information will be available each September.

## **FORMS**

Forms of all types are available in two place's, the workroom has paper copies of most frequently used forms. The VASD web site in the VASD

Staff Quick links has forms available for electronic download for all purposes.

## **FUNDRAISING - SOLICITATION FOR CHARITABLE CAUSES:**

Any solicitation for funds to support school functions and/or activities or any school related non-monetary solicitation needs prior approval by the principals via Classmunity in the Intranet under “Fundraising”. Do not use Go Fund Me. Any solicitation by non-school groups and/or clubs cannot be sanctioned or endorsed by the Verona Area Schools unless there is prior Board approval by formal Board action

## **GRADING GUIDELINES**

# Savanna Oaks Middle School

## Grading Guidelines Information

1. Grading procedures are related directly to learning goals and standards.
2. Criterion-referenced standards are used to determine grades.
3. **Scoring assignments and determining quarter grades:**
  - a. **Individual achievement** of stated learning goals is the only basis for scores or grades.
  - b. Effort, participation, attitude, and other behaviors are not included in scores and grades. (They appear as a separate “Habits of Learning” (HOL) grade on the quarterly Report Cards.)
  - c. **Late work** is handled as follows:
    - (1) Teachers may set due dates and deadlines up to one week prior to the conclusion of each unit of study for all formative and summative work that will be part of the student’s grade. Students should be provided with support to meet these timelines. Students should also be able to request extensions of timelines.
    - (2) The deadline for all formative and summative work is within the week that the unit concludes. Teachers should be clear in their communication with students at the beginning of a unit when that unit will conclude. Teacher discretion can be used in this guideline especially with Special Education students.
    - (3) Teachers may exempt students from penalties.
    - (4) Care should be taken to ensure that penalties, if used, do not distort achievement or motivation.
  - d. **Absences** shall be handled as follows:
    - (1) Students will not be penalized for absences.
    - (2) Absent students will be given make-up opportunities for all missed summative assessments (marked work that will be part of student grades) without penalty.
  - e. **Incomplete work** will be handled as follows:
    - (1) Work that is not submitted will be identified as **NHI** (not handed in).
    - (2) Students are required to complete all necessary work and will be given opportunities to do so. At a teacher’s discretion, an assignment can be **EX** (excused).
    - (3) Work that is submitted that is incomplete or does not reflect acceptable standards will be identified as **NY** (not yet).
    - (4) In determining grades, teachers must decide whether they have sufficient evidence of achievement. If not, the grade recorded will be an **NE** (no evidence/incomplete). The grade will be updated when sufficient evidence has been submitted.
    - (5) When a student has not attended enough days of school to be graded, counselors will notify staff to use **NE** (no evidence) instead of a quarter grade.



#### 4. The role of formative and summative assessment:

- a. Teachers will provide feedback and/or marks on formative assessments.
- b. Marks from formative (practice learning) assessments will not be included in grades.
- c. Marks from summative (demonstrated learning) assessments will be used to determine grades.

#### 5. Updating student achievement records:

- a. Where repetitive measures are made of the same or similar knowledge, skills or behaviors, the more recent marks will replace the previous marks for grade determination.
- b. A retake assessment opportunity is open to all students, no matter what grade was initially earned. Students should receive the better of the two scores. This policy encourages self-advocacy in students. Teachers can also require a student to take a second assessment. Before a student can earn the right to retake assessment, the teacher will require some sort of corrective work. This may be formative assignments in the unit, a review sheet, reflection sheet, or other activity. Before a retake, all formative assignments must be completed. Completing all the formative work will help to ensure that the student has mastered the essential components of that unit of study. Students are expected to complete all work, including retakes, within the time frame of each unit.

#### 6. Determining Grades

- a. Grades will be determined to ensure that the grade each student receives is a fair reflection of his or her **academic achievement and mastery of standards**.
- b. Consideration will be given to the use of statistical measures other than the mean for grade calculations; for example, consider using the median or mode.
- c. Grades will be weighted carefully to ensure the intended importance is given to each learning goal and to each assessment.

#### 7. Using Quality Assessments

- a. Each assessment must meet the five standards of quality:
  - (1) created from a clearly articulated set of achievement expectations
  - (2) serve an instructionally relevant purpose
  - (3) match the method of instruction
  - (4) sample student achievement in an appropriate manner
  - (5) control for bias and distortion
- b. Teachers will promptly record evidence of student achievement on an ongoing basis.  
**Once a week updating of PowerSchool is expected.**

#### 8. Involving Students in Assessment

- a. Teachers will discuss assessment with students at the beginning of instruction. Where feasible, students will be involved in decisions about ideas for or methods of assessment and be informed about grading criteria (ie. Rubrics).
- b. Teachers will provide students and parents a written overview of assessment, including grading, in clear, easily understandable language early in each unit.
- c. Teachers will provide students with a written overview in clear, easily understandable language, indicating how each summative assessment will be evaluated.

## Communicating Student Achievement Savanna Oaks Middle School

In order to create clear and consistent communication of student achievement related to academic standards, the staff at Savanna Oaks Middle School operates under eight common guidelines for grading.

The **first guideline** requires that grading procedures are related directly to stated learning goals. In other words, a classroom teacher identifies the target before instruction begins. The target is composed of the major pieces of learning all students should be able to demonstrate by the end of instruction for that unit. Grades then reflect how well the student was able to meet the targeted goals.

The **second guideline** calls for grades to be established based on clear criteria. If all the students in a class meet the learning targets, they all are eligible for the same grade. The grade is based on criterion-referenced standards, not a bell curve of scores.

The **third guideline** clarifies that grades are based solely on an individual's achievement of the standards and stated learning goals for a unit of instruction. Classroom behavior is not included in determining a student's academic grade. These "Habits of Learning" receive a separate grade that appears on the quarterly report cards. Guideline three also provides detailed information for teachers related to late work, absences, and incomplete work.

