

OMS School Procedures and Policies

Teacher Workday (Domain 4): A regular workday at OMS begins at 7:55 a.m. and ends at 4:15 p.m. Monday workday begins at 8:15 a.m. and ends at 4:35 p.m. If it is necessary for a teacher to leave the building at any time before the end of the regular workday, the building principal should be notified and the teacher needs to sign out using the notebook in the office. This excludes lunch departures. Just sign out for lunch departures. As contract employees, you are responsible to take the time required to complete the job you are assigned, this probably means that you will need to work extra hours in addition to the required workday in the building. It also means that there is an expectation that you will be present and participate in open house and similar events.

Teacher Communication (Domain 4): Teachers are at the best on their feet not in their seat. Mailboxes, emails and voicemails are important means of communication within the school. Teachers should check their mailbox, email and voicemail before school, during their prep period and before leaving the building at the end of the day. To reduce and minimize phone call interruptions, the office and counseling staff will have student clerks deliver messages. If urgent, administration will visit in person or call. To reduce intercom interruptions, intercom announcements will be limited to the beginning and end of school. Exceptions must be cleared by administration.

Monday Collaboration Time (Domain 4): It is the expectation that all certified staff will attend and participate in collaboration activities during the 1 ½ hour collaboration time. Hold this time sacred and do not schedule appointments, practices, or other events in conflict with this time. The initial plan is to have a 45 minute team meeting (3:00-3:45) followed by a 45 minute department meeting or course planning time (3:50-4:35). The first Monday of each month will be Best Practices in the library, followed by team meetings.

Dress Code (Domain 4): It is the desire and intent of the Twin Falls School District to adopt a dress code to create an environment in our schools that is conducive to learning. The student dress code supports the idea that students should learn to follow guidelines related to their apparel and appropriate attire, as they would in a workplace. This means students are to dress in such a manner that their clothing or grooming does not jeopardize the health and/or safety of themselves or others and does not interfere with the educational mission of the District. It is our belief that schools are professional learning environments that necessitate appropriate attire.

Students are to observe the following guidelines regarding their attire:

1. In general, clothing should cover the torso from armpit to armpit and extend down to mid-thigh. Tops must have shoulder straps that are at least two inches in width. Undergarments must be covered. See the illustration below for reference:
2. See-through, torn, or mesh garments must have appropriate coverage underneath that meets the minimum requirements described above.
3. Pants must be worn at hip-level or higher. Clothing should not drag on the floor.
4. Appropriate footwear depending on the educational setting is required. Classes and activities that may have more stringent requirements include but are not limited to PE, Science, and CTE classes.
5. Students are prohibited from wearing or displaying any clothing, accessories, jewelry, piercings or tattoos, that depict allude to, or promote any of the following:

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- Drug usage, including alcohol and tobacco;
- Controlled substances of any kind;
- Drug paraphernalia;
- Gangs;
- Violence, hate groups, racial separation;

- A hate group is defined as a group whose primary purpose is to promote animosity, hostility, and malice against persons belonging to a race, religion, disability, sexual orientation, or ethnicity/national origin which differs from that of the members of the organization.

- Sexually explicit, lewd, indecent, profane or offensive material; or
- Illegal acts.

6. Excessive or extreme make-up, jewelry, accessories, or piercings that become a distraction or are prohibitive to the learning environment are not allowed.

7. Gloves, mittens or other garments that cover the hands are not allowed to be worn in the school building.

8. No pajamas or sleepwear are allowed.

9. Hats, head coverings of any kind (including wearing the hood of a garment on one's head) and sunglasses are not allowed to be worn within the school building.

10. Spikes, chains, wallet chains, studs, bolts, dog collars, needles, pins, sharp objects, or other jewelry deemed unsafe are not allowed at school.

Building principals and/or IEP/504 teams may grant accommodations to the dress code policy for religious or health reasons.

The building principal/designee(s) shall use reasonable discretion in implementing the provisions of this policy. If a conflict arises in the interpretation of this policy, the interpretation of the building principal/designee shall be final.

