Terronez Teacher Handbook

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<td>76</td>
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</table>
Core Beliefs

Student Learning
Every student can and must learn at grade level and beyond.

High Quality Instruction
Teachers must demonstrate the ability and desire to educate each child at a high level.

Leadership
Leaders must perform courageously and ethically to accomplish stated goals.

Safety
A safe learning and working environment is crucial to student learning.

Culture
Fresno Unified is a place where:
- diversity is valued;
- educational excellence and equity are expected;
- individual responsibility and participation by all is required;
- collaborative adult relationships are essential; and
- parents, students and the community as a whole are vital partners.
4. All students will stay in school on target to graduate

Workplace success
3. All students will demonstrate the character and competencies for

2. All students will engage in arts, athletics, and activities

1. All students will excel in reading, writing, and math

The purpose of the four Fresno Unified School District Goals is to give

Board Adopted 5/28/14

2014-2019 District Goals
Fresno Unified School District
Sunnyside Region
Core Principles

1. Physical & Emotional Safety
   We will provide a physically and emotionally safe environment for all.

2. Respectful Collaborative Culture
   for students and staff
   We guarantee a caring, respectful community that is committed to mutual trust, honesty, and collaboration.

3. Rigorous Aligned High quality instruction
   We ensure all students excel in rigorous instructional environment.

4. High Expectations & Success for all
   We guarantee a culture of success with high expectations for all.
EMS Mission

To provide a rigorous learning environment that will increase students’ character, intellect, and athletic ability in order to complete high school curriculum demands and leave prepared as a career and college ready graduate.

ETMS Guiding Principles

At Terronez we will strive to…

- Provide a standards-based curriculum that implements research based best practices.
- Promote high standards and expectations for all Terronez students and staff.
- Ensure all students excel in reading, writing and math.
- Engage all students in arts, activities and athletics.
- Provide students character education and competencies for workplace success.
- Promote an environment that will encourage students to stay in school and on target to graduate.
- Provide a safe environment that is conducive to learning.
- Respect all members of the Terronez community.
- Meet the actions stated on the 20114/15 Single Plan for Student Achievement.
# Schedules

## Support Staff Work Schedules

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Schedule</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Manager</td>
<td>Sus Regier</td>
<td>7:00–4:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Attendance Clerk</td>
<td>Rachel Gomez</td>
<td>7:30–4:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Attendance Clerk</td>
<td>Open</td>
<td>9:30–3:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Psychologist</td>
<td>Frances Buelna</td>
<td>8:00–4:30</td>
<td>Mon, Tues, Thurs, Fri</td>
</tr>
<tr>
<td>Nurse</td>
<td>Laurie Staggs</td>
<td>8:00–3:00</td>
<td>Tue &amp; Wed</td>
</tr>
<tr>
<td>Nurse Aide</td>
<td>Sherri Sims</td>
<td>8:00–2:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Library Tech</td>
<td>Dathina Tucker</td>
<td>8:00–3:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Open</td>
<td>8:00–3:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Campus Assistant</td>
<td>Edward Barajas</td>
<td>7:30–4:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Campus Assistant</td>
<td>Roderick Smith</td>
<td>7:30–4:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>ASP Director</td>
<td>Christian Lomeli</td>
<td>12:00 – 6:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>TBD</td>
<td>9:00–1:00</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>TBD</td>
<td>8:00–11:30</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>TBD</td>
<td>10:30–1:30</td>
<td>Mon–Fri</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>TBD</td>
<td>11:30–2:30</td>
<td>Mon–Fri</td>
</tr>
</tbody>
</table>
Terronez Middle School Daily Schedule & Teacher Prep
8:00 Student Start Time – 2:26 Student End Time
7:45 Teacher Start Time – 2:45 Teacher End Time = 7 Hour Duty Day

7:45 – 2:45/3:45
Duty Day = 7 hours; work day = 8 hours

<table>
<thead>
<tr>
<th>Regular Schedule TWTH</th>
<th>Instructional Minutes</th>
<th>Non-Instructional/Prep Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 class periods</td>
<td>56 minutes each</td>
<td>Prep Period 56 mins</td>
</tr>
<tr>
<td>Total</td>
<td><strong>280 minutes</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Regular Schedule M/F</th>
<th>Instructional Minutes</th>
<th>Non-Instructional/Prep Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 class periods</td>
<td>51 minutes each</td>
<td>Prep Period 51 mins</td>
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<tr>
<td>Total</td>
<td><strong>255 minutes</strong></td>
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<tr>
<th>Early Release</th>
<th>Instructional Minutes</th>
<th>Non-Instructional/Prep Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 class periods</td>
<td>45 minutes each</td>
<td>Prep Period 45 mins</td>
</tr>
<tr>
<td>Total</td>
<td><strong>225 minutes</strong></td>
<td></td>
</tr>
</tbody>
</table>
Bell Schedule 2014-2015

Regular Schedule
(1) 8:00 – 8:56 (56)
(2) 9:00 – 9:56 (56)
(3) 10:00 – 10:56 (56)
(4) 11:00 – 11:56 (56)
Lunch 11:56 – 12:26 (30)
(5) 12:30 – 1:26 (56)
(6) 1:30 – 2:26 (56)

Monday Advisory
Advisory 8:00 – 8:40 (40)
(1) 8:45 – 9:32 (48)
(2) 9:36 – 10:24 (48)
(3) 10:28 – 11:16 (48)
(4) 11:20 – 12:08 (48)
Lunch 12:08 – 12:42 (34)
(5) 12:46 – 1:34 (48)
(6) 1:38 – 2:26 (48)

Friday Advisory
(1) 8:00 – 8:48 (48)
(2) 8:52 – 9:40 (48)
(3) 9:44 – 10:32 (48)
(4) 10:36 – 11:24 (48)
(5) 11:28 – 12:16 (48)
Lunch 12:16 – 12:50 (34)
(6) 12:54 - 1:42 (48)
(Advisory) 1:46 – 2:26 (40)
**School Wide Calendar**

The school wide calendar will be posted in the office. All school wide and district sponsored activities must be included on the school wide calendar. The Office Manager will maintain the calendar. All calendar items must be submitted to and approved by the principal at least 5 school days in advance of the event. After the event or activity has been approved it will be placed on the school wide calendar. (Form in Appendix page 76)

**Parent Newsletters**

A parent newsletter, prepared by After School Program, will go home at the beginning of each semester. Anyone who would like to provide an item for the newsletter must submit it to the Principal or Office Manager prior to the deadline.

- Midyear Deadline – November 22, 2014
- End of Year Deadline – June, 2 2015

Teachers are encouraged to have and update a webpage using their district provided SharePoint “My site” page with current and pertinent grading procedures and expectations.
# Rules, Roles, and Responsibilities

## Administration and Support Staff Responsibilities

<table>
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<tr>
<th>Principal Shipman</th>
<th>Vice Principal Her-Yang</th>
<th>Guidance Learning Advisor Webb</th>
<th>Academic Counselor Vargas</th>
</tr>
</thead>
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<tr>
<td>Instructional Leadership</td>
<td>Discipline/Expulsion-Lead</td>
<td>Budget</td>
<td>Academic Support</td>
</tr>
<tr>
<td>Classroom Observations</td>
<td>Suspended Expulsion Mtgs</td>
<td>Discipline/Expulsions</td>
<td>Block T</td>
</tr>
<tr>
<td>Personnel/Staffing/Evaluations</td>
<td>Parent Concerns</td>
<td>Evaluations/Observations</td>
<td>504 coordinator</td>
</tr>
<tr>
<td>Office Staff</td>
<td>Manifest Determinations</td>
<td>Supervision</td>
<td>IEP Meetings</td>
</tr>
<tr>
<td>SBC/FTA</td>
<td>Evaluations/Observations</td>
<td>SSC Coordinator</td>
<td>Career Cruising (new Program?)</td>
</tr>
<tr>
<td>Compliance Coordination</td>
<td>Classified Evaluations</td>
<td>Student Study Team Member</td>
<td>College Making It Happen</td>
</tr>
<tr>
<td>Community Liaison</td>
<td>Testing Coordinator - ACS</td>
<td>Faculty Handbook</td>
<td>Back to School Night</td>
</tr>
<tr>
<td>Instructional Program/SPSA Development/Budgets</td>
<td>Facilities/PC/custodial staff</td>
<td>SPSA Development</td>
<td>A-G workshop</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Operations – Daily Routines</td>
<td>Annual Title I Meeting</td>
<td>SST-Lead + monitoring</td>
</tr>
<tr>
<td>ILT Meetings</td>
<td>Supervision – monitor and schedule</td>
<td>Student Recognition</td>
<td>Behavior Support Plans</td>
</tr>
<tr>
<td>Faculty Meetings</td>
<td>Revocations/Transfers</td>
<td>Assemblies</td>
<td>Independent Study (JEY)</td>
</tr>
<tr>
<td>School Site Council/ELAC SARC</td>
<td>School Safety-CA’s</td>
<td>Tech Inventory/Repair</td>
<td>Supervision</td>
</tr>
<tr>
<td>Sports/Athletics Supervision</td>
<td>Master Schedule - lead</td>
<td>Testing Coordinator – CST/ACS</td>
<td>Parent Involvement</td>
</tr>
<tr>
<td>Safe and Civil Schools</td>
<td>Sports/Athletics Supervision</td>
<td>Parent Concerns</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>Principal’s Round Table</td>
<td>Limited Activities List</td>
<td>Sports/Athletics Supervision</td>
<td>Middle School Pre-Reg.</td>
</tr>
<tr>
<td>Discipline* (Open Year)</td>
<td>EL Redesignation</td>
<td>ZAP program</td>
<td>High School Pre-Reg.</td>
</tr>
<tr>
<td>Recommend Expulsions</td>
<td>Teaching Fellows</td>
<td>Safe and Civil Schools</td>
<td>CELDT Testing</td>
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<tr>
<td>PLUS Team - Lead</td>
<td>Transportation</td>
<td>Program Manager</td>
<td>EL Redesignation</td>
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<td>Weekly Calendar</td>
<td>Discipline Assemblies</td>
<td>Schedules (new students)</td>
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<td></td>
<td>Master Calendar</td>
<td>Student of the month</td>
<td>Howler Awards</td>
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<tr>
<td></td>
<td>JDA/GATE</td>
<td>SST monthly monitoring</td>
<td>Portfolio Night</td>
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<tr>
<td></td>
<td>SPSA Development</td>
<td>Discipline Assembly</td>
<td>Master Schedule</td>
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<td>Student Study Team Member</td>
<td>Winter Fest</td>
<td>A2A meetings</td>
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<td></td>
<td>Discipline Assembly</td>
<td>After School Program Liaison</td>
<td>Schedule New Students</td>
</tr>
<tr>
<td></td>
<td>IEP</td>
<td>VAPA/Goal 2</td>
<td></td>
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<td>Report Cards + Progress Reports</td>
<td>Principal’s Medallion Dinner</td>
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<td>CELDT Testing</td>
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</table>

<table>
<thead>
<tr>
<th>School Social Worker TBD</th>
<th>Campus Culture/Leadership Hawkins</th>
<th>Transition Castro</th>
<th>Office Manager Sue Regier</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Emotional Support</td>
<td>Social Emotional Support</td>
<td>Academic/Social Support</td>
<td>Substitute Teachers</td>
</tr>
<tr>
<td>Suspended Expulsion Mtgs.</td>
<td>Leadership-Build capacity in</td>
<td>Behavior Intervention Team</td>
<td>Office Personnel</td>
</tr>
<tr>
<td>SARB</td>
<td>students: i.e. student activities,</td>
<td>SOS committee</td>
<td>Financial Secretary</td>
</tr>
<tr>
<td>At Risk Students Counseling</td>
<td>campus events.</td>
<td>Grade Level Instruction</td>
<td>Weekly Calendar</td>
</tr>
<tr>
<td>Social Emotional Counseling</td>
<td>Lunch Activities</td>
<td>Second Step Curriculum</td>
<td>Master Calendar</td>
</tr>
<tr>
<td>Project Access</td>
<td>Student Council</td>
<td>Facilitate/Organize/Plan for</td>
<td>Staffing Sheets</td>
</tr>
<tr>
<td>Fresno Pacific- Liaison</td>
<td>Assist with Awards Assemblies</td>
<td>Student class work.</td>
<td>Fiscal Sheets</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>Weekly Friday Lunch Event</td>
<td></td>
<td>Payroll</td>
</tr>
<tr>
<td>• Classes/Child Care</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Custodian – Rudy Garcia | Home/School Contact – TBD | Interpreter | |
|-------------------------|--------------------------|-------------||
| Order custodial supplies | Interpreter | Meeting Scheduler | |
| Repair furniture | | | |
| Move furniture | | | |
| Emergency clean-up | | | |
| Respond to Office calls | | | |
| Coordinate work orders | | | |
| Plant maintenance | | | |
| Work Orders | | | |
Elizabeth Terronez Leadership Team

The Leadership Team will meet routinely every four to six weeks in room B104 or the Media Center. Meeting dates and times to be determined by Leadership Team.

