

ERMS Staff Handbook 2009 - 2010



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Glossary of Terms:

AIP	-	Academic Improvement Plan
AVID	-	Advancement Via Individual Determination
BIP	-	Behavior Intervention Plan
CBI	-	Community Based Instruction
Credentialing	-	Middle School term for Parent/Teacher Conference
CYFD	-	Children, Youth, and Families Department
ELL	-	English Language Learner
EPSS	-	Educational Plan for Student Success
ERMS	-	Eagle Ridge Middle School
ESL	-	English as a Second Language
FAPE	-	Free and Appropriate Public Education
FBA	-	Functional Behavior Assessment
IDEA	-	Individuals with Disabilities Education Act
IEP	-	Individualized Educational Plan
ISS	-	In-School Suspension
JPO	-	Juvenile Probation Office
LRE	-	Least Restrictive Environment
MDR	-	Manifestation Determination
NCLB	-	No Child Left Behind
NWEA/MAP	-	Northwest Evaluation Association/Measures of Academic Progress
OSS	-	Out-of-School Suspension
PBS	-	Positive Behavior Supports
PDP	-	Professional Development Plan
PDSA	-	Plan-Do-Study-Act
PLC	-	Professional Learning Community
PO	-	Purchase Order
Power School	-	Student data-base information system
Power Teacher	-	Grading Software
QST/Advisory	-	Quality Support Team / Advisory School Council
RA	-	Related Arts (aka Elective classes)
RTI	-	Response To Intervention
SASI	-	This is our Student data-base information system
SAT	-	Student Assistance Team
SBA	-	Standards Based Assessment
SEAS	-	Special Education Software for writing IEPs
Seminar	-	Class for students identified as gifted
SRO	-	Student Resource Officer
Team Charter	-	Contains Team Norms, grading policy, and other important Team information
TST	-	Technical Support Team

FORWARD

At Eagle Ridge, Debby and Steve work as a team and responsibilities are shared. However, certain areas need a contact person for effective management of the school climate. Please note the **Division of Responsibility Chart** when inquiring about a specific problem or concern. (See list of duties in the Appendix).

Evaluation of Staff:

Teachers will be evaluated by the principal or assistant principal each year according to requirements established by RRPS and NMPED's Three-Tier Licensure System. Details for your specific level of licensure will be provided to you at the beginning of each school year.

Annual elements required are

- Professional Development Plan (PDP) with a goal for improving student achievement
- Periodic conferences with administrators
- Student Survey with teacher's reflection
- Teacher reflection on success of PDP
- Formal and informal observations of teaching practice
- Formal and informal feedback regarding teaching practice

Spring and Fall conferences will be held with all staff to determine direction and needed support. During the year the principal and assistant principal will observe in classrooms. Then during classroom observations administrators will look for instruction aligned to the benchmarks, curriculum, and tested objectives and a high level of student engagement. A post-conference will be held after formal observations, to discuss the lessons and written feedback will be provided. At the end of the year, a summary report on each staff member will be filed with the district office. It will reflect the staff members' ability to meet the specific competencies. The PDP (Professional Development Plan) will be reviewed at this time. All first year teachers or teachers new to the district/school will have at least one formal evaluation through the course of the year. The purpose of the evaluation is to provide an avenue for conversations about teaching and learning. This process is meant to help a teacher grow in his/her ability to facilitate the learning process.

Classroom Walkthroughs (CWT) are not directly a part of the formal evaluation process for individual teachers but DO provide school level decision-makers with system-wide data concerning efficacy of teaching and learning. You can expect to see an administrator in your classroom at least once a week to collect CWT data. Teachers will conduct walkthroughs for each other through PLC work.

Para-Professionals (Educational Assistants) will be evaluated each year by their supervising teacher in conjunction with the school principal and/or assistant principal. A summary report will be reviewed at the end of the year. The evaluation will be based on the Para-Professional competencies.

Support Staff and Ancillary Staff will have end of the year reviews. The evaluation will be based on the specific competencies and the staff members' PDP.

Professional Development Plan:

Each staff member will develop a professional development plan each year, in conjunction with the principal and/or assistant principal. The PDP will reflect individual goals that will pertain to competencies, school goals as outline in the Action Plan and on instructional goals driven by the needs of the students.

BEST PRACTICES:

Best Practices are those teaching and learning strategies that have been proven to be effective. Best Practices are referred to often, but many may be confused by what exactly they include. The test for Best Practice is whether or not the strategy has withstood the rigor of action research. Here is a partial list of best practices:

Cooperative Learning	Inclusion	Sensory Integration
Multiple Intelligences	Balanced Literacy	Portfolio Assessment
Hands-on Learning	Teaming	Inquiry-based Learning
Reading Styles	Thematic Teaching	Looping
Multiage Classrooms	Student-Lead Conferencing	Parent Conferencing

Other best practices may be accessed by visiting <http://www.bestpraceduc.org/>; <http://www.sitesforteachers.com/>; and <http://www.esleague.com/> (Effective Schools League Communities).

SAFETY SECTION

EMERGENCY PROCEDURES

Fire Drill

Practice silent, single file walking with your students regularly.

Fire Drill Attendance Procedures

Captains will have a list of all staff on their roster in their fire drill folders.

Teachers will hand attendance sheets to captains with missing or extra students listed. If everyone is present and you have no extra students, just report this information to your captain.

After all members have reported, the captain will bring the information to the appropriate administrative leaders.

INSTRUCTIONS FOR FIRE DRILL

1. Fire exits must be clearly identified in each room.
2. Students are to receive proper orientation on evacuation procedure.
3. Students are to be supervised at all times.
4. Students are to leave single file, orderly and quietly.
5. Teachers should close doors (**do not lock**) and turn off lights.
6. Teachers **MUST** carry their class records with them outdoors and account for the entire class. (Keep a copy of your class lists in your Fire Drill folder)
7. Students are **NOT** to carry out books, etc. Classes are to line up a safe distance from the building facing away from the building. Under no circumstances should a teacher or student return to the building until an **ALL CLEAR BELL SOUNDS**.
8. Students should be instructed to join the nearest line exiting the building if they are out of the room during a fire drill. These students must give their name to the teacher responsible for the line once safely out of the building.
9. Check to see if classrooms next to yours have exited the building. Each Fire Drill Captain has a card with the room numbers of classes assigned to his or her roster. After roll is taken, teachers will give their attendance card to the Fire Drill Captain. The Fire Drill Captain will check the cards and send all the cards to the administrator. (Keep attendance cards in your Fire Drill folder) See the Appendix for Fire Drill Folder details.

MAPS DISTRIBUTED AT ORIENTATION AND AVAILABLE IN THE MAIN OFFICE. POST A MAP IN YOUR ROOM THAT SHOWS WHAT EXIT YOUR STUDENTS WILL TAKE IN THE EVENT OF A FIRE.

Additional information

1. Classroom exits and doors leading to exits **MUST** be clear of boxes, chairs, tables, etc.
2. There must be an unobstructed space 36 inches in every direction of each exit.
3. Student work or displays cannot cover more than 20% of the aggregated wall space of the room. Combustibles may not hang from light fixtures.
4. The use of extension cords as permanent outlets is prohibited.
5. Teachers may **NOT** park next to any building, permanent or portable.
6. View through door windows may **NOT** be obstructed.

INSTRUCTIONS FOR DISASTER DRILL

The following drills are to be adhered to in case of any natural disaster (tornado, earthquake) and any disaster caused by an act of man (plane crash, bomb threat, perimeter penetration). The following steps will be activated in this order:

1. Any staff member present at the scene of the disaster or impending disaster will immediately notify the Main Office personnel including the administrators or designee on site.
2. The administrators will immediately notify the Rio Rancho Police Department and RRPS Risk Management with a succinct description of the type of disaster.
Rio Rancho Police Department Phone Number 891-7226
Rio Rancho Public School Risk Management 896-0667 Ext. 163
3. Simultaneously to Step 2, a voice transmission over the Eagle Ridge Middle School public address system will be activated as follows:
 - a. In case of **natural disaster**, the code words, “**DUCK AND COVER**” will be transmitted to every classroom in the school, “This is a Duck and Cover Drill.” This will be repeated at least three times in a loud, clear voice.

DUCK and COVER: All students and staff will take immediate positions under desks and tables in the classroom and remain in that position until an ALL CLEAR is sounded.
 - b. **Lockdown (Secure Your Room):** In case of an act of man an announcement will be made “**THIS IS A LOCKDOWN DRILL**”. This will be repeated at least three times in a loud, clear voice. Support personnel will immediately assume designated positions in halls for monitoring duties.

Lockdown (Secure Your Room): Staff member will immediately secure the classroom door and turn off the lights. He or she will immediately advise classroom occupants that total silence is imperative and directions will be strictly obeyed. Staff and students will retreat to an area of the room away from doors and/or windows and remain in seclusion until an ALL CLEAR is sounded. Entry to the room WILL NOT be granted to ANY personnel until staff member receives an ALL CLEAR signal that will be sounded by three intermittent bells.
4. Throughout each and every step above, ALL students are REQUIRED to maintain TOTAL silence and listen carefully for additional instructions from the administrator or designee in charge.
5. In the case of a **gas leak or major fire** in the school, we will ask that you EVACUATE the students. The drill will be performed in the following manner:
 - Staff members and students will hear “This is an **EVACUATION DRILL**. Everyone will proceed to leave the building using the same manner as a fire drill. When you have accounted for all of your students and reported this to the Fire Drill Captain, everyone will remain facing away from the building until an ALL CLEAR has been sounded.

FOLLOW-UP & DEBRIEFING:

6. All staff will remain on premises to work with any rescue/law personnel. Designated staff will be assigned as liaison to work with local rescue/law personnel until necessary reports are filed. This may include the following:

Police	Rio Rancho Public Schools
Paramedics	News Media
Parents	Students

- A command post will be established in the Main Office in order to direct operations as specified in paragraph 6. In addition, the following designated areas will be utilized:
 - All students and/or faculty requiring any kind of aid will go to the school cafeteria. Names of the preceding will be taken to the Command Post for informational purposes.
- All staff personnel and students will be debriefed and given further information and/or instructions over the PA by authorized personnel.

All **Family A** students will report to the Media Center and REMAIN until authority to be released is provided. Roll call will be taken.

All **Family B** students will report to the north end of the gymnasium and REMAIN until authority to be released is provided. Roll call will be taken.

All **Family C** students will report to the south end of the gymnasium and REMAIN until authority to be released is provided. Roll call will be taken.

Triage station will be set up in the cafeteria. Students requiring medical attention should be escorted to the cafeteria. Any parents, guardians and personnel authorized to receive students will be directed to the Command Post where an emergency card file will be utilized in the release of students. A release form will be signed by any receiving personnel when a student is released.

Evacuation Plan (See the Appendix for Individualized Emergency Evacuation Plan)

- Principal or designee will verify emergency situation
- Principal or designee will contact the Department of Public Safety to confirm situation
- Principal or designee will notify superintendent or designee of emergency
School population will evacuate building via regular fire drill exits according to the Eagle Ridge Disaster Plan for fire drills
- Students will proceed to fire drill stations and be seated facing away from the building. Teachers will perform attendance and accountability procedures as in fire drill
- The Registrar (Debbie Chenski) will take the registration cards to the District Office to notify parents in the event the campus needs to be evacuated
- School nurse or health assistant will take first aid kit and emergency cards to the evacuation area
- If evacuation is required, Durham School Services will be notified via the Department of Public Safety to transport students to closest school (Ernest Stapleton Elem). Special Transportation bus for students with special needs will be dispatched to transport students who usually ride that bus
- ESES staff will be advised by the Department of Public Safety regarding evacuation and buses will be directed to the road furthest from the area of concern.
- School buses will follow the Department of Public Safety evacuation routes
- Principal or designee will serve as media liaison and all other staff should refrain from commenting to the media

Universal Emergency Procedures

<p>A. <u>Evacuation</u> (For use when conditions outside are safer than inside)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • Take the closest and safest way out as posted (use secondary route if primary route is blocked or hazardous) • Take roll book for student accounting • Assist those needing special assistance • Do not stop for student/staff belongings • Go to designated Assembly Area • Check for injuries • Take attendance; report according to Student Accounting and Release procedures • Wait for further instructions 	<p>B. <u>Reverse Evacuation</u> (For use when conditions inside are safer than outside)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Move students and staff inside as quickly as possible • Assist those needing special assistance • Report to classroom • Check for injuries • Take attendance; report according to Student Accounting and Release procedures • Wait for further instructions.
<p>C. <u>Severe Weather Safe Area</u> (For use in severe weather emergencies)</p> <p>When announcement is made or alarm sounded:</p> <ul style="list-style-type: none"> • Take the closest, safest route to shelter in designated safe areas (use secondary route if primary route is blocked or dangerous) • Occupants of portable classrooms shall move to the main building to designated safe areas • Take roll book for student accounting • Take attendance; report according to Student Accounting and Release procedures • Assist those needing special assistance • Do not stop for student/staff belongings • Close all doors • Remain in safe area until the “all clear” is given • Wait for further instructions 	<p>D. <u>Shelter in Place</u> (For use in external gas or chemical release)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and to report to nearest available classroom or other designated location • Assist those needing special assistance • Close and tape all windows and doors and seal the gap between bottom of the door and the floor (external gas/chemical release) • Take attendance; report according to Student Accounting and Release procedures • Do not allow anyone to leave the classroom • Stay away from all doors and windows • Wait for further instructions
<p>E. <u>Lockdown</u> (For use to protect building occupants from potential dangers in the building)</p> <p>When the announcement is made:</p> <ul style="list-style-type: none"> • Students are to be cleared from the halls immediately and to report to nearest available classroom • Assist those needing special assistance • Close and lock all windows and doors and do not leave for any reason • Cover all room and door windows • Stay away from all doors and windows and move students to interior walls and drop • Shut off lights • BE QUIET! • Wait for further instructions 	<p>F. <u>Drop, Cover and Hold</u> (For use in earthquake or other imminent danger to building or immediate surroundings)</p> <p>When the command “Drop” is made:</p> <ul style="list-style-type: none"> • DROP - to the floor, take cover under a nearby desk or table and face away from the windows • COVER - your eyes by leaning your face against your arms • HOLD - on to the table or desk legs, and maintain present location/position • Assist those needing special assistance • Wait for further instructions

Incident Command System Chart

Command Personnel	WHO	Duties-Responsibilities
Incident Commander	Debby Morrell	The Incident Commander will continually manage an emergency from the Command Post (CP). The Incident Commander does the following: Assesses the situation Determines a strategy for handling the incident Delegates tasks and responsibilities to others as needed Monitors how well the plan is working Adjusts response to meet changing needs of situation
Safety Officer	Steve Detrick	The Safety Officer works directly for the Incident Commander at the Command Post and works to make sure the safety of staff, students, and visitors on campus during the emergency are of prime concern.
Liaison Officer	DPS	The Liaison Officer also works directly for the Incident Commander and serves as the liaison between the school incident command and other responding entities such as police, fire, EMS, utilities, etc.
Media Liaison	Sallye Olmon	The School Media Liaison acts as the Incident Commander's media resource and manages media relations in accordance with the District Policy. While not a media spokesperson, the Media Liaison coordinates communication between the Incident Commander and the media when necessary.
FUNCTIONAL AREAS:		
Operations Sections	Roger Riecke DPS Lee Carn Counselor/Social Workers Bonnie Strobel Patty Chavez	Reports to the Incident Commander. Is responsible for the following: Site Facility Check/Security – Shuts off utilities and provides security during incident. Search & Rescue Search teams sweep building and grounds for unaccounted for students staff, and visitors Medical – Provides first aid and care for injured Student Care – Provides student supervision Student Release – Manages release of students to parents and guardians when necessary
Planning Section	Safety Team	Documents actions and responses. Plans ahead and provides situational analysis.
Logistics Section	Paula Powell Pam Thompson Kim Bass	<ul style="list-style-type: none"> o Staffing – Manages personnel needs and requirements o Supplies/Facilities – Manages supplies (food/water, etc.) restroom facilities, and shelter needs. o Communication – Manages communications needs and efforts.
Finance/Administration	Kathy Marquez	Maintains records on employee and volunteer time. Manages school purchasing efforts and expenditures.