Temporary Exceptions

In order to allow appropriate attire for a particular educational or school activity, the building principal/designee has the authority to grant temporary exceptions to specific provisions of this policy and related regulations. An example of such an exception might be where a scheduled school event requires a group of students to dress unusually on a particular day.

Staff Expectations: All staff members will dress modestly and in a professional manner.

Teacher Lesson Plans (Domain 1): Lesson plans are required to be turned into administration upon request.

There is not a set template that you must use – this should be a document for your benefit, so use what works best for you, but evidence of your planning must be submitted. This can be shared in a form of your choice, you will have a folder in Google Docs to submit them. Weekly classroom activities/assignments need to be submitted in the Instructional Guides folder by 8:00 am each Monday (or start of the week) for publication on our website. Daily agendas/objectives should be visible during Walk Through observations.

Daily Objectives (Domains 1 and 3): Content and language objectives (these may be combined) must be posted on board. The intent is that students clearly understand what it is they are supposed to learn and be able to do as a result of the lesson. Research shows that when students understand this, they are much more likely to learn it.

Classroom Management Plan (Domain 2): All teachers are required to submit a classroom management plan to the Administration no later than Data Day.

1. Establish expectations and procedures for each of the following:

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| ● beginning the class period | ● deciding when and how students leave their seats |
| ● handling tardy and absent students | ● deciding when and how students leave the room (bathroom, library, office, etc.) |
| ● assigning initial bell work | ● getting students' attention |
| ● distributing supplies | ● ending the class period |
| ● returning student class work/homework | ● rewards for good behavior (PBIS) |
| ● deciding how students are to contact you | |

2. Consider guidelines for each of the following:

- headings for papers
- asking for teacher help/assistance
- talking during seatwork
- how to handle fast workers who finish tasks or assignments early
- distributing tests and assignments
- picking up tests and assignments
- making transitions from one task to another
- turning in completed assignments

Teacher Leave (Domain 4): As soon as possible (before 6:00AM if at all possible) notify the building principal of any leave you are requesting and schedule a guest teacher with AESOP to ensure proper coverage of your classes. Personal leave must be approved by the principal (fill out a leave request form to request administrator signature) before it can be granted. If you have personal desires to attend professional development you may request professional leave through the Professional Leave Committee. If the principal requests a teacher to attend professional development, the teacher will be granted admin leave. This must be entered by the attendance secretary. Ethically it is necessary to use sick leave for legitimate reasons only (mental health days, etc) . HR may ask for medical documentation if the misuse of a sick day is suspected.

Coverage Units : the person absent fills out the coverage form which admin will sign and approve. Then the coverage form goes to the Bookkeeper. The bookkeeper keeps track of the accrued units for each teacher. These coverage units roll over from year to year.

Preparing Your Students for Your Absence...

Teach your students early in the year what their attitude, behavior and responsibilities should be in the event you are absent. Students should:

- 1) Respect the guest teacher as a regular teacher and treat him/her as a guest.
- 2) Help the guest teacher with routines and class procedures. Assign specific class members to help with certain duties.
- 3) Know the consequences for taking advantage of a guest teacher and misbehaving. They will answer to you when you return to class.
- 4) Know that if they are sent to the office for misbehavior, they will most likely be sent to the PASS room.
- 5) **Plans (Domains 1 and 4):** When the need arises for teachers to take leave, guest teacher plans must be provided. Guest teacher plans should be detailed and inclusive of all information that a person not familiar with the class may need including student rosters, seating charts, materials, policies, activities for the day, etc. Plans or the location of the plans should be submitted to the administrators and cc'd to Julie Anderson no later than 8:00 am on the day you will be gone.

Student Attendance (Domain 4): Teachers, not clerks, must take attendance on PowerSchool as a daily routine. Accurate marking of attendance is necessary for the attendance secretary to complete daily attendance reports. For safety and emergency situations, it is crucial to know exactly where students are on campus. Start your instruction with the same routine which includes time for you to take attendance while students silently work on a bell-ringer activity. When students are more than 10 minutes late to first period, students must check in at the office and receive a note for class and the attendance secretary will mark the student extended tardy. If a student forgets to check in at the office, teachers will remind them of the procedure and will send them back to the office. *Anytime a student is more than 10 minutes late without a note from the office, they are truant. Notify the administration immediately.*

Student Attendance Policy: A parent/guardian must excuse every absence with the attendance secretary before the absence or the morning of the absence before the end of first period. As a courtesy for safety purposes, the attendance secretary will begin calling to verify all unverified absences at 10:00 A.M.

