Staff Handbook

2026-2027

CEDARCREST

MIDDLE SCHOOL

Our Goals at Cedarcrest Middle School:

- We want all teachers to engage in deep learning utilizing the ***PLC Cycle*** to develop all of our students' skills in *literacy*, *numeracy* and *language acquisition*.
- We want all teachers engaging in a ***student centered*** instructional delivery system by making *student thinking* visible through projects and audible through discourse, pressing on students to extend their understanding of their own *identities* and helping students develop a *critical lens* as curriculum is applied to the larger socio-political context.
- We want all members of the Cedarcrest community to feel a ***sense of belonging and connectedness*** every time they visit Cedarcrest.

Table of Contents

Activity Bus
Advisory
Announcements
Assemblies
ASB
Bell Schedules
Buddy Teacher Room
Building & Classroom Cleanliness
Campus Safety
Classroom Management/CHAMPS
Communication
Copy Machine, Print Shop, Basic Supplies
Dances
Discipline
Emergency School Delay/Closure
Evacuation Drills
Evaluations
- Comprehensive
- Focused

Field Trips
Grading
Hall Pass
- SmartPass

Instructional Leadership Team
Instruction & Lesson Plans
Late Arrivals
Library
Parking
PBIS
PLC Team Meetings
Scent & Air Quality
Special Education & 504 Plan
Staff Hours
Staff Lounge & Workroom
Staff Meetings
Supervision for Students After School
Substitute Teachers & Lesson Plans
Supervision
Syllabus

ACTIVITY BUS

If a student is assigned to stay after school by a staff member, **the staff member must remain** with those students who are waiting for a ride until they have been picked up by a parent/guardian or the activity bus. Students may stay after school for **athletics, clubs, detention or academic support**. The activity bus picks up students, who normally ride the bus, Monday- Thursday. There is no activity bus on Fridays.

ADVISORY

CMS Advisory classes will provide students with a purposeful and personalized experience as students transition from elementary through middle school to high school. Each advisory will serve as a trusted advocate and mentor who will foster:

- academic growth and student success
- positive relationships between students and peers, as well as students and teachers
- communication between students, school and home.

It is expected that teachers follow the Advisory calendar of lessons that is designed to specifically support social-emotional learning and community building for our school community.

Student Led Conferences will be held two times each year. The conferences are a culmination of advisory lessons leading students to the creation and completion of student portfolios. The October conference will have students reporting academic information and their goals for success. The May conferences will have students reporting on their goal attainment.

ANNOUNCEMENTS

Daily Announcements:

- **Submission Deadline:** All daily news and announcements must be submitted by Sunday night.
- **Submission Method:** Use the Daily Announcement Google Document) created by Zach Womack. This document can be found on Canvas and in the Smore.

Morning Announcements:

- **Timing:** Morning announcements are made at the beginning of 1st period.
- **Afternoon Announcements:** If an afternoon announcement is needed, it requires administrative approval.

Sports and Club Announcements:

- **Changes to After School Activities:** For any changes to after school activities on the same day, submit your announcement to the Secretary or Registrar. They will ensure the announcement is made at an appropriate time.

ASB

- ASB/Leadership students are expected to remain in class during instructional time unless pre-approved by the ASB advisor (Johnson) or an administrator.
- ASB activities that require students to miss class will be communicated to staff in advance.
- Leadership students are expected to prioritize their academic responsibilities and follow all classroom expectations
- Please support ASB sponsored events as much as possible

ASSEMBLIES

Both educational and spirit assemblies will have seating areas for each grade level. To ensure assemblies are organized, engaging, and respectful environments where students can learn, celebrate, and enjoy various presentations. Staff plays a crucial role in maintaining this atmosphere by modeling appropriate behavior and supervising students effectively.

Before the Assembly:

1. **Preparation:**
    - Communicate assembly details (time, location, purpose) to students in advance.
    - Remind students of behavior expectations during the assembly.
2. **Seating Arrangements:**
    - Organize seating to ensure students are seated with their respective grades/classes.
    - Ensure students with special needs have appropriate seating and accommodations.

During the Assembly:

1. **Supervision:**
    - Staff should be strategically placed to monitor student behavior.
    - Maintain visibility and be approachable for students needing assistance.
2. **Behavior Management:**
    - Model respectful behavior by paying attention and refraining from using mobile devices.
    - Promptly address any disruptive behavior using school-wide behavior management strategies.
    - Reinforce positive behavior by acknowledging and praising students who follow expectations.
3. **Engagement:**
    - Encourage student participation where appropriate.
    - Assist with transitions (e.g., between speakers or performances) to maintain a smooth flow of the assembly.