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Incident Command System – Duties & Responsibilities

Command Personnel:

Incident Commander – The Incident Commander (usually the Principal) will continually manage an emergency from the Command Post (CP), The Incident Commander:

- Assesses the situation
- Determines a strategy for handling the incident.
- Delegates tasks and responsibilities to others as needed.
- Monitors how well the plan is working.
- Adjusts response to meet changing needs of situation.

Safety Officer – The Safety Officer works directly for the Incident Commander at the Command Post and works to make sure the safety of staff, students, and visitors on campus during the emergency are of prime concern.

Liaison Officer – The Liaison Officer also works directly for the Incident Commander and serves as the liaison between the school incident command and other responding entities such as police, fire, EMS, utilities, etc.

Media Liaison – The School Media Liaison acts as the Incident Commander's media resource and manages media relations in accordance with the District policy. While not a media spokesperson, the Media Liaison coordinates communication between the Incident Commander and the media when necessary.

Functional Areas:

Each functional area is managed by a Chief who reports to the Incident Commander.

Operations Section:

- Site Facility Check/Security – Shuts off utilities and provides security during incident.
- Search & Rescue – Search teams sweep building and grounds for unaccounted for students, staff, and visitors.
- Medical – Provides first aid and care for injured.
- Student Care – Provides student supervision.
- Student Release – Manages release of students to parents and guardians when necessary.

Planning Section:

- Documentation – Documents actions and responses.
- Analysis – Plans ahead and provides situational analysis.

Logistics Section:

- Staffing – Manages personnel needs and requirements.
- Supplies/Facilities – Manages supplies (food, water, etc.) restroom facilities, and shelter needs.
- Communications – Manages communications needs and efforts.

Finance/Administration:

- Timekeeping – Maintains records on employee and volunteer time.
- Purchasing – Manages school purchasing efforts and expenditures.

Materials Safety Data Sheet Books

A Materials Safety Data Sheet (MSDS) notebooks are available in the Main Office. They contain information about any hazardous material used in the school and procedure to clean up. They are required by law at every school site. It is very important that you know where the books are located in case of an inspection. Please take a minute to locate the books and become familiar regarding their location.

FACULTY EXPECTATIONS

ABSENCES:

General Information: All staff will utilize the AESOP attendance system to report their **sick leave**. All other leave will be entered by the principal's secretary. The AESOP attendance system ties directly into the district payroll to adjust leave balances. The web address is www.aesoponline.com. Enter your assigned personal ID# and pin and follow the instructions. Upon returning to work, a leave slip will need to be filled out for each sick day. (Yes, this is double duty, but the district is requiring it.) **ON THE DAY OF THE ABSENCE, THE STAFF MEMBER MUST ALSO NOTIFY THE MAIN OFFICE BY 6:30 AM TO ALERT SCHOOL PERSONNEL THAT A SUBSTITUTE WILL BE EXPECTED. LEAVE A MESSAGE WITH Kathy-- EXT. 303.**

If you become sick during the work day, contact Kathy in the Main Office and she will help arrange coverage for your class.

Personal Leave: A leave slip must be submitted and approved two weeks prior to the requested day off. You may pick one up in the Main Office.

ACCIDENTS:

If you are injured on the job, report the injury immediately to the health office or the administrative office. You will be asked to fill out an accident report form and turn it into the nurse. This is extremely important in ensuring proper care for our employees and in eliminating any unsafe situations on the campus.

DISCIPLINE: SEE *WORKING WITH STUDENTS* SECTION.

DRESS CODE AND ROLE MODELING:

Please remember that we are models for our students. The way we dress should display professionalism and respect for ourselves and our students. We encourage dress for respect and success. **No shorts** (except P.E. Staff). No jeans....professional dress or follow student school wear guidelines. If you are not wearing a tie or dress shirt, your t-shirt **must** follow school-wear guidelines. School wear is the minimum requirement for all staff members.

DUTY INFORMATION:

PERSONAL DUTY DAY

The personal duty day is from 7:55 to 3:25 daily. In addition, staff will be assigned to specific duty stations periodically throughout the school year.

1. Teachers with morning duty assignments will report to their assigned station at **7:55 am** and **3:25 pm**.
2. All teachers will be on duty near their classrooms by 8:10 a.m. and escort children to buses at the end of the day.
3. **The expectation is that all teachers will "actively enforce" school policy regarding behavior expectations and dress code while monitoring students.**

Monitor the flow of traffic by requesting that students walk on the appropriate side of the hall. Running, pushing or shoving is not allowed. **Be on duty before school, during passing periods, before and after lunch and after school.** Always be pleasant and friendly. You may give warnings, but if a student consistently defies the rules, please write a behavior referral.

DUTY EXPECTATIONS

General Information: It is a legal responsibility of staff members to provide supervision of students outside of the classroom. The duty roster is designed in an effort to minimize the inconvenience and maximize supervision of students at arrival and departure times. The Duty Roster will be issued to all staff members at the beginning of the school year. The Duty Roster is also posted in the Office Mail Room.

All staff members are assigned supervisory duty. Please notify Steve regarding any duty assignment changes so that the duty roster can be updated.

It is a legal/professional responsibility that you cover your assigned duty. It is the responsibility of the assigned staff member to make sure that the assigned station is covered. If it is not possible to be at the assigned station (absence, conference, meeting, etc.), **the assigned staff member is responsible for arranging coverage.** Please take this responsibility seriously.

Duty reminders:

- Be at your station on time.
- **Report at 7:55 a.m. and 3:25 p.m.**
- Monitor student behavior at all times.
- DO NOT allow students down hallways without a pass.
- All food and beverages must be in a lunch sack or backpack to go down the hallway.
- Be sure that students maintain respectful, responsible and safe behavior.
- If you find students in the hall without a pass, escort them to the foyer.
- PLEASE NOTE: It is your LEGAL DUTY to be at your assigned area to monitor and supervise students.

Bus: Help control student behavior and keep students clear of buses. Look for **inappropriate dress**. Welcome students to school. Wait for all buses to arrive and depart. In the afternoon, assist the students in lining up as the buses arrive and boarding in a single file line.

You are to remain on bus duty until all buses have left the campus. After school, if a bus is not on time, have students form a single file line and walk in an orderly manner to board the bus after it has come to a complete stop and the door is open. All staff members are to escort students from the building and to the buses at the end of each day.

***DO NOT** remove a child from the bus for misbehavior unless there is a physical fight, but **DO** report any problems to the Main Office and remind the driver to turn in a bus referral.

Common Areas: Greet parents and guests pleasantly as they enter ERMS. **Keep the students in the cafeteria or back patio until the bell rings.** Assist students to classes as quickly as possible. Keep students from gathering in groups.

Keep watch for potential problems and check hall passes (when applicable). When the bell rings, take your position outside your room (when you are not at a duty station). Science teachers monitor long halls, other teachers monitor pod areas as classes change. Move students to classes as quickly as possible. Keep students from gathering in groups.

Pick-up/Drop-Off Zone: Remind students they are to be dropped off by their parents in front of the school - **not** in the bus lot. Drop Off/Pick Up Lane: Remind everyone to use the crosswalks. Keep traffic in departure lane moving. (See Safety Section for complete instructions.)

Emergency Drill Procedures: SEE SAFETY SECTION.

Emergency Lesson Plans: Attach lesson plans in AESOP

It is each teacher's responsibility to leave emergency lesson plans, seating charts, duty assignments, current class lists, and specific instructions for students with special needs in their classrooms. This folder should be updated each nine weeks for the remainder of the year. The lessons in this folder will only be used in the event that you were unable to leave lesson plans for a substitute.

FILM & VIDEO POLICY:

"Non-educational" videos are **never** to be shown at Eagle Ridge. Special permission from the administration **MUST BE OBTAINED before** any movies are shown. All movie/videos must be logged in with before showing. Any film not rated "G" (General Audience) must be approved and a permission slip obtained from parents before it may be shown. **PG-13** movies may **not** be shown without a committee's review and approval. Check with the Librarian if you are uncertain. Don't assume that it is probably okay to show the movie! Videos may **not** be used as a "reward".

Our Board of Education has made it clear that all use of videos should be limited due to the fact that many of our children watch them and TV all the time. Any video should be less than 30 minutes or only show the parts that pertain to your lesson. You must tie the video to your current curriculum and have an assignment that goes with the presentation. Commercial videos should not be shown except in snippets pertaining to your lesson. Parental permission necessary for anything beyond G rating. Permission from Debby Morrell (Principal) is needed for ALL video showing even several minutes of one. Administration keeps a record of all videos shown in classrooms and are occasionally asked to turn the record into the District Office. The Video Form should indicate the tie to your curriculum and the work students will do in conjunction with/as a result of watching the video. Kathy and Sallye Olmon have the forms.

FINANCIAL:

If you intend to collect money from students for any reason (book clubs, fund raising, etc.) **check with Kathy Marquez BEFORE any money is collected.**

Fees: Fees approved by Administration can be charged.

Fiscal Policies Regarding Purchasing: All purchases must be made with a purchase order (PO) or a purchase requisition (PR). All PO's / PR's must have **prior** approval from Debby or Steve and must be logged and assigned a purchase order number **before** a purchase can be made. *******Failure to obtain prior approval for a purchase will result in the staff member being liable for the cost of the given item or service.**

Follow these directions when making a purchase:

- Fill out a PO / PR form and return it to for processing prior to the purchase
- The PO / PR should contain the following information:
 - Where you will be making your purchase - include complete address including zip code and telephone numbers.
 - Items to be purchased/model/part number
 - Actual cost of purchase
 - Shipping costs - if any

Eagle Ridge Activity Funds: These are funds generated through various organizations and functions within Eagle Ridge. Prior to any purchase, a request for a Purchase Order (PO) must be obtained through Kathy Marquez . Administrative approval is required. **You must submit your request for a purchase order 48 hours prior to actual purchase. Eagle Ridge does not reimburse for items purchased without a proper PO, nor do we reimburse for items purchased on the “spur of the moment.”**

Collection or Distribution of Funds: Any money collected for any type of organization or function must be deposited with and a proper account will be established. Receipts, records of money collected and expended must be documented and submitted to, regardless of the amount.

Any time money is collected (over \$10.00), a receipt must be issued. A three-part receipt must be used. Receipt books can be obtained from. Receipt books must be signed for and accounted for. Therefore, do not send a student for them. The **YELLOW** copy of the receipt and the monies collected must be turned into by 3:30 p.m. each day so all monies can be deposited in the bank or in the school safe. IT IS THE TEACHER'S RESPONSIBILITY TO HAVE A TOTAL OF MONIES CORRECTLY BALANCED TO THE TOTAL OF YELLOW COPIES OF RECEIPTS. 's responsibility is only to VERIFY these totals and deposit any money. The **WHITE** receipt goes to the person giving the money. The **PINK** receipt stays in the receipt book and turned in when the receipt book is no longer needed or at the end of the school year. If any money is stolen from you, you must immediately complete an Incident Report - see school SRO.

Purchase Orders: Many activities call for the purchase of supplies directly from stores and local services. **PO's must be pre-approved by an administrator BEFORE CONTRACTING FOR A SERVICE OR MAKING A PURCHASE.** After approval by Debby or Steve, must be informed of any possible expenditures so the purchase can be made according to RRPS regulations. **Anyone making a purchase or contracting a service without an approved PO will be liable for payment.**

Fund Raising: All fund raising projects are to be submitted in writing, to Debby or Steve. Written authorization from parents or guardians MUST be obtained for the student to participate in the sale of merchandise. (See Appendix)

ALL MONIES COLLECTED FROM STUDENTS MUST BE TURNED INTO OFFICE DAILY!
Submit money and receipts to Kathy Marquez, between the hours of 9:00 to 3:00

If you intend to use some of the proceeds from your fundraiser for professional leave (i.e. pay for substitutes, conference fees), you must state so clearly in your information concerning the purpose of the fundraiser.

Lunch-time sales will be limited to one group per day, for not more than three consecutive days. Pre-approval is required and state nutritional guide lines must be adhered to. Use the form located near the Master Calendar Display in the office to reserve days.

Fundraisers for philanthropic purposes require prior approval from an administrator. Groups may apply by writing a rationale including date, purpose, and designated beneficiary of proceeds and submit the rationale to Debby Morrell.

Money collected for bus trips, or for amounts **less than \$10.00** must be submitted with a list of students who have paid, indicating the amount each student has paid, get a “Money collection form” to track. Other monies collected must be submitted with a three-copy receipt, available from Kathy Marquez.

Three-copy student receipts will be issued to school staff only. A listing of receipts by number is maintained in the Main Office and indicates which receipts were issued and signed for. ALL receipts MUST be used in numerical order. ALL THREE copies of voided receipts must be returned to Kathy when receipt books are returned. All unused receipts books must be checked in with Kathy at the close of the school year.

GUEST SPEAKERS:

All guest speakers **must** be approved by the administration. Please submit names and topics for proposed guest speakers at least one month in advance.

LUNCH:

Each staff member has an assigned duty free lunch for 30 minutes. It is recommended that you stay on campus during lunch; however, if you must leave campus please sign out in the Main Office. Anytime you leave campus during the duty day, you are required to sign out and in – in office – room 303.

MEETINGS:

Staff Meetings: Staff meetings are held on the **second Wednesday** of each month at **7:25am** in the Media Center. These meetings are **mandatory**. Make every effort to attend on time. If you cannot be at the meeting, please notify Debby in writing

Agenda items should be submitted to Debby or Steve at least one day in advance.

Specialized Meetings:

- **Content Leader Meetings** – See Master Calendar on the wall across from Steve's office
- **Content/SE Meetings** – See Master Calendar
- **Quality Support Team**- See Master Calendar

All meetings will be conducted using a set agenda and attendance sheet. Minutes will be taken, distributed via email and posted in the QST folder on the staff drive.