Failure by Attendance—to receive credit for any given course, students must be in attendance for that course 90% of the time. This means students cannot be absent more than 9 times during a semester and receive credit. If failure by attendance occurs, an appeals process is available. **Appeals will most likely result in the student attending summer school.** Notification by letter will be made after 3 absences approximately every 2 weeks during a semester. **Documented medical excuses and funerals will not be included in the total for failure by attendance.**

Student Arrival: Students should not be on school grounds until 8:00 a.m. Supervision begins at 8:05 a.m. The front doors will be unlocked by 8:05 a.m. Parents and students are not allowed to enter the hallways without checking in at the office before the 8:35 bell. If a parent or student wants to meet with a teacher and no prior appointment has been made, the secretary will phone the teacher for availability to meet from 8:05-8:35 a.m. Students are encouraged to use the restrooms by the office and eat breakfast before the 8:35 bell. Students are to enter the building promptly when the 8:35 bell rings.

Between 8:35 and 8:40, classroom teachers should be in front of their open doors to greet students and to supervise both the classroom and the hallway. As routine, teachers are expected to have a bell-ringer activity prepared each class period. This will allow for students to be engaged in learning immediately and for teachers to greet students and monitor the hallway.

Student Tardiness: A tardy is defined as a student who enters the classroom after the teacher has shut the door coming in from supervising the hallway directly after the bell rings (students should not be marked tardy if they are in your room when the bell rings). Teachers are responsible for marking their students tardy on PowerSchool. Be aware of late buses and other factors beyond student control that may deserve leniency. Administration can verify what bus students ride upon request.

Tardy Policy: Discipline Strikes and Consequences – tardies are cumulative for all classes per quarter.

1 st Tardy	Student Warning- logged by teacher
2 nd Tardy	Detention (teacher team will assign after being notified by Associate Principal)
3 rd Tardy	Day of PASS

Reward Activities/Academic Field Trips: All school functions must be approved by the administration. Reward functions will not be funded by district funds. Students who have been suspended for discipline and are a consistent behavioral problem will not be allowed to attend reward school functions which require travel. Teams must have alternative plans in place for students not participating.

Video Usage (Domain 1): Only movies for general audiences (rated G) may be viewed as a reward activity unless permission slips are signed by parents or guardians. Movies must be approved by the principal. Full-length educational programs must be approved by the principal. Approval will only be granted if teachers can provide evidence of how it aligns to the state standards which the students are required to learn. However, showing full length movies is rarely, if ever, appropriate. Short educational videos or brief video clips do not need to be approved.

Events/Activities (Domain 4): Teachers are strongly encouraged to attend events and activities outside of school hours whenever possible. Your attendance has a major impact on students. It will make a huge difference in how students relate to you and will positively impact students' behavior in your classroom.

IEP/504 Meetings (Domain 4): Teachers are required to attend IEP and 504 meetings as requested by the case manager. Per Federal requirements, all teachers are expected to stay for the entire meeting unless parents have provided prior approval. If extenuating circumstances will prevent your attendance, you must get this approved

by the case manager and administrator prior to the meeting and written notice sent to parents. Additionally, you must provide pertinent information to the case manager prior to the meeting.

Credit System:

6th Grade—Students must attain Seventy Five percent (75%) of the total credits attempted (11 out of 14). Students must be in attendance ninety percent (90%) of the time each semester.

Social Studies: 2 credits
 Language Arts: 2 credits
 Reading: 2 credits
 Science: 2 credits
 Math: 2 credits
 Cubs Essentials: 2 credits
 Electives: 2 credits

7th Grade— Students must attain Seventy Five percent (75%) of the total credits attempted (11 out of 14). Students must be in attendance ninety percent (90%) of the time each semester.