It is the responsibility of the Leadership Team to assure that at all times, in all ways, the school wide focus is student learning.

LEADERSHIP TEAM OUTCOMES: STUDENT LEARNING, CREATE A CULTURE OF ACCOUNTABLE COMMUNITIES AND FOCUS ON RESULTS

The Leadership Team will establish the agendas for the Accountable Communities; guide the implementation of professional development topics, schedule, and deal with other school business as necessary.

Commitments and Expectations to Support the Development of Accountable Communities and Improvements in Student Achievement

Foundation Lead Teachers Will:

- Routinely reflect on practice, show indicators of having instructional expertise, and regularly use data to inform instructional decisions.
- Take a balanced approach between individual autonomy and collective commitment. Teacher leaders understand that there are complex problems requiring collective decision making.
- Seek growth, respond well to challenge, and accept the need for change when there is valid evidence that a practice is not working.
- Have a clear understanding of the school as a workplace and connect their classroom work to broader organizational goals. They endorse and support the idea that classroom work needs to be aligned with school and district priorities.
- Demonstrate signs of capacity-building leadership skills in the ways they have worked to bring out the best in their students and parents.
- Display a rich, substantive knowledge both of academic subject matter and of generic pedagogy. This knowledge is critical to being able to contribute and lead conversations focused on finding and solving complex learning problems.
- Skillfully deal with conflict and difficult issues.
- Sustain transparency and ask for help. These teachers are willing to examine their practice publicly by inviting colleagues into their class and by sharing student data. They are willing to ask for help with teaching and learning problems.
- Have experience in using standards and data and are motivated to learn more.
Staff Development

The Cycle of Continuous Improvement along with district driven professional development will guide the planning and instruction.

Four Grounding Questions
- What do we want students to learn?
- How will we know they have learned?
- How will we respond when they don’t learn?
- How will we respond when they already learned it?

Practices of Safe and Civil Schools will be developed and implemented throughout the school year.

Professional Learning Communities Norms And Expectations

<table>
<thead>
<tr>
<th>ROLES AND RESPONSIBILITIES (NORMS)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADMINISTRATION</strong></td>
</tr>
<tr>
<td>➢ Disseminate agendas and minutes of the leadership meeting a week before subject matter team meeting.</td>
</tr>
<tr>
<td>➢ Attend subject matter team meetings.</td>
</tr>
<tr>
<td>➢ Support leadership in subject matter team meetings.</td>
</tr>
<tr>
<td><strong>LEADERSHIP</strong></td>
</tr>
<tr>
<td>➢ Collaboratively prepare subject matter team agendas for the professional Learning meetings.</td>
</tr>
<tr>
<td>➢ Provide minutes to administration of subject matter team meetings in a timely fashion.</td>
</tr>
<tr>
<td>➢ Keep administration informed to assist in the development of plans for teacher support.</td>
</tr>
</tbody>
</table>

Roles
- **Facilitators:** Manage the process for the day.
- **Participants:** Stay focused, contribute ideas, ask questions, engage in planning, and participate as leaders of professional learning.
Staff Meeting Norms

ACHIEVE – To Succeed!

Activity
- Accountable Community Meeting

Conversation
- Elbow partners can talk to each other in a voice level of 1 on the topic at hand.
- Please be mindful of AC Norms to focus on student learning.
- Cell phones off, no texting, on vibrate only in emergencies.

Help
- Please raise your hand if you have a question.
- Use Parking Lot for questions, suggestions, etc…

Integrity
- Collaboration is encouraged at 10:2 and/or at natural breaks.
- Coping from colleagues is encouraged.

Effort
- Feel free to move about the room to take care of your personal and professional needs.

Value
- The exploration of ideas during discussion activities will increase our capacity to create and/or sustain college and career ready graduates.

Efficiency
- Be on time, sign in, stay the whole time, active listening, contribution to subject matter team
Classroom Environment

Weekly Lesson Plans should be prepared and left on teacher’s desk or inform administration of location. Plans must be complete enough that a substitute teacher can follow the plans. Objectives are content standards based, grade appropriate and presented to students daily throughout lesson. Classroom Discipline Plan must include rules, sequential consequences, & rewards. Physical Environment must provide a safe, positive, and organized opportunity for students to learn. Bell Schedule (current) must be posted. SMART goals must be posted. SMART goals focus on what students will learn and not on what teachers will teach.

Staff Responsibilities and Expectations

• Teacher duty day: 7:45 - 2:45  Staff will remain on campus during entire duty day.
• Teach bell to bell.
• Be on time:
  o Begin instruction when late bell rings. Students should be seated at late bell and be dismissed at teacher’s discretion. (Please do not hold students during passing periods)
  o For supervision duties (2 minutes early)
  o To ACs, Staff development and staff meetings (CSTP Standard 6.7)
• Do not leave students unsupervised at any time – in your room, in the Library, etc.
• Students are not to be left with classified or volunteer personnel.
• If you are running late or need to leave early, please notify administration and/or office staff immediately.
• Plan to attend all staff meetings and in-services. Appointments should be made on other days.
• File 3 consecutive days of sub plans within your department chair for an emergency situation. DUE on or before 9/3/14.
• Check mailboxes before and after school.
• Check email before and after school.
• Children are not allowed in the staff lounge or workroom.
• Stand at your door during passing periods greeting and encouraging students to get to class on time. If we all do a little, no one has to do a lot.
Staff Memos

Staff memos will be provided through the District email system. Staff is required to check their email, before and after school to ensure they are up-to-date on recent site developments.

Sign – In/Out and Off Campus Protocol

All support staff must report to the office and sign – in. All staff members are expected to sign – out when off campus during the duty day. Please alert office manager if you plan to be off campus during your prep period. This is to ensure you can be found in case of an emergency.

Parking and Gate Protocol

When arriving to school, please park in a parking space. Staff is prohibited from parking on the lawn area as this leads to broken sprinklers, damaged vegetation, and diminished curb appeal of our campus.

Staff and student safety is very important. All staff is required to lock gates when leaving or arriving to school.

Late Arrival

In the event you are running late to school, please contact the main office and alert either Sue (Office Manager) or one of the Attendance clerks so appropriate coverage of your classroom can occur.
Supervision /Duty Expectations

The Morning and Afternoon Supervision Time Blocks:

- **Morning** 7:45-7:55
- **After School** 2:26-2:40

* If planning to keep students after school, please make arrangements to have your area covered with another teacher or bring the students along with you. After fifteen minutes of supervision teachers may return to class with the students who need to stay.

Morning and After School Supervision Guidelines:

- In the morning, assist with keeping students in the assigned areas and monitor student behavior.
- Intentionally greet students and parents in a welcoming and positive manner as they enter the school yard. Be positive, smile, and call them by name whenever possible.
- After school, assist with clearing the students off campus or take them to their designated, supervised area. (All students must be picked up by 2:40. Any students after 2:40 will be escorted to cafeteria to call home.)
- Ensure you have arranged coverage if you are going to be absent on your scheduled duty day (absent, at a meeting, or on a student study trip).
- **If you have a substitute teacher, ensure that the teacher is informed about duties.**
- No cell phone use during duty and limit visiting with colleagues as much as possible. If you do talk to someone, make sure to continue to scan your area as you talk.
- As you scan your area, check for dress code violations.
- Be at your post 2 minutes prior to the scheduled time.
- Radios are located in the office manager’s, please return when finished.
- **All teachers on duty will radio the office to report when you arrive for duty, and when you leave your duty area.**
- Circulate and monitor all students.
- Students are not permitted in the A and B wing areas before school until 7:50 when the whistle blows.

Morning Arrival and Breakfast: Students are not to be on campus before 7:30.

Breakfast will be served in the cafeteria from 7:30 to 7:50. The cafeteria serving window will close at 7:50 so that students will be able to get to class on time. Students will be checked for dress code and IDs when entering. Students without ID will be directed to ID table. Dress code violations will be held and escorted to office when bell rings.

- Students should enter the school through the south door of the cafeteria in the front of the school.
- **Student’s not eating breakfast may go to the quad area.**
- At 7:45, teacher supervision begins in the quad and designated areas.
- Students will use the “P” wing restroom before school.
- **All students must be in class for instruction by 8:00 AM.**
**Lunch Procedures**

7th grade students line up on the west side (front) of the cafeteria in front of the office between the fence and barricades. They will be held in the cafeteria for the first 15 minutes of lunch and then be released to the quad area.

8th grade students line up in the back amphitheater on the east side of the cafeteria. 8th grade students will be allowed into the cafeteria during the first 15 minutes if they have identification of a Club meeting.

Students are expected to line up in a straight line when entering the cafeteria and then stay inside the taped lines inside the cafeteria.

Students are expected to talk in quiet voices, clean up after themselves, and walk from the cafeteria to the quad or blacktop area.

**Detention/ Tutorials**

No food may be taken out of the cafeteria unless escorted by teacher or students must have pass detailing where the student is eating lunch. Teachers having lunch time tutorial or detention must issue passes to students to use. Students should get their lunch and walk through the main office showing their pass to return back to class. Students without passes will not be allowed to report to teacher tutorials/detentions at lunch time.

Students serving administrative issued lunch detention will be housed in the gym. They will be picked up by campus assistants prior to lunch and escorted to the gym. Students who are picked up by campus assistants, but do not serve detention will serve a day of transition the following day.

Detention students will be escorted to the cafeteria along the east side of the gym and then to the rear amphitheater after serving approximately 15 minutes of detention. Detention students will sit at a designated table and will not be allowed to leave the cafeteria until dismissed by the administrator on duty.

**After School Detention**

Students will be issued lunch detention for tardies. It is imperative that teachers enter attendance during each class period to ensure all students are held a countable. A report will be prepares the beginning of the school day to id tardy students based on information obtained on the atlas web service. Students will then serve teacher ASD on the following day that detention is held.

**Snack Bar**

Students may purchase items from the snack bar located at the leadership room HW100 during lunch. Students purchasing snacks are required to place all litter in trash cans.

**Off Limits Areas during lunch:**

- East side of black top near locker room doors
- Walkway on amphitheater
- A & B Wing Areas
- Rear amphitheater stage and stairs
Restrooms and Tardies
Students will be expected to use bathrooms located in the “P” wing area between front and rear amphitheater during lunch time.

Administration will blow the whistle approximately 3-5 minutes prior to the first bell ringing to allow for all students to get to class on time to begin 5th period.

Teachers are expected to be at their classrooms greeting students when the first bell rings and begin instruction when the tardy bell rings.

Outside Procedures

Restrooms
1. Use during passing periods or going to lunch, not when returning.
2. All students are required to have restroom pass.
3. In and out quickly and quietly.
4. Quiet voices
5. Flush toilets
6. Wash hands
7. Place paper towels in garbage cans

Drinking Fountain
1. Get drinks during passing or lunch.

Passing Period
1. Students will follow the rules of the road remaining on sidewalks and walking on right side.
2. Teachers stand at doors encouraging students to be on time.
3. Teachers close doors when tardy bell rings and begin instruction.
4. Teachers on prep will conduct “Start on Time” sweep of tardy students.
School/ Classroom Dismissal

No Passes First/Last 15 minutes of class

When departing your classroom, teachers must:
- Lock classroom doors and turn off lights.
- Never leave any students unsupervised in your classroom.

When departing your classroom, students must:
- Walk in an orderly manner on the right side of the hallway.
- Students must have a hall pass to use restroom.
- All students are to be escorted to nurse or main office by campus assistant.

Visitors on Campus

For the safety of our students and staff, all visitors, must report to the school office to sign in and get a visitor’s pass. Visitors must return the visitor’s pass at the end of the visit. We take our children’s safety seriously and we want to be sure that we know all adults who are on the campus. Parents/guardians attending special functions must get a visitors pass. Volunteers must have a visitor’s pass.

Minors on Campus

It is not permissible for staff to have children under the age of 18 in their rooms when class is in session unless administrative approval is given. The only exception is if the child is enrolled at Terronez, or if the child is working in a specific program to assist in the classroom. Parent volunteers should be encouraged to leave children at home.

Students from other campuses are not allowed on the Terronez campus. This means that high school students must check in with the office and the office will contact the teacher about his or her availability to meet that day.

Older brothers and sisters picking up younger siblings must wait for the students at the front of the school.
Terronez Academic Support Procedures

**STOIC**

- **Structure**
  - Review Terronez’s School Rules.
    - Follow tiers
  - Review routines and procedures; such as, bathroom use – go, flush, wash and return to class.
  - Belittlement of students is not a behavior management strategy.
  - Be on time to your supervision assignments.

- **Teach**
  - 99% of students will follow rules when taught explicitly and when follow through in class is **consistent** and **firm**.
  - Teach the opposite behavior that drives you crazy – “You are capable of better, let’s go over the expectation or rule again.”
  - Review inside (cafeteria, office, class) and outside (lunch, PE, leaving and entering the school) expectations.