STAFF MAILBOXES:

Mailboxes should be checked at least **twice** daily, **before first block** and **during lunch**. Teachers are required to pick up their own mail and are responsible for the contents. **STUDENTS ARE NEVER TO PLACE MATERIAL IN THE MAILBOXES OR BE ASKED TO REMOVE A TEACHER'S MAIL.** Students are not allowed in the mailroom. (If you need something from your mailbox and can't go yourself, send a student aide to the Main Office to request your mail, and an adult will go to the mailbox for the student).

WORKING WITH STUDENTS

ATTENDANCE:

IT IS IMPERATIVE THAT ATTENDANCE BE TAKEN ACCURATELY!

Absence Accountability: Regular, uninterrupted instruction, classroom participation, and interaction with classmates are important to the educational process. For that reason, state law requires that all children of appropriate age and condition attend school regularly.

New Mexico's Children's Code provides that a child who has more than ten (10) **unexcused absences** is a "child in need of supervision" by the youth authorities. State law requires the schools to report violations of the compulsory school attendance laws to the juvenile probation office. Violations of the compulsory school attendance laws can subject parents to fines. Maintaining regular school attendance by all students is the joint responsibility of parents and educators. A student may receive school discipline for any **unexcused** absence.

Students with **excessive excused absences (10 days)** must within two (2) days of returning to school bring supportive documentation (doctor's note, etc.) for each absence. Failure to comply will be considered an unexcused absence.

In keeping with the above procedure, the Board of Education/Superintendent prescribes the following rules for school attendance:

1. Parents or legal guardians must telephone the school each day their child will be absent and state the reason for the absence.
2. An unexcused absence is an absence for which no appropriate excuse is provided by the student's parent or legal guardian. Absences may be excused for the following reasons: Doctors Appointment (need supportive documentation), illness, death in the family, family emergency (need supportive documentation), religious commitment, diagnostic testing, school sponsored activity, and extenuating circumstances as agreed to by the school administration.
3. For each excused absence, a student will be allowed one (1) day to make-up work without penalty. A student with an unexcused absence will be given one (1) day to make-up work; however, a penalty of up to one letter grade will be assessed.
4. It is the responsibility of the student to make up work missed due to absences. Arrangements must be made with individual teachers. (Suspended students are allowed to make up all class work).

RRPS Truancy Prevention Program:

Level I

3 Unexcused Absences

Action: School personnel contacts family and notifies parent/guardian that three unexcused absences have occurred.

Level II

5 Unexcused Absences

Action: School personnel contacts family and notify parent/guardian that five unexcused absences have occurred. A letter is mailed out to request attendance conference with student/guardian, and teaching team/administration.

Level III:

7 Unexcused Absences

Action: School personnel contacts family via phone call. Truancy coordinator is notified of student. Truancy Coordinator/Officer and/or School Resource Officer conduct home visit and meet with parents. Certified letter is presented.

Level IV:

10 Unexcused Absences

Action: School personnel contacts family via phone call to notify parent or guardian that a truancy referral packet will be processed and forwarded to Juvenile Probation. Truancy Coordinator is notified of student. Referral packet is

completed by administration and forwarded to Truancy Coordinator within 48 hours.

Tardy Accountability:

Teachers will keep a record of students who are late to **homeroom**. The tardy student will have a pass from the office that indicates whether his/her tardy is excused or unexcused. If the student **does not** have a pass, send him/her back to the office for one.

A student with an unexcused tardy is to complete a ReFocus form. If a student has three unexcused tardies, and therefore has received three ReFocus forms, the homeroom teacher must contact that child's parent before writing an office referral.

1. Any student reporting to school late must report to the Main Office for an admit slip.
2. Teachers will assign a ReFocus form when the student arrives in class.
3. Within the first five minutes of every class teachers must take attendance and compare it to the absence list they received that morning.
4. Make sure you check the ISS and OSS lists if you're missing a student.
5. **Any student on the absence list but present in your class should be reported to the Attendance Clerk (Patty ext. 100).**
6. **Any student absent from class and not listed on the absence sheet should be reported to the front office immediately!**

Tardy Consequences: As listed in the Discipline Matrix

If tardies continue, more serious consequences and/or interventions will be explored. All student tardies are accumulated on a **yearly basis**.

DISCIPLINE:

"An employee shall be the initial source of discipline of all students under the supervision of the employee. An employee shall take whatever action is necessary and permitted under policy and law to properly discipline a disruptive student prior to referring the student and the problem to the administration. An employee may refer to the administration a student whose behavior prevents the employee from providing instruction and/or threatens the safety of employees or students." Negotiated Agreement Article 26, Section C

Every school needs a common language, common practices, and consistent applications to both positive and maladaptive behaviors (http://www.pbis.org/school/primary_level/default.aspx). ERMS participates in PBS, positive behavior support, a district wide systems approach to creating and maintaining safer and more effective schools.

General Information:

Eagle Ridge Middle School is dedicated to graduating each student with an academic foundation for success as a responsible and ethical contributor to society. We have adopted common expectations for behavior in our school based on three general rules: Be Respectful, Be Responsible, and Be Safe. Respectful, Responsible, and Safe Behavior is expected at all times, in all places, and with all people.

The following definitions for Respectful, Responsible, and Safe behavior will provide a consistent message to students:

- Being **RESPECTFUL** means considering the impact of your [student] behavior on others.
- Being **RESPONSIBLE** means taking care of yourself [student] and your [student] belongings.
- Being **SAFE** means behaving in ways that do not place yourself [student] or others at risk.

For New Mexico Administrative Code (NMAC) discipline definitions please refer to <http://www.nmcpr.state.nm.us/NMAC/titles.htm> Title 6 Chapter 11 Part 2 (6.11.2.7)

All students are taught the ERMS Common Expectations (See Appendix). All staff are expected to model and reinforce these expectations. As part of our PBS process, ERMS faculty will use evidence-based practices to increase student learning and decrease classroom disruptions.

Some other definitions:

- **Assault:** Threatening physical harm to another, causing fear of imminent danger to a person; including threats, gestures, and verbal assaults.
- **Bullying:**
 - Was there a group of children ganging up on one (or few) children?
 - Were bigger children ganging up on a smaller child(ren)?
 - Were there older children ganging up on a younger child(ren)?
 - Were “popular” children ganging up on a less-popular child(ren)?

If the answer to any of these is “yes”, then the situation meets the classic definition of bullying.
- **Battery/Fighting:** Employing hostile contact which at minimum has contributed to a situation of verbal action or has caused bodily harm.
- **Defiance of School Personnel/Authorities:** Refusing to comply with any reasonable request by any school official or sponsor at places and times where school personnel have jurisdiction.
- **Language, Profane and/or Abusive:** Using language, which is crude, offensive, insulting, or irreverent; using coarse words to show contempt or disrespect; swearing.
- **Sexual Harassment:** A form of gender discrimination as defined in Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. Examples of sexual harassment include, but are not limited to, the following: sexual assault, unwanted touching, inappropriate comments or conversation, and certain non-verbal behaviors and gestures which threaten or belittle others on the basis of gender.

Bullying: Research from schools nationwide and at Eagle Ridge Middle School indicates that bullying is a major concern for many students. Bullying is occurring when one student who is perceived as weaker than others is repeatedly exposed to negative actions on the part of one or more other students. Direct bullying behaviors include teasing, taunting, threatening, hitting, tripping, and stealing, etc. Indirect behaviors include isolating students socially by intentionally excluding them or spreading rumors about them.

If students feel fearful or unwelcome, they are not likely to achieve to the best of their potential. Research tells us that bullying CAN be reduced.

“To reduce bullying, it is imperative that the environment at school and home be (a) warm, positive, and include involved adults; (b) committed to setting firm limits on unacceptable behavior; (c) committed to consistent application of non-hostile, nonphysical sanctions on offenders; and (d) characterized by authoritative (not authoritarian) adults (Harris, Petrie, Willoughby, NASSP Bulletin, March, 2002).” Therefore, ALL ADULTS are to intervene and correct bullying behavior as defined above as soon as it is reported or observed.

When bullying is reported to you or observed by you, you can intervene in the following ways:

- Create expectations for respectful classroom behavior
- Never leave middle school students unsupervised

- Be aware that bullying involves a victim, a bully, and sometimes- bystanders
- Help the students differentiate between tattling and identifying a problem to be solved
- Have the victim and/or witnesses write statements and investigate the validity of the complaint
- Use problem solving worksheets for bullies, victims, and bystanders (see Appendix for suggested worksheets)
- Collaborate with team teachers, PBS Goal Team, Student Services, or Administration for help if bullying is persistent and pervasive
- Refer the bully to Administration for discipline if s/he does not respond to Refocus Process, Retraining.

Discipline Expectations for Teachers:

- Daily preparation of a standards based lesson plan is essential and required. This includes a plan for engaging students initially and throughout the lesson!
- Post CLASS BEHAVIOR EXPECTATIONS prominently from the first to the last day of class.
- Learning Objective and Daily Agenda must be written on board each day and referred to during the lesson.
- Become VERY familiar with the RRPS Discipline Matrix for Secondary Schools. Have the transgressing student refer to the matrix to assess their own behavior and consequence.
- Use positive behavior management as much as possible.
- You are responsible for your classroom. In addition, **all staff** are responsible for student's behavior in common areas (banco, locker, restroom areas, passing time in the hall, and etc.).
- Deal with your own students' problems as much as possible.
- Maintain a positive social environment among students in his/her classroom and on campus.
- Work in close cooperation with colleagues, parents and administration on disciplinary matters.
- Any staff member may appeal to the administration for assistance at any time. However, each teacher must establish a plan for effective classroom discipline that includes expectations, consequences and rewards, parental contact, and documentation.
- Maintain a professional demeanor at all times.
- **Do not put students in the hall for any reason - this does not permit proper supervision and violates fire code.** If a student needs to be removed from class due to excessive misbehavior, a notice for assistance should be sent to the Main Office.
- Phone parents on a regular basis with positive as well as negative news. We should always ask parents for help in educating their children. Encourage parents to phone or write to you via the student's agenda handbook. Encourage parents to visit your classroom often.

Pre-referral Process for ERMS

Because positive relationships with our students are key to reinforcing expected behaviors and remediating unacceptable behaviors, ERMS has established an intervention process for pre-Level 1 matrix infractions that must be followed prior to students being sent to the office with a referral. Behaviors that do not meet ERMS expectations or that are potentially disruptive in the classroom will be documented using a Pre Referral Process the intent of which is to allow the teacher and student to collaboratively address the issue and get back to the business at hand, LEARNING! (All Level 2 and 3 matrix infractions go directly to the office as a referral.)

In the Classroom: Every teacher is required to have a Refocus Station in their classroom.

1. When unacceptable behavior is observed, the teacher/staff asks themselves three questions:
 - **Can I still teach/give instructions?**

- **Can this student still continue to learn?**
- **Can other students still continue to learn?**

2. If the answer to all three questions is “yes”:

YES

- ✓ Ignore the behavior
- ✓ Give a positive prompt/redirection
- ✓ Have a conversation with the student about behavior at another time
 - ❖ Positive prompts/Redirections take the form of getting the student’s attention with eye contact, facial expressions, briefly pausing, proximity, gestures, etc...

If the answer to any of the three questions is “no”:

NO

- ✓ Prompt/Direct student to display behavior that meets ERMS expectations
3. If the unacceptable behavior continues, the teacher should verbally prompt/redirect the student (in as private a manner as possible), clarifying what the appropriate behavior is for that situation.
 4. If the behavior persists, send the student to the refocus station while identifying the unacceptable behavior which earned the need to refocus.
 5. When you have a non-direct instruction moment, review the Refocus Form with the student, emphasizing the rationale for the ERMS classroom expectations.
 6. If the Refocus Form is completed appropriately and signed, the student resumes working with the rest of the class. Enter the Refocus Form in the database as soon as possible and file the form in your classroom.

In Common Areas (hallways, cafeteria, library, offices, back/front porch, field, bus lot)

1. When a student exhibits behavior not meeting ERMS expectations, have a brief discussion identifying the unacceptable behavior.
2. The teacher/staff/volunteer either escorts the student to the nearest refocus station or hands the student a Refocus Form on a clip board.
3. If the Refocus Form is completed appropriately, sign the Refocus Form with the student, and then place the Refocus Form in the homeroom teacher’s box.

Classroom Teacher

When students have earned **three** refocus forms for the same behavior in **your** classroom, **contact the parent** and let them know that the very next incident of classroom disruption or behavior that interferes with your teaching will result in an office referral and discipline matrix consequences. On the occasion of the **fourth** incident of disruptive/unacceptable behavior in your classroom, write an office referral, attach the three refocus forms, and give it all to your team’s discipline coordinator for review prior to being sent to the office.

Homeroom Teacher

Homeroom teachers will be responsible for tracking and logging common area refocus forms for their homeroom students. When a refocus form is placed in your box, please enter the incident into the data base as soon as possible and file the hard copy of the form in your classroom. When a child has been required to write **three** common area Refocus Forms, **contact the parent** and let them know that the very next incident of common area disruption will result in an office referral and discipline matrix consequences. On the occasion of the **fourth** incident of disruptive/unacceptable behavior in common areas, write an office referral, attach the three refocus forms, and give it all to your team’s discipline coordinator for review prior to being sent to the office.

Referral Process for ERMS

- Level 3 behaviors are automatic referrals to the office
- 4th documented offense in a classroom or common area

Once referrals are written an ERMS Administrator will be responsible for parent contact and administration of consequences.

1. ERMS Administrators will deal with all referrals during a scheduled block of time each day. The goal will be for student referrals to be dealt with/handled BEFORE the end of the day.
2. Action/Interaction with students in the office will be brief. Consequences will be given from Discipline Matrix.

Discipline Resources

1. **PBS Goal Team** - There will be ongoing trainings throughout the year for students and faculty.
 - Data Committee – collection and analysis of discipline data, climate surveys, monthly classroom checks, and monthly observation checklists. Examines what the data does and does not tell us. Oversees all aspects of question #2 – how do we know if we're being effective? Heavily involved with determining and clarifying the connection between PBS efforts and EPSS success.
 - Training - Candy, our school counselor, will have weekly reteach/retrain classes for specific behaviors based on need determined by data. You will be able to sign up students from your classrooms and/or team.
 - Will set school wide behavior goals; monitor school wide behavior data; facilitate celebrations/reinforcements when behavior goals are reached/met; reteach/retrain when goals aren't met; have regular quick checks to survey students/faculty re:discipline behavior expectations; involve students in data disaggregation when possible.
2. **Colleagues** - A valuable asset and resource of info. ERMS staff is known for our camaraderie. Teams should be meeting and collaborating weekly. Check with Related Arts teachers, team teachers, duty supervisors to see if a student in your classroom or team is displaying same behaviors in other areas of school or to see how other staff are dealing/handling those behaviors.
3. **Behavior Coordinators** – These teachers will be monitoring team behavior data and will have suggestions and ideas for you re:behavior reinforcement, reteaching, retraining, partnering with parents, etc...
4. **Professional Library** – In our very own ERMS media center there is a room in the far west corner that is a great resource. Make a point to visit and investigate all the books, manuals, videos, workbooks, etc... for educators and parents
5. **SAT Team** – If student has progressed to SAT process, you will be asked to document interventions, collaborate with parents and participate in occasional meetings to identify which interventions are working/not working.

