

Winters Middle School Staff Handbook 2022- 2023



Cardinals SOAR!

**Dawn Delorefice, Principal
Oscar Garcia, Assistant Principal**



Winters Joint Unified School District

Vision

Inspiring and Cultivating Pathways to Success

Mission

To provide a *quality education* to all of our students, ensuring that the *entire educational community* actively participates, and are *valuable contributors* to our changing society.

Board Beliefs

The Board believes that...

- High quality, motivated, and professional staff;
- Best practices, supports, and instructional strategies;
- Strong community, business, and college relationships;
- Engaged and connected families

...are the foundation for an educational system focused on student success.

Board Goals

In alignment with the District's Vision, Mission, and Board Beliefs, the members have developed two goals to promote high expectations and accountability:

1

All students will be academically proficient as measured by assessment systems aligned with district, state, and national standards.

2

All staff members will perform at high standards in order to ensure learning for each and every student.

Winters Middle School

Purpose

Winters Middle School will be a place where students appreciate differences, learn independence and grow intellectually; develop physical well-being and a positive regard for self, school and others; learn to make transitions and deal well with change; and are involved in the community with a sense of global responsibility.

Mission Statement

Working as a community we will ensure all students learn and thrive in a safe, supportive, and welcoming school environment.

School Motto

Cardinals SOAR!

Safety first, Own your actions, Always be kind, Respect for all

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Section 1

School Information

Phone Ext. #/Room		<u>E-MAIL</u>
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Nurse	2203	ogarcia@wintersjUSD.org
Report Student Absences	2001	mloya@wintersjUSD.org
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		dmckim@wintersjUSD.org

Bell Schedule

Every Day 1st Bell 8:02

REGULAR DAY

Period 1 8:05 – 8:57

Period 2 9:00 – 9:50

Break 9:50 – 9:55

Period 3 9:58 – 10:48

Period 4 10:51 – 11:41

Break 11:41 – 11:46

Period 5 11:49 – 12:39

Lunch 12:39 – 1:14

Period 6 1:17 – 2:07

Period 7 2:10 – 3:00

ACTIVITY

Period 1 8:05 – 8:36

Period 2 8:39 – 9:08

Period 3 9:11 – 9:40

Break 9:40 – 9:45

Period 4 9:48 – 10:17

Period 5 10:20 – 10:49

Lunch 10:49 – 11:19

Period 6 11:22 – 11:51

Period 7 11:54 – 12:23

Advisory/Activity 12:26 – 1:20

MINIMUM DAY

Period 1 8:05 – 8:41

Period 2 8:44 – 9:18

Period 3 9:21 – 9:55

Break 9:55 – 10:00

Period 4 10:03 – 10:37

Period 5 10:40 – 11:14

Lunch 11:14 – 11:44

Period 6 11:47 – 12:21

Period 7 12:24 – 12:58

Advisory 1:01 – 1:20

Early Release Days, 2022-2023

August 19

September 2, 16, 30

October 14 & 28

November 18

December 9

January 20

February 3 & 17

March 3 & 17

April 7 & 21

May 5 & 19

June 1 (Thursday-last day of school)

Activity/Minimum Day Schedules Only Used Wednesdays & Early Release Fridays.

School Calendar

2022-2023

Winters Joint Unified School District School Calendar - 2022-2023																					
School Month	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Days Taught
										Jul 1	Jul 4	Jul 5	Jul 6	Jul 7	Jul 8	Jul 11	Jul 12	Jul 13	Jul 14	Jul 15	
	Jul 18	Jul 19	Jul 20	Jul 21	Jul 22	Jul 25	Jul 26	Jul 27	Jul 28	Jul 29	Aug 1	Aug 2	Aug 3	Aug 4	Aug 5	Aug 8	Aug 9	Aug 10	Aug 11	Aug 12	3
First	Aug 15	Aug 16	Aug 17	Aug 18	Aug 19	Aug 22	Aug 23	Aug 24	Aug 25	Aug 26	Aug 29	Aug 30	Aug 31	Sep 1	Sep 2	Sep 5	Sep 6	Sep 7	Sep 8	Sep 9	19
Second	Sep 12	Sep 13	Sep 14	Sep 15	Sep 16	Sep 19	Sep 20	Sep 21	Sep 22	Sep 23	Sep 26	Sep 27	Sep 28	Sep 29	Sep 30	Oct 3	Oct 4	Oct 5	Oct 6	Oct 7	20
Third	Oct 10	Oct 11	Oct 12	Oct 13	Oct 14	Oct 17	Oct 18	Oct 19	Oct 20	Oct 21	Oct 24	Oct 25	Oct 26	Oct 27	Oct 28	Oct 31	Nov 1	Nov 2	Nov 3	Nov 4	18
Fourth	Nov 7	Nov 8	Nov 9	Nov 10	Nov 11	Nov 14	Nov 15	Nov 16	Nov 17	Nov 18	Nov 21	Nov 22	Nov 23	Nov 24	Nov 25	Nov 28	Nov 29	Nov 30	Dec 1	Dec 2	14
Fifth	Dec 5	Dec 6	Dec 7	Dec 8	Dec 9	Dec 12	Dec 13	Dec 14	Dec 15	Dec 16	Dec 19	Dec 20	Dec 21	Dec 22	Dec 23	Dec 26	Dec 27	Dec 28	Dec 29	Dec 30	13
Sixth	Jan 2	Jan 3	Jan 4	Jan 5	Jan 6	Jan 9	Jan 10	Jan 11	Jan 12	Jan 13	Jan 16	Jan 17	Jan 18	Jan 19	Jan 20	Jan 23	Jan 24	Jan 25	Jan 26	Jan 27	14
Seventh	Jan 30	Jan 31	Feb 1	Feb 2	Feb 3	Feb 6	Feb 7	Feb 8	Feb 9	Feb 10	Feb 13	Feb 14	Feb 15	Feb 16	Feb 17	Feb 20	Feb 21	Feb 22	Feb 23	Feb 24	19
Eighth	Feb 27	Feb 28	Mar 1	Mar 2	Mar 3	Mar 6	Mar 7	Mar 8	Mar 9	Mar 10	Mar 13	Mar 14	Mar 15	Mar 16	Mar 17	Mar 20	Mar 21	Mar 22	Mar 23	Mar 24	19
Ninth	Mar 27	Mar 28	Mar 29	Mar 30	Mar 31	Apr 3	Apr 4	Apr 5	Apr 6	Apr 7	Apr 10	Apr 11	Apr 12	Apr 13	Apr 14	Apr 17	Apr 18	Apr 19	Apr 20	Apr 21	14
Tenth	Apr 24	Apr 25	Apr 26	Apr 27	Apr 28	May 1	May 2	May 3	May 4	May 5	May 8	May 9	May 10	May 11	May 12	May 15	May 16	May 17	May 18	May 19	19
Eleventh	May 22	May 23	May 24	May 25	May 26	May 29	May 30	May 31	Jun 1	Jun 2	Jun 5	Jun 6	Jun 7	Jun 8	Jun 9	Jun 12	Jun 13	Jun 14	Jun 15	Jun 16	8
	Jun 19	Jun 20	Jun 21	Jun 22	Jun 23	Jun 26	Jun 27	Jun 28	Jun 29	Jun 30											180 days
Holiday		Date Observed				Professional Development Days (no school)				Oct 10 & March 6				Parent Conferences:							
Independence Day		July 4												Back to School Nights							
Labor Day		September 5												Waggoner..... WHS.....							
Admission Day		October 24												Rominger..... Wolfskill.....							
Veterans Day		November 11												WMS.....							
Thanksgiving		November 24												Open House Nights:							
Day After Thanksgiving		November 25												Waggoner..... WHS.....							
Christmas Eve		December 23												Rominger..... Wolfskill.....							
Christmas Day		December 26												WMS.....							
New Year's Day		January 2																			
Martin Luther King Day		January 16																			
President's Day		February 20																			
Classified Holiday		March 31																			
Lincoln's Holiday		May 15																			
Memorial Day		May 29																			
SCHOOL STARTS: August 10, 2022						Minimum Days:					Trimester Dates:					Middle School Promotion:					
181- day employees start: August 9, 2022						Wednesdays										High School Graduation:					
						Parent Conferences @					Semester Dates:					Wolfskill Graduations:					
						Waggoner, SRIS, WMS										LAST DAY OF SCHOOL: June 1, 2023					
Board Approved: February 4, 2021																					

Tentative Campus Map, 2022-23



Grading Period Timelines

2022-2023

Report	Grading Periods	Report Sent Home
Progress 1	9/21/22	9/30/22
Trimester 1	11/2/22	11/??/22
Progress 2	1/11/23	1/??/23
Trimester 2	2/22/23	3/??/23
Progress 3	4/12/23	4/??/23
Trimester 3	6/1/23	6/12/23
• All progress reports and report cards will be mailed home. • Original copies of report cards and copies of progress reports are to be stored in student cum files.		