After the Assembly:

1. **Dismissal:**
    - Ensure an orderly exit from the assembly area, supervising students until they are back in their classrooms.
    - Address any behavioral issues that arose during the assembly, if necessary.
2. **Feedback:**
    - Discuss any observed student behavior trends with colleagues and administration to plan for future assemblies.

General Guidelines:

- **Punctuality:** Arrive at the assembly location on time with your class.
- **Communication:** Keep open lines of communication with colleagues and administration regarding any concerns or suggestions related to assemblies.
- **Consistency:** Apply behavior expectations consistently across all assemblies to establish a standard of conduct.

Charger Pride Expectations:

- **Preparedness:** Ensure students are ready and know what to expect.
- **Respect:** Model and enforce respectful behavior.
- **Integrity:** Uphold and demonstrate the values of Charger Pride.
- **Dedication:** Show commitment to creating a positive assembly experience for all students.
- **Excellence:** Strive for excellence in supervision and engagement during assemblies.

By following these expectations, we can create a positive and productive assembly experience that aligns with our Charger Pride values and supports our students' growth and development.

ATTENDANCE

Legal Responsibility:

- Taking accurate attendance every class period is a legal requirement for each teacher.

Procedure:

- **Timing:** Attendance must be taken within the first 10 minutes of each class period.
- **System:** Use Synergy or RTI Scheduler to record attendance.
- **Tardiness:** Ensure that students who are late are marked as tardy.

- **Confidentiality:** Students are not allowed to take attendance for you.

Support:

- **Questions:** If you have any questions about attendance, please contact the attendance clerk at extension x7592.

BELL SCHEDULES



BUDDY TEACHER ROOM

The Buddy Teacher Room is designated as a supportive space for students who need a temporary change of environment to manage their behavior, emotions, or academic needs. It is essential for staff to follow these procedures to ensure the room is used effectively and consistently.

Procedure for Sending a Student to the Buddy Teacher Room:

1. **Assessment:**
    - Determine if the student's behavior or emotional state warrants a temporary relocation.
    - Ensure all classroom-based interventions have been attempted prior to sending a student to the Buddy Teacher Room.
2. **Communication:**
    - Inform the student that they will be going to the Buddy Teacher Room and explain the reason for this decision.
    - Fill out the Buddy Teacher Room Referral Form, including the student's name, time, reason for referral, and any specific instructions or observations.
3. **Escort:**
    - Arrange for the student to be escorted to the Buddy Teacher Room by a responsible student, classroom aide, or another staff member, ensuring they arrive safely.
4. **Documentation:**
    - Log the referral in Synergy or the designated tracking system for record-keeping and follow-up purposes.
    - Communicate with the Buddy Teacher to provide context and any necessary background information.

Procedure for Receiving a Student in the Buddy Teacher Room:

1. **Welcome:**
    - Greet the student and review the Buddy Teacher Room Referral Form to understand the reason for their visit.
    - Provide a brief overview of expectations and any activities they should complete while in the room.
2. **Support:**
    - Offer a calm and supportive environment for the student to regroup and reflect.
    - Provide any necessary materials or resources to help the student manage their behavior or emotions.
3. **Documentation:**
    - Note the time of arrival and departure, along with any observations or actions taken, on the Buddy Teacher Room log.
    - Communicate with the referring teacher about the student's time in the Buddy Teacher Room and any follow-up actions needed.

Follow-Up:

1. **Reintegration:**
    - Assist the student in returning to their original classroom, ensuring they are ready to re-engage in learning.
    - Provide feedback to the referring teacher about the student's behavior and any recommendations for ongoing support.
2. **Communication:**
    - Collaborate with the referring teacher, parents, and administration if additional interventions or support are needed.
    - Ensure that any incidents or patterns of behavior are documented and addressed through Synergy as a minor..

General Guidelines:

- **Consistency:** Follow these procedures consistently to maintain a fair and predictable system for students.
- **Confidentiality:** Respect the privacy of students and handle all information with discretion.
- **Collaboration:** Work closely with colleagues to ensure the Buddy Teacher Room is a supportive and effective resource for managing student behavior.

BUILDING & CLASSROOM CLEANLINESS GUIDELINES

End of Day Expectations:

- **Chairs:** Place chairs on top of desks/tables at the end of each school day.
- **Floors:** Check floors and have students pick up paper, pencils, and other debris.
- **Windows:** Ensure windows are shut, locked, and blinds are closed nightly.
- **Doors:** Lock classroom doors at the end of the day and whenever the room is unoccupied.
- **Classroom Care:** Teachers are responsible for maintaining the cleanliness and organization of desks, work tables, and counters.
- **Organization:** Keep the classroom tidy and well-organized.