The **fourth guideline** recognizes that students need practice when learning new material. The practice assignments are referred to as "formative" work. We want students to be active learners who are not afraid to take a risk in their assignments. We do not want to discourage student attempts at learning by averaging in their scores from early learning experiences. For that reason, formative scores are used as feedback for improvement but are not incorporated in the determination of a final grade. Some ways of providing feedback on formative assignments include descriptive feedback in narrative form; check, check plus, check minus scoring; pass/fail indicators, etc. Final grades are determined when a teacher looks at the "summative" scores earned by a student. After the practice learning experiences have ended, students demonstrate learning on summative performances. Summative scores that demonstrate learning include tests, quizzes, demonstrations, projects, and other assessments.

The **fifth guideline** establishes that more recent scores should count more in a teacher's professional judgment and determination of a quarter grade. A student should not be penalized by averaging in earlier unsuccessful attempts to demonstrate proficiency of standards and stated learning goals. Guideline five also provides for second chance assessment opportunities so that students can demonstrate acquired proficiency. In these cases, a teacher's professional judgment is informed by the highest and most consistent mark, not an average grade for multiple opportunities.

The **sixth guideline** requires grades to be a reflection of academic achievement. We hear much about educational standards in each content area. The important thing that teachers must have is evidence that the student has met the stated standards. This evidence is the basis for grades.

**Guidelines seven and eight** deal with assessment. Guideline seven identifies the creation of assessments that adhere to five standards:

- (1) created from a clearly articulated set of achievement expectations
- (2) serve an instructionally relevant purpose
- (3) match the method of instruction
- (4) sample student achievement in an appropriate manner
- (5) control for bias and distortion

Guideline eight deals with clearly communicating the requirements of the assignment ahead of time with students so they have a clear target at which to aim. Involving students in this process is also an aspect of this guideline.

## ***Formative and Summative Assignments***

**Summative assignments**, tests, projects, etc. are measures that reveal whether students have achieved the academic standards established by the teacher prior to instruction.

**Formative assignments**, are assignments, tests and projects designed to help students learn the most important information in a unit so they can meet the academic standards established by the teacher prior to instruction. Formative assignments must be linked to the summative assignments.

For parents . . .

Student Progress Reporting at Savanna Oaks, as of Aug. 2015

In accordance with the Verona Area Board of Education's directive to develop and implement Personalized Education for all students and to clearly communicate to students', families and all educators about the attainment of specific learning goals we are shifting to standards based reporting of student progress.

We intend to identify students' level of progress with regard to specific goals, recognize areas of strength, inspire future success and point to areas for growth.

Our staff has clearly defined the standards for core subject areas so as students complete projects, assignments, lessons and experiences, they will be assessed on a 4, 3, 2, 1 rating system (consistent with the assessments used in our district for Kg-5<sup>th</sup> grade). These formative assessments will be available to scholars and families through PowerSchool throughout the school year.

Just as in the past, at the end of each quarter students will be issued a progress report with all classes listed and quarterly assessment marks for each class along with Habits of Learning marks for every class. At the end of Semester 1 and 2, core classes will list a summative grade comprised of the progress toward mastery throughout each semester on the standards covered.

Our intention is to move each scholar along his or her progression of learning in an efficient, rigorous and relevant series of learning experiences. Letter grades are not adequate to communicate the information we believe is necessary to describe student progress.

### **4-3-2-1 Grading Scale**

Individual assignments, tests, quizzes, projects, etc. will be evaluated using the numbers 4-3-2-1

Descriptively, consider: 3.7+ Exceeding Mastery, 2.7-3.69 Mastery, 1.7-2.69 Near Mastery, <1.69 Beginning Level

So why do we use the 4-3-2-1 for our reporting system for daily work? One reason is that the 4,3,2,1 system minimizes the impact of averaging a zero with other scores. In a traditional 100 point percentage based model, a student's overall grade can rarely "recover" from one or more zeros. While a few students may be motivated out of fear of a zero, far more students see that there is little chance to turn things around once a zero has been averaged. This leads to discouragement and lack of participation in future learning.

A second reason to use the 4-3-2-1 scale is its relation to the way the State of Wisconsin looks at student achievement. Student work is looked at in terms of proficiency rather than an abstract grade. This complements the use of rubrics which

usually contain descriptors of what a child must do in various areas of an assignment to reach an acceptable level of proficiency. When students receive rubrics ahead of time, they can clearly see the target at which they are aiming.

#### **Guidelines for Grading Students in Specialized Interventions:**

The goal of the grading guidelines is to foster independence, accountability, and responsibility in our students with special needs. In order to do this, the following guidelines should be followed. Case managers will meet with teams at the beginning of the school year to answer any questions and to supply teams with student names who will be held accountable for these guidelines.

Students' grades will not be penalized for late assignments. Other consequences should be arranged between the general education teacher, case manager and student (lunch detentions, after school detentions, missing celebrations, phone calls home, morning work time etc.)

Open lines of communication between teachers, case managers, and students will be used to create feasible plans for late work completion. Some assignments may be eliminated to foster success.

Students will not receive zeros on assignments or tests. Incompletes will be given for agreed upon work that is not handed in.

\*As always, there will be students who do not fit this set of criteria. During those special situations, a discussion between the general education teacher and the case manager should occur to develop an individualized plan.

## **Savanna Oaks Middle School Habits of Learning Questions and Answers A Reference Guide for Teachers**

### **1. What is “Habits of Learning?”**

Habits of Learning is a letter grade that reflects a student's work ethic or work habits that are directly related to successful academic learning. These “habits” also are ones that help a person be successful at a hobby, a sport, an avocation, and later in life, a vocation or job.

### **2. Why do we grade a student's Habits of Learning?**

We (the faculty of Savanna Oaks Middle School) believe that good work habits help students achieve and are every bit as important as an academic grade. By developing good learning habits, students set themselves up for success in learning at school and beyond. We think it is important to share with students and parents clear information about the work habits a student demonstrates. By knowing what work habits a student has (or does not have) in middle school, that student can work to improve both his or her work ethic and academic success.