BUS TRANSPORTATION EXPECTATIONS AND PROCEDURES:

Teachers are required to review school-wide expectations as well as the bus expectations with their students periodically throughout the year. Remind students that the school bus is an extension of the school campus. All school expectations and regulations must be obeyed. Students may lose their privilege of riding the bus if they do not follow the district bus riding expectations. Temporary suspension or permanent suspension of bus riding privileges will be the consequence for continued student misbehavior.

Students are to board the bus as directed by the bus driver. The bus driver is the person in charge while students are on the bus and his or her directions must be followed. Once on

board, students may not leave the bus except at their designated bus stop. Remember, do not remove a student from the bus, even if the driver requests it (unless a physical altercation has taken place or there is an eminent threat of an altercation, drugs, and/or weapons). Remind the driver to write a referral unless the above listed events have taken place.

Students who ride the bus must remain on campus at all times. Once a student leaves the campus, he/she will not be permitted to return and ride the bus home.

Bus Expectations:

The following expectations apply to all students riding the school bus to and from school.

1. Follow directions the first time they are given.
2. Keep all parts of your body and objects inside the bus.
3. Remain seated in your assigned seat at all times.
4. Keep hands, feet and objects to yourself.
5. No fighting, pushing, spitting or cussing at any time.
6. No eating, drinking or smoking.
7. The driver assigns seats and will change those assignments as he/she feels necessary.

DRESS CODE:

1. Beginning of the day, students out of dress code will be sent to student services for processing by teachers/staff on duty.
2. In Student Services, an office referral will be written.
3. Student may call parent for a change of clothes.
4. Student may choose between a dress code stamp or wrist band to let other teachers know that dress code violation has been processed.
5. Student will be sent back to class. If a change of clothes is brought to school, a note will be sent from the office for the student so they can change.
6. Contract will be signed for first offense.
7. Tee-shirts will be offered for \$10.
8. Tee-shirts will be available for loan. Student must launder and return loaner in exchange for their out-of-code clothing back.

HALL PASSES:

During the normal class block, no student should be in the hall without an authorized pass.

1. Keep the use of hall passes to a **strict minimum**.
2. Passes to restrooms are strongly discouraged. Dated and Signed hall pass sheets found in the agenda book are required of all students out of immediate supervision. Students must have agendas at all times. Teachers should check to see that students are not abusing this privilege. Unless notified by the nurse or in writing by the parent, stress to students that they must use passing period time for personal hygiene issues....but do be reasonable.
3. **Do not send students to the Main Office for telephone calls.** Have them use the classroom phone.

PROHIBITED MATERIALS:

Students should bring only necessary materials to school. All other materials are considered unnecessary and a potential distraction to the instructional program. Refer to student agenda and Discipline Matrix for a list of prohibited materials and items.

ELECTRONIC DEVICES: "Use of Electronic Devices shall result in the confiscation of the Electronic Device. After the first offense, the student may recover the Electronic Device from the school's administrative office at the end of the school day. After the second offense, the student's parent/guardian shall be notified that the student has twice violated this policy and that

the parent/guardian must recover the Electronic Device from the school's administrative office. After the third offense, the Electronic Device will be confiscated for the remainder of the school year. Electronic Devices that are not recovered at the end of the school year may be disposed of by the District. A student who violates this policy more than two (2) times during the school year also may be subject to discipline under District Policy 336 for engaging in willfully disruptive conduct."

"The District shall not be liable or responsible for the loss of or damage to any Electronic Device confiscated from a student pursuant to this policy." (RRPS Board Policy 370)

While the district nor the school is responsible for lost or damaged confiscated items, please use great caution and effort to protect confiscated items.

Label confiscated items with the students name and turn them in to the Main Office as soon as possible.

In-School Suspension (ISS):

When students participate in the Eagle Ridge In School Suspension (ISS) program, teachers are required to have the full day's work delivered to the ISS room before the school day begins. Teams should deliver generic assignments to ISS each 9 weeks for use upon a student's arrival in ISS.

Students should be given the opportunity to make up any class work missed. Credit for such work should be determined by the teacher and the student involved, depending upon the reason for the absences. Again, learning should be the desired outcome.

Out of School Suspension (OSS):

Students who are absent due to home suspension may request class work and will be given a reasonable amount of time to complete missed assignments and/or examinations, and be free from additional penalties affecting her/his grades and other indicators of academic achievement.

Suspension will not affect eligibility for any year-end academic award. However, at the discretion of the administrators, in cooperation with the teachers, a student may be asked to show receiving credit for completion of make up work. Such cases will be decided individually.

GRADES: (Grading, Progress Reports, Deficiency Reports, and Homework)

The primary responsibilities that teachers at ERMS have in regards to grading are to be sure that grades are fair, equitable, and representative of what students have accomplished. Staff should be able to explain grades to all stakeholders showing that the grades meet the fair, equitable and representative of accomplishment standards. Any process for assigning grades must fit these expectations.

Nearly all of the electronic grading systems in use at ERMS use a 100-point scale. While this is the scale traditionally used by educators, it poses some problems for middle level learners that must be thoughtfully considered:

- While a student is given a 10-point range for making an A on an assignment, the student also is given a 60-point range for making an F.
- If a student receives a zero on an assignment, it can take as many as seven 100's to bring the grade to 80.
- A poor grade on one test or assignment can cause a child to fail.

Whatever scale you use, be sure to take into consideration the following when assigning grades:

- Is the child's grade based on more than a few assignments? At least two graded assignments a week is a good place to start.

- Have you reviewed a sample report to check what percentage of student grades are determined by what type of assignment, i.e, 20 of 300 points are homework or 100 of 300 points is a single test?
- Review the total distribution of grades for your subject on your team and ask, "Is this distribution reasonable and representative of the learning I see among my students? Are the A's/F's representative of growth toward the expected learning outcomes?"
- Does the student know how to use information about his/her grades to set goals and make improvements?
- Does the student understand the effects upon his/her total grade of receiving a zero on any assignment?
- Are modifications of the grading scale needed for any students?
- Will parents understand the justification for the grades given?
- Are you holding students to a higher standard of expectation than the one to which you would wish to be held?

Chart the grade distribution of your grades for the students on your team in each subject. How do the four distributions vary? What are possible explanations for this? Use this team feedback to adjust your practice.

Examine larger, single assignments for fairness. If the team average is low, consider curving, adjusting or simply throwing out the assignment.

Compare opportunities for extra credit to an individual grade report for a student. What percentage change in their grade was available through the extra credit? Is that too much/too little?

Take/make the opportunity to get feedback on your grading process from a variety of sources...remember, most of us didn't get much of this in our education classes, it is a professional development piece that is a work in progress.

Most teachers would probably agree that deciding upon the proper grade for each student is one of their most trying tasks. The determination of grades is something only the individual teacher can do. It is a matter of the utmost professional judgment. If anyone has a truly "objective" grading system, it should be shared. The teacher's personality usually enters into the awarding of grades. The following suggestions may help "smooth the road" a bit.

1. Work out a system justifying the grade you awarded. The administrators and the parents are warranted in asking why a certain grade was assigned. When asked, documentation of how the grade was determined will be necessary.
2. All grades should be based on carefully recorded data. Students should know beforehand how grades are determined. (Use of Rubrics is strongly recommended). Parents must be made aware of your grading scale and what is required to "make the grade." Having parents sign these and return them prior to assignment prevents many misunderstandings.
3. **A student should not be failed on the basis of any one test or assignment.**
4. Work not made up due to absences may be a factor in determining the grade a student receives in a subject.
5. Misbehavior should NOT enter into determining a grade. Use other methods to control conduct.
6. If you have questions about Power Teacher, please contact Terri Meier

PROGRESS REPORTS:

Progress Reports will be completed for each 6th grade student in your class on the **3rd and 6th week** of each 9 week period; and at the 4 ½ week grading period for 7th grade. Progress forms can be obtained through the Main Office or you may use your own computer-generated system. Teachers are not permitted to give a student a failing grade or "D" on the report card if a prior Progress Report has not been sent to the parents or guardian.

If your student(s) are at-risk academically, please refer to the 1). PRIM Manual Table of Contents for possible interventions (located in the Professional Library); 2). ERMS Process for Identifying Academically At-Risk Students (see Appendix); 3). Academic Improvement Contract (See Appendix)

DEFICIENCY NOTICES:

Deficiency notices will be mailed to all parents of students who are in danger of failing, during the **5th week of each grading period**. The registrar will provide you with a date and time that grades must be exported to the server. Teachers are not permitted to give a student a failing grade or “D” on the report card if a prior Deficiency Notice has not been sent to the parents or guardian – if the “D” occurred after deficiency notices were processed – the parent/guardian must be notified that their child is at-risk for failing the class.

HOMEWORK:

Student homework should reinforce and extend the work in the classroom and will benefit the student when it is prescribed on a specific need basis. Homework should not be assigned as punishment for any reason, because learning should be seen as an intrinsic reward.

Teaching basic skills is best done in the classroom situation not through homework. Activities that reinforce classroom teaching and encourage students to apply basic skills are encouraged. Homework should be meaningful, related to the activity or lesson, and should not replace the normal daily expectation for classroom participation. Every possible effort should be made to individualize homework assignments or allow optional choices rather than more “blanket” assignments.

TEAM MEMBERS NEED TO COORDINATE THE ASSIGNMENT OF HOMEWORK TO PROVIDE FOR AN EVEN FLOW OF ASSIGNMENTS. Each team member is encouraged to select a specific day to assign homework to avoid overlap and overload.

If there is value in requiring the student to do the work, there should be a timely correction of that work by the teacher and the return of it to the student for optimum learning to occur.

PARENTS SHOULD BE CONTACTED IF A STUDENT IS NOT COMPLETING HOMEWORK ASSIGNMENTS. Teachers are encouraged to check their student’s Agenda Handbook daily for accuracy in copying the homework assignment entry in the book. In some cases, teachers may initial the homework entry to provide verification and may ask parents to initial the agenda entry as well.

HEALTH SERVICES:

Teachers should be alert constantly for students exhibiting signs of illness or contagious disease and should refer them discreetly to the nurse’s office. The health assistant or nurse will provide teachers with a confidential list of students who have health conditions likely to affect their classroom performance. When in doubt, send students to nurse’s office.

STUDENT ACCIDENT:

In the event of a student accident, teachers will adhere to the following required procedures:

1. Seek assistance from the nurse or health assistant. The nurse or assistant will assess the student’s condition and institute measures to handle the situation.
2. IMMEDIATELY report the incident to Debby or Steve.
3. If chemical dependence or substance abuse is suspected, escort the student to the nurse’s office and summon an administrator immediately.

If the student’s injury requires medical attention beyond that which can be provided by the nurse or assistant, the following procedure will prevail:

1. The nurse/assistant will make every effort to contact parent/guardian.
2. If not successful in reaching the home, contact family physician listed on school emergency card.
3. If illness is severe enough to warrant emergency attention, the student will be taken to closest hospital emergency room.
4. In life-threatening situation, the Rescue Squad will be called.
5. Notification of parents will be made through the nurse's office. The nurse or health assistant will inform attendance when a parent has been reached and will inform attendance if a student is being sent home with a parent.
6. The teacher reporting the incident will be required to fill out the appropriate risk management documentation. The completed form must be submitted through the nurse to an administrator prior to the end of the duty day on which the accident occurs.

STUDENT MEDICATIONS:

Only the nurse or the health assistant may give or store prescribed medication for individual students while at school. **TEACHERS SHOULD NOT ADMINISTER MEDICATION.**

LOCKERS:

One team member will be issued lockers and combinations for the team. Assign lockers and issue combinations to students during the first week of school. Keep accurate records.

One member of each team must supervise students at lockers during the following times: Immediately after the first bell in the morning (and until the second bell), 3 minutes before & after lunch, and 3:00pm-3:05 PM

(If an additional locker is needed, check with teams in your pod for an extra.)

Remind students that:

- Lockers are for storing school-related items only
- Lockers may not be shared
- Students are NOT to give their combination to anyone
- Lockers may be inspected at any time

MAKE-UP WORK:

Teachers should respond to requests for assignments from parents within 24 hours of the request. Students with prolonged absences of 3 days or more should be given a reasonable amount of work, and further assignments should be held until previous assignments are completed and returned. The time granted for make up work will equal the amount of time the student was absent, but will not exceed ten days in any case.

PARENT/TEACHER CONFERENCES:

As requests for conferences come to Student Services/Administration from parents, we refer them to the team first. However, the counselors, social workers, and administrators will be more than happy to attend parent teacher conferences. Feel free to copy the Conference Contract located in the Appendix as a guide for your Parent/Teacher conference.

RELIGIOUS CONVICTIONS:

Proper respect for all religious convictions shall be observed at all times. When these convictions conflict with standard course requirements, a note from home may be expected and alternative assignment(s) provided.

STUDENT ASSISTANCE TEAM (SAT):

SAT is a Process required by the federal and state governments and by Rio Rancho Public Schools for Identifying Academically At-Risk Students—see publication entitled *Student Assistance Team and the Three-Tiered Model of Student Intervention*. The publication is available in the Principal's Office, Media Center, Student Services, or on line at www.ped.state.nm.us. Documents and instructions are in the RTI/SAT folder on the staff drive.

What is SAT?

The Student Assistance Team is a legal requirement in the state of New Mexico. The role of the SAT is to conduct the child study process by reviewing Tier 1 screening and classroom intervention data for students who have failed to respond successfully. The SAT will prescribe more intensive interventions with timelines, establish progress monitoring plans, and will reconvene to evaluate the effectiveness of the more intensive interventions to determine next steps.

Who are the members?

The Student Assistance Team is permanently comprised of various Eagle Ridge teachers, a counselor and the nurse. Once a child has been referred to the team, the student, the student's parents and the student's teachers become integral members as well.

Educators are held accountable to identify students in need. The SAT is the first step in identifying and helping those students. **You can, and will be held accountable by the federal government for not identifying students.** Further, a student cannot be retained without having his or her name presented to the SAT.

How do I know when I need to ask the SAT to help?

Tier I classroom interventions are the responsibility of ALL classroom teachers. If a struggling student does not respond successfully to alterations in a) opportunities to learn, b) program efficacy, c) program implementation improvements, d) grouping for instruction, or e) coordination of instruction efforts, then referral to the SAT for Tier II Interventions is required.

How do I make modifications (AKA Tier 1 Interventions)?

Each team should check out a copy of The Pre-Referral Intervention Manual or PRIM from the Media Center. This book is an incredible resource for educators and should be used to identify modifications for a student who is struggling with academics or behavior. Once you have looked over the Table of Contents and found the behavior(s) that apply to the student in question, look to that section for appropriate, possible modifications. Keep a record of those you have tried for future use in conferences and referrals.