Section 2

Professional Responsibilities & School Climate

Professional Responsibilities

1. Teacher workday begins no later than 8:00am and dismissal shall not be less than 10 minutes following the safe dismissal of students.
2. Please prepare to provide “bell-to-bell” instruction. Students should be in their seats at the bell receiving instruction or closing class, as practicable (not standing at the door or another location waiting for the bell to ring) when the dismissal bell rings.
3. Please schedule personal appointments outside of scheduled Professional Development, Staff Meeting, and assigned professional duties (SSC, ELAC, IEPs, SSTs, PBIS, BTSN, Open House, etc...).
4. On duty days in which students leave early or are not present, it is expected that staff will be on site to participate in scheduled professional activities and/or staff determine activities, unless authorized by the site administrator (please check in with admin if you have any concerns).
5. Please enter all full day or partial day absences into Frontline/Aesop. In general, anytime an employee leaves work early or arrives late, it is considered a partial absence. The principal, or office staff and/or District Office need to be made aware of the absence and entered into Frontline/Aesop.
6. Non instructional professional time will be used for:
 - Addressing site, district, and state goals
 - Teacher collaboration and instructional planning
 - Curriculum development and instructional planning
 - Staff determined needs.
7. PLC Meetings/Staff Meetings: Meeting times are scheduled in advance for the year, but meeting times may shift as the need arises. Here is the **draft PD/Staff Meeting schedule**.
 - 5 Teacher discretion days spread evenly over the year (individual teacher determined professional activities).

8. [Please use the Danielson Framework \(Rubrics\) to help guide your planning in the following areas: Planning and Preparation, Classroom Environment, Instruction, & Professional Responsibilities..](#)

9. Assessment Schedules:

- CAASPP will begin the month of April, 2023.
- i-Ready Diagnostic Schedule, 2022-2023

Diagnostic 1	Diagnostic 2	Diagnostic 3
August 23-Sept. 17	November 29-December 17	February 28-March 25

10. **EXTENDED DAY/LEARNING/TUTORING OPPORTUNITIES:**

Teachers and aides will have opportunities to provide after school intervention or tutoring. The following must be completed before starting any after school tutoring:

- Read and understand Tutoring Guidelines.
 - Send home Tutoring Letter To Parents/Student Contract.
 - Complete Student Learning Plan for each student and turn in to the office with your time sheet at the end of each month.
 - Turn in the Tutoring Schedule to office and update schedule immediately with any changes.
 - Forms described above can be found in the About section in our Google Classroom.
11. PBIS Team will comprise of at least the following: Assistant Principal, Counselor, and 2 Certificated Staff, 1 Classified Staff, 1 Parent. This team will review PBIS strategies and develop ways to continue improving students' academic, social, and emotional achievement. Other planning considerations include: Teaching/Supporting School-Wide Expectations, Acknowledging Appropriate Behaviors, Communication w/School Wide Staff To Collect Data for Improvement, Meeting Action Plan Items.
12. Instructional Leadership Team/Administration (a.k.a. Guiding Team): This team fosters school wide communication, planning, and activities related to improved student achievement (classroom instruction). Through consensus, will determine the agenda for staff meetings and site based professional

development (absent consensus, the site administrator will determine the agenda for the staff meeting and site based professional development).

13. School Site Council: Meetings will take place the second Monday of each month.
14. Communication/Parent Communication/Community Relations:
 - Check mailboxes, email, and voicemail daily.
 - Respond to parent communication within 24 hours.
 - Please be mindful of the following when corresponding with parents: positive tone, review strengths and concerns, provide data/samples, use spell check, stay factual
 - Encourage all staff to feel part of our staff.
 - Get ahead of communication to avoid misunderstandings among families in the community.
15. In an emergency, contact the office or have someone else cover your class. Do not leave your class unattended. Lock your door if your classroom is empty. Students are not allowed in any classroom without supervision.
16. Do not leave any students outside your classroom door unsupervised.
17. Teachers may be called on to cover classes during their prep time if substitutes are unavailable. You will be paid for covering classes. Make sure to fill out a timesheet with the Attendance Secretary.
18. Students must have their planner signed by you to leave the classroom, or students will carry a classroom pass using a lanyard.
19. Do not send school wide announcements via email without prior approval of the principal.
20. **Course Syllabus:** Please create, share, and/or post a course syllabus within the first week of class to describe the expectations for learning and achievement in your class. Please include: Ways parents and students can communicate with you, required daily materials, grades, homework, important dates, and classroom behavioral expectations connected to SOAR.
21. You are responsible for creating and establishing a positive classroom environment and culture to support student achievement. Create your classroom

management plan aligned with SOAR and include the plan in your syllabus or letter to your parents. Post your management plan in your classroom and review and model the plan with each class. Share your plan with your administration. Lastly, teachers will exhaust their classroom management plan (& SOAR strategies) before referring a student for a classroom disruption to the principal.

22. **Weekly Student Announcements (Monday Morning Announcements):** A weekly student announcement may be made each Monday morning using the school wide intercom system. If necessary, please read weekly announcements to students at the beginning of the first period every day.
- All requested announcements must be submitted to the school secretary the day before it needs to be announced via email.
 - Please ensure that students follow school wide SOARing expectations during any school wide announcements to receive the information.
23. **Taking Attendance:** Every teacher is obligated to take roll in Aeries using your laptop, cell phone, or i-pad. If Aeries is down, then please submit an attendance form to the office within the first 10 minutes of class. It is a teacher's legal responsibility to take attendance. DO NOT allow students to take roll at any time.

Students who come in later than the second bell must come by the office to pick up a tardy slip. This is for the first period only. Then the attendance secretary changes the "A" on Aeries to a "T", and sends the student to class. Notes from parents for students who were absent on previous days should be given to the attendance secretary.

Students who arrive to class after the second bell in any period after the first period will be marked tardy by the teacher and the teacher will change it in Aeries. The teacher is also responsible for following the Tardy Policy located in the student planner/handbook.

24. **Extracurricular Activities & Supervision:** A variety of extracurricular activities and committees are sponsored by the students and/or staff. Teachers will volunteer for several activities/ committees throughout the year. A sign-up sheet will be shared via Google Docs.

Teachers are asked to stand at their doors and greet students as they arrive at each period. Teachers are also asked to be visible during passing periods, breaks and end of the day. Your presence promotes a safer atmosphere and minimizes disruptive behavior.

25. **Absence and Requesting a Substitute Teacher:** Please enter any planned or unplanned absence into Frontline/Aesop asap. If you wish to attend a

conference the school secretary will need to know who is paying for the substitutes; this type of absence must be approved in advance. You must also call the district substitute line in order to secure a substitute.