Staff Lounge:

- **Cleanliness:** Each staff member is responsible for keeping the staff lounge and workroom neat and clean at all times.
- **Refrigerator:** The staff room refrigerator will be cleaned out every Friday afternoon. Remember to remove any personal food items, snacks, and cartons, or they will be discarded.
- **Dishes:** Clean and put away any dishes and utensils you use.

CAMPUS SAFETY

If you need assistance with a student, call Campus Safety. If Campus Safety is unavailable or you need an administrator, please use the following extensions:

- **James Meeks:** x7574

Administrative Contacts:

- **Associate Administrator (Rebecca Mathews):** x7587
- **Assistant Principal (Tina Stariha):** x7588
- **Principal (Zachary Womack):** x7589

CLASSROOM MANAGEMENT/CHAMPS

Building Relationships:

- Actively build strong relationships with your students and their families.

Routines and Procedures:

- Greet students at the door as they enter the classroom
- Plan and implement tight routines and procedures.
- Communicate routines and procedures clearly and regularly to your students.
- Begin and end instruction on time.
- Plan bell-to-bell activities and lessons every day.

Behavior Expectations:

- Teach your classroom routines and behavior expectations
- Reinforce these expectations daily.
- Teach and expect students to follow all school-wide behavior expectations.

Dismissal:

- Dismiss students only when the class is over; remember, you dismiss the students, not the bell.
- Ensure students are not lined up waiting for the bell to ring.
- Dismissing students before the designated time creates supervision problems, and dismissing after the bell causes issues with tardiness for the next class.

Resources:

- **CHAMPS:** Utilize CHAMPS as a resource to enhance your classroom structure. See Admin for questions and additional resources.

COMMUNICATION

Email:

- Frequency: Check your email at least once a day. Email is a primary form of communication within the CMS community.
- Response Time: Respond to emails within 24 hours.
- Parent Communication: Use email for quick updates or information to parents. For issues involving students, it is best to contact parents via phone to avoid miscommunications, as tone can be difficult to interpret in emails.

Phone:

- Voicemail Setup: Each staff member has a phone and extension. Update your voicemail with your information. Instructions for setting up your new phone and voicemail are available; contact Monique for assistance if needed.
- Frequency: Check your voicemail at least once a day and return phone calls within 24 hours.
- Usage: Do not use personal cell phones during class time.

Mailboxes:

- Location: Staff mailboxes are located in the staff workroom.
- Frequency: Check your mailbox once a day for mail or messages.

Meetings:

- Responsibility: Staff members are responsible for all information shared at staff and team meetings, IEPs, and student staffings.
- Punctuality: Arrive on time for all meetings. If you are unable to attend, make arrangements in advance with the meeting organizer.
- Coverage: If you have supervision duties, ensure you arrange for a colleague to cover your area for required meetings or parent staffings.

COPY MACHINE, PRINTERS, PRINT SHOP, BASIC SUPPLIES

Copy Machines/Printers:

- **Location:** Copy machines for staff use are located in the staff lounge.
- **Usage:** Staff are allotted a specific number of copies per year on the building copy machine for emergency purposes.

- All printing and copying must be completed by the individual requesting the materials before school, after school, or during their planning period. Please plan accordingly and allow yourself adequate time to prepare materials for instruction and student activities.

Print Shop:

- **Cost Efficiency:** The district Print Shop is significantly cheaper than printing in the building.
- **Planning Ahead:** Please plan ahead and use the Print Shop for your copying needs.
- **Turnaround Time:** The Print Shop has a 24-48 hour turnaround time and offers services such as collating, stapling, and hole punching.
- **Ordering:** All Print Shop orders are done online.

Basic Supplies:

- **Availability:** If you need basic office supplies, please see the building secretary, Monique.
- **Available Supplies:** Paper clips, pencils, pens, markers, dry erase markers, highlighters, post-its, and tape are available for individual teacher use.
- **Student Supplies:** Supplies needed for students as part of a lesson must be purchased out of your department budget.

DANCES

Schedule and Participation:

- **Timing:** Dances will be held after school usually from 1:50-4:45 PM.
- **Chaperoning:** Staff members are encouraged to chaperone the dances; they are enjoyable and a great way to engage with students.
- **Frequency:** There will be 3-4 dances for all grades throughout the year, scheduled between sports seasons.
- **Attendance:** Only current Cedarcrest students may attend dances hosted in our building.
- **8th Grade Dance:** The final dance of the year will be exclusively for 8th graders and hosted as a year-end celebration in June.

Transportation:

- **Bus Riders:** Regular bus riders may take the 4:45PM bus home, as extra buses will be ordered for dance days.

Eligibility:

- **Discipline and Academic Performance:** Students with discipline issues or failing classes will not be permitted to attend the dance.