### **3. In what classes do students earn a grade for Habits of Learning?**

Students earn a grade for Habits of Learning in every class.

### **4. Who explains Habits of Learning to students?**

We do: teachers and principals. Just as in past years, take time in your class to talk about academic grading and Habits of Learning. Let students know that you will be teaching them about how to have good work/learning habits. Let them know that these habits help make them better students and community members.

## **5. How will Habits of Learning appear on report cards? Progress reports?**

Habits of Learning will appear only on quarterly report cards. At progress report time, teachers will provide a progress mark to indicate how students are doing in relation to Habits of Learning. Even better, take time during Advisory to talk with individual students about where s/he is, or have them rate themselves and compare their assessment to yours.

## **6. Do teachers have to keep records related to Habits of Learning?**

Yes and no. Tardies, lpad infractions and formative assignments are key aspects of Habits of Learning. Teachers regularly keep records of these items. The other items can be observed in class.

## **7. How closely do we have to define “consistently” or other terms that are used in the rubric?**

Most of the rubric terms are very clear. “Consistently” and “always” mean just that. The term “usually” allows for more variation and teacher discretion. The Near Mastery level is a “working on it but ‘not yet’ there.”

Teacher discretion plays an important role in any kind of assessment. Habits of Learning is not a hammer with which to punish kids. Err on the side of effort if need be. Remember the seatbelt story. Stephanie always wears her seatbelt. She once took it off to be better able to turn around in the seat as she backed up. Does that cancel out the “always?” No.

## **8. How does Habits of Learning fit with Special Ed students?**

It is appropriate to modify the Habits of Learning rubric for some Special Education students...but not for all. As with the modification of academic assessments, modification of the Habits of Learning rubric should be set up and agreed upon by the teachers at the beginning of the quarter. The criteria should then be shared with the student, and the student taught how to achieve the criteria. It is not fair to the student for modifications to be arranged at the end of the quarter.

## Habits of Learning

## Habits of Community

Habit	What does it look like?	Habit	What does it look like?
Active Learner	Attention to learning: -eyes on teacher -facing front -working on class work Listen to others.	Responsible	<ul style="list-style-type: none"> <li>• Have materials.</li> <li>• Be timely.</li> <li>• Help out around the school.</li> </ul>
Positive member of learning community	Use materials as intended with care. Use kind words. Interact with everyone. Listen without interrupting.	Engaged	<ul style="list-style-type: none"> <li>• Listen.</li> <li>• Participate positively.</li> <li>• Be ready to learn</li> </ul>
On time to class	In seat when bell rings.	Safe	<ul style="list-style-type: none"> <li>• Walk.</li> <li>• Keep hands &amp; feet to self.</li> <li>• Follow school rules.</li> </ul>
Class work in on time	Complete work on time. Bring school work to class.	Respectful	<ul style="list-style-type: none"> <li>• Be kind.</li> <li>• Use appropriate language.</li> <li>• Interact positively.</li> </ul>
Organized and Prepared for class	Bring all materials - pencil/pen, notebook, charged ipad, book, papers.		
Uses Planning Tool (or Other Organizational method)	Track class time activities. List daily work & long-term projects.		

(see HOL grading rubric)

(HOC is not included in HOL grade)  
(August 2018)

## **HARASSMENT:**

Harassment is any repeated, unwanted behavior. This could include words or actions. If the behavior is sexual in nature it is sexual harassment. If the behavior is racial than it is racial harassment.

Harassment is one way. One person does it and the other receives. Harassment is not fun for one person. Fun teasing or flirting is two-way. Both people do it. Both people enjoy the interaction and it is not offensive to an audience.

Whether or not behavior is harassment depends on the response. Some people like to be teased and/or flirted with; other people find that uncomfortable. If someone does not like what a student intends as fun – “no problem” – the student should not repeat it. It is not harassment the first time unless it is extreme and obviously abusive behavior.

Obviously, if a student does not like what someone does, that student must let the other know by a direct look and clear words that convey “stop it”. The receiver must let the harasser know that the behavior is unwanted.

If the behavior continues the student should:

- Tell the harasser to stop in a clear and direct manner
- Enlist the help of any adult in the building to stop the behavior
- Fill out the harassment form given to them by the adult
- Arrange an appropriate time to discuss the incident with the adult

As a teacher, you should be prepared for students to come to you for help if they are being harassed. It is important that you know how to handle such an incident, student services staff are important resources in cases such as this.

## **HEALTH SERVICES – REFERRALS/INJURIES:**

The nurse’s office is located in the school office. Nursing services for Savanna Oaks and the district will be provided by the school district. Students in need of first aid attention will be treated in the school office. Should a student incur injuries more severe than can be handled by office personnel, parents will be called and the student will be sent home or 911 will be called. Any student injured during the school day or a school event should report or be reported to the office. There is an **Accident Report** form in the office that must be completed by the referring staff.

Staff members are reminded that the nurse’s schedule will allow a limited amount of nursing time in our building. As a result, any referral made to the nurse should be in writing and placed in her mailbox or emailed. In addition, students **should not be sent** to the nurse’s office **without a timed pass**.

Parents will be contacted only from the school office when students become ill in school and want to go home. Students should not make phone calls regarding health status from classrooms or from their cell phones. Please communicate this to your students.

## **INVOLUNTARY TRANSFER:**

See the Employee Handbook regarding Reassignments and Transfers

## **JURY DUTY PROCEDURE:**

See the District Employee Handbook regarding Jury duty.

## **KEYS:**

School personnel are provided with the keys necessary for them to maintain room and material security. Keys are issued at the beginning of the school year, and upon issue become the responsibility of the person to whom they are given. This responsibility should not be taken lightly. At no time should a student be allowed to carry or use school keys. All school keys must be checked back into the office at the conclusion of the school year. If, during the school year, you need short-term use of a key not issued to you, see Kris Wilbricht in the front office.