Unplanned Absences

- Personal emergencies, illness
- Request a sub as soon as possible using Aesop and notify Jill or Rachael.
- Subs requested late in the evening or early morning are difficult to fill
- Unplanned emergencies (no lesson plans prepared at school)
 - Email lesson plans to office staff before the start of the school day.
 - Attach sub plans to sub job in Aesop
 - Have a copy of Emergency Lesson Plans available in cases where you are not able to prepare them in advance.
- If you become ill, or there is an emergency during the workday, you must get permission directly from the principal before leaving campus. It is important that we have a fair and consistent procedure. Therefore please be aware of the following:
 - In general, anytime an employee leaves work early or arrives late, it is considered a partial absence. The principal, or office staff and/or District Office need to be made aware of the absence and the appropriate form completed and returned to the school secretary.
 - Pupil Free days and other Pupil Free In-service times are regular work days/hours and absences and partial absences must be reported and recorded as on all other work days.

Substitute Resources: Each teacher will have an emergency substitute folder prepared and kept with the school secretary. This folder should contain the following:

- A seating chart for each period.
- Class lists and instructions on how to take attendance.
- Special instructions to substitutes regarding special student health plans or needed supplies, etc.
- Discipline plan
- A self-explanatory, emergency lesson plan that can be implemented rapidly.

26. Submit work orders to repair any classroom or technology issues to the secretary right away.

27. CUM Files:

- CUM files are located in an office of the admin building/main office.
- When taking a CUM file, fill out a card located on top of file cabinets and insert the card in place of the missing CUM.
- CUM files must be checked back into the office no later than 3:15pm.

- CUM files are never to be removed from campus or left in your classroom overnight.

School Climate

[Please click on this link to view a copy of our PBIS staff handbook.](#)

[WMS Student Handbook-Planner, 2022-2023](#)

1. Please implement and follow PBIS/SOAR school-wide expectations and support the vision and mission of the school related to PBIS and school-wide goals. Click on the link above to find detailed information related to PBIS and SOAR.
2. Please use the following as a daily part of your instructional practices to support PBIS/SOAR & student achievement and support the mission of the school:
 - Own classroom behavioral system aligned with SOAR
 - Acknowledgement System (Cardinal Compliments)
 - Positive Classroom Behavior Interventions
 - Reflection Sheet
 - Student Behavior Management Process (flowchart).
 - Minor Incident Report
 - Teacher-Assigned Time-Out
 - Office Referral Forms.
 - For Students...School-wide SOAR Behavior Expectations Matrix
 - For Staff...SOAR Expectations Matrix
 - [Flowchart: Behavior Management Process](#)
 - [PBIS Progressive Discipline Plan \(Ed Code\)](#)
3. PBIS/SOAR Student Recognition: Please reward students for meeting your classroom expectations to reinforce behaviors. Including: Cardinal Compliments, Notes of Praise Postcards, Nominate Cardinals of the Month.
4. Classroom Rules & Procedures: Classrooms with effective management and instructional practices increase success for all students. What teachers do in classrooms affects what students do. Effective classrooms have teachers who:

- Set and communicate clear goals/objectives for learning to let students know or be able to do as a result of the lesson (Lesson objectives posted on the board or assignment)
- Assess Student learning and Check for Understanding (How will you assess the lesson overall and check for understanding during the lesson?)
- Frame and/or engage students throughout the lesson to build background and make connections.
- Anticipate confusions and misconceptions. Use explanatory devices to explain information and reach students with different learning styles.
- Activities to help students process learned information.
- Explain and model behavior expectations
- Provide prompts and reminders
- Provide positive feedback for appropriate behaviors

5. In-Person Learning TEACHING Matrix: [Click here to see an enlarged version.](#)

Winters Middle School

In-Person Learning Teaching Expectations

Background/Guidelines:

WMS strives to establish an in-person learning culture that supports academic, interpersonal, and emotional success for all students using Positive Behavior Interventions and Supports (PBIS) strategies.

***PBIS School Wide Goal: Implementation of PBIS based on safety, school connectedness, and academic achievement.

	S Safety First	O Own Your Actions	A Always Be Kind	R Respect For All
In-Person Learning & Technology	• Create a safe classroom environment by establishing, practicing, and maintaining procedures. • Use the work order system to request any tech or classroom repairs. • Call the office to request immediate support during any emergency. • Report any type of student bullying or harassment to administration. • Keep login, passwords, and private information private. • Report student use of inappropriate sites and unsafe use.	• Establish clear student expectations by posting learning objectives daily. • Communicate classroom routines and procedures. • Set instructional outcomes to meet the needs of all students (differentiation). • Design engaging lessons and regularly use formative assessment strategies. • Start and end class with a routine. • Grades updated and posted every two weeks for all classes. • Implement SOAR recognition system (CC for drawings, mail SOAR Cards, positive messages to students and families).	• Greet each student at the door. • Communicate with all families every two weeks to offer class updates, encouragement, support, or solutions. • Reach out to struggling students and their families weekly. • Presume positive intentions.	• Create an equitable classroom (access to culturally relevant content, devices, materials, etc...) • Demonstrate respect for yourself and others (acknowledging personal and professional limits, and asking or offering support and empathy). • Demonstrate professional behaviors expected of students. • Foster a sense of community that recognizes culturally and linguistically diverse backgrounds. • Show professionalism by maintaining student confidentiality and appropriate conversations in all work spaces.

6. In-Person Behavior Matrix (Student Copy): [Click here to see an enlarged version.](#)

Winters Middle School

School Wide In-Person Learning Expectations

Background/Guidelines:

WMS strives to establish an in-person learning culture that supports academic, interpersonal, and emotional success for all students using Positive Behavior Interventions and Supports (PBIS) strategies. These strategies work by establishing a positive school-wide culture that creates an effective learning environment for all students. The behavior expectations are taught, modeled, acknowledged, monitored, and then retaught as necessary by all staff for all students. WMS will provide practice and reinforcement opportunities for students to learn the following behavioral expectations throughout the remainder of the school year. SOAR school wide expectations and values apply in-person (just like they do online, or at home. Please learn and demonstrate them).

***PBIS School Wide Goal: implementation of PBIS based on safety, school connectedness, and academic achievement.

	S Safety First	O Own Your Actions	A Always Be Kind	R Respect For All
In-Person Learning	- Always walk. - Keep hands, feet, and objects to yourself. - Regularly wash your hands/use hand sanitizer. - Report any type of bullying or harassment to a staff member, OR report anonymously using the online Incident Report link on the WMS website. - Use equipment properly. - Enter and exit all buildings appropriately. - Allow enough space between you and others.	- Take all of your materials as you transition from class to breaks or from one class to the next. - Stay organized and keep your workspace clean. - Arrive to class on time. - Have your own materials ready for each lesson or activity. - Keep your Chromebook charged at all times. - Ask for help from a peer or adult if you need it. - Acknowledge mistakes, apologize, and offer solutions.	- Always greet and acknowledge adults & peers in passing. - Greet adults & peers at the beginning and end of each period. - Use kind and positive words toward others. - Be supportive of your classmates and their opinions. - Assume others have good intentions. - Contribute to a welcoming classroom environment. - Cover coughs, sneezes, and use respiratory etiquette. - Treat others as you would like to be treated. - Help others around you.	- Respect the privacy of others everywhere on campus. - Keep voice level and conversations appropriate. - Follow classroom rules and procedures. - Follow staff directions the first time asked. - Greet adults & peers at the beginning and end of each period. - Follow school wide safety protocols and procedures. - Respond to all announcements and emergency signals in a serious manner.
Technology	- Use technology appropriately. - Keep login, passwords, and private information private. - Avoid and report inappropriate sites and unsafe use. - Use Chromebook for school use only.	- Keep your Chromebook charged. - Always cite sources of pictures and information used, as needed. - Be present. Avoid multitasking.	Always "think" before posting (Is it true, Is it helpful, Is it inspiring, Is it necessary, Is it kind?)	- Respect yourself and others online. - Keep video on when possible, or needed. - Never audio or video record others without permission.