Expectations for Dances:

- **General Behavior:** Students should have fun while maintaining appropriate behavior.
- **Dancing Guidelines:**
  - Dancing alone is acceptable.
  - Dancing with a friend, face-to-face and standing up, is acceptable.
  - Slow dancing face-to-face is acceptable.
  - Group dancing, standing up, and not touching, is acceptable.

Disciplinary Actions:

- Students will receive one verbal warning for unacceptable behavior or dancing.
- If a student continues unacceptable behavior, they should be removed from the dance and brought to an administrator for consequences.

DISCIPLINE

Discipline Policy:

Please refer to the CMS discipline policy and handbook (coming soon!) for detailed information on our school's discipline procedures and expectations.

Behavior Referral:

- **System:** Use Synergy for submitting behavior referrals (minors & majors).
- **Process:** Follow the steps outlined in the CMS discipline policy to document and report student behavior incidents through Synergy. Behavior Flow Chart

Lunch Detention:

- **Form:** Use the Lunch Detention Form available in our staff Canvas.
- **Process:** Assign and document lunch detentions as necessary, ensuring all information is accurately recorded in Synergy.

- **Communication:** You must inform parents/guardians of the detention, preferably through a phone call.

EMERGENCY SCHOOL DELAY & CLOSURE OF SCHOOL

Notification:

- **District Phone Messaging System:** Staff will be notified via the district phone messaging system.
- **Public Broadcast:** Delay or closure decisions are related to local radio and television stations for broadcast.
- **District Communication:** All district personnel will be informed of any delays or closures.

Contact Information:

- **Phone Number:** If you do not receive a notification call, please contact the district to ensure they have your correct phone number.
- **Online Resources:** School delay and closure information can be found at schoolreport.org or the district website at www.bethelsd.org.

Staff Expectations:

- **Arrival Time:** Teacher arrival time is 6:35 A.M. When the District delays the opening of a school or schools, employees must report thirty (30) minutes before the revised time that students are scheduled to arrive. When a school or schools are closed early, employees will be released after the students have left the building grounds.
- **Safety:** Ensure you travel to work as safely as possible.

EVACUATION/EMERGENCY EVENTS & DRILLS

Established Procedures:

Procedures for fire, earthquake, and intruder/lockdown drills and events are listed in the response guides located in each room. These procedures will also be reviewed and practiced during our drills. It is essential for staff to familiarize themselves and their students with these procedures to ensure everyone knows what to do in case of an emergency.

During a Drill or Actual Event:

- **Signal Response:** At the signal of a drill or actual event, staff and students must exit the building or lockdown in place quietly and orderly, proceeding to their assigned areas.
- **Re-Entry:** Do not re-enter the building until administration gives permission.

Rosters and Emergency Preparedness:

- **Class Rosters:** Keep your class rosters up to date at all times.

- **Emergency folder:** Place three copies of the current class roster with photos in your advisory emergency folder.

Attendance and Student Identification:

- **Print Attendance with Photos:** Ensure you have a printed copy of the attendance list with student photos in case of a real emergency. This will aid in identifying and accounting for all students during and after the emergency.

EVALUATIONS

Criteria for the evaluation of certificated personnel can be found on our Canvas webpage as well as in the Bargaining Agreement. Classified Staff can find evaluation information in the PSE Bargaining Agreement. Information regarding who your evaluator is and the forms to be used will be sent to staff at the beginning of the school year.

Certified Observation Cycle Information

Comprehensive Evaluation

Purpose:

The comprehensive evaluation process is designed to ensure continuous improvement and professional growth for all staff members. It provides a structured framework for assessing performance, setting goals, and identifying areas for development.

Process:

1. **Goal Setting:**
    - At the beginning of the evaluation period, staff members will set professional goals in collaboration with their evaluator.
    - Goals should be specific, measurable, attainable, relevant, and time-bound (SMART).
2. **Observations:**
    - Evaluators will conduct regular observations to assess performance and provide feedback.
    - Observations may be scheduled or unscheduled and will cover various aspects of teaching and professional responsibilities.
3. **Feedback and Reflection:**
    - Following observations, evaluators will provide detailed feedback highlighting strengths and areas for improvement.
    - Staff members are encouraged to reflect on the feedback and discuss it with their evaluator to develop action plans for growth.
4. **Professional Development:**

- Based on evaluation feedback, staff members may participate in targeted professional development opportunities.
- Professional development should align with individual goals and areas identified for improvement.

5. **Mid-Year Review:**
   - A mid-year review will be conducted to assess progress towards goals and make any necessary adjustments.
   - This review provides an opportunity for staff members to receive additional feedback and support.
6. **Summative Evaluation:**
   - At the end of the evaluation period, a summative evaluation will be conducted.
   - The summative evaluation will include a comprehensive review of observations, feedback, goal attainment, and overall performance.
7. **Documentation:**
   - All aspects of the evaluation process will be documented, including goals, observation notes, feedback, and professional development activities.
   - Staff members will have access to their evaluation records and can provide input or respond to evaluations as needed.