STUDENT VALUABLES:

Students frequently ask teachers to hold valuables for them or teachers confiscate items from students (CD players, cameras, gameboys, etc.). Please be advised that when you accept such responsibility **it is at your own risk. If valuables disappear while in the teacher's custody, the teacher will be expected to make good the loss.** The school will not accept any responsibility.

Media Center, Technology, and Miscellaneous

AV EQUIPMENT & CHECK-OUT PROCEDURE:

Eagle Ridge has a variety of equipment available on a daily and weekly basis. Equipment may be reserved ahead of time. All equipment must be checked out through the Media Center Computer. **It is imperative that equipment be returned on time.** Delays in return usually mean problems for other teachers and could result in a loss of checkout privileges

ACTIVITIES:

All middle school activities should have an educational focus. Classroom parties and other non-curricular activities are NOT permitted. If a teacher wishes to plan a program as part of his/her curriculum, or an assembly or evening presentation, the teacher should discuss arrangements of the activity with Debby or Steve as the first step in planning. You must schedule dates with administration prior to any other planning.

ANNOUNCEMENTS:

Announcements will be given over the intercom each morning after the second bell. Announcements outside of this time frame are **strongly discouraged**. You must have an administrator's permission to broadcast announcements that will interrupt instructional time. During the last few minutes of each day, there may be additional announcements. Announcement Forms are available in the Main Office if you need to have an announcement read over the PA – remember that announcements need to be received by 8:10 AM in order to be read that same morning - see Patty for Forms and additional information.

ASSEMBLIES:

All assemblies must be scheduled using the through the MASTER ACTIVITY CALENDAR in the Main Office near Steve Detrick's office. Planned activities must be scheduled at least 2 weeks in advance.

BUILDING USAGE:

Any person(s), faculty member(s), school personnel, club sponsor(s), etc., requesting the use of RRPS facilities at any time other than normal working hours (7:30 a.m. to 4:00 p.m. Monday through Friday) must notify Steve .

Any non-school clubs or organizations requesting the use of RRPS facilities must complete a Building Usage Form, and must receive permission from the school Administrator.

Gym use will be determined by the ERMS Athletic Coordinator. The clubs/organizations must complete a Building Usage Form and the ERMS Athletic Coordinator will enter the dates, times, and other pertinent information on the ERMS Master Calendar.

No students shall be allowed to use school facilities at any time unless accompanied by an adult supervisor or sponsor who has followed the above procedures for building use.

Alarm System:

The alarm system at ERMS serves to keep our building secure while it is not being used. When the alarm is set off, the police are sent out and the Assistant Principal is called to meet them at the school (regardless of the time of day or night).

The custodians set the alarm at night. If, for some reason, you must be in the building outside of the normal hours you must contact the Assistant Principal or the Secretary for the proper procedure. You need to sign in on the sheets provided near the alarm controls. You will need to provide the date and time you arrive and the time you leave. This will help others know if the building is empty or occupied. Numerous false alarms happen each year resulting in a substantial fine. It is better to ask for clarification rather than setting off the alarm accidentally.

Building Keys:

Please see Kathy Marquez to sign-out master keys and to obtain a security code for the alarm system. A limited number of master keys are available to check out on a first come, first serve basis.

Each teacher will be issued a key to his or her room and asked to sign it out. It is illegal to duplicate school keys. If duplicate keys are needed, please contact Kathy. All keys must be returned at the end of the year. Report any lost keys to Kathy immediately. A replacement fee will be charged for lost keys.

CLASSROOM TEACHER SUPPLIES:

If you need...

Office Supplies: These items are to be requested on a supply request form available in the Media Center. Turn the form in one day before you need the items. Forms are available from Sallye Olmon in the Media Center. Construction paper, paint, manila paper: Available in the workroom. Butcher paper, typing paper: Available in the workroom.

CUSTODIAL SERVICES:

The appearance of the grounds and facility make an important statement about our school. The responsibility for the cleanliness, safety, care, and appearance of our school is a joint effort between the school custodians and everyone who uses the building. In an effort to help with these efforts:

- Pick up paper, pencils, etc. from the floors at the end of the day
- Stack chairs on top of desks/tables or stack them on the tiled areas
- Have students pick up after themselves
- Clean up messy classroom activities as they are completed
- DO NOT ALLOW THE CLASSROOM TO BECOME CLUTTERED
- Request a custodian to clean up hazardous messes (blood, vomit, body fluids, etc.)
- Remove staples from any hall displays
- Refrain from using heavy adhesive tape on tiled floors

Expect students to clean up after themselves and model that behavior. Request necessary cleaning supplies from the custodians.

Chalkboards will be washed on Friday afternoons provided the board is erased and free of writing. Please write "Do Not Erase" if you do not want the board washed. Remove all items from the chalk trays before you leave on Friday.

Custodians are responsible for emptying trash, sweeping, mopping, and vacuuming. They clean the bathrooms and refill toilet paper and paper towels. They also keep the grounds trimmed and tidy. The custodians complete maintenance work orders and help set up for special events.

If you have a work order request – email Roger Riecke (rriecke@erms.rtps.k12.nm.us), if your request needs immediate attention (toilet overflowing, a student has thrown up in your room, etc.) page Roger Riecke (968-1339) and type in your room number, or call his extension #307.

E-MAIL:

Communication via email is NOT considered confidential. Please remember that **email is considered official communication and a part of a child's academic or behavioral record.** It is your professional responsibility to safeguard student records according to district policy and federal regulation. (FERPA).

Dos & Don'ts

1. Do log into your district email at least twice a day to check for messages.
2. Do use the "Forward, Reply, or Reply to All" functions with care. (Understand the differences and who gets those messages)
3. Do not use the "Reply or Reply to All" functions with a list serve unless your answer needs to be seen by EVERYONE.
4. Do forward with care.
5. Do not forward unnecessary information
6. Do not leave your email open all day.
7. Do not change your email settings without your technical support staff's assistance. The Ed Techs are the technical support staff given this responsibility by the IT Director. They in turn work with the Network Administrators.
8. Do not leave your email messages on the district email server.
9. Do remember that email messages are deleted off the district email server every 30 days (Your email should download to you when you check your email.).
10. Do not send huge attachments, such as large graphics or animation files (including video clips). These large attachments act as "plugs", similar to a drain, backing up any emails that follow. The way to fix the problem: I contact both the IT Director and the RRPS Bill Cleland, who manages all RRPS email accounts from the high school. Bill accesses the server and, in effect, has to clean out your mailbox. He is responsible for the 1500+ RRPS email accounts, it may take a day or more to resolve!
11. Do watch who sends you email and do not open email from unknown individuals (Viruses are becoming more of a problem).
12. Do not open ANY attachment from ANYONE unless you know in advance that the attachment is coming or unless you have confirmed the subject matter with the sender PRIOR to opening the attachment.

Help keep your district email service running smoothly and efficiently by following these simple rules.

EQUIPMENT INVENTORY:

Teachers are responsible for maintaining an accurate inventory of equipment/supplies in their assigned workstations. All items purchased with school dollars, both purchase orders (PO) and purchase requisitions (PR) must go to Kathy Marquez first for processing and check-in when received. Items will be delivered to Sallye for bar-coding and then delivered to the ordering staff member. Exception to the rule would be consumable items like school supplies and snacks. Turn in an invoice or receipt to Kathy for payment.

FIELD TRIPS: (Necessary documents may be downloaded from the intranet.)

It is the teacher's responsibility to provide a profitable educational experience for students. Before planning a field trip or activity, the teacher MUST receive approval from Debby. Prepare a brief resume of the trip include the following in writing:

1. destination and purpose
2. number of students involved and names of any students who will be exempt from the trip including rationale for exemption; indicate contingency plan for students exempt from the trip
3. whether a substitute is required
4. length of time required
5. number of adults accompanying you
6. lunch arrangements, if necessary
7. special transportation requirements (wheelchairs, etc.)

8. list of student participants to alert other teachers that students will miss their class that day (2 weeks ahead)
9. list of students for the cafeteria manager (2 weeks ahead)
10. list of students for attendance desk (2 weeks ahead)
11. list of students for health assistant (2 weeks ahead)
12. list of student's specific health needs, as appropriate (2 weeks ahead)

After obtaining an **administrator's approval** – Download current forms from the RRPS Intranet: From the menu on the left of the screen, choose Resources – Forms and Surveys. Then scroll down to "Transportation Forms".

1. The Superintendent's Field Trip Request Form **MUST** be filled out and approved by FOURTEEN (14) SCHOOL DAYS prior to the date of the projected field trip or activity trip and submitted to Kathy Marquez for Debby Morrell's approval.
2. Obtain a purchase order from Kathy before confirming any fees to the transportation (bus) company. Durham School Services is contracted with RRPS for local field trips
3. Secure and complete a parent permission form (obtained from the Media Center), have it signed by an administrator. Provide a form for each participating student.
4. BOTH sides of the Parent Permission Form must be signed by the parent or legal guardian. Any student who forgets or fails to submit a signed form will be ineligible to participate.
5. Distribute all student lists to appropriate staff.

NO FIELD TRIPS WILL BE PERMITTED DURING FINALS WEEK BOTH FIRST AND SECOND SEMESTERS OR DURING THE LAST 10 DAYS OF SCHOOL.

All field trips requiring transportation of more than four students must be facilitated by bus as use of personal vehicles is strictly prohibited. In case of an accident involving a vehicle transporting students on an activities trip, the appropriate items listed under Safety Equipment and Its Use from "The New Mexico School Bus Driver's Handbook" shall be observed as a guide for emergency action of responsible adults on the scene. The morning you depart for your field trip, be sure to give a copy of your itinerary to Kathy Marquez in the Main Office. The school cell phone may be checked out from the main office.

Chaperones:

No more than 15 optimal/20 maximum students should be assigned to a chaperone on a trip. A faculty member MUST be in charge. There must be two chaperones on board each bus, and one must be a faculty member. Please discuss appropriate behavior with parent chaperones and with your students. Download current chaperone guidelines from RRPS Intranet: Resources, Forms and Surveys, Transportation Forms.

Extreme care should be taken with students on trips. The ultimate responsibility for the safety and care of the students lies with the school administrators.

Use of Private Vehicles:

For groups of four or less, transportation may be provided by private automobiles that meet all legal and safety requirements. If a parent is chaperoning and wants to drive and take his/her child in his/her car, they should call the attendance line to inform and then meet at the destination. Download current chaperone guidelines from RRPS Intranet: Resources, Forms and Surveys, Transportation Forms.

Student Safety:

In any emergency in which students are injured or otherwise delayed in their return to school or home, the adult in charge shall be responsible for notifying the appropriate school administrator and/or parents of the students involved, or exhausting every reasonable means to do so. **STUDENTS ARE NOT TO BE LEFT ALONE AND UNSUPERVISED AT A FIELD TRIP SITE FOR ANY REASON.**

MEDIA CENTER:

Media Center hours will be from 7:30 am to 3:30 pm daily. Please adhere to the following Media Center Procedures:

1. **No food or drink allowed in the Media Center unless approved by staff. This includes gum.**
2. The Media Center may be scheduled as needed. Please confer with the librarian about the dates you would like reserved.
3. Our Media Center is frequently used for “special programming” (i.e. speakers, team awards, etc.). In order to prevent cancellations of regular scheduling, please try to schedule special programs one month in advance with the librarian.
4. AV equipment may be checked out for one week at a time. Please check with the librarian for complete details and a list of equipment.
5. Teachers do not have a “due date” for books and other selected materials. If something is needed while it is already checked out to you, the librarian will contact you. Please return materials as soon as possible.
6. Students must have a school ID to check out books. They may check out a maximum of three books for two weeks. This excludes all reference material.
7. At the end of each block, all chairs should be pushed under the tables and all papers or other debris disposed of properly. No material should be left on tables.
8. All students coming to the Media Center without supervision of a teacher need a pass. **Each student needs an individual pass; do not send groups of students on the same pass.**
9. Sending unsupervised students to Media Center must be pre-arranged between the teacher and the librarian.
10. The Media Center is not a “hang out” for students.
11. Media Center lessons are available on a variety of subjects. Please check with the librarian. Special lessons may be prepared at the request of the teacher.
12. Please accompany your classes to the Media Center when they are scheduled and during the lesson. The librarian will teach the lesson; however, teacher supervision is required at all times.

STUDENT TEXTBOOKS:

All classroom sets of textbooks must be checked out through the library system. If books are issued to individual students, they must also be checked out through the library. A teacher may, at any time, request a print out of materials currently checked out. Under no circumstances should materials be removed from storage rooms without going through the checkout process.

Any questions, please see Sallye Olmon. When textbooks are no longer in use, they should be checked into the library and processed for storage.

VISITORS:

Eagle Ridge Middle School pledges to make every effort to ensure the safety of our students. Therefore, all persons entering the campus who are not school staff are considered either visitors or volunteers. All visitors or volunteers at the school are required to check in at the office, and wear a visitor pass as identification.

- Visitors/Volunteers are to report to the office upon entering the campus, sign-in, and pick-up a “**Visitor**” badge to wear while they are on campus.
- All visitors/volunteers or any person requesting to pick up a student may be asked to present a form of identification to ensure safety.
- All school staff will wear identifying badges during the duty day 7:50 a.m. – 3:30 p.m.
- Students are not allowed to bring student visitors to school.

STUDENT SERVICES

Social Work Services

School social work services are located in the Student Services Department. School Social Workers primarily provide ancillary assistance to students receiving Special Education Services. School Social Work assistance includes:

- Crisis prevention & intervention
- Individual, group, & family intervention and assistance
- Classroom education
- Social/developmental assessments
- Case management
- Functional assessments of behavior
- Student/family advocacy
- Information & referral
- Home visits
- Staff development & consultation
- Community collaboration & service coordination

The goals of School Social Work Services are to help students:

- Increase academic success
- Improve personal relationships
- Develop self-discipline
- Resolve conflicts without the use of violence
- Build self-esteem
- Develop problem solving & decision making skills
- Improve attendance
- Remain in school & graduate

Referrals: If you believe a student who is receiving special education services would benefit from School Social Work support, please complete the Social Work Referral Form located in Student Services or in the Site Specialist's office in the Administration Office.

Counseling Services

The ERMS Student Services Department is a professional department serving the needs of the students, faculty, parents and community in order to promote growth in both academic and personal excellence. We believe that it is our role to function as advocates of children; striving to promote educational excellence by addressing the emotional, social, intellectual, and physical needs of students.

The following is a list of services that are available.

- Students - general counseling, group counseling, mediation, academic advising, career exploration and community referrals;
- Parents/Guardians - information on how to support children both academically and emotionally, information on enhancing relationships with children, and community resource information and referrals;
- Faculty /Staff - classroom observations to enhance education; resource for professional issues regarding parent, student or academic concerns; team meeting consultations; classroom presentations.

Referral to Counseling

Please be sure to use the ERMS Student/Counselor Recommendation form, available in the Student Services Office. The information you provide for us on this form helps us to assist the student more accurately and completely. If a student is in need of mediation, a Mediation Referral Form can also be obtained from Student Services.