PBIS (SOAR School Wide Expectations, Interventions, & Progressive Discipline)

Winters Middle School subscribes to the Positive Behavioral Intervention and Supports (PBIS) approach. *“PBIS is a multi-tiered approach to establish a school culture that supports academic, interpersonal, and emotional success. PBIS focuses on teaching and fostering desired behaviors through effective instruction. In a PBIS school, proactive procedures are implemented to prevent problem behaviors. Review of behavioral data helps staff to implement and monitor the effectiveness of individualized supports. PBIS is an evidence-based framework for creating safe and effective school environments.”*

Our goal is to help each student become a positive and responsible citizen. We know that a majority of students will work toward this goal by SOARing, or following our school wide expectations that include: Safety first, Own your actions, Always be kind, and Respect for all. WMS' school wide expectations, or S.O.A.R. are in effect on or near school grounds, off campus during school hours, at school-sponsored functions, bus waiting zones, and while on the way to or from school or school activities.

WMS follows a system that includes interventions, alternative discipline, and progressive discipline where the severity of the consequence depends on the severity of the behavior and/or pattern of behaviors a student exhibits. Interventions are at the discretion of school administration and take into account individual students needs and the circumstances of each incident.

Interventions may include:

- **Positive Reinforcements:** Verbal and tangible incentives for exceeding school wide expectations including Cardinal Compliments.
- **Classroom Interventions:** Teachers will assign consequences in accordance with their classroom discipline plan.
- **Counseling:** Meeting with a school-site counselor, referral to community resources, conflict mediation, etc...
- **Parent Conference:** Meeting with parents, teachers, students, and other appropriate personnel wherein the team discusses student concerns and possible interventions.
- **Student Study Team:** A meeting with parents, teachers, students, and other appropriate personnel to create a plan for intervention strategies and supports for student success both behaviorally and academically.
- **Campus Beautification:** Students will pick-up litter, wash-off pencil/ink marks, sweep, etc...
- **Office Referral:** The student's behavior is reviewed by an administrator. The administrator will determine the appropriate intervention based on the student's progressive discipline status.
- **Detention:** Lunch detention and after school detentions may take place and be supported with an ATC assignment.
- **Class Suspension:** Students will be removed from class for the period indicated and supervised on campus.
- **Check In/Check Out Form (CICO):** If a student's behavior pattern continues, administration will place the student on a CICO form to monitor and support students' behaviors.
- **In School Suspension:** Students will be supervised on campus in an assigned area.
- **Suspension:** Students are excluded from school and school activities for the duration of the suspension.
- **Restorative Practices:** Promotes inclusiveness, relationship-building and problem solving strategies that brings victims, offenders, and their supporters together to address wrongdoing.
- **Alternative Discipline:** Using other means of discipline to help students learn from their negative behaviors.

Alternatives to Suspension:

- **What it is:** Alternative discipline is the philosophy that other means of progressive correction help students learn from their behaviors. In this model, suspension is not the first response.. Alternative discipline is working with students and families to help restore what has been damaged by students' negative behaviors. Alternatives to suspension (ATS) can be much more effective in getting students' behavior to change. There are many alternatives that motivate students to change behaviors better than suspending them. ATS may include: restorative assignments and discussions, reflection questions, research projects, interview projects, video counseling sessions, after school detention/class to learn more about the effects of the violation, presentations, or exams to demonstrate an understanding of learned skills. ATS is how part of how discipline is handled at WMS and is aligned with our systems of behavioral supports (PBIS, S.O.A.R.) for all students.
- **What it's not:** Alternative discipline strategies are not in place to meet a district behavior data quota and school administrators are not encouraged by their supervisors to avoid suspension

Please Note:

- WMS practices a policy of progressive discipline and consequences increase as a result of repeated patterns of behavior or with increasing severity of behavior.
- School administration executing the discipline policies exercises the right to adapt his/her decision to meet the fair and appropriate consequence that fits each individual situation.
- School administrators may search individual students and their property when there is a reasonable suspicion that the search will uncover evidence that the student is violating the law or the rules of the District, or the school.
- During investigations, students will be questioned and may be requested to write a "Statement of Facts". All statements remain confidential at all times and for administration use only.
- School video camera footage is confidential and only accessible to school and District administration.
- Law enforcement officers and Child Protective Services (C.P.S.) have the right to interview students on school premises without parent or guardian notification. The principal or designee shall accommodate the questioning in a way that causes the least possible disruption to the school process and give the student appropriate privacy.
- Confidentiality: School administrators and staff keep all student information private and student information may only be shared and discussed with the involved student and his/her parents or guardians on file. Student information may never be shared with "others".

- Any form of discipline may apply to any student who demonstrates unacceptable behavior to and from school (“door to door”).

All administrative decisions regarding severe student behavior and resulting consequences are administered within strict adherence to California State Education Code and WJUSD Board Policy. Please see guidelines below:

EDUCATION CODE VIOLATION	Definition	1 st OFFENSE or Minor INFRACTION	2 nd OFFENSE or Intermediate INFRACTION	3 rd OFFENSE or Maximum INFRACTION
VIOLATIONS AGAINST PERSONS				
Abuse of School Personnel E.C. 48900 (a)(1 or 2)	Caused, attempted to cause, or threatened any staff member; willfully used violence against another person (not in self-defense)	Suspension and possible recommendation for expulsion		
Unprovoked Assault/Battery E.C. 48900 (a)(2)	Willfully used violence against another person (not self-defense)	Suspension and possible recommendation for expulsion (Police contact) E.C. 48915 (a)(5)(b)		
Extortion E.C. 48900 (e)	Robbery or use of force to compel another person to surrender money or property	Suspension and possible recommendation for expulsion (Police contact) E.C. 48915 (a)(4)		
Fighting E.C. 48900 (a)(1)	Mutual combat, verbal and/or physical aggression	Alternatives To Suspension In-School Suspension or Suspension	Alternatives To Suspension In-School Suspension or Suspension	Suspension and possible recommendation for expulsion
Hostile Behavior (abusing, insulting, intimidating, menacing, threatening, etc.) E.C. 48900 (a)(1), (k)(o)	Abusing, insulting, intimidating, threatening others (or a witness)	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Suspension and possible recommendation for expulsion
Obscene Act/Gesture E.C. 48900 (i)	Engaged in vulgarity, profanity, sexual in nature. Partial list but not limited to, “pantsing, humping, hand gestures”	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Suspension and possible recommendation for expulsion
Profanity E.C. 48900 (i) habitual E.C. 48900 (k) first offense	Expletives, curse, or swear words; oral, written, or gestured	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Suspension
Harassment (ex. hazing) E.C. 48900 (a)(1 or 2) E.C. 48900.4	Intentional harassment, intimidation, or threats to staff or students.	Suspension	Suspension and possible recommendation for expulsion (Police contact) E.C. 48915 (e)	
Sexual Harassment E.C. 48900.2	See 48900. Create intimidating, hostile,	Suspension	Suspension and possible recommendation for expulsion (Police contact)	

	and offensive environment		E.C. 48915 (c)(4)
Sexual Assault/Battery E.C. 48900 (n)	See 48900	Suspension and possible recommendation for expulsion (Police contact) E.C. 48915 (e)(4)	
Violation of Suspension - E.C. 48900 (k)	Physically present on any school campus, in the immediate vicinity of school premises or at a school-sponsored activity while suspended from school	Suspension	Suspension and possible recommendation for expulsion (Police contact)