Focused Evaluations

Purpose:

Focused evaluations are designed to provide an in-depth assessment of specific aspects of a staff member's performance. This targeted approach allows for a deeper exploration of particular skills, practices, or areas identified for improvement.

Process:

1. **Selection of Focus Area:**
   - At the beginning of the evaluation period, staff members will collaborate with their evaluator to select a focus area.
   - The focus area should align with school goals, individual professional development needs, or areas previously identified for improvement.
2. **Goal Setting:**
   - Set specific, measurable, attainable, relevant, and time-bound (SMART) goals related to the selected focus area.
   - Goals should be clearly defined and understood by both the staff member and the evaluator.
3. **Observations and Data Collection:**
   - Evaluators will conduct targeted observations and collect data specifically related to the focus area.
   - Observations may be scheduled or unscheduled and will be more frequent than in the comprehensive evaluation to ensure thorough assessment.
4. **Feedback and Reflection:**
   - Detailed feedback will be provided after each observation, highlighting strengths and areas for improvement specific to the focus area.
   - Staff members are encouraged to reflect on the feedback and engage in discussions with their evaluator to develop strategies for growth.
5. **Professional Development:**
   - Participate in professional development opportunities that align with the focus area.
   - Professional development activities should be designed to enhance skills and knowledge in the selected area.

6. **Mid-Year Review:**
    - A mid-year review will be conducted to assess progress towards goals and make any necessary adjustments.
    - This review provides an opportunity for staff members to receive additional feedback and support related to the focus area.
7. **Summative Evaluation:**
    - At the end of the evaluation period, a summative evaluation will be conducted, focusing on the progress and outcomes related to the focus area.
    - The summative evaluation will include a comprehensive review of observations, feedback, goal attainment, and overall performance in the selected focus area.
8. **Documentation:**
    - All aspects of the focused evaluation process will be documented, including goals, observation notes, feedback, and professional development activities.
    - Staff members will have access to their evaluation records and can provide input or respond to evaluations as needed.

FIELD TRIPS

Importance:

Field trips, when used as a teaching and learning tool integral to the curriculum, are an educationally sound and important part of the instructional program. Parental permission must be obtained before a student leaves school grounds.

Planning:

- **Review and Follow Steps:** Review and follow the required steps on the field trip form.
- **Approval:** Field trips must be planned and approved by the principal at least 4 weeks prior to the trip with all correct forms submitted.

Required Steps for Planning a Field Trip:

1. **Field Trip Request:**
    - Submit the request at least 4 weeks prior to the trip via the K-12 Form.
2. **Valid CPR Card:**
    - At least one teacher/staff member attending the trip must have a valid CPR card.
3. **Purchase Requests:**
    - Once the field trip is approved, submit purchase requests for transportation, registration, etc.
4. **Student Lists:**
    - Provide the nurse and kitchen staff with the list of students 3 weeks prior to the trip.
5. **Transportation Requests:**
    - Must be approved and signed by a CMS administrator.
    - Ensure a purchase request is submitted to cover transportation costs.
    - Transportation costs will come out of your budget; you can charge students to offset costs, with payments made to the ASB office.
6. **Parent Permission Slips:**

- Take these with you on the field trip.
- Email all staff, nurse, and kitchen staff a list of participating students.
- Provide the attendance office with copies of parent permission slips, including parent phone numbers, emergency phone numbers, and an itinerary.

7. **Transportation of Students:**
   - It is best to use district transportation; if students transport themselves, indicate this on the permission slip.
8. **Chaperones:**
   - Maintain a minimum ratio of 1 chaperone/staff to 10 students.
   - Ensure students are supervised at all times.
   - Chaperones must complete a volunteer application form, including background checks, at least 2-3 weeks prior to the trip.
   - For day trips with both male and female students, it is strongly encouraged to have chaperones of both genders. For overnight trips, it is mandatory.
   - Provide training to chaperones, covering responsibilities such as supervising students, enforcing the code of conduct, and ensuring separate but proximate room arrangements.

Reference:

Please see the Cedarcrest Middle School and Bethel School District Field Trip Guidelines for all detailed instructions.

GRADING

Purpose:

Grades are used as a tool to communicate progress toward the attainment of standards.

Grade Book Updates:

- **Frequency:** Teachers are expected to update their grade book at least once every two weeks. A weekly update is recommended.
- **System:** Use Synergy to update grades and send updates to families.
- **Recommendation:** Aim to update your grade book and send updates to families by Friday each week.