- **Observe**
  - Monitor/supervise students behavior at all times
    - In the classroom – circulate and scan
    - Students receive constant and consistent information on what is appropriate behavior such as; remember to walk on the sidewalk when you are dismissed at the end of the day.
  - Arrive to supervise on time.

- **Interact**
  - Interact in a friendly manner with every student.

- **Correct**
  - Inappropriate behaviors must be corrected calmly, consistently, concisely, and immediately in the setting in which the infraction occurred.
S.T.O.I.C.
Teacher’s Classroom Management Rubric

S.T.O.I.C.—Over 80 years of research in the fields of psychology, behavior management and school-wide discipline have shown that these are the five variables

<table>
<thead>
<tr>
<th>CHAMP S Chapter s 1-4 DSC Chapter s 3, 7, 8</th>
<th>Structure/Organize the classroom for success</th>
<th>Is the room arranged so that my students and I can get from any part of the room to any other part of the room relatively efficiently? Can students and I access materials and the pencil sharpener without disturbing others?</th>
<th>Do I use an effective attention signal that is both visual (movement) and auditory (word or sound)?</th>
<th>Does my schedule create consistency, variety, and opportunities for movement?</th>
<th>Do I have effective beginning and ending routines?</th>
<th>Have I defined clear expectations (*CHAMPS Plans) for instructional activities? For transitions between activities? *Secondary may also use ACHIEVE Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHAMP S Chapter s 4-5 DSC Chapter s 1, 4</td>
<td>Teach students how to behave responsibly in the classroom</td>
<td>Have I created lessons on expectations and explicitly taught them for classroom activities and transitions?</td>
<td>Have I provided teaching and re-teaching as needed? (Think about a coach re-teaching particular plays/patterns.)</td>
<td>Have I continually taught embedded school-wide Guidelines for Success?</td>
<td>Do I have a schedule of dates for re-teaching behavior expectations throughout the school year?</td>
<td></td>
</tr>
<tr>
<td>CHAMP S Chapter 6 DSC Chapter 6</td>
<td>Observe student behavior (supervise!)</td>
<td>Do I circulate and scan as a means of observing/monitoring student behavior?</td>
<td>Do I model friendly behavior while monitoring the classroom?</td>
<td>Do I model respectful behavior while monitoring the classroom?</td>
<td>Do I periodically collect data to make judgments about what is going well in my classroom management plan?</td>
<td>Do I periodically collect data to make judgments about what needs to be improved in my classroom management plan?</td>
</tr>
<tr>
<td>CHAMP S Chapter s 7-8 DSC Chapter s 1, 2, 6</td>
<td>Interact positively with students</td>
<td>Do I interact with every student in a welcoming manner (e.g., saying hello, using the student’s name, talking to the student at every opportunity)?</td>
<td>Do I strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior?</td>
<td>Do I use Ratio of Positive Interactions understanding and/or data analysis to improve positive interactions with all students?</td>
<td>Do I provide non-contingent attention (“reach-outs”) to all students inside and outside of the classroom?</td>
<td>Do I provide non-embarassing feedback? Age-appropriate?</td>
</tr>
<tr>
<td>CHAMP S Chapter 9 DSC Chapter s 5, 9</td>
<td>Correct irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction</td>
<td>Do I have a menu of in-class consequences that can be applied to a variety of infractions?</td>
<td>Do I correct briefly with the assumption that the student will follow the direction?</td>
<td>Do I correct consistently? Immediately?</td>
<td>Do I correct respectfully? Calmly?</td>
<td>Do I have a plan for how to respond to different types of misbehavior fluently?</td>
</tr>
</tbody>
</table>

*For strategies to create or refine your own system, please refer to the chapters referenced for the books “CHAMPS: A Proactive & Positive Approach to Classroom Management” or “Discipline in the Secondary Classroom” by Dr. Randy Sprick*
TAPPLE

Continuous Checking for Understanding (CFU), implemented properly, is the backbone of effective instruction. Most educators are already familiar with the words "Checking for Understanding." In fact, almost every observation, coaching, or evaluation form ever written contains words to that effect. Explicit Direct Instruction (EDI) has developed a mnemonic, TAPPLE, to assist you in remembering the steps.

**Teach First**

**Ask a Question**

**Pause and Pair-Share**

**Pick a Non-Volunteer**

**Listen to the Response**

**Effective Feedback**

**Teach First**

In EDI, when Checking for Understanding, you always teach first. Remember, the purpose of CFU is to verify that your students are learning what you are teaching while you are teaching. By teaching before you ask a question, the students are equipped to respond. After teaching the content, your students should be able to answer the Checking for Understanding correctly. We will cover what to do when they do not have the correct answer when we get to the "E" in TAPPLE.

**Ask a Question**

During Checking for Understanding, always ask specific questions about what you are teaching. Don't ask students if they understand the content. Often, students' opinions of their learning do not match reality. “Does everyone understand? Good let’s move on to the next question.”

**Pause and Pair-Share**

When you ask a Checking for Understanding question, always ask the question first, and then pause for several seconds before selecting a student to respond. The pause, also known as wait time or think time, provides an opportunity to all students to think of an answer even if they aren't called upon. If you call on a student prior to asking the question, the other students are free to tune out. By presenting the question to the whole class, everyone stays engaged because no one knows who will be selected to give a response. Pair-share increases student engagement. It gives students a chance to practice and correct their answers.

**Pick a Non-Volunteer**

The only way you can truly find out if students are learning the information you are teaching is to randomly select three non-volunteers to answer your CFU questions. When you call on volunteers, you are being validated by your brightest learners and could be getting a false impression that every student is learning.
**Listen to the Response**

Listening carefully, you will need to determine the level of student understanding. Based on this determination, you will be making an instructional decision. Ideally, students will always have the correct answer to your CFU questions, but sometimes they won't. What you do next depends on what you hear when the student responds. Is it correct, partially correct, or just plain wrong?

**Effective Feedback**

Based on the accuracy of the student's response, you can do one of three things: echo, elaborate, or explain. If the student is correct, you echo the correct response back. Restating the correct answer provides an affirmation to the student who just answered. When the response is tentative or partially correct, you should elaborate. Elaborating and/or paraphrasing will reinforce the correct answer to the student who was called on and will also benefit the rest of the class. Finally, if two students in a row cannot answer, then you will need to explain, or reteach.

**15 Reasons to Pair-Share**

1. Every student orally answers every question.
2. Automatic wait time is embedded.
3. Listening and speaking is included.
4. Student engagement improves.
5. Students remember more.
6. The student-talk to teach-talk ratio is increased.
7. Students practice their answers.
8. Language translation time is built in.
9. Short attention spans are occupied.
10. First re-teach is provided.
11. Classroom management improves.
12. Instruction is more interactive and interesting for the students.
14. Instructional aides can be utilized.
15. It reduces affective filter.
Positive Support Plan for Behavior Expectations

Discipline Policy
All classrooms support the school wide discipline policy. However, each individual teacher must design a separate discipline management system that is most relative to the needs of your individual classroom and which follows the teachings of the Safe and Civil Schools program. The individual classroom plans should provide systems that give each student an opportunity to make positive choices. Classroom plans should work to help students learn from their mistakes in order to avoid repeating them in the future.

Your classroom discipline management system must be used consistently and as objectively as possible. In order for students to be held accountable for their choices they must know what their choices are daily and consistently. The philosophy of our discipline policy is to help students learn to make positive choices. Generally we will impose the least severe consequences necessary to help children to learn from their mistakes. However, when students exhibit behaviors which demonstrate a pattern of being defiant, disruptive, or become a danger to other students as well as to themselves, more formal procedures must be put into place.

STUDENT BEHAVIOR DOCUMENT (SBD) Steps (Forms in Appendix)
Step 1: Move to in-class or buddy room time-out area to complete Reflection form. Complete Step 1 of SBD.
Step 2: Teacher completes Step 2 of SBD. Teacher must then contact parent/guardian to report the problem behavior. Time-out and reflection form are at your discretion.
Step 3: Teacher completes Step 3 of SBD. Student will be sent to office for counseling. Administrator will contact parent/guardian and report problem behavior.
Step 4: Teacher completes Step 4 of SBD. Student will be sent to office for counseling. Administrator will contact parent/guardian and report problem behavior. Student will be put on a suspension plan.

The first day recorded on to the SBD starts the clock on the problem behavior. The SBD is valid for 5 school days from the date on the first Step. In the event that problem behaviors occur at a later date, a new SBD will need to be completed.

Students who challenge the authority of any adult, are openly defiant and disrespectful, hurt other students, or prevent the learning process from being carried out should be sent immediately to the office on Step 3 of the SBD.

When sending students to the office they must be accompanied with their SBD. In order for administrative staff to impose appropriate consequences it is imperative that a historical perspective be provided and that parents have had an opportunity to help their child correct their behavior. This documentation also assists in demonstrating impartiality in our discipline procedures. Campus Assistants have been directed to return with students to class who are sent without a SBD.

Upon writing the referral, please be specific about what the child has done. Comments such as; being disrespectful, defiant, bothering others, are powerful however these explanations are difficult to explain to the student and/or to the parent/guardian. If the student is using profanity please write the words they stated or are reported to have said. If the student hit someone write slapped, punched, choked, etc. Being Firm, Fair, and Consistent is best policy.
**STUDENT BEHAVIOR DOCUMENT FLOW CHART (Five Days)**

**STEP 1:** Chronic Level 1 Behavior or Level 2 Behavior
- Time-out/Reflection given, however, problem behavior persists

**STEP 2:** Contact parent,
- Time-out/Reflection at your discretion

**STEP 3:** Student sent to office for counseling.
- Admin. calls parent, consequences issued

**STEP 4:** Problem behavior persists,
- Admin. calls parent, consequences issued, placed on suspension plan

**Level 3 behaviors go directly to STEP 3:** Student sent to office for counseling.
- Admin. calls parent, consequences issued

**Problem Behavior Stops:**
- Proceed as usual
Terronez Six

1. Attend School Every Day Prepared To Learn With Your Materials.
2. Be On Time to All of Your Classes.
3. Always Follow The Dress Code.
4. Be Courteous, Respectful, and Cooperative.
5. Take Responsibility For Your Actions.
6. If You Know About A Problem, Tell An Adult.

Student Procedural Expectations

Student Procedures to Follow during the School Day:

- Parents and students should make family arrangements in the morning about what students are to do after school.
- The *office phones are for emergency use only*.
- Be in dress code at all times.
- Be at school by the first bell.
- Enter room immediately after the first bell.
- Follow school rules at all times.
- Play safely.
- *Walk on the right (Rules of the Road) at all times* on the school campus unless at dismissal or during emergency drills.
- Use *restrooms* during break and not during the first and last 15 minutes of class time.
- Do not play in the *restrooms* or *hallways*.
- In the *cafeteria*, students are to talk in quiet voices, clean up after themselves, and not take food out of the cafeteria.
- Assist in maintaining our *beautiful school campus* by staying out of planted areas, picking up litter to place it in trash cans, and staying off grassy areas except on the playground.

Procedure for Refusal to Follow Directions:

1) *Provide a single, clear, specific, immediate reasonable direction.*
   a) Remind student of behavior expectation in a calm and concise manner.
   b) Have student demonstrate/practice the expected behavior.
   c) Example: “Please do not shout out in class. Wait for your name to be randomly selected.”

2) *Repeat the direction*, but indicate the seriousness of the choice s/he is about to make.
   a) Have student verbally repeat the behavior expectation.*
   b) Example: “I will stop shouting out and I’ll wait for my name to be called.”