## **LEAFLET:**

The Leaflet is a periodic bulletin for staff. The Leaflet contains important announcements and lists of upcoming events and activities. Staff are invited to use the bulletin as a means of professional communication and you may offer these to Administrators for inclusion. Staff are asked to read the Leaflet within 48 hours of its publication which is normally on Thursdays.

## **LEARNING RESOURCE COORDINATOR:**

It is the philosophy of the Verona Area School District that, given time and resources, every student must be successful. To this end, the position of learning resource coordinator was created. The purpose of this position is to ensure that students receive instruction based on their individual learning styles, needs, strengths, and weaknesses. Some of the tasks associated with this position include, but are not limited to:

- Collecting and disseminating information about students who demonstrate programmatic needs associated with at-risk characteristics.
- Collecting and disseminating information about students who demonstrate programmatic needs associated with gifted and talented characteristics.
- Consulting with teams to develop strategies to meet individual student needs.
- Guest teaching as a resource or demonstration.
- Facilitating curriculum development, revision, and articulation.
- Providing staff development in the form of workshops and in service.
- Serving as a conduit for information relating to sound educational practice.

The learning resource coordinator is also involved in the development and evolution of long range goals which foster ways in which staff can work together to promote student-centered education.

## **LIBRARY MEDIA CENTER (LMC)**

The goal of the LMC is to be a welcoming space that supports the Savanna Oaks learning community. All learners have equitable access to qualified library staff, digital tools, resources and books. The LMC program facilitates literacy, inquiry, innovation, collaboration and digital citizenship. Recreational reading is also stressed and a diverse fiction collection is maintained to foster of love of reading.

### ***Guidelines:***

- The LMC maintains a scholarly environment. Please remind learners not to disrupt other patrons. Comfy chairs are for quiet reading only. Food is not allowed.
- Students may check out up to 7 items. The goal is to get books in the hands of readers. Overdue notices are shared with advisors. Help reminding patrons with overdues is greatly appreciated. Readers can also view their account status in Destiny Discover.
- LMC is organized for easy browsing. Destiny provides 24/7 access to catalog and ebooks. Readers who need help finding a book are always welcome to ask staff for recommendations. Advising readers is our favorite service!
- Students coming to the LMC without a teacher **must have a timed pass.**



**Lunch recess** – each teacher may send two students to the LMC. Lunch recess guests are expected to engage in calm, purposeful activities ex. Reading, coursework, makerspace activities.

**Scheduling:**

Instruction with Librarian – Contact our LMC Director to help introduce a research project, review LMC resources, give a book talk, or teach a lesson with you.

Class with teacher – Teacher led activity with no help from LMC staff. Schedule classroom area with LMC staff. Reservations are kept on the large circ desk calendar.

Small group – Students working independently with or without a teacher, please call ahead and let us know the time frame and expectations.

Individuals – Students need a LMC pass with time frame and expectations.

Class Book checkout – Class checkouts should be scheduled with Jo Ann. Individual students need a pass to enter the LMC to check out materials.

R2S Classes-- The LMC is a great place to bring R2S classes. Readers are always welcome. Call ahead to make ensure we can accommodate your group. Consider scheduling a book talk with Jo Ann to introduce new arrivals or genres.

**Resources:**

SOMS-LMC has approximately 12,000 books, ebooks, audiobooks, DVDs, magazines and professional materials. Our web-based catalog – “Destiny” is accessible from any computer in the building and also from home. *World Book Online* and *Badgerlink* (a database of magazine and newspaper articles) and many other online resources are located on the VASD and SOMS-LMC web pages. Data bases apps are loaded on all iPads. Please model use of databases in addition to Google. All of the LMCs in the VASD share resources. If you can’t find what you are looking for in our LMC, we can request it from another VASD-LMC.

**Services:**

Equipment – Audio visual and digital equipment are available.

Book pulls – Give us no less than 48 hours in advance and we will pull materials for you.

Copier – Is located in green room. A desktop is provided for student print needs.

Green screen --Can be reserved but mostly walk-in usage. Clean up after each use.

Materials Requests/Suggestions- Notebook on circ desk for reader requests.

Holds- Patrons can place holds at circ desk or in their Destiny Discover account.

Maker Space- Available for individual or small group use. Inquire at circ desk.

Achieve 3000 -- See Jo Ann for assistance with Achieve 3000.

Hours and phone: 8:00 – 3:45 Phone numbers: LMC Asst – 4025 LMC Director – 4047

**LIABILITY AND SAFETY:**

If a student is injured when working in a classroom without adult supervision, we may leave the door wide open for legal action. W. Gauerle, writing in Legal & Ethical Responsibilities of School Personnel states, “The courts have held that teachers are personally and individually liable under some circumstances for injuries suffered by pupils because of lack of proper supervision.”

1. Therefore, please make necessary precautions to provide “ordinary care;” Lock your classroom door when leaving and stay in the room when students are in it.
2. Safety rules should be posted in every room and discussed with students.
3. Please turn off all lights in your room when not needed. At night turn out all lights and lock all windows and doors. Any money should be kept in the office.

**DO NOT LEAVE VALUABLES (PERSONAL OR OTHER) WHERE STUDENTS HAVE THE OPPORTUNITY TO TAKE THEM.**

**MAIL:**

U.S. Mail is usually brought to the middle school around 11:00 AM. If you desire to have items sent from school, they should be deposited in the mailbox located underneath the teachers’ mailboxes by 10:00 AM.

Items that need to be sent from one district site to another should be put into the appropriate envelope and dropped in the inter-district mailbox in the office. This mail is picked up daily by 9:30 AM.

**It is highly recommended that teachers check their mailboxes twice a day.**

### **MASTER SCHEDULE**

Knowing the schedule of your colleagues will make it easier to arrange for someone to cover your classes if you need a last-minute substitute. If your schedule should change for any reason throughout the year please let Beth know so that she may update the master schedule.

### **NEWSLETTER**

In an effort to keep parents informed, a school email blast will be sent home bi-monthly.