SBIG:

- Staff need to utilize standard based instruction and grading.
- Student grades are based on valid evidence of a student's mastery of academic standards.
- Student grades promote academic achievement, growth mindset, and opportunities for improvement.
- Student grades are transparent and understandable so that every stakeholder can know the grade at any time and know how to achieve mastery.
- While not a part of a student's grade, skills such as participation, effort, attendance, behavior, timelines, etc. will be communicated separately to allow students to make connections between their habits, practices and actions with their grades.

- Staff need to utilize District Common Summative Assessments

Retakes & Late Work:

- Staff need to provide opportunities for students to retake assignments throughout the entire trimester
- Staff need to accept late work until 1 week before the end of the trimester

HALL PASSES

Hall Pass Requirement:

- **Hall Pass:** Students need to have a physical hall pass (paper pass or appropriate object) when leaving the classroom
- **Smart Pass:** All staff are expected to use SMART Pass
- Both a physical and digital pass are required when students leave the classroom

Sign-Out Sheet:

- **Class Sign-Out Sheet:** Each class will have a sign-out sheet where students record their names and the time they leave and re-enter the classroom.
- **Procedure:** Students who leave the classroom for any reason must sign out on the classroom sign-out form.

SmartPass System:

- **Usage:** In addition to using CMS hall passes, staff are expected to utilize the SmartPass system for tracking student movement.
- **Student Responsibility:** Students must use SmartPass to log their departure and return times when leaving the classroom.
- **Staff Responsibility:** Ensure that students use SmartPass appropriately and monitor the system regularly to track student movement.

INSTRUCTIONAL LEADERSHIP TEAM

Purpose:

The main purpose of the Instructional Leadership Team is to bring together representatives from the building and community to make responsible, consensus-driven decisions. These decisions aim to foster a positive learning and work environment at CMS and work toward the continuous improvement of learning for every student we serve.

Membership:

While visitors are welcome to present and contribute, the core membership is comprised of the following:

- **Curriculum Leaders:** 4 representatives (Math, Science, Humanities, Electives)
- **District Liaisons:** 3 representatives (Math, Science, Humanities)
- **PLT Leads:** 4 representatives (Math, Science, Humanities, Electives)

Responsibilities:

- **Decision Making:**
  - Gather information and data from all staff members.
  - Develop and implement plans based on consensus.
  - Consensus is defined as a decision that all members support. If consensus is not reached, the principal will make an interim decision based on the information presented. If consensus is still not met in the following meeting, a ⅔ majority vote will determine the decision.
- **Communication:**
  - Engage in active listening and ensure two-way communication.
  - Maintain an open-door policy to welcome all staff.
- **Support and Advocacy:**
  - Support staff and advocate for their needs.
  - Promote staff professional development.
  - Share resources and collaborate.
- **School Improvement:**
  - Guide school improvement efforts.
  - Set goals and lead initiatives.
  - Identify problems and find solutions.

Meetings:

- **Schedule:** The team will determine the specific time and day for meetings, which are open to all. Individuals with concerns or discussion topics can bring agenda items to the principal or a team representative.
- **Agenda:** Any team member, certified or classified staff, students, or parents may place items on the agenda. The principal will publish and distribute the agenda in advance of all Leadership Team meetings.
- **Minutes:** Minutes will be taken and published electronically within three days following the meeting. Summaries, discussions, recommendations, and decisions will be included.

Evaluation:

- A checkout response system will be utilized at the end of each meeting to gather feedback and improve the effectiveness of the team.

INSTRUCTION AND LESSON PLANS

Importance of Planning:

Strong planning leads to strong instruction, which in turn helps students learn and meet standards.

Focus Areas:

Admin will be providing feedback on implementing student-centered instruction specifically around:

- **Visible Student Thinking:** Encouraging students to make their thought processes visible through discussions, reflections, and interactive activities.
- **Understanding Identity:** Helping students explore and understand their own identities and the identities of others, fostering a respectful and inclusive classroom environment.
- **Developing a Critical Lens:** Guiding students to develop critical thinking skills and a critical lens to analyze information, question assumptions, and understand diverse perspectives.

Lesson Plan Expectations:

- **Learning Targets:** Clear learning targets connected to standards and curriculum.
- **Activities:** Design engaging and interactive activities that promote visible student thinking and critical analysis.
- **Inclusion:** Incorporate materials and discussions that reflect diverse identities and perspectives.
- **Assessment:** Use formative and summative assessments to measure student progress and adjust instruction accordingly.

LATE ARRIVAL

On late arrival days, we will follow the 1-hour late arrival schedule.

- **Whole Staff Meeting:** We will begin at 6:40 AM with a brief whole-staff meeting to discuss logistics and conduct brief training sessions.
- **PLC Meetings:** Will begin at 6:40AM, it is crucial to be on time. The primary purpose of the late arrival time is for grade-level teams and curriculum teams to meet and collaborate around student data.