3) *Restate quietly to the student as you are writing* the exact conversation and actions that occurred between you and the student. If the student complies implement an in-class consequence, if the student refuses, document on appropriate step on Student Behavior Document (SBD), using teacher judgment decide if it is a Level 1, 2, or 3 on Terronez’s Student Behavior Document. (see appendix)

(*If the student complies then stop; if the student does not comply then move to the next step.*)
## Terronez’s Tiered Level of Support

<table>
<thead>
<tr>
<th>Mild Behavior – Level 1</th>
<th>Moderate Behavior – Level 2</th>
<th>Severe Behavior – Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor behaviors that can be adequately corrected at the time and in the setting in which they occur do not require documentation, however if behavior is habitual, place on appropriate step on SBD. Habitual is a minimum of 3 offenses.</td>
<td>Misbehaviors that, while not requiring administrative involvement, require documentation on SBD. These are behaviors that require a consequence (e.g., detention, lose a privilege, phone call/note home, etc.)</td>
<td>Serious misbehaviors that require immediate administrative involvement and written documentation</td>
</tr>
<tr>
<td>A staff member observing a Level 1 infraction corrects the student at the time.</td>
<td>A staff member observing a Level 2 infraction corrects the student at the time and assigns a correction, and completes a SBD.</td>
<td>A staff member observing a Level 3 infraction has the student escorted to the office or notifies the office for assistance then completes the referral form (Step 3 of SBD).</td>
</tr>
<tr>
<td>• Blurring/calling out in class</td>
<td>• Pushing</td>
<td>• Physical Fighting (Throwing punches)</td>
</tr>
<tr>
<td>• Touching (non-sexual)</td>
<td>• Stealing (minor, one time, e.g., pencil)</td>
<td>• Assault (Physically harming another)</td>
</tr>
<tr>
<td>• Making noises</td>
<td>• Profanity to other students</td>
<td>• Defiance (disrupting instruction or not safe to continue activity)</td>
</tr>
<tr>
<td>• Not following directions</td>
<td>• Refusal to do work</td>
<td>• Threatening (Weapons/extreme bodily harm)</td>
</tr>
<tr>
<td>• Name calling (put-downs)</td>
<td>• Talking back to adults</td>
<td>• Spitting on someone on purpose</td>
</tr>
<tr>
<td>• Excessive talking</td>
<td>• Playing in restroom</td>
<td>• Sexual Harassment (touching or verbal)</td>
</tr>
<tr>
<td>• Profanity (accidental)</td>
<td>• Habitual misuse of equipment</td>
<td>• Stealing (habitual)</td>
</tr>
<tr>
<td>• Throwing objects (no harm intended)</td>
<td>• Inappropriate play (e.g., picking up someone, tackle football, etc.)</td>
<td>• Bullying (habitual/targeted)</td>
</tr>
<tr>
<td>• Out of seat/not paying attention</td>
<td>• Throwing food</td>
<td>• Profanity (habitual/to an adult)</td>
</tr>
<tr>
<td>• Spitting on the ground</td>
<td>• Not following directions (insubordinate)</td>
<td>• Brandishing dangerous object (gun, knife, sharp object, drugs)</td>
</tr>
<tr>
<td>• Walking/climbing on furniture</td>
<td>• Habitual lying</td>
<td>• Extortion</td>
</tr>
<tr>
<td>• Gum/candy/chips/ seeds</td>
<td>• Late bell infraction</td>
<td>• Leaving school grounds</td>
</tr>
<tr>
<td>• Work not complete</td>
<td>• Tripping/ Pushing</td>
<td>• Dress code violation</td>
</tr>
<tr>
<td>• Cutting in line</td>
<td>• Throwing objects (Someone hit not harmed)</td>
<td>• Damaging property</td>
</tr>
<tr>
<td>• Misuse of equipment</td>
<td></td>
<td>• Possession of dangerous objects</td>
</tr>
<tr>
<td>• Toys at school</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Level 1 Strategies for Correcting Classroom Behavior:**
- Verbal Warning, Name on the Board
- Check on Board
- The following consequences should be documented on ATLAS
- *In Class Time Out (5 minutes)*
- *Buddy Room (15 minutes maximum)*
  - a. Partner with class in close proximity
  - b. **Students may not be held outside of class unattended. This is a safety issue.**
- Loss of privileges
- Note or parent call home if necessary
- Teacher and student conference
- Teacher/Student/Parent Contract
- Correct Calmly
- One liner “Please respect Terronez’s policy of…”
- CHAMPS Procedures
- Practice the correct behavior
- Restitution
- Positively interact with students
- Proactive parent contact
- Daily/Weekly Behavior Plan/Report (p.259 CHAMPS Reproducible CD 6.5 -6.8)

**Level 2 Strategies:**
Level 1 consequences with documentation on ATLAS and SBD, plus:
- Conference with student
- Call or note home if necessary
- Lunch, or After School Detention
- Behavior Support Plan (BSP)
- Referral to Administration
- Move a step on class behavior system
- ACHIEVE Procedures
- Parent contact
- Owe time (e.g., 5 minutes after school of teacher/student choice)(No passing periods)
- Restitution
- Restrict activity* (e.g., cannot eat in cafeteria for 2 days).
- Loss of privilege (e.g., cannot attend dance)

**Level 3 Options:**
- Immediate Referral to Administration
- Suspension (possibly in house)
- Including a Behavior Support Plan (BSP)
- Expulsion
Positive Behavior Support

Environmental Factors to Correcting Behavior
- Change seating - near positive role model, away from distractions, close to teacher, new group
- Create more physical space for student
- In class “time-out”
- Rules are consistently enforced in a firm, fair and consistent manner with appropriate consequences and rewards
- Maintaining close contact with parents strengthens the teacher/parent relationship. Be sure to call home with good news when you see improvement with behavior
- If sending a student to the office a written referral and the discipline log must accompany the student.

Assignments
- Additional time to complete
- Simplify directions
- Individualize assignments/ differential grading
- Oral quizzes
- Take-home tests
- Non-verbal cues to stay on task
- Organizational help (student agendas)
- Assignments posted in writing on the board

Behavior modifications
- Immediate, positive feedback
- Teacher/Student/Parent contact
- Individual rewards, consequences
- Positive notes home
- Provide student with choices
- Teacher / student conference

Consultation
- Conference with student
- Refer to counselor
- Telephone parent
- Outside Services

Additional support
- Peer Mediation/Conflict Resolution
- Peer tutor / note-taker
- Teaching Fellow
- Peer Helper
- Homework Buddy
- Technological resources
- Student Success Team (SST)
- Severe offenses such as fighting (punches thrown), stealing, sexual harassment, etc. should be sent directly to the office without going through the steps. Send documentation as soon as possible.
- Maintain documentation on all students with behavioral problems. Such documentation is confidential, but can be very helpful for referrals for outside services.
Olweus Bullying Prevention

6 steps “On-the-Spot” Bully Intervention

1. Stop the bullying
2. Support the student being targeted
3. Name the Bullying Behavior
4. Empower and provide guidance to Bystanders
5. Impose immediate Consequences
6. Ensure future Safety

Prohibited Items

TOYS (includes, but not limited to stuffed animals, balloons, basketballs and footballs) and other items from home are NOT allowed at school.

Bringing these items creates several problems. It takes away from the learning environment and causes problems dealing with lost and stolen toys and items. If these items are brought to school a teacher or administrator will take them away and request that the parent pick up the toy or item. The school cannot be responsible for lost or stolen items.

Laser lights or anything that may be considered a weapon may not be brought to school. These are prohibited by regulations and may result in suspension or expulsion.

Students should be referred to office for weapons, lasers, balloons, rubber bands etc… Prohibited items should be confiscated.
FUSD Zero Tolerance Policy

The Board of Education hereby declares the Fresno Unified School District to have a Zero Tolerance policy on:

- Possession of loaded or unloaded firearms.
- Possession of other dangerous objects.
- Possession of laser and explosive devices.
- Possession of knives.
- Possession and/or sale of controlled substances.
- Caused, attempted to cause or threatened to cause serious physical injury to another person, or willfully used force or violence upon person of another, except in self-defense.
- Commission of or attempted arson.
- Commits or attempts to commit sexual assault or battery.
- Terrorist Threats.

This policy shall apply to students in grades 4-12; therefore, this policy will be in effect in all high, middle, and elementary schools. These actions will not be tolerated in the school buildings, school grounds, busses, or at any school related or school sponsored activity away from school. Hereafter, all students who possess and/or commit the actions listed under the Zero Tolerance Policy will be immediately suspended and recommended for expulsion, unless the particular circumstances show that expulsion is inappropriate. No exceptions shall be made in the case of possession of a loaded or unloaded firearm.

All acts of violence and possession of weapons will be recorded for every pupil on their record. In every case, students who violate applicable Education and Penal Codes referenced by this policy will be referred to the appropriate law enforcement authorities.
Dress and Grooming Code
(Fresno Unified School District Regulation: 5132)

School is a place where the best possible educational environment must be created and maintained. Emphasis shall always be on neatness and cleanliness. Dress and grooming of students that tends to obstruct or inhibit the instructional program is to be prohibited. According to law, “A pupil who goes to school without proper attention having been given to personal cleanliness or neatness of dress may be sent home to be properly prepared for school.” Parents of students who do not come with the proper attire to school will be contacted. A change of clothes may be requested and/or parents will be informed of the dress code violation. Frequent dress code violations may result in disciplinary action for the student.

DRESS CODE POLICY
(Dress Code is Subject to change)

Dress and Grooming Code (Fresno Unified School District Regulation: 5132) will be enforced daily.

No clothing with words, lettering, designs or pictures with sexually suggestive expressions or actions, gang affiliations, profanity, obscenity, drugs, alcohol, tobacco, or that make fun of individuals.

Overall Dress

NO SAGGING, or oversized clothing. Pants/shorts must fit around the waist without the aid of a belt.

- All students must wear Identification Badge attached to lanyard.
- Clothes may not be predominately RED. No Solid red shirts allowed under another shirt. No Red Shoe laces allowed.
- No College or Professional Sports Clothes or accessories (lanyards, backpacks). The ONLY team clothing that may be worn is that which promotes Terronez Middle School.
- No torn or frayed pants above the knee, shorts or radically altered clothing that exposes the skin above the knee. Leggings may be worn under torn or frayed pants.
- Tank top straps must be at least 2” wide. You may not wear two tank tops to make 2” wide. No Bare midriff shirts. No spaghetti strap shirts. No racer back shirts.
- No see through clothing or exposed under garment.
- **Shorts and Skirts must have a 4” inseam**
- Shoes must be worn at all times. No flip/flop style shoes. All shoes must have a back strap. No house slippers.

Grooming

- No Grooming in class – get ready at home (hair, make-up, braids, etc.).
- Hairstyles that draw attention to the wearer or detract from the educational process may not be worn
- No Mohawks are allowed. Mohawks are considered shaved hair that extends past the top of the head.
  - Spiked hair may not be from forehead to neck.
  - Multi-colored or unnatural hair colorations (green, blue, bright red etc.) are not allowed.
  - **No Razor Cuts, No Clipper cuts** in hair are allowed. No designs may be shaved into the hair or eyebrows.
Hats/Headgear/ Accessories

- Only Terronez Middle School Hats and non-sport team hats are allowed.
- No hairnets, headbands, bandanas or do-rags of any color are allowed.
- No predominately Red on backpacks, book bags, binders, shoes, shoestrings, belts, hair accessories, lanyards, jewelry, etc…
- No attire that may be used as a weapon, such as spiked shoes or chains over 4”, is allowed.
- NO POINTED EAR STRETCHERS ARE ALLOWED.
- Jewelry or any object, which pierces the skin other than the ears, is not allowed.
- NO facial piercing allowed. This includes: lip, nose, eyebrows, tongue, or cheek. Piercings may NOT be covered with a band-aide.

Enforcement: All staff will enforce the dress code.

Consequences of Dress Violation:

- **First Time**: Student will be required to change clothing. Clothing will be confiscated and parent will be notified. Student will be allowed to pick clothing up after school.
- **Each incident after the 1st**: Student will be required to change clothing. Clothing will be confiscated and parent will be notified to pick up.

EXCEPTIONS may be made by the principal for special days or events.

**Dress Code-Board Policy 5132**
**Information on Suspension of Students**

Students may be suspended from school for a variety of infractions of the District rules and State Educational Codes.

Regular Education students can only be suspended twenty days and Special Education students for ten days before initiating expulsion proceedings. The board will generally not approve an expulsion unless a student has repeated severe violations (physical assaults, weapons violations, drug infractions). Caution must be exercised and good judgment applied when suspending students in order to not exceed the maximum days.

If you are suspending a student from your room for the remainder of the day it is expected that all the steps in the management plan have been completed. The teacher must have direct contact with the student’s parent (phone, conference, home visit) before school begins the next day. If you are unable to contact parents, notify one of the secretaries in the office so they can try as well. Document that you attempted to call parents and notified an office secretary. The results of this conference will be reported on the discipline form to the principal for documentation, as the district now requires each site to report in-school suspensions.

Teacher is responsible for preparing:
1. Who will supervise student
2. Student’s work for the suspended day
3. Must have parent conference scheduled
Procedures

Emergency Cards

Emergency cards and insurance forms are given to students at the beginning of the school year. Encourage students to return their emergency cards and the insurance forms as soon as possible.

The emergency cards are to be alphabetized and must include teacher’s name and student ID numbers on them. Turn in Emergency Cards at the end of each day of the new school year. Students who enroll after the beginning of the school year will fill out emergency cards and insurance forms during registration.

Deadline

By the end of the 2nd week of school, 100% of the Emergency Cards are due to the Front Office.

Grade Book and Lesson Plan Book Procedures

Grade Books (ATLAS)

Grade books should be updated in a timely manner with at least one assignment per week. Your grade book must be available to substantiate your grades for a student if necessary. Parents have the right to review the letter grades of their child. Administrators may review grade books from time-to-time.

Grades may be derived from any of the following:

- Class participation
- Homework completion
- Projects
- Reports
- Assessments (formal and informal)
- Oral reports

Lesson Plan Book

Easily accessible weekly lesson plans that are grade level/subject appropriate and standards based are required from all teachers. Lessons must include: Objective, instruction aligned to objective, assessment piece and planned closure. Students are expected to write their objective and homework in their student agenda daily.