AT-RISK BEHAVIORS

Early Warning To Violent Behavior – Timely Response

Although most schools are safe, the violence that occurs in our neighborhoods and communities has found its way inside the schoolhouse door. Research-based practices can help school communities-administrators, teachers, families, students, support staff, and community members recognize the warning signs early, so children can get the help they need before it is too late. It is not always possible to predict behavior that will lead to violence. However, educators, and parents – and sometimes students – can recognize certain early warning signs. We know from research that most children who become violent toward self or others feel rejected and psychologically victimized. In most cases, children exhibit aggressive behavior early in life and, if not provided support, will continue a progressive developmental pattern toward severe aggression or violence. However, research also shows that when children have a positive, meaningful connection to an adult – whether it be at home, in school, or in the community – the potential for violence is reduced significantly.

Warning Signs:

- ◆ Social withdrawal
- ◆ Excessive feelings of isolation and being alone
- ◆ Excessive feelings of rejection
- ◆ Being a victim of violence
- ◆ Feelings of being picked on and persecuted
- ◆ Low school interest and poor academic performance
- ◆ Expression of violence in writings and drawings
- ◆ Uncontrolled anger
- ◆ Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors
- ◆ History of discipline problems
- ◆ Past history of violent and aggressive behavior
- ◆ Intolerance for differences and prejudicial attitudes
- ◆ Drug use and alcohol use
- ◆ Affiliation with gangs
- ◆ Inappropriate access to, possession of, and use of firearms
- ◆ Serious threats of violence

Imminent Warning Signs:

- ◆ Serious physical fighting with peers or family members
- ◆ Severe destruction of property
- ◆ Severe rage for seemingly minor reasons
- ◆ Detailed threats of lethal violence
- ◆ Possession and/or use of firearms and other weapons
- ◆ Other self-injurious behaviors or threats of suicide
- ◆ Has presented a detailing plan to harm or kill others
- ◆ Is carrying a weapon, particularly a firearm, and has threatened to use it.

AT-RISK BEHAVIORS- Suicide

If a student should display any of the warnings indicated on the following pages, or should (s)he tell you that (s)he is thinking about hurting themselves, the following steps should be taken.

- ❑ **DO NOT LEAVE THE STUDENT ALONE** – You or another adult should stay with the student at all times. Do not leave the responsibility of staying with the child to another student. Should something happen, this is too big of a responsibility for an adolescent. Do this even if the student reveals feelings at the end of the school day.
- ❑ **WALK THE STUDENT TO STUDENT SERVICES** – If the student does not want to go, simply call Student Services (ext. 340), and we will come to you.
- ❑ **DO NOT BLOW THINGS OUT OF PROPORTION** – Stay calm. Do not blame or criticize. Simply take the student at his/her word and talk to them matter-of-factly.
- ❑ **LISTEN** – Do not talk too much.

Verbal Warnings of Suicide taken directly from Ruof, Susy R. , Harris, Joann M. & Robbie, Mary B. Hand-book: Suicide Prevention in the Schools, Weld BOCES, La Salle, Colorado, 1987.

- ❖ Everybody would be better off if I just weren't around.
- ❖ I'm not going to bug you much longer.
- ❖ I hate my life. I hate everyone and everything.
- ❖ I'm the cause of all my family's/friend's troubles.
- ❖ I wish I would just go to sleep and never wake up.
- ❖ I've tried everything but nothing seems to work.
- ❖ Nobody can help me.
- ❖ I want to kill myself, but I don't have the guts.
- ❖ I'm no good to anyone.
- ❖ If my (father, mother, teacher, friend)doesn't leave me alone, I'm going to kill myself.
- ❖ Don't buy me anything. I won't be needing any more (clothes, books, etc.).
- ❖ I'm not planning that far ahead right now.
- ❖ I don't know if I'll be here much longer.
- ❖ I don't want to be here.
- ❖ It doesn't matter now.
- ❖ I won't be here much longer.
- ❖ I just can't go on any longer.
- ❖ I wish I were dead.
- ❖ The only way out is for me to die.
- ❖ I won't have to worry about my grades anymore.
- ❖ You won't be seeing me around anymore.
- ❖ If I don't see you again, thanks for everything.
- ❖ Nobody likes/loves me anymore.
- ❖ How do you make out a will?
- ❖ If (such & such) happens, I'll kill myself.
- ❖ If (such & such) doesn't happen, I'll kill myself.
- ❖ Here, take this (cherished possession): I won't be needing it anymore.
- ❖ I just called to say goodbye and to tell you thanks for everything.
- ❖ Think of me when you use my (cherished possession just given away).
- ❖ It's not important anymore.
- ❖ I've decided to kill myself.
- ❖ I feel like calling it quits – living is useless.
- ❖ I'm checking out; I'm tired of life.
- ❖ I love you, remember that.
- ❖ I'm getting rid of a few things. Said after giving away a cherished possession.
- ❖ I really understand how she felt. Said after another student killed herself.

Behavioral Signs of Possible Suicide

- ❖ A statement of the wish to die
- ❖ A previous attempt
- ❖ A sudden change in behavior (an outgoing child become moody, isolated or withdrawn. A shy child become aggressive, disobedient or a risk taker.
- ❖ Changes in sleeping patterns – one has insomnia and another sleeps all the time
- ❖ Changes in eating habits - unusual gorging or loss of appetite
- ❖ Drug or alcohol abuse
- ❖ Accident proneness or risk taking
- ❖ Slackening interest in school; grade decline
- ❖ Severe mood swings or a dramatic change in personality
- ❖ Loss or lack of an important person or friend
- ❖ Hopelessness; "I give up, what's the use" Termination of a major uncompleted goal. Lack of interest in opposite sex, personal appearance or hobbies.
- ❖ A suicide plan. The person has a plan of how, when and where they will kill themselves.
- ❖ Evidence of final arrangements – making a will, giving away prized possessions, making peace with friends and family

Myths & Facts About Suicide

- Myth If you talk to someone about their suicidal feelings, you will cause them to commit suicide.
Fact Actually the opposite is true. Asking someone directly about suicidal intent will often lower their anxiety level and act as a deterrent to suicidal behavior by encouraging the ventilation of pent-up emotions. Asking someone about their suicidal feelings may make the person feel relieved that someone finally recognized their emotional pain.
- Myth When a person talks about killing himself, he's just looking for attention. Ignoring him is the best thing to do.
Fact Ignoring him is the worst thing to do. Without the attention, the likelihood of an attempt increases.
- Myth People who talk about killing themselves rarely commit suicide.
Fact Most people who commit suicide have given some clue or warning of their intent; therefore, suicidal threats and attempts should always be treated seriously
- Myth All suicidal people want to die and there is nothing that can be done about it.
Fact Most suicidal people are ambivalent. What they are seeking is removal from an intolerable situation in which they feel more stress than they can stand. Suicidal people will frequently call for help during or immediately following an attempt.
- Myth If someone attempts suicide, he will always entertain thoughts of suicide.
Fact Most people who are suicidal are that way for only a brief period of time in their lives. If the attempter receives the proper assistance and support, he will probably never be suicidal again. Only about 10 percent of attempters later complete the act.
- Myth Once a person tries to kill himself and fails, the pain and humiliation will keep him from trying again.
Fact On every five people who commit suicide, four have made one or more previous attempts. The first attempt is the hardest. Once the barrier between thought and action is crossed, subsequent attempts are easier if the conditions that brought about the first attempt haven't improved.
- Myth People who kill themselves are insane.
Fact Although many suicidal people are depressed and distraught, only a small percentage of them are psychotic.
- Myth All suicidal people are deeply depressed.
Fact Although depression is often associated with suicidal feelings, not all people who kill themselves are obviously depressed. In fact, some suicidal people appear to be happier than they've been in quite a while because they have decided to "resolve" all of their problems at the same time.
- Myth When a depression lifts, there is no longer any danger of suicide.
Fact The greatest danger of suicide exists during the first three months after a person recovers from a deep depression.
- Myth Suicidal people rarely seek medical attention.
Fact Research has consistently shown that about 75% of suicidal people will visit a physician within 3 months before they kill themselves.
- Myth People under a psychiatrist's care rarely commit suicide.
Fact Among adolescent suicides, two-thirds have undergone psychiatric or psychological counseling and one-third have been hospitalized.
- Myth "There is a typical" kind of person who commits suicide and my (child, spouse, friend) just isn't that type.
Fact The potential for suicide exists in all of us. There is not a "typical" type of suicidal person. Suicide crosses all socioeconomic groups and no one class is more susceptible to it than another.
- Myth Professional people don't kill themselves.
Fact Physicians, lawyers, dentists and pharmacists appear to have high suicide rates.

Myth	Suicide is basically a problem that is limited to young people
Fact	Suicide rates rise with age and reach their peak among older white males. However, between 1955 and 1975, the rate of teen suicide almost tripled.
Myth	The tendency toward suicide is inherited and passed from generation to generation.
Fact	Although suicide does tend to “run in families”, it appears that it is not transmitted genetically. Rather, the occurrence of a suicide provides a model for other family members. If they get depressed, they are more likely to imitate the model.
Myth	There is a very low correlation between alcoholism and suicide.
Fact	Alcoholism and suicide often go hand-in-hand. Alcoholics are prone to suicide and even people who do not normally drink will often ingest alcohol shortly before killing themselves.
Myth	Because it includes the Christmas season, December has a high suicide rate.
Fact	For children and adolescents, April and May have the highest number of completions; September and October are second. In the general population, December has the lowest rate of completion of any month.

Steps for Reporting Child Abuse

If a student should either display any of the warning signs indicated on the following pages, or should (s)he report to you that (s)he has been abused, the following steps should be taken:

- ❖ **Report the suspicion or incident to a counselor. Counselors will ALWAYS inform administration.**
- ❖ **Tell the student that, by law, you must report this to a counselor.** This is important because you want to be completely honest with the student. You don’t want to give him/her any reason to mistrust you. Reassure him/her that you have to do this in order to help/protect them. We will talk to the student together so that (s)he may be present during the call to Children, Youth and Families.

****Remember – under New Mexico Children’s Code, you have a legal obligation to report even a suspicion. Children, Youth and Families will determine if the suspicion is enough to investigate further. You may report anonymously.

New Mexico Children’s Code

This is a summary of the Children’s Code definitions of abuse and neglect.

The New Mexico Children’s Code provides definitions that must be used in determining the validity of a report of abuse or neglect.

According to the Code, a neglected child includes any child:

- ❖ Who has been abandoned by his parents, guardian or custodian; or
- ❖ Who is without proper parental care and control or subsistence, education, medical or other care or control necessary for his well-being because of the faults or habits of his parents, guardian or custodian or their neglect or refusal, when able to do so, to provide them: or
- ❖ Who has been placed for care or adoption in violation of the law: provided that nothing in the Children’s Code shall be construed to imply that a child who is being provided with treatment by spiritual means alone through prayer, in accordance with the tenets and practices of a recognized church or religious denomination, by a duly accredited practitioner thereof, is for that reason alone a neglected child within meaning of the Children’s Code; and further provided that no child shall be denied the protection afforded to all children under the Children’s Code

An abused child means a child who has been physically, emotionally, or psychologically abused; or who has been sexually abused or exploited by his parents, guardian, or custodian.

- ❖ Sexual abuse means rape, criminal sexual penetration, incest and sexual molestation as those acts are defined by state law and;
- ❖ Sexual exploitation includes allowing, permitting or encouraging a child to engage in prostitution and allowing, permitting, encouraging or engaging a child in obscene or pornographic photographing, filming or depicting a child for commercial purposes as those acts are defined by state law; or

- ❖ Whose parent, guardian, or custodian has knowingly, intentionally or negligently placed the child in a situation that may endanger his life or health; or
- ❖ Whose parent, guardian, or custodian has knowingly or intentionally tortured, cruelly confined or cruelly punished him.

New Mexico Statutes: Duty to Report ; Immunity for Reporting Person; Obstructing a Report or Investigation; Penalty for Failure to Report

New Mexico Statute 32A-4-3 Duty to report child abuse and neglect; penalty.

- A. Every person, including but not limited to a licensed physician, a resident or an intern examining, attending or treating a child, any law enforcement officer, judge presiding during any proceeding, a registered nurse, a visiting nurse, a school teacher, or a school official or social worker acting in his official capacity who knows or has a reasonable suspicion that a child is an abused or neglected child shall report the matter immediately to:
 - ❖ A local law enforcement agency;
 - ❖ The department office in the county where the child resides; or
 - ❖ Tribal law enforcement or social services agencies for any Indian child residing in Indian country.
- B. Any law enforcement agency receiving the report shall immediately transmit the facts of the report and the name, address and phone number of the reporter by telephone to the department office in the county where the child resides and shall transmit the same information in writing within forty-eight hours. Any office of the department receiving a report shall immediately transmit the facts of the report and the name, address, and phone number of the reporter by telephone to a local law enforcement agency and shall transmit the same information in writing within forty-eight hours. The written report shall contain the names and addresses of the child and the child's parents, guardians, or custodian, the child's age, the nature and extent of the child's injuries, including any evidence of previous injuries and other information that the maker of the report believes might be helpful in establishing the cause of the injuries and the identity of the person or persons responsible for the injuries. The written report shall be submitted upon a standardized form agreed to by the law enforcement agency and the department.
- C. The recipient of the report under Subsection A of this section shall take immediate steps to ensure prompt investigation of the report. The investigation shall ensure that immediate steps are taken to protect the health or welfare of the abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect.
- D. Upon a determination by the department that any child may have suffered or is in imminent danger of suffering abuse or neglect while in the care of control of or in a child care facility or family day-care home, the department shall immediately notify the parents of the child and agency responsible for licensing childcare facilities or family day care home. No determination shall be made prior to consultation with the facility.
- E. If the child alleged to be abused or neglected is in the care or control of or in a facility administratively connected to the department, the report shall be investigated through the office of the District Attorney. The investigation shall ensure that immediate steps are taken to protect the health or welfare of the abused or neglected child, as well as that of any other child under the same care who may be in danger of abuse or neglect.
- F. A law enforcement agency or the department shall have access to any of the records pertaining to a child abuse or neglect case maintained by any of the persons enumerated in Section A of this section, except as otherwise provided in the Abuse and Neglect Act (this article).
- G. Any person who violates the provisions of Subsection A is guilty of a misdemeanor and shall be sentenced pursuant to the provisions of Section 31-19-1 NMSA 1978.

32A-4-5 Admissibility of report in evidence; immunity of reporting person.

- A. In any proceeding alleging neglect or abuse under the Children's Code (this chapter) resulting from a report required by Section 32-4-3 (32A-4-3) NMSA 1978 or in any proceeding in which that report or any of its contents are sought to be introduced in evidence, the report or its contents or any other facts related thereto or to the condition of the child who is the subject of the report shall not be excluded on the ground that the matter is or may be the subject of a physician-patient privilege or similar privilege or rule against disclosure.
- B. Anyone reporting an instance of alleged child neglect or abuse or participating in a judicial proceeding brought as a result of a report required by Section 32-4-3 (32A-4-3)NMSA 1978 is

presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by the law, unless the person acted in bad faith or with malicious purpose.