LIBRARY

Scheduling Time:

- To schedule time in the library, please contact Krista Scioli (kscioli@bethelsd.org).

Student Check-Out:

- Students will check out books, iPads, and materials directly from the library.

Classroom Support:

- The Librarian can support classrooms by assisting students with:
    - Parenthetical citations
    - Proper research using trusted sites

- Creating bibliographies

Teacher Responsibilities:

- It is discouraged for teachers to check out materials on behalf of students and then loan them to students.
- **Accountability:** If a teacher checks out materials for a student and the item is lost or damaged, the teacher will be held financially responsible.

PARKING

Staff can park in the following areas:

- The parking lot in front of the office
- The parking lot in front of the gym

- Please avoid parking in the parent drop off loop (see supervision document)

PLC TEAM MEETINGS

Monday Late Starts:

- **PLC Work:** Most Monday late starts will be dedicated to PLC work.
- **Focus:** The focus of these sessions should be aligned to a standard and aimed at increasing student achievement.

Documentation and Evaluation:

- **PLC Cycles:** Teams are expected to complete and document a minimum of two PLC cycles throughout the year.
- **Accountability:** Teams should be prepared to discuss their completed work with their evaluator.

POSITIVE BEHAVIOR INSTRUCTIONAL SUPPORT (PBIS)

Positive Behavior Instructional Support (PBIS) is a tiered intervention system for managing student behavior. Using the PBIS framework, it is our responsibility to identify and teach desired school behaviors to all students.

Implementation:

- **School-Wide Lessons:** All teachers will teach school-wide lessons at the beginning of the year to ensure students understand how to conduct themselves in various settings, including classrooms, hallways, bathrooms, commons, and other areas of the building and grounds.
- **Ongoing Instruction:** Lessons will also be taught throughout the year as teams identify and address the behavioral needs of students.

Charger Pride Expectations:

- **Preparedness:**
  - Ensure students are ready and know what to expect in all school environments.
  - Teach and reinforce routines and procedures consistently.
- **Respect:**
  - Model and enforce respectful behavior in all interactions.
  - Foster an environment of mutual respect among students and staff.
- **Integrity:**
  - Uphold and demonstrate the values of Charger Pride in every situation.
  - Encourage honesty and accountability in students' actions.
- **Dedication:**
  - Show commitment to creating a positive and supportive school experience for all students.
  - Actively participate in teaching and reinforcing PBIS lessons and expectations.
- **Excellence:**
  - Strive for excellence in instruction, supervision, and engagement with students.
  - Continuously work to improve the school environment and student outcomes.

SCENT/AIR QUALITY

We have several students and staff members who are sensitive to the air in our working environment. To ensure the comfort and health of everyone, please adhere to the following guidelines:

- **Fragrances and Perfumed Products:** Staff and students are requested to refrain from using strong fragrances and perfumed products while in our school.
- **Air Fresheners and Sprays:** Air freshener products and sprays can cause allergy and asthma issues. Please do not use these products in classrooms, hallways, or restrooms.

SPECIAL EDUCATION AND 504 PLANS

Teacher Responsibilities:

- **Accommodations:** All teachers must read and have a copy of the accommodations for each student who receives special education in their classes.

- **Compliance:** Teachers are legally required to follow all modifications and accommodations specified in the IEP or 504 plan to ensure student success.

Meetings and Communication:

- **IEP and 504 Meetings:** Both general education and special education teachers must attend IEP and 504 meetings. If you are unable to attend due to a prior commitment, you must provide written input to the case manager.
- **Progress Communication:** General education teachers must communicate progress towards IEP goals with the case manager.
- **Parent Contact:** Regularly contact parents regarding their child's progress.

Addressing Concerns:

- **Lack of Progress:** If a special education or 504 student is not progressing satisfactorily, inform the case manager and parents as soon as possible. Do not wait until grading time to inform parents and educators.

STAFF HOURS

Certificated Staff:

- **Contract Hours:** Certificated staff are contracted for 7.5 hours per day.
- **Arrival Time:** Certificated staff are expected to arrive 30 minutes before school begins, at 6:35 AM.
- **Departure Time:** Certificated staff are expected to stay 30 minutes after the last bell, until 2:05 PM.

Classified Staff:

- **Work Schedule:** Classified staff should be at school by their assigned start time and stay until their assigned ending time.

STAFF LOUNGE & WORK ROOM

Kitchen Etiquette:

- Clean Up: Please bus your own table and place used dishes and utensils in the dishwasher.
- Hand Washing: If there is no room in the dishwasher, wash items by hand.
- No Dirty Dishes: Do not leave dirty items in the sink for others to care for.