Grading Guidelines

The standard grading policy will be based on grade level/department specific guidelines. Please see your department chair for further information.

Grading Policy-Board Policy 5121

English Language Arts/Math/Social Studies/Science/Physical Education: Students should be able to show an understanding of the concepts presented. Grades will be based on assignments, projects, and tests (rubrics when applicable).
Report Cards

Guidelines for completing report cards:

- Input into ATLAS all report card grades.
- Students who have been enrolled for twenty days must be given a report card.
- Students at any level in any academic area can receive a lower grade than their ability level if their assignments are of poor quality or are incomplete.
- **Comments** do not have to be included on the first marking period if you have a parent conference. If you are unable to have a conference with the parent/guardian then comments should be made on the report card.
  1. Comments should give insight into the **strengths and weaknesses** of a student’s ability.
  2. Comments should be **positive** as well as **constructive**.
  3. Students working **below grade level** in a given academic area should not receive a grade higher than a D.
  4. Teachers must make attempts to contact parent/guardian of D or F students. All attempts should be documented in ATLAS.
- Students will receive progress reports at minimum once per quarter.
- `Report cards will be provided by administration.

Homework Policy

Research shows that students who complete homework are more successful in school as they enter the high school grades. This is a student’s opportunity to practice responsibility.

**Homework Policy-Board Policy 6154**

**Teacher Responsibilities**

- Assign homework that students can complete independently
- Check homework when it is returned
- Maintain a record of homework returned
- Contact parents when assignments are not turned in

**Student Responsibilities:**

- Take homework home
- Do the assignment
- Return completed homework assignments when due

**Parent Responsibilities:**

- Provide a quiet place for students to work
- Encourage and assist when possible or necessary
- Review and initial the completed assignments

**Possible Consequences:**

- Loss of break or privileges to complete assignment
- Negatively affect grades by missed assignments
- Parent contact


**Substitute Teacher for Illness:**

Please request via internet as soon as possible, to ensure that a substitute is obtained. If you call for a substitute teacher after 7:00 am, please call or text the officer manager. Please see officer manager for her cell phone number.

[https://www.hr.smartfinder.fresno.k12.ca.us](https://www.hr.smartfinder.fresno.k12.ca.us)

**User manual**

**Substitute Teacher for District Meetings:**

The office will provide the teacher with an event number. It is the responsibility of the teacher to submit and request for a substitute teacher through Smart Finder.

Teacher is responsible for checking with Office Manage to ensure that adequate coverage is available to cover for district meeting. In the event that there is no coverage for class, teacher may need to reschedule district meeting.

Plans for a substitute teacher must include:

- Bell schedule
- Classroom daily schedule
- Detailed lesson plans
- Class seating chart
- Classroom discipline plan
- Morning/after school duties
- List other grade level/department teachers along with phone numbers to support substitute teacher if needed.
LUCENT TECHNOLOGIES OCTEL MESSAGING DIVISION

Initializing Voicemail
1. Call the Octel voicemail system number.
   - Internal: 72500
   - External: 457-2500

2. After it answers, PRESS the "#" key.
3. Enter your mailbox number.
   - Same as extension number except the teachers will be 4XXXX for Homework Hotline

How to Access Octel

From My Phone
- Call 72500
  - Enter Password

From Another Phone with a Mailbox
- Call 72500
  - Press *
  - Dial Mailbox Number
  - Enter Password

From Another Phone Without a Mailbox
- Call 72500
  - Press #
  - Dial Mailbox Number
  - Enter Password

From Home
- Call 457-2500
  - Press #
  - Dial Mailbox Number
  - Enter Password

From the Road

Main Menu
1. Review
2. Send
3. Locate Messages
4. Personal Options
5. Restart
Exit
**Teamwork = Committee Work**

School committees are avenues for supporting important programs of the school. To be able to provide a quality educational environment for our school the following committees will be established. The committees below that are underlined are optional.

**Leadership Team:** The Leadership Team is comprised of the principal, vice principal, GLA, and grade level chairs. The Leadership Team will meet in B104. The Leadership Team is responsible for updating and reviewing the current practices and programs of the school.

**Technology Committee:** The Technology Committee will coordinate the Technology Plan, implement and update the Site Technology Plan, oversee the purchase of technological equipment, develop technology grant writing, assist in providing staff development.

**School Site Building Committee:** This committee is responsible for bringing contractual and equity issues to the principal. The committee acts as liaison between teachers and administrators.

**School Site Council:** The School Site Council meets on a quarterly basis to discuss and decide school policy and budgetary issues related to state and federal categorical programs. It is composed of parents, teachers, other school personnel, and parents. The council meetings are open to all interested persons, but only elected representatives can vote.

**ELAC:** The English Language Advisory Council is made up of the principal and parents. Its purpose is to inform parents on the educational program available to students who are learning English in addition to the other content areas. This council meets quarterly or more frequently based on parent request.

**The Sunshine Committee:** The responsibilities will include setting up a yearly agenda of events. The committee will also be responsible for purchasing and sending of acknowledgements of get well, sympathy and congratulations.

**Student Success Team Committee:** Main function to use systematic problem solving approaches to assist student who are not progressing. The team is made up of regular education teachers, parent, and the following: (as needed per student situations) psychologists, resource teacher, counselor, administrator and nurse.

**Safe and Civil Committee** – Committee members as well as administration. Meetings will take place monthly to update the Site Safety Plan annually and review safety information to keep site updated on latest procedures and policies.
In lieu of sports supervision throughout the school year, all teachers must join one of the committees below:
(Teachers may choose to join multiple committees)

**TAC PACK Committee**: There will be quarterly celebrations of our students who are demonstrating good character and grades as defined by No Fs, No Library fines and no suspension. Committee members will help organize the events in conjunction with the Campus Culture Director. Members need only to participate in one TAC PACK committee a year.

**Principal’s Medallion Dinner Committee**: Those students receiving a 4.0 throughout the school year will be celebrated in June at an evening dinner. Committee members will plan and coordinate the event along with administration.

**Sunset Formal Committee**: In May of the school year is an evening dance where students come for a semi-formal dance experience. Committee members will plan and organize the event along with administration.

**Winter Fest Committee**: In December, the campus has an evening event to celebrate the many community service projects completed during the first semester. This is an evening event with performances by Terronez students as well as food vendors. Committee members will plan and organize the event along with administration.

**Portfolio Night Committee**: In the spring, students will present the work they have completed throughout the year to their parents in a portfolio. Committee members will plan and organize the event along with administration.

**Block T Committee**: Students have the opportunity to earn points towards academic recognition through BLOCK T. Committee members will plan and organize and advertise Block T during the year along with administration.

**Parent Teacher Conference Committee**: This year we will have 2 early release days to facilitate Parent/Teacher/Student conferences. Committee members will plan and organize the event along with administration.

**ZAP Program Committee**: Last year we began a new homework program called “Zeroes Aren’t Permitted” (ZAP). The new program needs some tweaking to make it completely successful.
Evaluation Process

Human Resources schedule all teacher evaluations. The principal receives a list of teachers who are to be evaluated from the District Office.
A meeting of all teachers who are being evaluated will be scheduled. At the meeting teachers will be informed of the evaluation process and they will be asked to sign a letter of intent to evaluate.
A pre-conference date will be scheduled. At the pre-conference the administrator and teacher will discuss the Teaching Standards, goal setting, the classroom observation and the post conference schedule.
An observation scheduled by the teacher and the administrator will then take place.
A post conference will be held within 3-5 days of the observation.

California Standards for the Teaching Profession (CSTP)

FUSD Continuum of Standards for the Teaching Profession

Walkthrough Protocol:
- Students should be instructed not to greet administration during classroom observations
- Administration will conduct regular walkthroughs both in teams and independently.
  Conversations with students will revolve around the learning taking place during the lesson.

Working on the Weekends at School

If you are planning on working on the weekend, please let the Office Manager know by 3 p.m. on the preceding Thursday.

If you need a gate key the Office Manager will check one out to you.

Before you enter your classroom call 457-3000 and let FUSD security personnel know that you are on campus. When you are ready to leave you must call 457-3000 and let them know you are leaving campus. You must vacate the school by 4:00 PM or when custodial staff notifies you that the alarm must be set.
**Athletic Eligibility**

- Evaluation of students for Athletic Eligibility and Ineligibility will be done by the Athletic Director and will take effect on the second Monday following the end of each quarterly grading period.
- Eligibility and Ineligibility start the second Monday after the quarterly grading period ends.
- Athletic Probation are students whose grade point average is below a 2.0 at the end of the grading period.
- Ineligible students are those students whose grade point average is below a 2.0 for two consecutive grading periods, or have not passed four classes.
- Ineligible students whose grades continue to be below a 2.0 or who do not pass four classes on the quarterly report card and who remain on the active team roster will continue to be identified as ineligible.
- Ineligible student athletes may be allowed to continue to participate in team practice, but they will not participate in any athletic events.
- Probationary students whose GPA continues to be below a 2.0 on the quarterly report card, or who do not pass four classes on the quarterly report card will immediately be identified as ineligible. The student may be able to continue to participate in team practice, but will not participate in any athletic events.
- Ineligible and Probationary students who now have a GPA of 2.0 or above and who have passed a minimum of 4 classes on their quarterly report card will be re-designated as fully eligible.
- They will begin to fully participate in all athletic/team activities beginning on the second Monday after the end of the grading period.
- Eligible students whose GPA drops below a 2.0 will be immediately moved to probationary status.
- Students who do not pass four classes will immediately be moved to ineligible status. They may be allowed to continue to participate in team practice, but they will not participate in any athletic events.
**Attendance Procedures**

Click control and on the link below for attendance procedures:

**Terronez Middle School**

**ATTENDANCE POLICY**

*School will make parent/guardian contact for each tardy and absence.*

<table>
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<th><strong>Tardy</strong></th>
<th><strong>Policy</strong></th>
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| At any one (1) truant absence or tardy | 1) Student will be assigned afterschool detention per tardy beginning with first tardy.  
2) If student is truant, student will be assigned 2 days of afterschool detention per day truant. |
| At three (3) consecutive unexcused absences | 1) SSW will meet with truant student and sign an attendance contract. This contract will be placed in cum and a copy will be mailed home.  
2) If student is truant, student will be assigned 2 days of afterschool detention per day truant. |
| At six (6) excused and/or unexcused absences | 1) SSW will hold an intervention meeting with the student and sign attendance truancy letter. This Letter will be placed in cum and a copy mailed home. |
| At ten (10) excused or unexcused absences | 1) School Social Worker (SSW) will hold an intervention meeting with student and parents/guardians.  
2) Parents/guardians will be informed of Ed Code and SARB process and resources if needed.  
3) Student’s attendance will be monitored by SSW. |
| If parents/guardians and student do not improve attendance after the ten (10) excused or unexcused absences meeting. | 1) Student and parents/guardians will be referred to SARB process. |

**Section 48200** of the California Education Code requires parent or legal guardian of a child between 6 and 18 years of age to enroll and insure school attendance. The child must enroll in the school district in which the parent or legal guardian resides.  

**Section 48293** states that any parent or legal guardian who fails to comply with the provisions stated above will be referred to the District School Attendance Review Board for possible recommendation that the parent or legal guardian be cited to appear in court. This citation may lead to a fine of not more than two thousand five hundred dollars ($2,500.00), or continued violation of the order is punishable as contempt of court. SARB can recommend formal probation for a student based on habitual truancy and/or out of control behavior. Through Ed Code 48264.5 (d) (4) a student adjudged a ward of the court may be given a $1,000.00 fine, community service and/or suspension or revocation of driving privileges.  

**E.C. 48260 Truant Pupil Definition:** Any pupil subject to compulsory full-time education or to compulsory continuation who is absent from school without valid excuse three full days in one school year or tardy or absent for more than any 30 minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, is truant and shall be reported to attendance supervisor or to the superintendent of the school district.
Teacher I.D Badges

- Employees will wear an I.D. badge at all times while on campus or attending school or district activities.
- If you forget your I.D. badge, please go to the office and obtain a temporary badge.
- If you see someone on campus without an I.D. badge, please direct them to the office for a visitor badge.
- If you lose your I.D. badge, please go to the Library to get a replacement. The cost is $3.

Student Identification Badge Procedures (ID)

- All students are required to wear an ID around their neck on an approved lanyard.
- Students who have lost or misplaced ID should be referred to office.
- A temporary ID will be provided for those students having lost or misplaced their ID.
- Students needing temporary ID will serve lunch detention.
- The first ID badge will be free. Replacement ID badges will cost $3.00.
  - Community service may be arranged with administration to earn a new ID.

Tardy Sweep

1. Students will be issued an orange tardy slip and go directly to class
2. Teachers will ensure tardy is entered into Atlas
3. Students will receive lunch detention the following day.