DISRUPTIVE BEHAVIORS				
Cheating and Plagiarism E.C. 48900 (k)	Dishonestly or unfairly getting an advantage on any form of assessment, assignment, or project.	Discipline administered by instructor, i.e.: "F" grade on work (and documented with office), Detention, Intervention, Alternative Discipline, Alternatives To Suspension	Discipline administered by instructor, i.e.: "F" grade on work (and documented with office), Detention, Intervention, Alternative Discipline, Alternatives To Suspension	Discipline administered by instructor, i.e.: "F" grade on work (and documented with office), Detention, Intervention, Alternative Discipline, Alternatives To Suspension
Defiance Disruption of school activities Defiance in MPR during lunch break to disrupt the lunch process. E.C. 48900 (k)	Refusal and/or repeated failure to follow school rules, causing disruption of school activities. Refusal to take directions from staff and interfering with teaching/learning process Extreme defiance of authority/verbally abusive to persons in authority in or out of the classroom	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension
Dress Regulations E.C. 48900 (k)	Continued violation of dress code found on page - of student/parent handbook	Detention (30 min.), Intervention, Alternative Discipline	Detention (1 hr.), Intervention, Alternative Discipline	Detention (1.5 hrs.), Intervention, Alternative Discipline
Failure to serve detention E.C. 48900 (k)	Intentional avoidance or "skipping" of assigned detention by teacher, administration, or campus supervisor.	Detention, Intervention, Alternative Discipline, Alternatives To Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension
Fire Alarm Tampering - Giving a false report E.C. 48900 (k)	Willfully pushing, pulling, breaking, or tampering the fire alarm.	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension Meeting with the student, fire department, police department, and family, and administration will be held.		
Forgery/Altered notes	Willfully producing a note, visual, signature,	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension		

E.C. 48900 (k)	document, or other to falsify information			
Gambling E.C. 48900 (k)	Play any game for money; bet in exchange for money, favor, or other item	Detention, Intervention, Alternative Discipline	Alternatives To Suspension, In-School Suspension, Suspension	In-School Suspension or Suspension
Leaving campus without permission/cutting E.C. 48900 (k)	Willfully walk off school grounds with intention of “skipping or cutting” school	Detention, Intervention, Alternative Discipline, Alternatives To Suspension,	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension.	
Excessive unexcused absences (3) or Excessive excused absences (10)	Absences not excused by the school; tardies of more than 30 min.	Student Attendance Review Board (SART), Student Attendance Review Board (SARB), DA Mediation		
Littering E.C. 48900 (k)	Lazily, carelessly, and intentionally tossing garbage to the ground.	School beautification, Detention, Intervention, Alternative Discipline		
Riding skateboards, rollerblades, roller shoes, or scooters on campus (not allowed) E.C. 48900 (k)	Pedestrians or students always have the right-of-way on campus to support student safety.	Confiscation - returned to student at end of day, parent contact.	Confiscation- returned to parent, Detention, Intervention, Alternative Discipline	Confiscation, returned to parent at end of year
Tardies E.C. 48900 (k)	Any student not inside their classroom or in formation with their scheduled class by the final bell that begins instructional learning time each period	3rd Tardy - 15 minute detention assigned by teacher	4 th Tardy - 30 minute detention assigned by office staff	5 th tardy – 1 hour detention; 6 th tardy – 2.5 hour detention

CONTROLLED SUBSTANCES

Alcohol/Drug/Intoxication Drug paraphernalia; Possession or use of illegal substances Drug or Alcohol Sales E.C. 48900 (c) (d) or (j)	Unlawfully possessed, used, sold, provided, arranged, or under the influence of any controlled substance or drug paraphernalia. Including but not limited to alcohol and marijuana	Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension, Counseling referral, Police contact, Possible recommendation for expulsion		
Possession of Tobacco or any type of Vaping Products/Devices Use of tobacco products on the way to or from school, on campus, or during school sponsored activities E.C. 48900 (h)	Possession of tobacco or nicotine products including but not limited to: cigarettes, cigars, vaping devices or smokeless tobacco, chew or chew packets	Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension, Counseling referral, Police contact, Possible recommendation for expulsion		

SCHOOL & PERSONAL PROPERTY

Intentional destruction or damage of school/private property E.C. 48900 (f)	Caused or attempted to cause any damage to school property or property that belongs to any student or staff	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension, Restitution, Police Contact		
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	member. (e.g. vandalism, graffiti)	
Theft: School property & personal property E.C. 48900 (g)	Stole or attempted to steal any school property or any property that belongs to any student or staff member. The cost of the item is irrelevant.	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension, Restitution, Police Contact, Possible Recommendation For Expulsion
Theft of cafeteria food E.C. 48900 (g) (See MPR lunch disruption above)	Stole or attempted to steal any food or drink from the cafeteria/MPR.	Detention, Intervention, Alternative Discipline, Alternatives To Suspension, Restitution

ELECTRONIC DEVICES

Cell Phones Chromebooks Other electronic devices E.C. 48900 (k)	Cell phones are allowed at school but must be turned off before 8:02am and may be turned back on after 3:00pm or at the end of the instructional day. Cell phones must be kept in backpacks during the school day. Cell phones may be used only during instructional time related to an instructional lesson and with teacher permission. Chromebook insurance is available for purchase. Students are responsible for any chromebook damage insurance does not cover. Students are only permitted to type or use their own chromebook (do not type on another student's chromebook). Other electronic devices are not permitted without instructor or administration approval. Recording school activities without prior authorization is not permitted.	Cell Phone Use: Confiscation, returned to student at the end of the school day Other Violations Related To Electronic Devices: Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Cell Phone Use: Confiscation, returned to parent at end of school day Other Violations Related To Electronic Devices: Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension	Cell Phone Use: Three or more violations: student required to check in the item to the office at the start of every school day, below will be applied for any further violations: Other Violations Related To Electronic Devices: Detention, Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension
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DANGEROUS ITEMS

Disruptive, nuisance, and dangerous items E.C. 48900 (k)	Partial list but not limited to: stink bomb, horn, laser pen, lighter, water gun, nuisance jewelry, pocket knife, scooter, roller blades, or other nuisance items.	Intervention, Alternative Discipline, Alternatives To Suspension, In-School Suspension, Suspension, Counseling referral, Police contact, Possible recommendation for expulsion
Explosives, Weapons, Knives, Firearms Other dangerous weapons E.C. 48900 (b) (m) E.C. 48915 (a) (2) (e) (2)	Partial list but not limited to: fire arm, knife, fire crackers, smoke bombs, incendiary devices, fireworks, etc...	Suspension, Counseling referral, Police contact, Possible recommendation for expulsion

Section 3

Policies and Procedures

Dress Code Policy: [Please see the dress code policy in the student handbook-planner.](#)

Library

The library is heavily used throughout the school year. As a matter of courtesy to all staff, teachers must reserve time in the library in advance. Our librarian will communicate school wide routines and protocols and library schedule.

Book Policy (School Board Policy)

1. Students shall be responsible for textbooks assigned or furnished to them, including payment for lost or damaged books.
2. The teacher issuing books shall assign numbered textbooks to each student, and keep a record of the number and condition of the book when issued. (Once again, a copy of this list must be given to the librarian.)
3. All textbooks shall be covered.
4. When books are returned, teachers shall examine them to ensure the correct numbered book is returned and that its condition is commensurate with the time it has been in use.
5. Office will direct teachers to withhold grades, diplomas or transcripts of the pupil responsible for the loss or damage until the pupil or the pupil's parents or guardian has paid for the damage. (Ed. Code Section 48909)
6. The issuing teacher shall also compare book with their condition when issued and if damaged or loss has occurred teacher will assess the following charges which will be communicated to the office for parent notification. (This cost is determined by our librarian).

TYPE OF DAMAGE	CHARGE
Tears or rips (each)	.25 cents
Writing (each incident)	.25 cents
Damaged beyond repair	Replacement cost
Lost	Replacement cost
Damaged covers	\$2.00

7. Charges will not exceed the prorated price of the book.
8. If the book is lost or damaged beyond repair, the charges will be as follows:
 - a. Full replacement for the two years of book use
 - b. 2/3 replacement for years three and four
 - c. 1/3 replacement cost for years five and six

Field Trips

The principal must approve all field trips, arrangements made for transportation and how the field trip is going to be paid for at least 2 weeks prior to the trip. Forms and information can be obtained from the school secretary. All bus transportation prices/bids should be sought from the District Transportation Director before consulting/including out of District transportation.

All school personnel who plan to transport students using the district van or personal vehicles must have evidence of full insurance and a driver's license check. Forms can be obtained from the office. This also needs to be done two weeks prior to transporting.