Staff-Only Areas:

- Staff Restrooms and Lounge: These areas are off-limits to students.
- Staff Workroom: This area is off-limits to students. Do not send students to pick up the contents of your box, as there may be confidential information in staff boxes.

STAFF MEETINGS

Frequency:

- **Monthly Meetings:** Staff meetings may be held 1-2 times a month.

Focus:

- **Instruction and Systems:** The primary focus of these meetings will be on instruction and systems that support all students.

Responsibilities:

- **Certificated Staff:** All certificated staff are responsible for the information shared at these meetings.
- **All Staff:** Depending on the topic, all staff may be responsible for the information shared.

SUBSTITUTE TEACHERS & LESSON PLANS

Reporting an Absence:

- **System:** Staff must call or enter an absence into the Qmlativ management system by 4 AM on the day of the absence.

Calling for a Substitute:

- **Timeliness:** Enter an absence into Qmlativ as early as possible when you determine you need a substitute teacher.
- **Preferences:** Update your preference lists to ensure your favorite guest teachers are called first.
- **Specific Assignments:** If you assign a specific substitute teacher to your absence, you must have personally contacted that guest teacher and confirmed their availability. The system will not call that teacher.

Substitute Notebook/Lesson Plans:

- **Quality Plans:** The quality of information and lesson plans left for the substitute can significantly impact the day's success.
- **Detailed Plans:** For planned absences, ensure your lesson plans are detailed and thorough. Use the CMS Substitute Lesson Plan template found on Canvas.
- **Required Information:** Include the following in your sub plans:
    - CMS Substitute Lesson Plan
    - Daily bell schedule and teaching schedule
    - Seating charts
    - Management and classroom discipline procedures

- Summary of IEP and 504 plan information for students, and any medical needs they should be aware of
- Buddy room locations and staff action referral
- Emergency procedures (lockdown, evacuation, discipline/security needs)
- Names of paraeducators or teachers who assist in your classroom

- Students on the No Pass List

Emergency Sub Plans:

- **Preparation:** In the event of an unplanned absence, teachers must create a standalone emergency plan that can be handed to a substitute teacher.
- **Submission:** Email the secretary a set of emergency plans no later than September 15th of any given school year.

SUPERVISION

Hallway Supervision:

- **Morning Supervision:** Students will be held in the cafeteria from 6:45- 6:55 each morning.
- **Classroom Doors:** All teachers should have their classroom doors open 10 minutes before the first class starts.
- **Presence:** Stand at your doorways and in the hallways before and after school and during all passing times to help with supervision.
- **Visibility:** Increased visibility of adults helps students feel safe and provides opportunities for positive interactions.

School-Wide Supervision:

- **Punctuality:** Be at your appointed supervision area on time, according to the established supervision schedule.
- **Schedule:**
  - **AM Supervision:** 6:45- 6:55 AM
  - **PM Supervision:** 1:35-1:45 PM

School wide supervision

- Please be at your appointed supervision area on time. Refer to the established supervision schedule.
- If you are unable to cover your supervision location, you are responsible for ensuring it is covered (i.e. Sub Plans, Switching with a Colleague, etc.)

SUPERVISION FOR STUDENTS STAYING AFTER SCHOOL

If a staff member assigns a student to stay after school for any reason, that staff member must remain with those students who are waiting **for a ride until they have been picked up by a parent/guardian or the activity bus. Students must be supervised at all times.**

Students may stay after school for athletics, clubs, detention or academic support. The activity bus picks up students, who normally ride the bus, Monday- Thursday. Students must have an activity bus pass from the staff member. (You can get activity bus passes from the main office.) Students should be escorted to the bus loading zone where the bus picks students up by 4:30. There is no activity bus on Fridays. Students waiting to attend a sporting event must wait in the cafeteria, as this is where supervision occurs for these students.

SYLLABUS

All teachers need to create a classroom syllabus that includes the following information:

1. **Teacher Contact Information:**
    - Provide your email address and any other preferred methods of contact.
2. **Grading Criteria:**
    - Clearly outline the grading criteria and how grades will be determined.
    - Include the weight of different assignments, tests, projects, and participation.
3. **Classroom Management Plan:**
    - Detail your classroom management strategies and expectations.
    - Include procedures for addressing behavior issues and any specific classroom rules.
4. **Priority Standards:**
    - List the priority standards that will be covered in the course.
    - Provide a brief explanation of how these standards align with overall learning goals.
5. **Common Syllabus for Common Courses:**
    - For courses that are taught by multiple teachers, ensure that a common syllabus is used to maintain consistency across classes.

NOTE: PLEASE SUBMIT YOUR SYLLABUS TO ADMIN BY Sep 20, 2026