Comp-Time Procedures, Forms and Information

- All comp time must be approved one week in advance by the principal or vice principal. This includes coverage for sports. See the office manager for comp time forms.
- Each person must secure their own coverage. Refer to the master schedule for the names of teachers and their prep time. After securing coverage, give a copy to the office manager. If your coverage does not show up, they can be reminded by the office. When the coverage is completed, the person requesting coverage should return a copy to the office verifying the coverage.
- All comp time forms should be returned to the office manager before the intended day of absence. Once form is received and approved an event # will be issued.
  - No comp time will be given for combining classes.
- All comp time carried over from the previous school year must be used by the end of the fiscal school year, or you will lose it. See the office manager to set up dates you would like to take off.
Child Abuse Reporting

Mandated reporters are required by law to report known or suspected cases of child abuse. All staff members are considered mandated reporters. As a mandated reporter you must report if you know or have reasonable suspicions that a child is being abused or a child has been abused. Even if an incident has occurred in the past and/or even if the child is no longer at risk a report should be made to protect other children who may be potential victims.

Child Abuse Penal Code 11166
Section C
DIVISION OF HUMAN RESOURCES
Fresno Unified School District
C1

CHILD ABUSE - WHAT IS IT?
Any act of omission or commission that endangers or impairs a child's physical or emotional health and development, including:
- Physical abuse, corporal punishment
- Physical neglect and/or inadequate supervision
- Sexual abuse and/or exploitation
- Emotional abuse, deprivation

WHAT IS MY RESPONSIBILITY?
If you are a teacher, administrative officer, supervisor of child welfare and attendance, or certified pupil personnel employee, or a licensed nurse, you are a mandated reporter and it is your responsibility to:
- Identify incidents of suspected child abuse.
- Comply with laws requiring reporting of suspected child abuse to the proper authorities.

HOW DO I REPORT?
Call the Fresno County Department of Social Services, Protective Services Division, immediately at 255-8320 and provide the following information:
- Your name
- Name of the child
- Present location of the child
- Nature and extent of injury
- Any other information that led the reporter to suspect child abuse
- Other information as requested

Within 36 hours, complete DOJ form 11166 PC (4-part NCR) as completely as possible. Retain the yellow (last) copy for your personal record. Mail the remaining copies to:
Department of Social Services
Attention: Child Protective Services
Fresno, California 93750-0001

WHERE TO OBTAIN FORMS?
Contact Student Services at 457-3340

WHAT HAPPENS IF I DON'T REPORT?
You may be found guilty of a misdemeanor and may be held liable for civil damages.

CAN I ASK SOMEONE TO REPORT FOR ME?
When two or more persons who are required to report are aware of an instance of suspected child abuse, it may be agreed that one will make the report. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

**Emergency Drills**

The procedures for a fire drill are:

**R**emain calm.

**T**ake your classroom roster out with you and take roll when you reach your designated location.

**M**ake sure lights are turned off and door is closed and UNLOCKED.

**I**nstruct the students to line up quietly in a single line fashion.

**E**ach classroom must follow the Fire Drill and Evacuation map (see Safety Plan).

**S**tudents must be at least three feet away from the fence.

**A**ll staff and students are to remain in the assembled area, until the all-clear signal (a long bell) is given by the administrators.

**P**lease update your Red and Green Fire Drill Folder monthly

Fire Drill Folder must be accessible to substitutes

The Procedures for a lock-down are:

1. Lock all windows and doors.
2. Leave shades open and turn off lights.
3. Relocate students and other occupants away from doors and windows.
4. Maintain a calm environment.
5. Conduct a count of all occupants and email admin and office manager immediately of missing persons.
6. If explosion or gunfire is heard, get everyone on the floor.

**Easy Rule to remember what to do to the door:**

**Fire Drill**: Firemen are good so let them in! = leave door unlocked

**Lock Down**: Keep the bad men out! = LOCK THE DOOR!
Fundraising

Fundraising events need to be scheduled with the principal to avoid conflict between classes/departments.

STUDENT BODY FINANCIAL PROCEDURES
The Education Code and the Fresno Unified School District authorizes the Student Body Fund at the site level to handle all tax-exempt fundraising activities on behalf of the students. No other accounts are legally authorized. All staff members planning to fundraise on behalf of students need to follow the procedures below.

1. The club/activity sponsor (not a student) must fill out a request for a fundraiser. This form is available in the office.
2. After a request has been recorded on Master Calendar and approved by ASB Cabinet, a purchase order can be requested.
3. A purchase order must be obtained from the office before any orders or pre-orders are placed.
4. Deliveries of merchandise should be scheduled during regular school hours.
5. Complete and turn in to the office the Revenue Potential form. (See appendix)
6. Daily deposits need to be turned into the office before 2:30 p.m., each day of the fundraiser. Money will not be accepted without a Cash Count form attached to the deposit.
7. Bills must be forwarded to the office as soon as received. Check Request form must be attached to invoice.
8. Revenue analysis is due immediately after fundraiser is completed. NO EXCEPTIONS!

THINGS TO REMEMBER!
1. Request for fundraiser - approved
2. Purchase order request – approved
3. Money received daily
4. Check request for payment
5. Revenue Potential

VENDORS – have been notified that orders should be accepted only if they are presented an APPROVED, SIGNED PURCHASE ORDER. If any other procedure is followed, payment must be arranged between the vendor and the person placing the order. If a purchase was not approved, THE INDIVIDUAL BECOMES PERSONALLY LIABLE FOR PAYMENT!

REQUEST FOR PAYMENT – All payments must be approved (signed) by the sponsor, the student, representative and an administrator. Please try to submit the request two or more days before the check is needed.

CASH BOXES and/or CHANGE REQUEST – Occasionally you may need the use of a cash box or change box for collections or sales. Because it may be necessary to obtain change from the bank, please allow at least THREE DAYS notice to the office.
Links to all Pertinent Fundraising Documents

Click on words above for main page. Click on pictures below for specific forms.

ASB Purchase Request Approval

ASB Cash Count Form

ASB Detailed Form

Revenue Potential Form

ASB Fund Raising Event Request
Student Phone Call Procedures:
- Students must use office phone when calling home during the day
- Teachers call office and inform staff that you made a phone call and received no answer.
- Students may call home in the main office after 2:45.

Parent Teacher Conference
Sign-up sheet for conference room is located on the outside of each conference room. Please check availability before setting up appointment with parents. (See Appendix for Student/Teacher/Family form)

Terronez Middle School Schedule Change Policy
Here at TMS we strive to ensure appropriate placement for each student in all core academic classes. Student assessment results, grades, and when appropriate, ELD levels, IEP and 504 plans, are utilized to create all student schedules.

Schedule Changes
The GLA or Academic Counselor will authorize a schedule change at their discretion. Reasons for changes might include.
- Duplicate class(es)
- Missing class(es)
- Incorrect Special Ed or EL student placement

Parent/Teacher Request:
A parent/teacher/student conference must be held. Any change will be made at the discretion of administration.

Elective classes
We make every effort to place students in their requested first choice elective course(s).
- For students whom we cannot place in their first choice elective classes, Terronez Middle School makes every effort to place the student in one of their alternate elective choices.
- In those cases when a student cannot be placed into either a first choice elective or an alternate elective, Terronez Middle School will place the student into any available elective that fits within the student’s schedule.

Student schedules may change slightly for leveling purposes and enrollment during the first 2 weeks of school.
Independent Study for Short Term Vacation

The parent must provide advance notice before beginning an Independent Study. The minimum number of days to consider when assigning an Independent Study option is five days and the maximum number of days is 15 days or three weeks.

Important information to know about Independent Study contracts:

- The Assignment Contract must be completed by Home-School contact prior to the implementation of the Independent Study Plan and parents must be in agreement.
- A Master Agreement may be extended beyond the due date as long as the parent/guardian of the student has called and received permission in advance of the termination date (never after the student returns).
- Work needs to be a minimum of one hour per day to total five hours per week for each class.
- The teacher should assign work that is comparable to what would be assigned in the regular classroom.
- The assigned work is due on the date the student returns to class unless prior approval is obtained.
- The student should keep the folder, Master Agreement, and a copy of the Assignment Contract.

Requesting a Check for Reimbursement

Guidelines for requesting reimbursement;

Obtain prior approval from the principal before making a purchase. Submitting a “Request for Payment” form can do this (get form from Office Manager).

After the purchase, submit the Request for Payment form to the Office Manager for reimbursement. The receipt must be attached to the Request for Payment form.

Purchases made prior to approval cannot be reimbursed.
Celebrations/Incentives

Assemblies

In order to facilitate a positive atmosphere for assemblies, the following procedures should be followed:

- Review of behavior expectations prior to the assembly.
- Quiet, orderly lines to and from the assembly.
- Seating will be front to back.
- Courteous, respectful audience participation.
- Applause only.
- Dismissal will be made by the person in charge to a designated exit.
- Disruptive students may be removed to a monitored area. Classes unable to follow the procedures will be asked to leave.
- **Teachers are not to have cell phones on during the assembly.**
- **Teachers are to monitor their class at all times.**

Services

Student Instructional Support

Primary Language Support

- Teaching Fellows (TF) play an important role in the academic development of our English Learning students. The TFs primary function is to provide access to the core curriculum through the use of the student’s home language. They preview-review the EL’s academic assignments in small groups or in one-on-one settings in the classroom. TFs may also translate/interpret for parent conferences and classroom notices that are sent home.

- TFs are funded though categorical funds for the purpose of assisting EL students. **They are not to be used as classroom aides, i.e., Xeroxing, correcting homework, putting up bulletin boards.** They can be used to help implement the English language arts curriculum and they can provide support in all content areas to EL students only.

- TFs are to call the Office Manager to report their absence at school. **The Office Staff will in turn notify the teacher of the TFs absence.**

Teaching Fellows

- Terronez established a partnership with CSU Fresno to provide Teaching Fellows for our students. Teaching Fellows are students at Fresno State who are interested in a teaching career. Currently they work in ELA classrooms to assist in instruction. **This may change if we are not able to show achievement data to support this arrangement.** Our Teaching Fellows receive monthly staff development to ensure the high caliber of service to our students.
• These students are supervised through the program with Fresno State. If you have concerns or questions regarding your Teaching Fellow, it is your responsibility to make these issues known to the administrative team so that we can resolve all concerns immediately.
• Teaching Fellows will also be utilized to staff the After School Program.

**Health Services**

**Terronez Health Office Guidelines**
The health office can be a very busy place and it is our goal to assist each student in the most efficient and effective manner possible. Just a few things to keep in mind:

- There are times during the day that there will not be a nurse in the office due to coverage of special health related procedures that need to be completed for students on campus.
- We want to minimize the amount of time that students are out of class and this requires a team effort.
- Students often miss 30-40 minutes of class time waiting for a simple ice pack or a Band-Aid and we need to avoid this.
- Many of the health office visits are unnecessary please encourage students to remain in class unless they appear ill or display symptoms of illness.

**Teachers:**
- Please send students with a pass which includes the following:
  - Date, time, student name, and reason for visit
- Student will return to class with pass that is:
  - Signed and indicates time student was returned to class
- Students do not need ice for old injuries or very minor bumps and scrapes (unless injury occurred that same day-ice is not necessary)

**Front Office:**
- All health office visits need to be documented in the Health Master software program (this is FUSD’s required legal documentation)
- If RN or LVN is on campus, but not in the office (procedures, IEP meeting etc.) students need to be attended to- if it is urgent contact nurse immediately by radio or cell phone.
- If RN/LVN is unavailable for a period of time due to a confidential phone call or meeting with physician, health care provider, parent, student, or staff member the students need to be attended to -if there is an emergency office staff should notify nurse immediately.

**Students:**
- Students should have a pass from their teacher to be seen in health office.
- Do not come to health office during passing periods- check into class first.
- Student who comes to health office:
  - Door is open student may come on in
  - If door is closed student can open the door quietly and close the door behind them
  - If door is locked student should see the front office staff for assistance
    - If it is urgent office staff will notify nurse.
- Student needs to speak to nurse in a respectful manner.
- State their name and reason for office visit.
- Student may be asked to wait in a chair quietly in the front office for their turn if the nurse’s office is full.
- Students are seen in the order that they arrive unless an urgent need arises.

**Routine Bathroom Traffic:**
- Students who come to health office to use the bathroom:
  - Door is open student may come in and ask if they may use the bathroom
  - If door is closed student can open the door quietly, close the door behind them and ask if they may use the bathroom
  - If door is locked student should see the front office staff for assistance
- Students should use the bathroom, wash their hands, and return to where they were sent from
- Students do not need to engage in conversation or make “bathroom” comments with students in the nurse’s office
Additional Information:

- **No medication can be administered at school without a doctor’s prescription and a parent’s written permission.**
- **Do not probe** for a sliver or stick with a needle, pin, or any sharp object.
- In the case of a **nosebleed** have the child sit in a chair pinching between the eyes his/her nose with a tissue. Never ask the child to lie down or tilt head back. Keep the nose pinched for five minutes. If it persists then send to the office for further treatment.
- Bumps on the head **must** be sent to the office for assessment. Other bumps on the arms, leg, etc. assess for redness or swelling.
- If an accident occurs on the playground and the child appears to be in an awkward position, do not move the child to make him/her more comfortable. Call for assistance.
- Any excessive bleeding, abrasions larger than one Band-Aid can cover, swelling from a bump or injury to a joint needs assessment in the nurse’s office.