- C. After properly verifying the identity of the public official, any school personnel or other person who had the duty to report child abuse pursuant to section 32-4-3 (32A-4-3) NMSA 1978 shall permit a member of a law enforcement agency, including tribal police officers or an employee of the department to interview the child with respect to a report without the permission of the child's parent, guardian or custodian. Any person permitting an interview pursuant to this subsection is presumed to be acting in good faith and shall be immune from liability, civil or criminal, that might otherwise be incurred or imposed by law, unless the person acted in bad faith or with malicious purpose.
- D. All law enforcement personnel and all employees of the department shall conduct interviews in a manner and place that protects the child and family from unnecessary trauma and embarrassment.

30-6-4 Obstruction of reporting or investigation of child abuse or neglect.

Obstruction of report or investigation of child abuse or neglect consists of:

- A. Knowingly inhibiting, preventing, obstructing or intimidating another from reporting, pursuant to Section 32-1-15 NMSA 1978, child abuse or neglect, including child sexual abuse; or
- B. Knowingly obstructing, delaying, interfering with or denying access to a law enforcement officer or child protective services social worker in the investigation of a report of child abuse or sexual abuse. Whoever commits obstruction of reporting or investigation of child abuse or neglect is guilty of a misdemeanor.

Physical and Behavioral Indicators Suggesting Risk of Abuse

This list is presented as a quick reference for assisting personnel in the assessment of the child at risk for abuse. By observing the child with the following behaviors in mind, personnel may find it possible to see a pattern which can help identify the type(s) of abuse to which the child is being exposed.

Each of these behaviors listed is most likely to occur as indicated in the section below the specific type of abuse (Emotional Deprivation, Sexual Abuse, Physical Abuse, Physical Neglect, Emotional Abuse). This list is not all-inclusive. There are many other behaviors that could have been listed. There can also be an absence of any particular behaviors.

None of these behaviors are definitive signs for abuse.

Physical Abuse

Physical abuse may be defined as any act which results in a non-accidental physical injury. Inflicted physical injury most often represents unreasonably severe corporal punishment or unjustifiable punishment, or intentional deliberate assault. This usually happens when the parent is frustrated or angry and strikes, shakes, or throws the child.

Physical indicators:

- ❖ The primary target zone for infliction of injuries is the back surface of the body from the neck to the knee.
- ❖ Knowledge that a child's injury is unusual for a specific age group (i.e. any fracture in an infant)
- ❖ Unexplained bruises, welts, bite marks, bald spots, black eyes
- ❖ Unexplained fractures, lacerations, dislocations, abrasions

Behavioral Indicators:

The child:

- ❖ Is overly compliant.
- ❖ Is clingy and indiscriminate attachment.
- ❖ Exhibits fearfulness- exaggerated
- ❖ Exhibits extremes in behavior – aggressive/passive
- ❖ Apprehensive when other children cry
- ❖ Is self-destructive, requests punishment
- ❖ Suggests harsh punishment for others
- ❖ Is uncomfortable with physical contact
- ❖ Wears inappropriate clothing to cover body
- ❖ Frightened of parents and/or going home, runs away
- ❖ Drastic behavior changes in and out of parental/caretakers presence
- ❖ Depressed, withdrawn, apathetic

- ❖ Suicide attempts and self-mutilation
- ❖ Overprotective of parents/caretakers
- ❖ Sleep, speech, eating disorders
- ❖ Substance abuse
- ❖ Seizures, vomiting
- ❖ Displays behavioral extremes
- ❖ Appears developmentally delayed
- ❖ Is involved in alcohol or other drug use
- ❖ Has a speech disorder, stuttering
- ❖ Displays neurotic traits
- ❖ Has habit disorders (biting, rocking, whining, picking at scabs)
- ❖ Acts out and is considered a “behavior problem”
- ❖ Is overly rigid in conforming to instructions of teachers, doctors, and other adults
- ❖ Inordinate attention to details; no verbal or physical communication with others
- ❖ Unwittingly makes comments such as “Mommy always tells me I’m stupid”

The behavior patterns mentioned may be due to many other causes than neglect; however, the suspicion of abuse should not be precluded.

Behavioral Indicators of Parents/Caretakers who Emotionally Abuse Their Children

A child may become emotionally distressed when:

- ❖ Parents or caretakers place demands on the child which are based on unreasonable or impossible expectations or without consideration of the child’s developmental capacity.
- ❖ The child is used as a “battleground” for marital conflicts.
- ❖ The child is used to satisfy the parent’s/caretaker’s own ego needs and the child is neither old enough, nor mature enough to understand.
- ❖ The child victim is “objectified” by the emotional abuser; i.e. the child is referred to as “it” (It cried, etc.)

Emotional abuse can be seen as proving a self-fulfilling prophecy. If a child is degraded enough, the child will begin to live up to the image communicated by the abusing caretaker or parent.

Emotional abuse cases are extremely difficult to prove, and **accumulative documentation by witnesses is imperative**. Such cases should be referred to treatment as soon as possible.

Emotional Deprivation (Neglect)- Emotional neglect has been defined as ‘ the deprivation suffered by children when their parents do not provide the normal experiences producing feelings of being loved, wanted, secure and worthy.’

Physical Indicators:

- ❖ Has chronic fatigue
- ❖ Has sleep, speech and eating disorders

Behavioral Indicators in Older Children and Adolescents

- ❖ Poor peer relationships or inability to make friends
- ❖ Lack of trust, particularly with significant others
- ❖ Inability to concentrate in school, easily distracted
- ❖ Marked decline of interest in school and academic performance
- ❖ Frightened of parents and/or of going home, runs away
- ❖ Exhibits drastic behavior changes in and out of parental/caretaker presence
- ❖ Hyper-vigilant (somewhat paranoid)
- ❖ Overly compliant or extreme docility
- ❖ Chronic fatigue
- ❖ Speech disorder
- ❖ Sleep disturbances (such as nightmares, bedwetting, night terrors, sleep walking, inability to sleep alone)
- ❖ Anti-social, destructive behavior
- ❖ Phobic
- ❖ Anxiety and constant inattentiveness
- ❖ Exhibits masturbation; compulsive and indiscreet
- ❖ Pseudo-mature behavior
- ❖ Secretiveness

- ❖ Fear of breaking up the family
- ❖ "Day-mares" (reliving the experience during the day)
- ❖ Knowledge of sexual acts or language inappropriate to the child's age or development level
- ❖ An abrupt change in behavior or personality, a normally outgoing child may become moody and withdrawn or a normally shy, quiet child may become loud and aggressive
- ❖ Wearing many layers of clothing regardless of the weather, or refusal to undress for physical education (children often feel that people can tell they were abused just by looking at their bodies).
- ❖ Reluctance to be with a particular person
- ❖ An abrupt change in behavior in response to personal body safety lessons
- ❖ Alcohol or substance abuse
- ❖ Prostitution
- ❖ Dissociation from subject of abuse when spoken about (watch for signs of multi-personality disorder)
- ❖ Has fear of abuser, sometimes combined with feelings of love and attachment to the abuser
- ❖ Sudden acquisition of money, new clothes or gifts, with no reasonable explanation
- ❖ Fire-setting

Family Indicators may be:

- ❖ Is isolated from the community and support systems
- ❖ Is marked by role reversal between mother and child
- ❖ Exhibits extreme over-protectiveness of the child
- ❖ Has a father who shows excessive interest in the daughter's activities with boyfriends and others in her peer group
- ❖ Has an absent spouse
- ❖ Shows an extreme reaction to sex ed. or personal safety programs in school

Behavioral Indicators of Neglect:

The child:

- ❖ Is depressed, withdrawn, apathetic
- ❖ Has fearfulness, exaggerated
- ❖ Has ingested harmful substances
- ❖ Is involved in alcohol and other drug use
- ❖ Has anti-social, destructive behavior
- ❖ Has habit disorders (biting, rocking, whining, picking at scabs)
- ❖ Refuses to eat adequate amounts of food and is thus very frail
- ❖ Is unable to perform normal learned functions for a given age (i.e. walking, talking, etc.)
- ❖ Constantly "seeks out" and "pesters" other adults (such as teachers, neighbors, etc.) for attention and affection
- ❖ Displays exaggerated fears

Sexual Abuse-Child sexual abuse is when someone is forced or tricked into sexual contact.

Physical Indicators:

- ❖ Bedwetting (enuresis)
- ❖ Fecal soiling (encopresis)
- ❖ Pregnancy at age 11 or 12
- ❖ Torn, bloody underclothing or discharge on underwear
- ❖ Pain or itching in genital area
- ❖ Difficulty walking, sitting
- ❖ Bruises, swelling, or bleeding in genital area (physical trauma to the genital area or mouth) or irritation
- ❖ Injury to lips
- ❖ Grasp marks, scratches, bites
- ❖ Odd or unusually shaped bruises caused by sucking
- ❖ Recurrent atypical abdominal pain
- ❖ Sudden weight gain or loss
- ❖ Eating disorders, feeding difficulties in infant and preschoolers, anorexia nervosa, and overeating in older children and adolescents
- ❖ Sexually transmitted diseases, urinary tract infections, yeast infections, or unusual smells
- ❖ Stress related somatic complaints
- ❖ Vomiting
- ❖ Pregnancy and refusal to reveal father of child

Behavioral Indicators:

Sexual Behaviors of Children:

- ❖ Detailed and age-inappropriate understanding of sexual behavior (especially by younger children)
- ❖ Inappropriate, unusual or aggressive sexual behavior with peers or toys
- ❖ Regressive behavior, loss of bowel and bladder control, thumb sucking, renewed need for a “security blanket”, withdrawal
- ❖ Compulsive masturbation
- ❖ Is self-conscious of body beyond that expected for their age
- ❖ Excessive curiosity about sexual matters or genitalia (self and others)
- ❖ Unusually seductive with classmates, teachers, and other adults
- ❖ Prostitution or excessive promiscuity
- ❖ Excessive concern about homosexuality (especially for boys)
- ❖ Continual avoidance of bathrooms

Behavioral Indicators in Younger Children:

- ❖ Enuresis (bedwetting)
- ❖ Encopresis (fecal soiling)
- ❖ Eating disturbances (over or under eating)
- ❖ Fears or phobias
- ❖ Overly compulsive behavior
- ❖ School problems or significant change in school performance (attitudes and grades)
- ❖ Inability to concentrate
- ❖ Age-inappropriate behavior (i.e. pseudo-maturity or regressive behavior such as bedwetting or thumb sucking)
- ❖ Sleep disturbances (nightmares, daymares, fearful about falling asleep, fretful sleep pattern, or sleeping long hours)
- ❖ Newly manifested clinging behavior and irritability
- ❖ Reluctance to be with a particular person
- ❖ Knowledge of sexual acts or language inappropriate to the child's age or developmental level
- ❖ Crying with no provocation

Behavioral Indicators in Older Children and Adolescents:

- ❖ Withdrawal, depression, hysterical, lacks emotional control
- ❖ Is singled out by parent
- ❖ Is overly concerned about siblings
- ❖ Has poor self-esteem, lacks confidence
- ❖ Has peer problems, school difficulties
- ❖ Attempts suicide and self-mutilation
- ❖ Is excessively seductive, engages in inappropriate sex play
- ❖ Is threatened by physical contact
- ❖ Extraordinary fears of males (in cases where offender is male)
- ❖ Seductive behavior with males (in cases of male offender and female victim)
- ❖ Distorted body image
- ❖ Arriving early at school, leaving late with few, if any absences
- ❖ Frequent absences and/or late arrival at school (particularly if the notes are always written by the same person)
- ❖ Has school problems, sudden drop in school performance
- ❖ Refusal to dress for physical education
- ❖ Non-participation in sports and social activities
- ❖ Fearful of showers/restrooms
- ❖ Suddenly fearful of other things (i.e. going outside, participating in familiar activities)
- ❖ Unexplained injuries (i.e. parent is unable to explain reason for injury, there are discrepancies in explanation; blame is placed on a third party; explanations are inconsistent with medical diagnosis)
- ❖ Is frequently absent from school or physical education classes
- ❖ Anti-social, destructive behavior
- ❖ Hyper-vigilant

Physical Neglect -Neglect is essentially the negligent treatment of maltreatment of a child by a parent or caretaker who willfully causes or permits the child to be placed in a situation where the

child's health or welfare is endangered. This includes the intentional failure to provide adequate food, clothing, shelter and medical care.

Physical Indicators:

- ❖ Consistent hunger, poor hygiene, inappropriate dress for the weather
- ❖ Unattended medical, dental needs
- ❖ Significantly below average height, weight
- ❖ Lice, body odor, scaly skin, distended stomach, emaciation
- ❖ Lack of safe, warm, sanitary shelter
- ❖ Child abandoned or left with inadequate supervision

Behavioral Indicators of Physical Neglect:

The child:

- ❖ Appears consistently tired, listless, apathetic, self-destructive
- ❖ Steals or begs food from classmates
- ❖ Is frequently late or absent from school, drops out
- ❖ Is involved in repeated acts of vandalism
- ❖ Inappropriately assumes adult responsibilities

Emotional Abuse - Verbal assaults (i.e. belittling, screaming, threats, blaming, sarcasm); unpredictable responses (i.e. inconsistency); continual negative moods, constant family discord, and double message communication are examples of ways parents may subject their children to emotional abuse.

Physical Indicators:

- ❖ Sleep, speech, eating disorders
- ❖ Wetting or soiling by school age child
- ❖ Delayed physical development
- ❖ Ulcers, asthma, severe allergies
- ❖ Failure to thrive

Behavioral Indicators:

The child:

- ❖ Is self-destructive (oblivious to hazards and risks)
- ❖ Is anti-social, destructive, delinquent

ADMINISTRATIVE DIVISION OF DUTIES

Principal - Debby
Budget
Content Leaders
Credentialing Expectations
Family Meetings
Field Trip Permission
Professional Development
Parent Involvement
QST Agenda
Retention Lists
Staff Development
Staff Handbook (with AP)
Staff Meetings
State Accountability (Adequate Yearly Progress)
Strategic Plan (EPSS)
Student Handbook (with AP)
Supervision & Evaluation
Three-tier Licensure & Teacher Qualification
Video Permission
Website Expectations
SAT/RTI

Assistant Principal - Steve
Attendance & Truancy
Duty Schedules
Eagle Team Oversight
Facilities
PBS Team Oversight
Master Calendar
Master Scheduling
New Student Placement
Paraprofessional Schedules
Registration Procedures
Safety & Emergency Procedures
Staff Handbook
Student Handbook
Student Transfers
Supervision & Evaluation
Student Discipline
Testing Coordinator

DUTY STATIONS - AM/PM

Bus	Crosswalk
Foyer	Cafeteria
Back Patio	Basketball Court
200 Hall	400 Hall

DUTY STATIONS – LUNCH

Cafeteria Lines
 Snack Bar Lines
 Cafeteria
 Back Patio
 Basketball Court
 Soccer Field

ERMS Class Schedule 2009-2010

Teams 6A & 6B	1st Bell 8:06	Tardy Bell 8:10	HR 8:10-8:12	Flex 8:15-8:55	Core 1 9:00-9:55	Core 2 10-10:55	Lunch 10:55-11:25	Core 3 11:30-12:25	Core 4 12:30-1:25	12 min.	RA 1:42 - 3:15	
Team 7B	1st Bell 8:06	Tardy Bell 8:10	HR 8:10-8:12	Flex 8:15-8:55	Core 1 9:00-9:55	Core 2 10-10:55	Core 3a 11:00-11:25	Lunch 11:30-12	RA 12:04 - 1:37		Core 3b 1:42-2:12	Core 4 2:15-3:10
Team 7A	1st Bell 8:06	Tardy Bell 8:10	HR 8:10-8:12	Flex 8:15-8:55	Core 1 8:58-9:53	RA 9:57 -11:30		Core 2 11:35-12:30	Lunch 12:30-1:00	Core 3 1:05-2:00	Core 4 2:05-3:00	15 min.
Team 8A	1st Bell 8:06	Tardy Bell 8:10	HR 8:10-8:12	Flex 8:15-8:55	Core 1 9:00-9:55	Core 2 10-10:55	Core 3a 11:00-11:25	Lunch 11:30-12	RA 12:04 - 1:37		Core 3b 1:42-2:12	Core 4 2:15-3:10
Team 8B	1st Bell 8:06	Tardy Bell 8:10	HR 8:10-8:12	Core 1 8:10-9:05	Flex 9:10-9:50	RA 9:57 -11:30		Core 2 11:35-12:30	Lunch 12:30-1:00	Core 3 1:05-2:00	Core 4 2:05-3:00	15 min.