Parent permission forms need to be sent home in advance which provide a sufficient description of the field trip including destination, purpose of the trip, departure/arrival itinerary, eating arrangements etc. so that parents know what they are signing and facts about the trip.

School time extracurricular field trips or athletic contests are limited to two per year per club or sport. **In order for a student to attend, extracurricular events, students must have written permission from the teacher of any and all classes they will miss.** Teachers must also be certain to plan alternate activities or placements for their student who, because of behavior or other reasons, are not going to attend the field trip or activity.

Fundraising

All fundraising must be cleared by the principal and Student Body before any action is taken. All moneys collected are considered property of the student body and must be turned in at the office. Under no circumstances should money from a school sponsored activity ever be deposited in any bank account other than the official school account. Funds should be expended in the same year as collected. Carry over will be rolled into student body general fund.

ALL FOOD SALES must be approved by the office and coordinated with student council. All sales must be supervised by an adult. Unsupervised sales are almost always the target of thefts of money and/or merchandise.

NOTE! All money collected at any fund raising event must be turned in at the office immediately, or for an evening event, as soon as possible the following school day (with appropriate forms completed). Teachers who are unable to comply will not be able to do fundraising.

Closed Campus

Winters Middle School operates a closed campus. By Board Policy students are not permitted to leave campus without a supervising faculty member unless a parent picks them up. Any student observed leaving campus should be questioned or reported to the office.

Controversial Issues

Class discussions with students regarding controversial issues are a part of our curriculum. However, teachers must be certain that their presentations are unbiased and balanced, with equal time and weight given to each side of the issue. *It is recommended that staff refrain from expressing their personal views/opinions in such instances.* When a teacher does give their opinion it must be made clear to students that it is in fact a personal opinion and not necessarily correct, better, or to be given more importance.

Guest Speakers

As a general rule, the purpose of having guest speakers should relate to the course curriculum. Teachers planning to have a guest speaker must give the principal at least 2 days' notice prior to the presentation, along with the speaker's identity, purpose, and any other pertinent information.

Phone Calls

There are two telephones available for staff use, one in the faculty room and one in the office (in case of emergency).

Animals

There are a variety of restrictions regarding bringing animals to school and/or using animals in school projects. Teachers **MUST** check with the office before approving activities or presentations involving animals. Check with the principal for information.

Keys

Keys are checked out/identified with the school secretary at the beginning and end of each year. If you misplace your key(s) please notify the school secretary immediately. She will assist you until your key(s) are found. Please return key(s) borrowed from the secretary at the end of each day. Keys will be collected at the end of the school year.

Employee Emergency Card

Each staff member is required to fill out an emergency card at the beginning of each year. If your home address or telephone number changes during the school year, please let the secretary know.

Website/ Weekly Communication/ Newsletters

Daily or weekly communication with parents is accomplished through our weekly communication bulletin, Parent Square, and website. Communication goes home in English and Spanish. If a teacher wishes to add any information to any of these venues please see the principal.

Conferences

Parent Conferences are scheduled in the Fall and Spring. Teachers are expected to see as many parents as possible in the time provided. Teachers are required to be on campus during conference time.

6th-8th Grade Orientation

An orientation for all students and parents is held at the beginning of each new school year. This program is designed to provide parents/students with information on the functions of the school, various instructional programs, clubs / athletics, student discipline guide, etc.

Back to School

A Back to School Program is held during the first month of the new school year. This program is designed to enable parents to visit their student's classrooms, attain information on specified academic and extracurricular activities.

Open House

The school hosts an Open House Program at the end of the year. This is a time to show-off what our students have accomplished throughout the year.

ELAC

This committee is an influence in determining school policies and goals. The committee consists of parents of non-English speaking students.

Academic Information/ Student Support & Programs

Student Planner

At the beginning of the school year, each student receives a student planner. Students are expected to write all daily and long-term assignments in their planner or be reminded where to find relevant information about assignments using a Google platform. Students must use a calendar to support their understanding of assignments (planner or google calendar).

During each class period, students should write down all homework assignments in their Student Planner or get organized using their Google Calendar.

After students get home from school, they should check their Student Planners or Google Calendar to see what homework needs to be done. Daily homework (assignments given on one day and due the next day) should be documented on the date assigned.

Grades/Student Progress

Official grade reports are issued three times a year. "Incompletes" should only be issued as necessary for students who have a prolonged absence or Independent Study assignments that have not been completed. Regular students should receive their current grade if class work is insufficient or incomplete.

Regular classroom grades for special needs students (i.e. SDC, RSP, LEP, NEP, etc.) should be determined in consultation with the teacher for the special program. Special needs students may be granted differential standards. As a general rule, these students should not be given a poor grade in their area(s) of handicap unless the grade accurately reflects their efforts and achievements at appropriate levels.

PROGRESS REPORTS: These notices are sent home to parents at the midpoint in each trimester grading period. Just like report cards, all students receive a current grade in all classes. Progress notices of a positive nature are also encouraged (e.g. student showing marked improvement in tests, behavior, overall achievement, etc.)

Regular grades are protected confidential information! Grades must **never** be announced in class in any way that identifies students.

Accelerated Reader

A reading program that focuses on assessing each student's reading abilities and supplying the student with accurately leveled books to read.

Accelerated Math

A math program that focuses on assessing each students' math abilities and supplying the student with math problems at the accurate math level.

Awards and 8th Grade Promotion

Students with the highest academic excellence will be recognized for their academic successes. They have demonstrated high academic achievement while at Winters Middle School. These students will be honored during the promotion ceremony and are given the opportunity to make welcome and farewell speeches.

Faculty Merit Awards are given to students who have demonstrated exemplary behavior and attitude during their stay at Winters Middle School.

Academic Classroom Achievement Awards are given to student chosen by teachers of individual subjects for recognition at graduation.

Counselor

Our school counselor provides small group counseling sessions, individual counseling, monitors student programs and progress, organizes Student Study Team/504s, organizes testing programs and assists teachers in working with individual students with special needs. Students may request to see the counselor by filling out an incident report found on the school website, send an email to any staff member, or leave a note for the counselor in the office.

School Nurse

Students receive services from our District Nurse Team. The nurse is on call for emergencies and can be at our school within minutes of being notified of an accident or emergency. Other staff members have been trained to provide first aid and attend to various medical needs of students when the nurse is not on campus.

School Psychologist

The school's psychologist provides psychological services and special needs testing for appropriated students as needed.

Speech Services

The speech therapist provides students with speech and language services as designated in the individual's education program.

Special Education

This program provides our special needs students with small group, individual and ongoing academic support services with trained specialists to meet the needs of each student.

Education Specialists

Our Education Specialists provide our students with academic support as they push-in to regular educational classes throughout the day.

Student Study Team (SST)

If you have a child in your classroom that seems to be having difficulty academically, cognitively, and/or socially/emotionally, you may consider referring this child to the SST. Referrals should be made to the counselor who will gather information (grades, teacher reports, test scores, etc.). You, as the referring teacher, are expected to have tried a variety of interventions prior to your referral. It is necessary that you, as the referring teacher, also fill out the intervention information form just prior to the SST meeting. The members of the SST will review each student case, develop a plan for further intervention, and work with classroom teachers, student, and or parent, make referrals for special services, testing, etc. The referring teacher **MUST** attend the SST.

Study Skills

This is provided to students who need additional help with mastering the everyday routine of school (e.g. taking notes, writing down assignments, studying for test, etc.).

Short-Term Independent Study (STIS)

Families may request STIS if they plan to miss between 5-20 days of school. Student and parent will sign a form and receive learning activities provided by their teachers to complete during their time away from school (between 5-20 school days). All assigned work must be turned into the office/teacher as soon as the student returns from STIS. Failure to do so may result in the student not receiving credit for assignments while out on STIS and absences being marked unexcused (unexcused absences may trigger SART/SARB process).

Other things to consider related to STIS:

- Students on STIS will keep their Chromebooks during their STIS.
- Teachers may assign regular learning activities posted in Google Classrooms.
- Teachers may assign learning activities using paper copies.
- i-Ready may be used to support student learning activities.
- Teachers have flexibility with assignments/work provided to students on a STIS contract.