**Accident Reports**

1. Any and all student accidents that happen at school during the school day are to be reported to the office.
2. An accident report will need to be completed by the reporting teacher. (Forms are available in the office)
3. These reports are not to leave Terronez Middle School and must be turned in the same day as the accident.
4. All accidents that require medical attention or result in lost time from school are followed up by the nurse.

**P.E. Excuses**

Parents’ notes for short term – three days or less – are to go directly to the P. E. teacher. If it is to be a long-term excuse, the student is to see the nurse. All doctor’s notes are to be sent to the nurse. These are inserted in their permanent health record.

If the P. E. teacher or any other teacher is aware of a health problem that the nurse’s office has not been notified of, the teacher should contact the nurse for identification and clarification of the problem.

**Home Instruction Policies**

The Department of Special Education provides home instruction for students upon receipt of a written statement from a health advisor. This service is available for those students who may be absent for reason of illness or injury for a period of at least three (3) weeks from receipt of the application to be eligible for services.

**Family Life and Venereal Disease Education**

All certificated staff members need to be aware that Education Code Section 51550 (3506) and 51240 (8701) that became effective in 1969 remain in effect. These sections describe what must be done so that the Family Life Education Program and the personnel responsible are not jeopardized. In addition, the Code Section 51820 (8507) involving venereal disease educations, which was passed in the 1972 legislation, involves similar responsibilities.

- Section 51550 (8506) provides that “no governing board” may require pupils to attend classes in family life or sex education except under the following conditions:
  1. The parents or guardians of children be notified in advance of such a program and have the opportunity to inspect the materials to be used in the instruction of the child. No child may be compelled to attend any class in which sex education materials are used if the parent or guardian has requested in writing that the child be excused.
  2. Failure to fulfill these obligations, that is willful or knowing violation of the above procedures, can lead to revocation or suspension of a teacher’s and/or administrator’s credential.
- Section 51240 (8701) of the Education Code enlarges upon the reasons for which parents may withdraw their children from family life education classes when the “conflict with religious training and beliefs” by including within that definition “personal moral convictions.”
Section 51820 (8507), involving venereal disease education, is similar in intent. It requires notification of parent 15 days before instruction in this area begins, allow parents to inspect instruction if the parents wish this.
Home to School Connection

To maintain a connection between the school and home, the following actions can be utilized:

- Make home visits to discuss with parents a student’s attendance.
- Refer students to Student Services and Student Attendance Review Board (SARB). Initiate SARB process from documentation based on students’ records.
- Take students home for a variety of reasons.
- Drive a student and/or parent to an emergency appointment.
- Make parent contact for signatures on forms and/or to help parents in filling out forms.
- Coordinate parent meetings/classes.
- Incentives for students and parents.
- Facilitate the Parent Partnership Committee.
- Translate and interpret as needed.
- Establish contact with various community agencies as resources for students and/or parents.
- Maintain Student Bulletin Boards in Cafeteria.
- Be a liaison between Parent Engagement Center and the school.

Counseling Services

ETMS provides a Social Worker. S/he is available by appointment only. The Social Worker counsels with selected students on sensitive issues at school and/or the home. The counselor may refer the student and their family towards long-term counseling services. Procedures:

- Students will work in small groups or in a one-to-one setting.
- Students in the program must have a signed Parent Consent Form which will be obtained by the Social Worker.
- If a student is in crisis, contact office immediately.

Student Success Team

The Student Study Team (SST) is a site level, regular education team under the direction of the Academic Counselor. The team reviews individual cases. The SST suggests intervention strategies and determines program options available to the student with academic, emotional, and/or social problems.

After the classroom teacher has tried several accommodations and the student is still not making adequate progress, the teacher must complete a Student Study Team referral form and submit it to the Nurse to complete the health history as needed. Then, submit the completed form to the Academic Counselor. The Academic Counselor will arrange for an SST meeting date.

To expedite the referral process, please use the updated form in your Handbook. The following guidelines apply:

- The classroom teacher must try several accommodations and classroom interventions prior to submitting a referral for a six week period as evident by the completed SST action plan.
- Prior to the referral the parents must be notified.
- Completed SST form providing as much information as possible.
- SSTs are held once per month.
- The Team consists of an administrator, the classroom teacher, parent/guardian, and support personnel as appropriate.
- The teacher is required to bring student work and current report card to the SST meeting.
- At the meeting the team will provide suggestions for interventions and additional programs.
Special Education Referrals

It may be decided that a Special Education referral is appropriate. Poor work habits, poor attitudes, or behavior problems by themselves do not constitute learning disabilities. A child who is experiencing academic difficulties may be working up to his/her potential. Hence, a severe discrepancy may not exist and his/her needs must be met in the regular education classroom. If the Student Study team decides that a Special Education referral is not appropriate then recommendations will be made for continued interventions in the regular education setting.

*Please notify School Psychologist or Administration immediately if you are aware that parent has requested Special Ed assessment at another site or if a parent gives you a letter asking for assessment to take place.

Student Study Trips that require Transportation:

Contact FUSD Transportation – 457-1325 - to request the specific date and number of buses needed for your trip. Fresno Unified busses seat 78 Primary or 65 Intermediate students. FAX is limited to 35 passengers at a time. Complete study trip forms and instructions via link below:

Bus Request Form  Permission Slip

Study Trip Request Process (See Appendix)

- School Site Plan Citation
- Citation of the Language Arts or Mathematics Standard that will be the focus of the Study Trip
- A lesson plan that will support the trip focus (…needs to be filed with the paperwork)

Procedure

- All study trips must be scheduled with paperwork completed by Feb 1. **Study trips scheduled AFTER Feb 1 cannot be guaranteed!**
- Immediately complete the FUSD Bus Request Form, Study Activity Form, and Lesson Plan and give to the Program Manger. From the point your trip is tentatively put on the Transportation calendar, we have only 5 days to confirm the trip and thus the reservation
- Turning in the Study Activity Form allows us to begin the paperwork to ensure funding with categorical monies.
- Study Trips that meet the above requirements will be approved and the approval will be faxed to the Transportation Department.
- **A week after you have completed the FUSD Bus Request From**, you should receive confirmation of the event. If you do not receive confirmation paperwork, call Transportation to be sure that the event was not bumped from the calendar. With quick follow-up, we have a better chance of trying to get the original date requested for the trip.

Will your study trip mean a missed meal at school???
**If that is the case, we are not done with procedure yet…**

- **2 weeks before your trip**, let cafeteria manager know the date of your trip and the number of students who will miss breakfast and/or lunch. This affects the number of meals ordered on site.
2 weeks before your trip, let the cafeteria manager know if you will need lunches at a time other than your usual lunchtime. She will need to know how many lunches to prepare for each lunch period.

2 weeks before your trip, let the cafeteria manager know if you will need lunches for the trip. She can order special lunches for students packed and ready to go if she has proper notice.

**Study Trip Follow Through on Site**

Students need a signed permission slip. Verbal approval is not acceptable.

- Note: Seasonal scheduled study trips (band and sports) may be written on one permission slip. If there is a change in the schedule it is the teacher’s responsibility to provide the parent and office with a new schedule.

The office portion of the permission slips with a list of students attending the needs to be turned into the office the day before the trip.
- Only students enrolled in the participating grade level/department are permitted to attend the study trip
- A list of students who are not attending the trip and the room they will be in needs to be turned into the office the day before the trip.
- Before the trip, remember to review your expectations for behavior on the bus and during the trip.
- Teachers arrange for duty coverage
- Take roll before entering the bus

Parent volunteers are encouraged and must set a good example by following the ETMS rules, directions, and policies while on the trip.

- **Parents must have a volunteer form on file in the office.**

**Siblings of students** (with or without parents) **may not accompany the class** on Study Trips.

Take an **emergency kit** on the trip (located in the nurse’s office). When classes return to the school after school hours, teachers cannot leave the school until all students have been picked up by the guardian.

**Compliance Check**

Whenever possible, all students should participate in Study Trips. Study Trips are considered a part of the educational program. However, **Students that display the following behavior may not be allowed to go on a study trip.**

- A student who is found to be a danger to himself/herself or others.
- A student who chronically refuses to follow the directions of teachers, administrators, or other staff members.
- A student who continually and consistently disrupts the learning process or is causing severe discipline problems.
- Habitually not following classroom rules.

The teacher must notify the principal at least one week in advance of the decision not to take a student on a study trip.

- **Discuss with the principal the expectations and consequences prior to communicating the information to the parents.**
- **Behavior expectations and consequences must be clearly communicated to parents in advance of any trip.**
A Cautionary Note!
When planning study trips, it is very important to be clear about your chaperone needs as a class. Make sure parents understand:

- How many chaperones are needed
- Deadline to sign up to be a chaperone
- Your policy for putting parents on a chaperone waiting list

A letter sent to parents listing the date, time, location and chaperone process is a good idea. Be sure to have a parent “Sign and Return” portion that you can keep for your records should confusion develop about what parents are chaperoning and what it means to be on a waiting list.

**Study Trip CANCELLATION**

Sometimes Study Trips have to be cancelled. To cancel a trip without paying cancellation fees:

- Call in cancellation of trip to Transportation Department.
- Send written notice of the cancellation AT LEAST 48 HOURS PRIOR TO THE TRIP TO AVOID THE CANCELLATION FEE. We can fax or mail through intra-district process this cancellation notice.
- Charter Bus Procedures – See the Office Manager
- Use of FAX – Call Transportation and they will let you know the rules and procedures for this process.
  It still costs money so all the paperwork needs to be filed in order to ensure the trip.
- With these directions are attached a sample of forms that you will need to line up your study trips. Consider these forms your originals and use them to expedite the process. If you lose these forms, see the office clerk.
Supply Orders

- Due to fluctuation in funds, classroom supply money is dependent on funding sources and amounts may vary year to year. To expedite the ordering process, you may choose to have funds issued as Purchase Orders (PO) and/or warehouse orders. Orders for supplies outside the district must be for a minimum of $50. Please follow these steps:
  - Email Brandi to let her know how you would like money designated. **The deadline for creating POs is in March.** Brandi will contact you and walk you through the paperwork process.
  - For POs, Brandi will place the completed PO in your box when it comes.
  - After spending the PO, turn receipts in to Brandi.
  - Items purchased with POs belong to the school and need to be labeled. See Mr. Barnett in library.
  - Brandi will contact you when your order arrives from the warehouse.

Laminating Services

- The Laminating machine is located in the library. Please call ahead to ensure materials are available and if you are unsure about how to use the machine, please ask one of the library staff to assist.

Technology Services

Technology Tips

- Classroom equipment should be kept clean.
- Place a HEAT ticket for computer equipment not in working order

HEAT Ticket

Go to [http://heat.fresno.k12.ca.us/heatselfservice](http://heat.fresno.k12.ca.us/heatselfservice) This web link will get you to the login screen the HEAT system (Helpdesk Electronic Automated Ticket). Your login is your Outlook User ID with the password of “heat”. The HEAT main menu will display. Please select new issue to request help with your workstations or classroom workstations. If you have further questions please call IT Helpdesk at 457-2600.

School Messenger

All teachers have accounts and your username and password are the same as the outlook account. Click the banner below to go to the login page. There is also a training guide.
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For Information on the listed Board Policies/Education Codes/Penal Codes see link below:

- ALL BOARD POLICIES
- Grading Policies- Board Policy
- Mandated CHILD ABUSE Reporting
- Dress And Grooming (K-12)
- Student - Sexual Harassment
- Religious Expression In The Schools
- Student Records, Confidentiality-Board Policy 5125
- Technology Acceptable Use Policy-Board Policy 0440.1
- Technology Acceptable Use In Classrooms Policy-Board Policy 6162.7
- Promotion and Retention Policy-Board Policy 5123
- Civility Policy-Board Policy 1265
- Homework Policy-Board Policy 6154
- Parent Notification Policies
- Suspension and Expulsion/Due Process 5144.1 BP
- Suspension and Expulsion/Due Process 5144.1 AR
- Suspension and Expulsion/Due Process (Students with Disabilities) 5144.2 AR
- Suspension and Expulsion/Due Process (Students with Disabilities) 5144.2 E
- Sexual Harassment —Personnel
- Williams Uniform Complaint Procedures
- FUSD Personnel Complaint Form
- Uniform Complaint Procedures
- Complaints Concerning Discrimination

Additional Links

- Terronez Website
- California Standards for the Teaching Profession (CSTP)
- California Educational Codes
Terronez School Map 14-15
The Fresno Unified School District (FUSD) provides technology, networks and Internet services for the specific and limited purpose of achieving the district’s goals and accomplishing its educational and organizational purposes. All other activities are prohibited. FUSD technology, networks and Internet services remain at all times the property of the district. Employees must comply with FUSD Board Policies 0440.1 and its supporting Administrative Regulations.