### **NO CHILD LEFT BEHIND**

Federal law requires schools to share information with parents regarding the qualifications of teachers employed by the school district. Among the questions that parents may ask are:

**Is my child's teacher licensed to teach the grades or subjects assigned?**

**Has the state waived any requirements for my child's teacher?**

**What was the college major of my child's teacher?**

**What degrees does my child's teacher hold?**

**Are there instructional aides working with my child? If so, what are their qualifications?**

All teachers employed by the Verona Area School District have at least a bachelor's degree, and a large percentage have advanced degrees. In addition, all of the teachers at Savanna Oaks are fully licensed for their assignment. If parents want to see the state qualification for your child's teacher, it can be found on the DPI website at [www.dpi.state.wi.us/dlsis/tel/lisearch.html](http://www.dpi.state.wi.us/dlsis/tel/lisearch.html). In addition, instructional aides are employed at Savanna Oaks, and they are considered qualified for this work. If you would like more information about the qualifications of our staff, please feel free to talk with a building administrator.

### **NON-DISCRIMINATION POLICY**

It is the policy of the Verona Area School District that no person shall be denied admission to any school in the district or be denied participation in, denied the benefits of or discriminated against in any curricular, co-curricular, pupil services, recreational or any program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or status, sexual orientation, or physical, mental, emotional, or learning disability.

Inquiries regarding the interpretation or application of this policy shall be referred to the following designated compliance officers:

(Title IX Coordinator)  
Anne Franke  
Director of Instruction  
700 N. Main Street  
Verona, WI 53593  
845-4300

(Section 504 Coordinator) Director of Student Services  
Emmett Durtschi  
Director of Student Services  
700 N. Main Street  
Verona, WI 53593  
845-4314

### **OFFICE PERSONNEL**

Listed are main areas of responsibility for each principal in the office. Questions or concerns should be directed first to the appropriate individual.

**Principal**            School Budget  
                          Master Schedule  
                          Personnel Issues  
                          Staff Bulletins (Leaflet)  
                          Staff Development  
                          Continuous Improvement  
                          Staff Evaluation

**Assoc. Principal**    Attendance  
                          Discipline  
                          Staff Evaluation  
                          Athletic Director  
                          Upham Woods  
                          Extra-Curricular Activities

**OPEN PERIODS:**

Occasionally, there is an open period in a teacher's schedule in the place of a class or a supervision. During this time, the staff person and administrator will agree on a project/task/alternate assignment that supports the school or furthers professional development of our staff. Any staff member not wanting an "Open Period" can request an R2S.

**PARENT PARTICIPATION:**

Parent participation and parent volunteers are supported and encouraged in the middle school. Parents are valuable resources in the educational process whether they are addressing a class as guest speakers, serving on school improvement teams, working on special projects, or in any of the many things they do to support our efforts. Parents should not be used to correct assignments or tests. Remember, all guest, visitors, and volunteers should sign in when they come into the building.

**PARTY'S:**

As a general rule, parties are not to be held during school hours. See a building administrator for any exceptions to this rule.

**PASS SYSTEM:**

Teachers issuing passes should be available to supervise a student if a pass is issued to his/her area. Passes which pull students from regularly organized classes are to be discouraged. There may be times when it is absolutely necessary to have a student excused from another class. This should only be done after consultation with the teacher involved. Only one student name per pass, please.

**PREPARATION PERIODS:**

Prep periods are usually reserved for:

- Team meetings
- Preparing lesson plans
- Meeting with students or parents
- Meeting with staff
- Extra-curricular assignments
- Other classroom work
- Pupil personnel work or teaching organization

Although these periods are primarily used for the above purposes, a teacher may occasionally use this time for personal business. Please inform the principal in advance if you have a need to leave during school hours and use the sign out in the office.

### **PROPERTY, CARE OF:**

Encourage student responsibility for care of property by taking the following steps:

1. Keep a seating chart for each class. Do periodic checks on desks to determine cleaning needs. Have each student erase any marks on his/her own desk before leaving class.
2. Make your expectations known that any student responsible for writing on or defacing property will be responsible for cleaning and/or repairing the same.
3. Require that students keep their class materials, folders, etc. neat and orderly.
4. Set an example of good organization in your own classroom.

**You are responsible for the condition of furniture and equipment in the room used by you and your classes. Watch the ventilation, light, heat, and general tidiness. Turn off electricity when you leave the room. Report heat irregularities to the janitor. At the end of each day have students tidy your room and return all borrowed equipment. Close and lock your classroom door when you leave at the end of the day.**

### **ROOM USAGE:**

If you plan to use a specific area/room during the school day that may be shared with others indicate this on the "Faculty Calendar" and include room description/number in the event title. On occasion, your room will be used for after school activities. You will be notified if your room will be used after hours. Blackhawk Church uses our entire building each Sunday from 7am – 1pm.

### **SCHOOL COUNSELING PROGRAM:**

The aim of the counseling program is to provide services to parents, staff and students that will help middle school students in their emotional and intellectual growth. You are encouraged to take advantage of the many resources available for students by meeting with the counselor.

### **SPEAKERS:**

Whenever an outside speaker is in a class, please inform Building Administration.

### **SPECIAL EDUCATION SUPERVISOR (Middle school level):**

This role includes:

- Working with teachers to provide proactive curriculum to meet the needs of every learner
- Supporting team members
- Assisting in developing education and behavioral options
- Staff development
- Assisting with the evolution of services in special education and alternative services

This person is a resource you may involve in the Response to Intervention process to meet the needs of challenging students.

### **SPECIAL EDUCATION SERVICES:**

#### **Legislation**

Federal Law states that it is the policy of this nation, to insure that each child with exceptional education needs is provided with the opportunity to receive a special education at public expense suited to his/her individual needs. In accordance with this mandate we provide special education teachers to meet the needs of the student population. In addition to the special education classrooms,

other services include occupational and physical therapy, psychological services and speech and language services.

#### Individualized Education Programs (IEP)

Teacher attendance at IEP meetings is mandatory and an important part of planning for students with disabilities. If you cannot attend a scheduled meeting contact the Special Education Supervisor, the principal or the case manager.