Yolo County Department of Alcohol, Drug and Mental Health Services

Provides mental health counseling and related services for children and youth with severe emotional or substance abuse problems. The Department's mission is to provide services to those from low-income families that do not have private health insurance or other means of obtaining treatment.

Migrant Education

A county run program that provides Winters Middle School with a secondary school advisor. This acts as a liaison with students, parents, and school personnel as it relates to student's education: facilitate, coordinate resources and enrollment in appropriate postsecondary programs.

Site Council

The Council has budget authority of categorical monies (money) and has an influence in determining school policies and goals.

Employee Accident Report

Child Abuse Indicators:

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

CPS Reporting Procedures

- All district employees are mandated reporters of child abuse.
- Step 1: Report suspected child abuse to the principal or assistant principal immediately.
- Step 2: Call to make a report if you suspect or have knowledge of child abuse.
- Step 3: Fill out the required form provided to you by CPS.
- **Complete the [Suspected Child Abuse Report](#) before you call the Child Welfare Services Abuse Reporting Hotline at 530-669-2345.**

Section 4

School Safety

School Safety

Please click on this link to see our Comprehensive School Safety Plan (CSSP).

WINTERS MIDDLE SCHOOL Quick Reference Emergency Guide and Responses 2022-2023

ESSENTIAL INFORMATION:

- (1) Leave your emergency packet in a conspicuous place for substitute teachers. You **MUST** include the location of this packet in your sub plans.
- (2) The office will provide you with updated rosters at the beginning of each new trimester. It is your responsibility to replace the outdated rosters in your emergency folder with the updated documents.
- (3) Students are not to use their cell phones/electronic devices during any type of drill or emergency.
- (4) During emergencies, students must remain at school under staff supervision until administration deems that release is safe. Parents/guardians are asked to stay away from the school and from roads leading to the school to allow access to emergency and law enforcement personnel.
- (5) All staff will evacuate when evacuation is required.

SHELTER-IN-PLACE (THREAT IS AWAY FROM SCHOOL)

WARNING ALERT: PA announcement made, "Attention students and staff, please Shelter-in-Place immediately."

1. Remain in the classroom.
2. If outside, go immediately to the nearest classroom or building.
3. Lock classroom doors; close windows and blinds.
4. Lights may be left on and classroom activities continue as normal.
5. Students may have organized restroom breaks supervised by staff runners.
6. Be prepared to transition into Lockdown if the PA announcement is made.
7. Await further instructions from school officials.

ALL CLEAR: Announcement by staff member that Shelter-In-Place is over.

INTRUDER **LOCKDOWN** INSTRUCTIONS (THREAT IS INSIDE OR VERY CLOSE TO SCHOOL)

[Lockdown Response Cheat Sheet \(and important links\)](#)

WARNING ALERT: PA announcement made, "Attention students and staff, please Lockdown immediately. This is not a drill."

When the Lock Down alert is given, students and teachers are to do the following:

1. If inside, remain in the classroom, do a quick visual sweep outdoors, lock doors and windows, and close all blinds.
2. If outside, go immediately to the nearest classroom, building, or hidden location, lock doors and windows, and close all blinds.
3. Remain still and quiet. Movement and/or noise attract the attention of an intruder.

4. Teachers will monitor and update the Lockdown List of Students to track attendance during the lockdown.
5. Office staff will call each classroom and ask, "Is it all clear?" Teacher will respond with "**all clear**" if the classroom is secure and clear or "**need help**" if there is a concern. Provide an explanation of the concerns during the phone call.
6. Teachers will email admin and office staff any other concerns.
7. Keep classroom doors closed and locked until the "all clear" has been given.
8. Use classroom phones for emergency purposes only and await further instructions from school officials.

ALL CLEAR: Announcement by staff member that Lockdown is over.

FIRE/EVACUATION INSTRUCTIONS

WARNING ALERT: Fire Alarm/Bell Rings

1. Evacuate all buildings with your class and leave your classroom **DOOR UNLOCKED AND CLOSED** - students are to **LEAVE** all of their belongings. Teachers escort their class to the assigned evacuation area.
2. Walk quickly to the area designated on the evacuation map. All students should immediately report to the area designated for their class (at least 50 feet away from all buildings).
3. Roll will be taken by the teacher to account for all students. If all students are present, hold up the green "All Students Are Present" sign. If a student is missing write their name on the missing student form. A staff runner will give the missing student form to an administrator.
4. Teachers and students are to remain together at all times.
5. Attendance secretary will monitor classes on the field (Track Red/Green signage and report all clear or missing students). Attendance secretary will give the all-clear to office staff.
6. When the all-clear signal is given, return to class immediately.

ALL CLEAR: Long ring of bell

PLEASE NOTE:

- During a **DRILL** teachers may **LOCK** their doors.
- In the event that an evacuation occurs during non-instructional time, all students are to report to their **ADVISORY CLASS** evacuation location.
- **ALL STAFF** must evacuate. Teachers who are on prep when an evacuation occurs should report to the administrator in the evacuation area. Teachers on prep will help as runners.

EARTHQUAKE INSTRUCTIONS

WARNING ALERT: During a Drill or Real Event: PA announcement made, "Attention students and staff, we are now experiencing an earthquake. Please follow earthquake emergency procedures."

1. Give the "duck and cover" command. Students should get under desks and/or tables.
2. All should drop to their knees, place hands firmly behind head, and cover eyes and neck.
3. Stay in that position until further instructions are given.
4. If the evacuation alarm goes off, follow directions for evacuation.
5. Report any missing students to staff runners.
6. Roll will be taken by the teacher to account for all students. If a student is missing, write their name on the missing student form. A staff runner will give the missing student form to an administrator.
7. Be prepared to receive further instructions from administration.

ALL CLEAR: Announcement by staff member that Earthquake is over (followed by further instructions as necessary).

Student-Parent Reunification Process

WARNING ALERT: Students have been evacuated to designated safe location and incident commander has given permission to reunify any student with his/her family member.

Background: The goal of the student/parent reunification process is to avoid any additional incidents during a hectic, chaotic, and emotional time. The student/parent reunification site may be necessary in the event of any incident where students must be moved from a school or school sanctioned event, an event on campus that results in prolonged lockdown, or a community-wide non-school incident where the school may become a shelter or safe haven. These incidents include, but are not limited to:

Any incident involving a school and related students:

1. Active Shooter or violence on campus resulting in injury or death.
2. Evacuation of school(s) due to natural or man-made incidents.
3. Incident involving mass casualty or potential for mass casualty during a school sponsored event or transport.
4. School bus accident.
5. Incident at a sporting event or other extracurricular event held on school property or in another school district.
6. Natural or man-made incident that impacts the community where a school building may become a safe haven.
7. Any incident causing the unplanned relocation of students within the district.
8. No student will be released to an unauthorized person.
9. All people who come to pick up a student must show a valid ID (driver's license, state ID card, military ID, passport, Permanent Resident ID card, Foreign country ID cards) before the student will be released to their custody.

At the Reunification Site:

1. Teachers will organize students by Advisory class (school wide evacuation), teacher/coach if attending a school sponsored event, etc...
2. Provide, to the best extent possible, a rapid medical and mental screening exam by qualified healthcare and a mental health professional.
3. Monitor occupants for any signs of mental, emotional, or physical decompensation. Should this occur, provide EMS transport to the appropriate facility and inform the incident commander.
4. Adults will provide assurances to staff and students and support until reunification occurs.
5. Obtain emergency contact information of all affected students for parent/guardian notification. If possible, obtain a photograph and personal information of each minor.

ALL CLEAR: All students have been reunified or released to a family member.

EMERGENCY PHONE TREE

You have been provided with two copies of the staff emergency phone tree. The white copy is for your use at school. The colored copy should be kept at your residence. In the event of an emergency that occurs while staff is still at home, you will need to have access to this information.