Fire Drill Folder Details

We are, by law, required to conduct **two fire drills during the first two weeks of school, and one drill per month thereafter**. During the first two drills, we will practice appropriate student behavior and placement on the field. We will not be taking attendance during these two drills. We will be taking attendance at each subsequent drill. Please prepare your students with the following information:

- ♣ **Review all fire drill information in the staff handbook, including exit and route map.**
- ♣ **Mark the red copy of the map with the exit route from your room and post it on your classroom wall.**
- ♣ **Practice walking your exit route with students in each of your classes. Be sure they walk quietly and in a straight, single file line.**

When your class arrives on the field during the fire drills, please have them line up on the soccer field in an orderly manner.

Please be sure that your **Fire Drill Folder** is stocked with pen or pencil, class lists, attendance sheets, instructions for the substitute, and Exit Map. Store your folder where you can reach it in an emergency. Please be sure you know the fire drill captain for your pod.

Fire Drill Captain is the person to whom you deliver your attendance sheet during the drill. Fire drill Captain for your family is:

Individualized Emergency Evacuation Plan

Student: _____ School: _____ Grade: _____

Reason for Plan _____

Mobility: _____ Hearing: _____

Vision: _____ Other: _____

Room/ period	Plan of Action	Necessary Equipment	Name/Job Title of Person Assisting

Other Information:

Attach evacuation/fire drill map with labeled areas. Also post copy of map with labeled route in each appropriate classroom.

We have read this plan and agree to its implementation.

Date: _____ Nurse: _____ Student: _____

Other: _____ Other: _____ Other: _____

Fundraising Permission Slip

We will be participating in a class/club fundraiser for the purpose of raising funds for

I understand that I am responsible for returning all of the monies that I have collected to

I further understand that I am responsible for the loss or damage to the items that I have signed for.

Student Signature

Date

As the parent/guardian, I accept the above conditions and agree to allow my son/daughter to sell the required number of items needed to finance his/her participation in the above described activity.

Parent/Guardian Signature

Date

GRADE AVERAGING SHEET

Grade 1	A+	A+	A+	A+	A+	A+	A+	A+	A+	A+	A+	A+	A+
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A+	A	A	A-	A-	B+	B+	B	B	B-	B-	C+	C+
Grade 1	A	A	A	A	A	A	A	A	A	A	A	A	A
Grade 2	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A+	A	A-	A-	B+	B+	B	B	B-	B-	C+	C+	C
Grade 1	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-	A-
Grade 2	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A	A	A-	B+	B+	B	B	B-	B-	C+	C+	C	C
Grade 1	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+	B+
Grade 2	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A	A-	A-	B+	B	B	B-	B-	C+	C+	C	C	C-
Grade 1	B	B	B	B	B	B	B	B	B	B	B	B	B
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A-	A-	B+	B+	B	B-	B-	C+	C+	C	C	C-	C-
Grade 1	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-	B-
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	A-	B+	B+	B	B	B-	C+	C+	C	C	C-	C-	D+
Grade 1	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+	C+
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B+	B+	B	B	B-	B-	C+	C	C	C-	C-	D+	D+
Grade 1	C	C	C	C	C	C	C	C	C	C	C	C	C
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B+	B	B	B-	B-	C+	C+	C	C-	C-	C-	D+	D+
Grade 1	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-	C-
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B	B	B-	B-	C+	C+	C	C	C-	D+	D+	D+	D
Grade 1	D+	D+	D+	D+	D+	D+	D+	D+	D+	D+	D+	D+	D+
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B	B	B-	C+	C+	C	C	C-	C-	D+	D	D	D-
Grade 1	D	D	D	D	D	D	D	D	D	D	D	D	D
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B-	B-	C+	C+	C	C	C	C-	D+	D+	D	D-	D-
Grade 1	D-	D-	D-	D-	D-	D-	D-	D-	D-	D-	D-	D-	D-
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	B-	C+	C+	C	C	C-	C-	D+	D+	D	D	D-	F
Grade 1	F	F	F	F	F	F	F	F	F	F	F	F	F
Grade 2	A+	A-	A	B+	B	B-	C+	C	C-	D+	D	D-	F
Sem.Ave.	C+	C+	C	C	C-	C-	D+	D+	D	D	D-	D-	F

Conference Contract

We agree that in order to best meet the needs of _____,
and we agree to abide by the following conditions:

Student Section

I agree to:

If I do meet this responsibility, I will receive the following reward:

If I fail to meet this responsibility, I will pay the following consequence:

Student Signature: _____

Date: _____

Parent Section:

I/We agree to do the following in order to help my/our student meet his/her responsibility:

I/We agree or do not agree to follow through on either the reward to consequence. (Circle one.)

Comments: _____

Signature: _____ Date: _____

Signature: _____ Date: _____

Teacher(s)

I/We agree to do the following in order to help the student meet his/her responsibilities:

I/We agree or do not agree to follow through on our part of the reward or consequence. Circle one.

Signature(s): _____	Date: _____
Signature(s): _____	Date: _____
Signature(s): _____	Date: _____

SAFETY FIRST @ Eagle Ridge Middle School!!!

Expectations for the Drop-off/Pick-up Areas

Please help us to keep *ALL OF OUR STUDENTS SAFE* by following these guidelines in our Student Loading Zone where you drop-off and pick-up your children:

- **Be patient.**
- **DO NOT PARK YOUR CAR.** Please keep the engine running. If you need to park, please do so in the parking lot.
- If you are the lead vehicle, please drive up to the furthest point forward in the loading zone. (If you are behind another car, please pull up closely to the vehicle in front of you.)
- Stop and load or unload only on the sidewalk side of the loading zone. The middle lane is a staging lane only—students will only be allowed out of the vehicle when it is resting at the curb. Please pull as close to the curb as possible.
- After you either drop-off or pick-up your own child, please **MAINTAIN a 5 MPH SPEED LIMIT AND DRIVE CAREFULLY AROUND THE VEHICLES THAT ARE STILL IN LINE.** This is a loading/unloading zone for students.
- **DO NOT LET YOUR CHILD/CHILDREN EXIT OR ENTER THE LEFT SIDE OF YOUR VEHICLE. IT IS A SAFETY HAZARD. DO NOT LET YOUR CHILD/CHILDREN EXIT FROM THE STAGING LANE (middle lane).**
- Watch the crossing guard at the front of the drop-off/pick-up zone. Remind students to cross the parking lot only at the designated crosswalk. **Stepping between cars is absolutely impermissible, even with an adult.** Remember, students learn best by watching what adults model.
- Fire lanes must be observed. The fire lanes are along the red curb in front of the school. Cars should not be parked in fire zones, and may be ticketed. Fire zones must be kept clear at all times for emergency vehicles.
- Traffic in the drive-through and parking lot is one way.
- **It is NEVER permitted to drive in reverse in the drive-through or parking lot (except when backing from parking space).**
- **The parking lot should not be used as a drop-off zone. Cars must be parked in this area before students are permitted to exit from the vehicle.**

In order to improve the traffic congestion in the front of the building, students who are eligible to take the bus are encouraged to do so.

ERMS Referral Form

Student's Name: _____ **Grade & Team:** _____ **Location:** _____
Time & Date of Offense: _____ **Referred by:** _____

The school is a community and the rules of school are the laws of that community. All persons enjoying the rights of citizenship are subject to the laws of their community. Each right carries with it a corresponding obligation. The right to attend public school is not absolute. It is conditioned on each student's acceptance of the obligation to abide by the lawful rules of the school community. (RRPS Board Statement of Policy regarding Student and School Rights and Responsibilities. BP 336)

Rule Broken: Respect _____ Responsible _____ Safe _____ **Level:** 1 _____ 2 _____ 3 _____

Description of infraction: _____

Team Intervention: Contract _____ Lunch Detention _____ Team ISS _____ Parent Conference _____ (date) _____

Other (describe) _____

Recommended Administrative Action: School ISS & Reflection _____ OSS _____

Other (describe) _____

Rationale & Documentation: _____

Administrative Use Only

SASI discipline code for infraction _____ SASI code for consequence _____

Actions Taken: Apology _____ Warning _____ Mediation _____ Counseling Referral _____ Time Out _____ Lunch Detention _____

Limited social time (explain) _____

ISS date(s) _____ OSS date(s) _____

Parent Call (date & time) _____ Parent Conference (date & time) _____

Rationale & Documentation: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Administrator/Designee Signature: _____ Date: _____

White Copy: Office Yellow Copy: Referring Staff Green Copy: Homeroom Teacher Pink Copy: Parent & Student

For students suspended out of school - Administrator use only:

Circle the policy code that has been violated:

- 336-1: a (1) Willful interference with the educational process
(2) Arson
(3) Assault and/or Battery
(4) Criminal damage to property
(5) Criminal libel
(6) Criminal trespass
(7) Unlawful assembly or disturbing lawful assembly
(8) Extortion
(9) Larceny, robbery, or burglary
(10) Illegal sale, possession, transportation, or use of
 a Alcoholic beverages or controlled substances
 b Firearms or other weapons
 c Explosives
(11) Possession or use of tobacco products
(12) Verbal abuse and/or intimidation

b DISRUPTION -

- (1) Willful obstruction
(2) Willful disruption, impairing, interference, or obstruction of school purposes, processes, or procedures (includes attempting, threatening to commit, or inciting others to do likewise).
(3) Willful impairing of instruction

c Refusal to identify self

d DEFIANCE

- (1) Willful refusal of a direction to cease any conduct which a supervisory person, or designee, in charge of a class or other activity has clearly identified to the student as a hindrance to the activity
(2) Willful refusal of a direction to cease engaging in disruptive conduct
(3) Willful refusal or failure to leave a school facility or school-sponsored activity after being directed to do so by an administrative authority or designee
(4) Willful refusal or failure to abide by restrictions on student privileges or other lawful conditions imposed by an administrative authority as a disciplinary measure

e Gang related activity

f Sexual Harassment

- g Willful violation of the Student Attendance Policy # 305 after the student has been reported to the probation services officer

Eagle Ridge Middle School Rules & Expectations for Common Areas

Common Area	Respectful	Responsible	Safe
All Common Areas	<ul style="list-style-type: none"> • Use kind words and actions • Clean up after self • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules. • Remind others to follow school rules • Take proper care of all personal belongings and school equipment 	<ul style="list-style-type: none"> • Walk facing forward • Keep hands, feet and objects to self • Use all equipment and materials appropriately
Cafeteria	<ul style="list-style-type: none"> • Allow anyone to sit next to you • Use quiet voices • Follow adult directions 	<ul style="list-style-type: none"> • Wait in line patiently • Get all utensils, mild, etc. when first going through the line • All food/drink stays in the cafeteria 	<ul style="list-style-type: none"> • Keep all food to self • Sit with knees under the table, bottom on bench, and facing forward • Enter and exit in an orderly manner
Field/Back Patio	<ul style="list-style-type: none"> • Play fairly • Include everyone • Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment • Follow adult directions 	<ul style="list-style-type: none"> • Hold the door open for the person behind you when leaving the building • Get adult help for accidents or other dangerous/unsafe situations 	<ul style="list-style-type: none"> • Walk to and from the playground • Stay within boundaries • Be aware of activities/games around you • No play or real fighting • Use all equipment and materials appropriately • NO spitting
Passing Areas Halls, Foyer	<ul style="list-style-type: none"> • Hold the door open for the person behind you • Use quiet voices • Follow adult directions 	<ul style="list-style-type: none"> • Walk at all times • Use an inside voice • Respect school property • Have a Hall Pass • Clean up after yourself • Use appropriate words and actions 	<ul style="list-style-type: none"> • Stay to the right • Allow others to pass • Keep hands, feet, and objects to self • Walk at all times • Enter and exit in an orderly manner
Restrooms	<ul style="list-style-type: none"> • Knock on stall door before entering • Give people privacy • Use quiet voices 	<ul style="list-style-type: none"> • Flush toilet after use • Return to room promptly • Use a bathroom pass 	<ul style="list-style-type: none"> • Keep water in the sink • Wash and dry hands • Keep hands, feet, and objects to self
Media Center	<ul style="list-style-type: none"> • Use kind words and actions • Clean up after self • Follow adult directions 	<ul style="list-style-type: none"> • Follow school rules • Remind others to follow school rules • Take proper care of all personal belongings and school equipment 	<ul style="list-style-type: none"> • Walk at all times • Keep hands, feet and objects to self • Use all equipment and materials appropriately • Enter and exit in an orderly manner
Special Events and Assemblies	<ul style="list-style-type: none"> • Use audience manners • Sit on bottom 	(See Common Areas)	<ul style="list-style-type: none"> • Wait for arrival and dismissal signal

Eagle Ridge Middle School

BEHAVIOR NOTICE!

Student: _____ Teacher/Team: _____

Date: _____

THIS STUDENT HAS HAD DIFFICULTY IN THE FOLLOWING AREA(S):

- ____ Attendance/Tardies
- ____ Bus Behavior
- ____ Failure to have Student Agenda
- ____ Turning in homework
- ____ Completion of homework
- ____ Unsafe Behavior

- ____ Respect for property
- ____ Getting along with others
- ____ Classroom Behavior
- ____ Acceptable Language
- ____ Dress Code
- ____ Respect to Teacher(s)/other staff member(s)

Comments: _____

Copy home with student: _____ (Student Signature)

Parent/Guardian Signature required: _____

Parent Contacted: ___Y___N Method of Contact: ___Phone ___Email___other (specify)_____

Notice returned: _____(Date)