#### **STAFF:**

An updated staff list including phone and room numbers is published annually.

#### **STAFF DEVELOPMENT:**

All staff members are encouraged to take advantage of staff development activities. Staff development activities are offered throughout the school year in the buildings and District-wide. In addition, staff members are often provided with the opportunity to participate in off-site workshop or learning activities consistent with district and building goals.

#### **If you are interested in attending a conference or workshop, please do the following:**

- **Pick up a goldenrod “Request Form for Professional Travel and Leave” in the staff workroom.**
- **Fill out the form and put it in the Principal’s mailbox at least two weeks prior to the event you want to attend.**
- **If approved, enter your absence in Skyward and in Frontline if a sub is needed for the day(s) you will be gone**
- **Your “receipt” for attending will be the return copy of the workshop request form.**

#### **Parameters and funding for attending an off-site workshop are:**

- **We will honor one request per year per staff member.**
- **This includes registration, mileage, meals and a sub for one day.**
- **If funds are available, we will try to pay for a second day of the workshop, sub, lodging, and meals.**
- **If a staff member is interested in attending a national convention, we will provide a sub for up to two days and half the cost of registration. We can do this one time every three years. We typically cannot reimburse for meals, travel, or lodging.**
- **Staff members may use departmental funds to cover part of the cost of the workshop.**
- **All of the above are subject to building priorities and budgets.**

#### **STAFF EMERGENCY FORM:**

The Savanna Oaks Staff Emergency Form will be put in your mailbox the first week of school. Please fill out and return to Karen Beckerleg in the office workroom as soon as possible.

#### **STAFF EMPOWERMENT:**

Regarding the achievement of teacher empowerment through teaming, internal motivation is the first and foremost concern. Internal motivation must be achieved in an environment of true professionalism that establishes high expectations and measurable outcomes, and encourages individual and group decision-making rather than simply allowing input on decisions that will eventually be made at “higher” levels. Teachers need to see it is expected that their decisions will make a difference.

With this in mind, these expectations were set for administrators and teachers:

#### **Principal/Associate Principal Responsibilities:**

**Provide data**  
**Maintain focus**  
**Provide conditions for innovation, creativity, sharing, and team building**  
**Staff allocation**

Teacher Responsibilities:

**Grow and collaborate as professionals**  
**Modify in response to conditions and data**  
**Innovate to enhance conditions**  
**Lead by example in developing the same conditions for their students**

How can true professionalism and empowerment exist if schools and systems require all teachers to use the same strategies to teach the same content at the same time? The most desirable outcome of teacher empowerment is the unleashing of our most creative work. Rather than strive for total staff consensus or “waiting until next year”, empowerment through teaming creates conditions where small groups of people can make decisions and implement them at the most opportune moments.

Individual Expectations:

**Operate independently**  
**Be responsive to their own data**  
**Be flexible in approach**  
**Be creative and innovative**  
**Share through staff development with other teams**

Shared Decision-Making by Team and Principal:

**Staff selection**  
**Staff allocation**  
**School goal-setting**  
**Resource management**  
**Staff development**

Independent Team Decision-Making

**Scheduling within your core time**  
**Grouping of students to facilitate learning**  
**Team climate activities**  
**Interdisciplinary units**  
**Parent interactions consistent with building expectations**  
**Team budget**  
**Team service activities**  
**Team goals**

**STAFF LEADERSHIP ROLES:**

There are opportunities for staff members to fulfill extra leadership roles throughout the school year.

1. *Department Chair responsibilities:*

- **Schedule, publish meeting agendas and facilitate meetings.**
- **See that minutes, including attendance are recorded and distributed to team and administration.**
- **Oversee the budget, co-sign all purchase orders and keep the department apprised of the budget.**
- **Ensure that core curriculum is addressed at each meeting and be the resource to the building regarding your department’s work.**

- Provide focus by developing team goals and monitor progress using data.
- Coordinate inter-school department meetings, agendas, note taking.
- Provide building administrators with an agenda for the year's meetings, regular agenda, notes, department goals, data toward meeting goals and attendance.
- Coordinate, when needed, with Badger Ridge and Core Knowledge Middle Schools

**Department Chair Pay: Level C, approximately 9-10 hours outside of contracted school day monthly**

*2. Core Team Leadership responsibilities:*

- Insure strong facilitation of team meetings – including an agenda and team notes/records. Keep a calendar of items on the Google Staff Calendar or shared doc.
- Assist in the development of Rtl plans to address targeted interventions. Document progress.
- Facilitate P/T/S Conference schedule
- Manage team policies such as grade level field trips, celebrations, and late work policies
- Provide focus by developing team goals and monitor progress using data.
- Mentor new staff members
- Be the key “go-to” person for team communication and serve on Continuous Improvement Team.

**Team Leader Pay: Level C, approximately 9-10 hours outside of contracted school day monthly**

*3. Special Education Team Leadership responsibilities:*

- Insure strong facilitation of team meetings – including an agenda and team notes/records
- Provide focus by developing team goals and monitor progress using data.
- Facilitate the Response to Intervention (Rtl) process. Document progress.
- Facilitate P/T/S Conference schedule
- Mentor new staff members (including support staff)
- Coordinate transitions for fifth and eighth graders
- Serve as conduit for school-wide communication and serve on Continuous Improvement Team.

**Team Leader Pay: Level C, approximately 9-10 hours outside contracted school day monthly**

*4. Encore Team Leadership responsibilities:*

- Insure strong facilitation of team meetings – including an agenda and team notes/records
- Provide focus by developing team goals and monitor progress using data.
- Facilitate P/T/S Conference schedule
- Participate in the Response to Intervention (Rtl) process. Document progress. Share information with core teams in regard to student learning.
- Support Encore team's members instructional and activity budget accounting.
- Be the key “go-to” person for team communication and serve on Continuous Improvement Team.