In the event of an emergency, School Site Administrator cell phone numbers are listed below:

Dawn Delorefice – Principal: (541) 510-6558
 Oscar Garcia – Assistant Principal: (916) 832-3341

Emergency Evacuation Routes 2022-2023

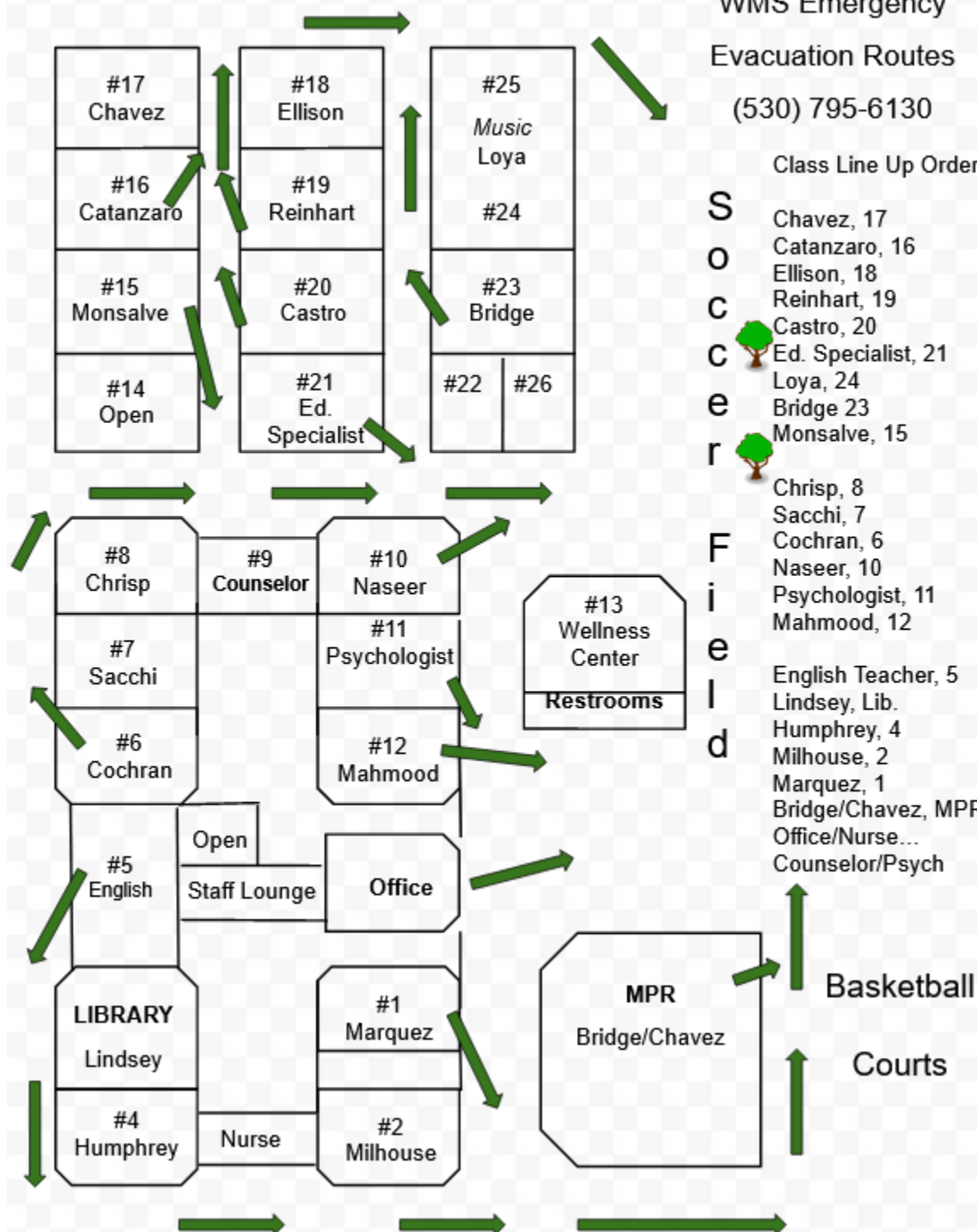
WMS Emergency
Evacuation Routes
(530) 795-6130

Class Line Up Order:

S Chavez, 17
O Catanzaro, 16
C Ellison, 18
C Reinhart, 19
e Castro, 20
r Ed. Specialist, 21
 Loya, 24
 Bridge 23
 Monsalve, 15

F Chrisp, 8
i Sacchi, 7
e Cochran, 6
d Naseer, 10
 Psychologist, 11
 Mahmood, 12

English Teacher, 5
 Lindsey, Lib.
 Humphrey, 4
 Milhouse, 2
 Marquez, 1
 Bridge/Chavez, MPR
 Office/Nurse...
 Counselor/Psych



Emergency Phone Tree

Winters Middle School
Emergency Phone Tree
2022-2023

Superintendent
Cell:



Counselor	Dawn Delorefice 541-510-6558	Oscar Garcia 916-832-3341
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Kate Humphrey 530-848-0779	Carla Haro 530-902-8742	Denise Asuncion ?	Melanie Ellison 530-574-9584	Jacque Lindsey 530-902-1248
Alex Monsalve 561-267-1200	Sylvia Rosales 916-296-4055	Mike Hartwell 530-304-2953	English Teacher	Mari Chavez 916-396-5321
Khalid Mahmood 530-312-8375	Adriana Ruiz 707-676-0142	Meredith Reinhart 530-867-3447	Matthew Loya 530-665-3809	Jared Milhous 831-246-1270
Rebecca Chrisp 530-312-0441	Della Harper 530-383-8188	Sue Bridge 530-400-8231	Misbah Naseer 530-723-8618	Ryan Catanzaro 707-430-3302
Emily Marquez 707-685-5593	Megan Shehi 530-554-0818	Kari Mann 530-902-3458	Madeline Castro 402-926-8035	Adareli Rusin
Kelly Sacchi 530-574-8624	Tanya Patrick 707-673-7955	Lynsey Cochran ?	Arleen Borchard 530-219-3208	Roxanne Delfino 530-908-6276
Psychologist	Bobbie Riise 530-574-7633	Ed Specialist	Danielle McKim 530-902-1263	Elizabeth Nelson 530-416-3302
Psychologist				Ashlei Hampton ?
Dawn Delorefice 541-510-6558				

Directions:

1. Ms. Delorefice will initiate the use of the phone tree and provide a message to communicate to the group.
2. The receiver of the message will say the message back to the caller to ensure the message was received correctly.
3. If someone doesn't answer, leave a message and continue calling down the list until you actually reach someone.
4. The last person from each "branch" or column will call Dawn with an update.

Emergency Preparedness Drill Schedule

Winters Middle School Emergency Preparedness Drill Schedule 2022-23

Required Drills:

1. Fire Drill, 1x per month.
2. Intruder/Lockdown Drill, 4x per year.
3. Earthquake, 2x per year.

Month	Drill Type	Week Of...	Actual Date & Time of Drill	Drill Notes/Reflection
August	Fire Drill/Evacuation	Aug. 15-19		
	Intruder/Lockdown	Aug. 29-Sept. 2		
September	Fire Drill/Evacuation	Sept. 12-16		
October	Fire Drill/Evacuation	Oct. 3-7		
	Earthquake (Great Shakeout)	Oct. 20, 2022		
November	Fire Drill/Evacuation	Oct. 31-Nov. 4		
	Intruder/Lockdown	Nov. 28-Dec. 2		
December	Fire Drill/Evacuation	Dec. 12-16		
January	Fire Drill/Evacuation	Jan. 9-13		
	Intruder/Lockdown	Jan. 23-27		
February	Fire Drill/Evacuation	Feb. 6-10		
	Earthquake	Feb. 20-24		
March	Fire Drill/Evacuation	March 6-10		
	Intruder/Lockdown	March 20-24		
April	Fire Drill/Evacuation	April 10-14		
May	Fire Drill/Evacuation	May 8-12		

****Bus Evacuation is usually held in September & January.**