Use of district technology, networks, and Internet services does not create any expectation of privacy. The district reserves the right to search and/or monitor any information created, accessed, sent, received, and/or stored in any format by any district employee on district equipment or any equipment connected to the district’s network.

Passwords, which allow access to networks, data, and hardware, need to be protected at all times. Employees are not to disclose confidential information, such as student information, to unauthorized individuals.

Users may encounter material they interpret as controversial, inappropriate, or offensive. It is impossible to completely control the content. It is the users responsibility not to access such material.

The following are examples of inappropriate uses that are prohibited:

- Anything prohibited by law, district or school rules
- Using obscene language or intentionally accessing or possessing obscene or pornographic material, as defined in subdivision (a) of Penal Code Section 313.
- Harassing, insulting or attacking others
- Using another person’s password or distributing another person’s password
- Sending or displaying intimidating, hostile, offensive, or hate related material
- Accessing another person’s computer, folders, work, or files without their consent
- Possession or use of any tools designed for probing, monitoring, or breaching the security of the network or infecting the network with a virus
- Using the network for non-school related bandwidth intensive activities such as network games and the downloading of music or video files or serving as a host for such activities
- Using the network for commercial purposes
- Violating copyright laws
- Participating in non-district approved forums, chat rooms, or exchanges
- Using district equipment for non-district related purposes
- Advertising or promoting non-district commercial endeavors
- Activities that would subject the district or the individual to criminal, civil or administrative liability

Board Policies 0440.1 and its supporting Administrative Regulations can be obtained from your principal, supervisor, or at the following Web site: http://www.fresno.k12.ca.us/technology/bp

Employees in violation of FUSD Board Policy 0440.1 and it’s supporting Administrative Regulations will be subject to disciplinary action up to and including dismissal.

I have read, understand, and agree to comply with, the above stated district policy (Board Policies 0440.1 and their supporting Administrative Regulations).

___________________________________________________ ___________________________
Employee Signature Date
Revised 4/27/04
Staff Phone List
## Step 1 (Redirecting)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to observe school rules (k)</td>
<td>Counseled student</td>
</tr>
<tr>
<td>Bully / Harassment (4)</td>
<td>Changed student seating</td>
</tr>
<tr>
<td>Use of obscene language / profanity (i)</td>
<td>Sent to another room to reflect</td>
</tr>
<tr>
<td>Disrespectful to teacher / authority figure (k)</td>
<td>Cancelled ______________</td>
</tr>
<tr>
<td>Injurious to a person (a)</td>
<td>Parent conference</td>
</tr>
<tr>
<td>Destruction of school / others property / graffiti (f)</td>
<td>In class room detention</td>
</tr>
<tr>
<td>Theft / stolen property (g)</td>
<td>Lunch detention</td>
</tr>
<tr>
<td>Other</td>
<td>Other ______________</td>
</tr>
</tbody>
</table>

Describe Behavior / Incident (this will be read to the student and parents to assure understanding):

__________________________________________________________

Follow up notes:

__________________________________________________________

## Step 2 (Teacher/Parent Conference)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to observe school rules (k)</td>
<td>Counseled student</td>
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<td>Lunch detention</td>
</tr>
<tr>
<td>Other</td>
<td>Other ______________</td>
</tr>
</tbody>
</table>

Describe Behavior / Incident (this will be read to the student and parents to assure understanding):

__________________________________________________________

Follow up notes:

__________________________________________________________
### Step 3 (Office Referral)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Reason</th>
<th>Action Taken</th>
<th>Follow up notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Failure to observe school rules (k)</td>
<td>Counseled Student</td>
<td>Signature/Date/Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bully / Harassment (4)</td>
<td>Contacted parent / parent conference</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use of obscene language / profanity (i)</td>
<td>Office detention</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Disrespectful to teacher / authority figure (k)</td>
<td>After-school detention</td>
<td></td>
</tr>
</tbody>
</table>

Reason:
- Failure to observe school rules (k)
- Bully / Harassment (4)
- Use of obscene language / profanity (i)
- Disrespectful to teacher / authority figure (k)
- Injury to a person (a)
- Destruction of school / others property / graffiti (f)
- Theft / stolen property (g)
- Other

Describe Behavior / Incident (this will be read to the student and parents to assure understanding):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Action Taken:
- Counseled Student
- Contacted parent / parent conference
- Office detention
- After-school detention

Transition:
- # of days
- Suspended from school: # of days
- Mistake Paper/Letter of Apology
- Other

Follow up notes:

__________________________________________________________________________
__________________________________________________________________________

Signature/Date/Time

### Step 4 (Suspension Plan)

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Reason</th>
<th>Action Taken</th>
<th>Follow up notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Failure to observe school rules (k)</td>
<td>Counseled Student</td>
<td>Signature/Date/Time</td>
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<td>Bully / Harassment (4)</td>
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<td></td>
<td></td>
<td>Disrespectful to teacher / authority figure (k)</td>
<td>After-school detention</td>
<td></td>
</tr>
</tbody>
</table>

Reason:
- Failure to observe school rules (k)
- Bully / Harassment (4)
- Use of obscene language / profanity (i)
- Disrespectful to teacher / authority figure (k)
- Injury to a person (a)
- Destruction of school / others property / graffiti (f)
- Theft / stolen property (g)
- Other

Describe Behavior / Incident (this will be read to the student and parents to assure understanding):

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

Action Taken:
- Counseled Student
- Contacted parent / parent conference
  - Office detention
  - After-school detention

Transition:
- # of days
- Suspended from school: # of days
- Mistake Paper/Letter of Apology
- Other

Follow up notes:

__________________________________________________________________________
__________________________________________________________________________

Signature/Date/Time
What did you do?___________________________________________________________________________

Why did you make this decision?

_____ I wanted attention from others.     _____ I wanted revenge.    _____ I was not prepared for class.

_____ I wanted to be in control of the situation.  _____ I wanted to challenge the teacher’s authority.

_____ I didn’t want to do my work.       _____ I didn’t know what I was supposed to be doing.

Other:_______________________________________________________________________________

How did it affect the teacher and the students and why was it unacceptable?_____________________

Name two things that you will do to correct your behavior:__________________________________________

_________________________________________________________________________________________

What consequences will you have if you do not correct your behavior?______________________________

_________________________________________________________________________________________

Teacher Approval /Time sent back to class.

REFLECTION FORM

What did you do?_______________________________________________________

Why did you make this decision?

_____ I wanted attention from others.     _____ I wanted revenge.    _____ I was not prepared for class.

_____ I wanted to be in control of the situation.  _____ I wanted to challenge the teacher’s authority.

_____ I didn’t want to do my work.       _____ I didn’t know what I was supposed to be doing.

Other:____________________________________________________________________________________

How did it affect the teacher and the students and why was it unacceptable?________________________

Name two things that you will do to correct your behavior:__________________________________________

_________________________________________________________________________________________

What consequences will you have if you do not correct your behavior?_______________________________________________________________________________

_________________________________________________________________________________________

Teacher Approval /Time sent back to class.

STUDENT/TEACHER/FAMILY CONFERENCE
Terronez Middle School
# Student Information Form

**Date:**

**Student Name:**

**ID #**

**Birth date:**

**Age:**

**Grade:**

**Teacher:**

## In Attendance:

### Known Information / Previous Actions

**Strengths**

**Attendance History**

<table>
<thead>
<tr>
<th>Absence</th>
<th>Tardy</th>
<th>Notes</th>
</tr>
</thead>
</table>

**Medical Concerns**

**Academic Status**

### Classroom Grades

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
<th>PE</th>
<th>OTHER</th>
</tr>
</thead>
</table>

### CST Scores

<table>
<thead>
<tr>
<th>ELA</th>
<th>Math</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
<th>History</th>
</tr>
</thead>
</table>

**Previously Retained:** () No ()Yes: Grade Retained ______

**Other:**

## Current Interventions

<table>
<thead>
<tr>
<th>ASP/Tutorial</th>
<th>Behavior Plan</th>
<th>Peer Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Instruction</td>
<td>Preferential Seating</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Fresno Co. Mental Health</td>
<td>Speech</td>
<td>Teaching Fellow</td>
</tr>
</tbody>
</table>

**Other:**

## Concerns

## Recommendations

<table>
<thead>
<tr>
<th>ASP/Tutorial</th>
<th>Behavior Plan</th>
<th>Home Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small Group Instruction</td>
<td>Preferential Seating</td>
<td>Social Worker</td>
</tr>
<tr>
<td>Teaching Fellow</td>
<td>Speech Consultation</td>
<td>Outside Counseling</td>
</tr>
<tr>
<td>Peer Tutor</td>
<td>Physician Follow-up</td>
<td>Other</td>
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</table>

## Notes

**FOLLOW-UP**
<table>
<thead>
<tr>
<th>Areas of Recommendation</th>
<th>Implementation</th>
<th>Expected Outcomes</th>
</tr>
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<tbody>
<tr>
<td><strong>Academic</strong></td>
<td>Who:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>What:</td>
<td></td>
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<tr>
<td></td>
<td>When:</td>
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<tr>
<td></td>
<td>Where:</td>
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</tr>
<tr>
<td><strong>Social/Emotional</strong></td>
<td>Who:</td>
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<td></td>
<td>What:</td>
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<td>When:</td>
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<td>Where:</td>
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<tr>
<td><strong>Behavioral</strong></td>
<td>Who:</td>
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<td>What:</td>
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<td>When:</td>
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<td>Where:</td>
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<tr>
<td><strong>Attendance</strong></td>
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<td>What:</td>
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<td>When:</td>
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<td><strong>Health</strong></td>
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<td>Where:</td>
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<tr>
<td><strong>Other</strong></td>
<td>Who:</td>
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<td>What:</td>
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</tr>
<tr>
<td></td>
<td>Where:</td>
<td></td>
</tr>
</tbody>
</table>

**MEETING MEMBERS**

Parent/Guardian_____________________________Teacher______________________________________

Teacher____________________________________Teacher________________________________________

Administrator______________________________Psychologist___________________________________

Student____________________________________Other_________________________________________

Other______________________________________Other__________________________________________

**Distribution List:** Student’s parent/guardian
All Classroom Teachers
Academic Counselor
Student’s cum folder
Calendar Request Form

Name_________________________________ Position____________________

Date of Event___________________________ Time of Event________________

Location of Event_____________________________________________________

Title of Event_________________________________________________________

Description/Purpose of Event_____________________________________________

Principal’s Approval_____________________________________________________

Comments:_________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Deliver to Brandi for placement on calendar.
# Depth of Knowledge (DOK) Levels

**Level One (Recall)**
- Draw
- Define
- Calculate
- Arrange
- Design
- Connect
- Synthesize
- Apply Concepts
- Critique
- Analyze
- Create
- Prove
- Recite
- Recall
- Repeat
- State
- Tabulate
- Use
- Recognize
- Identify
- Label
- Memorize
- Name
- Measure
- Inter
- Categorize
- Collect and Display
- Illustrate
- Report
- Measure
- Identify Patterns
- Graph
- Classify
- Separate
- Graph
- Organize
- Construct
- Modify
- Separate
- Estimate
- Predic
- Compare
- Interpret
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show

**Level Two (Skill/Concept)**
- Describe
- Explain
- Interpret
- Assess
- Develop a Logical Argument
- Construct
- Compare
- Differentiate
- Formulate
- Hypothesize
- Hypothesize
- Draw Conclusions
- Cite Evidence
- Support ideas with details and examples.
- Use voice appropriate to the purpose and audience.
- Identify research questions and design investigations for a scientific problem.
- Develop a scientific model for a complex situation.
- Determine the author's purpose and describe how it affects the interpretation of a reading selection.
- Apply a concept in other contexts.

**Level Three (Strategic Thinking)**
- Revise
- Apprise
- Critique
- Use Concepts to Solve Non-Routine Problems
- Explain Phenomena in Terms of Concepts
- Formulate
- Draw Conclusions
- Summarize
- Show
- Relate
- Use Context Cues
- Make Observations
- Differentiate
- Assess
- Develop a Logical Argument
- Construct
- Compare
- Formulate
- Hypothesize
- Hypothesize
- Draw Conclusions
- Cite Evidence

**Level Four (Extended Thinking)**
- Graph
- Classify
- Separate
- Graph
- Organize
- Construct
- Modify
- Separate
- Estimate
- Predic
- Compare
- Interpret
- Distinguish
- Use Context Cues
- Make Observations
- Summarize
- Show
- Differentiate
- Assess
- Develop a Logical Argument
- Construct
- Compare
- Formulate
- Hypothesize
- Hypothesize
- Draw Conclusions
- Cite Evidence

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