**Team Leader pay: Level D, approximately 6-7 hours outside contracted school day monthly**

## **STAFF MEETINGS:**

A variety of staff meetings are held throughout the year and follow a specific schedule. It is expected that all of the teaching staff will attend these meetings. Unless otherwise indicated, support staff will not need to attend these meetings.

### **Grade Level Meetings**

Grade level meetings will be scheduled by the principals on an “as needed” basis.

### **Staff Meetings**

Staff meetings are scheduled on a monthly basis, typically the third Wednesday of each month. Most of these meetings will be at 7:30 AM; typically in the LMC.

### **Department Meetings**

All departments meet on a monthly basis. Each department has the freedom to schedule their meeting when it is convenient. Please copy Administrators on date, time, agenda.

### **Continuous Improvement Team Meetings**

Each certified staff member will be required to serve on one of SOMS’ Continuous Improvement Teams.

### **SOS/Encore/Special Education Meetings**

This group schedules meetings as needed. Special Education should be represented at Encore meetings. Specific student concerns should be directed to their case manager.

## **STAR Testing**

STAR testing is done 2 times yearly and used in screening student’s academic achievement as well as considering instructional levels and groupings to enhance learning.

## **STUDENT/STAFF INTERACTIONS:**

We are entrusted with the responsibility of understanding, guiding, influencing and setting clear expectations for the middle school aged child and preparing him/her to be increasingly responsible for his/her actions. Since every middle school staff member is responsible for maintaining proper conduct wherever students are gathered, the following behavior characteristics may serve to guide you in your interactions with students and with the example you set as a role model.

**BE:** Impartial and fair, prepared, prompt, encouraging, helpful, consistent, patient, sensible, organized, orderly, firm, enthusiastic, tactful, efficient, knowledgeable, resourceful, humane, assign consequences which fit the individual, make parental contact.

**AVOID:** Threatening, arguing, ridiculing, comparing or contrasting students, humiliating, disowning, bribing, provoking, begging for cooperation, giving repeated warnings, using the words “shut up”, showing open dislike, using corporal punishment at anytime, calling students by their last names only, or using profanity at any time.

Clearly, these are instances of unprofessionalism.



### **STUDENT RECORDS:**

The Permanent Record folder of each student containing grades and information gathered from previous years is kept in the office vault. Refer to these files to better understand each student. These folders are not to be removed from the vault. Information regarding students in Special Education Programs is available from their case manager as well as from the building SPEC.

### **STUDENT TEACHER POLICY:**

The Verona Area Board of Education passed the following policy of Student Teacher Placement within the school district:

“Teachers in the Verona Area School District will direct requests for a student teacher to the building principal. Teachers shall be limited to one student teacher for a semester each school year. Exceptions to this policy must have prior approval by the Director of Instruction and the Superintendent.”

### **SUBSTITUTE FOLDERS:**

Each teacher is responsible for providing substitute teachers with information pertinent to classroom and school procedures. In this folder is a list of important information that you need to provide for substitutes. This folder, whether physical or electronic, will be available throughout the year. For planned absences please prepare specific directions and add it to your Sub Folder.

### **TARDY POLICY:**

This policy will be enforced by the office for students who are tardy to Advisory and their class after lunch hour. Office tardies will accumulate by quarter. At the end of each quarter the student will start over at 0 tardies. All other tardies should be dealt with by the individual teacher, following the same policy. Students who arrive up to 15 minutes late to class should be considered tardy. Students who arrive after 15 minutes should be considered absent unexcused and the office should be notified unless they arrive with an excused pass.

- 0-2 tardy to class = No consequence
- 3-5 tardy to class = Parent contact by teacher. (May include student)
- When a student gets to six tardies, a principal should be informed. The principal will then meet with the student and inform them of this policy, may impose office lunch detention(s) and a suspension may occur. Parents will also be notified by the Associate Principal.
- 9 tardy to class and up = The ninth tardy may result in a half day in-school suspension.

**Important note: Teachers are reminded that they are to handle student tardiness if they occur at any time other than the beginning of the day or immediately following the student’s lunch hour.**

### **TECHNOLOGY ACCEPTABLE USE POLICY:**

#### **TECHNOLOGY ACCEPTABLE USE POLICY:** **VASD Network User Agreement and Internet Safety Policy** **Acceptable Use Policy**

The Verona Area School District provides employees and students with access to the District’s electronic communication system, which includes Internet access, as a means to enhance communication within the District, enhance productivity, and assist employees and students in improving their skills. Access is also provided to assist in the sharing of information with the local community, including parents, social service agencies, government agencies, and businesses. The Verona Area Board of Education (VABOE) has established an Acceptable Use Policy (AUP) to ensure

appropriate use of these resources. Access to the District's computer and electronic communication systems by employees, students, and others, requires adherence to this AUP and other District policies. Violation of these policies may result in loss of the privilege of accessing these systems. The District's electronic communication system shall be used primarily for educational and administrative purposes and may not be used for commercial purposes, defined as offering or providing goods or services. District acquisition policies shall be followed for District purchase of goods or services through these systems. District employees and students may use the system to communicate with their elected representatives to express their opinion on political issues. Users are responsible for complying with federal and state regulations, and other District policies, in their use of the District's computer and electronic communication systems. Employees of the District must recognize that electronic files and communications may be electronic records subject to state open records requirements and they must take appropriate actions to maintain such records in compliance with state statutes. Excerpts of the District's Network User Agreement and Internet Safety Policy are included in each student handbook and the complete Policy is posted on the District's web page. If parents object to having their child access the Internet, they must submit a written request that denies Internet access to their child (children). Parents must submit this form on a yearly basis. Administrative procedures clarify acceptable use of the electronic communication system in the following areas:

1. Personal safety
2. Illegal activities
3. System security
4. Inappropriate language
5. Respect for privacy
6. Respecting resource limits
7. Plagiarism and copyright infringement
8. Inappropriate access to material

The Educational Technology Committee oversees the District's electronic communication system. The Educational Technology Coordinator at each site is responsible for interpreting the District's AUP. This includes ensuring that students and staff receive proper training in the use of the system and the requirements of this policy, establishing a system to ensure adequate supervision of students using the system, and maintaining active user rights

#### **TELEPHONE:**

Each room is equipped with a telephone. We ask that you use your phone to frequently communicate with parents. We also ask that you keep personal phone calls to a minimum. Long distance calls should be made through the office. Students should only be allowed to use classroom phones if the call is for school business and directly supervised by a teacher.

#### **TEXTBOOKS:**

Unusual care should be exercised in the enforcement of the proper use of textbooks. It will be necessary to number books and record the number of each book when they are passed out to students. An accurate record should be kept and a periodic textbook check should be made. Whenever a student withdraws from school, it is the teacher's responsibility to get the textbooks from the student and to check his/her name from the list. Check the condition of the book, and if there has been excessive abuse, a fine shall be issued by the teacher. The fine schedule is as follows:

- Loss of book – total price
- Missing or mutilated page – one-half the price of the book
- Marked pages that cannot be erased --\$1.00
- Missing covers (one or both) – total price

Break of back – one-half the price of the book

Defacing books (leaving them in the rain or snow, soiling them in any manner –one half the price of the book

**TOBACCO, ALCOHOL OR OTHER DRUG ABUSE:**

In accordance with School Board philosophy, no student or school employee shall possess, consume, or be under the influence of alcohol and/or other drugs in the school setting, on school grounds, in motor vehicles used in conjunction with school activities (including school buses, passenger cars, trucks, vans and motorcycles) or at school sponsored events or activities wherever they are scheduled. The School Board has established a four-part policy that includes: prevention, intervention, referral for assessment, and follow up support services. Included are the guidelines for employees to follow; Building Administrator and Building AODA Team\* guidelines are available from your principal.

**INTERVENTION:**

**Responsibilities related to Medical emergency due to ingestion of alcohol and other drugs (loss of consciousness, disorientation, bizarre behavior, vomiting, seizure, etc.)**

**Employees will:**

- Remain with the person until the person is under professional care
- Call or send for needed help from police, fire rescue, and /or nurse, and ensure that the building administrator has been notified.
- Fitch-Rona Emergency Medical Service (274-7660) in situations of NON-VIOLENT BEHAVIOR; request transport of student to a Hospital’s Emergency Room.
- Fitchburg Police Department (270-4300) if VIOLENT BEHAVIOR has been exhibited; request transport of student to a Hospital’s Emergency Room;
- Complete and forward a referral form to the building AODA Team within one school day.

**Responsibilities related to witnessed possession and consumption or obvious intoxication from alcohol or other drugs.**

**Employees will:**

- Deny entrance of a student to a school sponsored event,
- Accompany the student to the building administrator and confiscate the chemical and/or paraphernalia,
- Complete and forward a referral form to the building AODA Team within one school day.

**Responsibilities related to suspected possession or consumption.**

**Employees will:**

- Inform the Building Administrator
- Complete and forward the referral form to the building AODA Team and give a copy to the building administrator.

**DISPENSING CHEMICALS:**

No person shall sell or give away alcohol or other drugs to students in the school, on school grounds, in motor vehicles used by the school, or at school-sponsored events on or off school grounds.

**Responsibilities regarding students who are dispensing alcohol or other drugs.**

**Employees will:**

- Confiscate the alcohol and/or other drugs and/or paraphernalia, if possible.
- Accompany the student to the building administrator.
- Complete and forward a referral form to the building AODA Team within one school day.

## **Responsibilities regarding other persons dispensing alcohol or other drugs.**

### **Employees will:**

- Call for immediate assistance from law enforcement officials.
- Notify the building administrator.

\*Building AODA Team = SOS Team in middle and high schools, BCT in elementary schools.

### **TORNADO INFORMATION:**

It is important for teachers and students to know exactly what to do in case of a tornado. If there is a real tornado, there may be only a matter of a few minutes warning, and quick movement to a safe place can save lives. The red Emergency Response Guide identifies “safe areas” for each classroom. These are areas with weight-bearing walls, low ceilings, inside rooms, and areas without significant glass. Familiarize yourself with where those places are for each room you are in. Each room has a posted sign with a map of the safe area.

Prior to a tornado drill (usually once in the fall and once in the spring), familiarize yourself with your safe area. Talk with other teachers who will be sharing the space and agree on the arrangement of students within that area.

Go through safety procedures with each class. In case of a tornado, you and your class should move quickly, in silence, single file, to the safe area. Once there, have your students be seated on the floor, along walls or lockers (depending on whether your safe area is a room or an interior hallway). Order and discipline are very important.

You and your students should remain in the safe area until there is an announcement of an “all clear”.

If students are on the playground or outside when a storm hits and do not have time to enter the building, they are to lie down in a low area away from the building and automobiles with their feet toward the wind and their hands covering their head.

### **TRAVEL POLICY:**

\*(Including athletic trips, extra-curricular trips, and band trips) All trips and/or travel are subject to the following provisions:

1. All trips must have prior approval of the building Principal and the School Superintendent or his designee. Application and approval must be in writing to your building administrator.
2. No trip and/or travel of more than 125 miles (one way) can be approved by Principal/Superintendent. Application and supporting documentation must be made to the Board of Education.
3. All transportation shall be provided by school-owned vehicles and by the official school-contracted bus operation.
4. At least one member of the school professional staff, in addition to the driver, must travel in each bus used for the trip.
5. Each student participating in the trip must have written parental permission. This permission may be granted one time and cover all of the trips during the year provided that information is stated in the blanket permission slip.

\*This policy is most relevant to the high school and their travel.

**VISITORS:**

Do not permit anyone except school personnel to visit your class unless they have a written pass from the office. In addition, do not permit anyone to take a student from your class without authority from the principal or associate principal; this includes parents and police – refer them to the principal or associate principal. Make sure your visitors sign in at the office

**VOICE MAIL:**

Our district and school have a voice mail system. This is an important communication link with parents and other faculty members. Please check your messages on a daily basis.