Social Studies: 2 credits
 Language Arts: 2 credits
 Science: 2 credits
 Math: 2 credits
 PE: 2 credits
 Keyboarding: 1 credit
 Electives: 3 credits

8th Grade— Students must attain Seventy Five percent (75%) of the total credits attempted (11 out of 14). Students must be in attendance ninety percent (90%) of the time each semester.

Social Studies: 2 credits
 Language Arts: 2 credits
 Science: 2 credits
 Math: 2 credits
 Health: 1 credit
 Career Exploration: 1 credit
 Electives: 4 credits

Credit Recovery—Systemic efforts will be exhausted to prevent failure. Students who are identified as needing to recover credit due to failure in core classes (Language Arts, Reading, Math, Science Social Studies) after each quarter may be required to attend Credit Recovery on Tuesday and Thursday mornings before school. Students who are identified as needing to recover credit after the end of second semester must attend summer school as per district procedures.

Alternate Mechanism—The Bridge Academy will serve as an alternate mechanism for students who are not being successful at OMS. The Bridge Academy is a school of choice and students and their parents must decide to enroll. The students who successfully complete level 5 at the Bridge Academy will be granted “new student” status and will receive all required credits for past failures.

Matriculation—Students who do not meet the requirements to move on to the next grade, and fail to recover credits, may be retained, referred to Bridge Academy, or have other requirements placed upon them. This decision will be made in coordination between the counseling and administrative staff of the affected schools, and the student’s parent/guardian.

PrimeTime Advisory: The primary purpose for PrimeTime is student/staff relationships. The middle school advisory helps bridge the gap between the close one-to-one relationship between the teacher and student in the more structured elementary school to the less teacher-directed and more independent focused world of high school. The PrimeTime program is an affective educational program designed to focus on the social, emotional,

psychological, and academic development of students. This program provides a structured time where activities are designed and implemented to help adolescents find ways to develop the skills needed for successful living. The program is intended to provide consistent and continuous adult guidance at school in the form of a supportive and stable peer group.

AR Reading Time: AR Reading time is independent reading practice for a sustained 15 minutes.

Students are expected to bring their AR book and agenda book to PrimeTime. Students will be graded on participation in AR Reading Time as part of Prime Time. A weekly grade will be taken by the PrimeTime teachers for participation. PrimeTime teachers are expected to actively monitor on their feet and make sure each student has a book and a log and are reading during each AR Reading time. With a library hallway pass, a student may go to the library during PrimeTime to check out another book only if the teacher has verified that the student has finished reading the current one.

ALEKS: ALEKS provides practice and targeted instruction for students in Math. Students are expected to log onto ALEKS every Tuesday. A weekly grade will be taken by the PrimeTime teachers for participation.

Rewards/Remediation: Each team will coordinate Rewards and Remediation. When it becomes necessary to trade students, some teachers will be in charge of Remediation and others teacher will be in charge of Rewards. Teams may choose to rotate Rewards students to other Rewards teachers each week. It is the responsibility of the Rewards teachers to provide structured activities that the students will enjoy and that follow school rules. Rewards students may choose to work or read in remediation. Student lists must be conscientiously coordinated for accurate attendance. Within reason, the administration will be financially supportive of ideas that cost money upon request.

The following schedule should be observed:

- AR Reading Time: 15 minutes Wednesday-Friday (during time allotted)
- Monday: Teach To (provided by administration) then AR Reading
- Tuesday: ALEKS/Grade Check, and complete Weekly Planner/TV Broadcast
- Wednesday: SEL Activity on EduGuide/or Google Classroom (see schedule)
- Thursday: Study Hall/TV Broadcast
- Friday: Rewards/Remediation (by team)

PrimeTime Grading Rubric:

3 points may be earned daily: 1 Reading (during AR Time) or ALEKS, 1 Being Prepared (having book, agenda, etc), 1 Participation

Grading Practices (Domain 4): The intent of grades should be to accurately represent the level of mastery of content standards as students complete assignments and assessments which require personal responsibility and effort. While holding students accountable for completing their assignments and assessments, the intent of our grading practices is to promote motivation for students to be successful in school and to prevent discouragement which leads to continual failure and hopelessness. At least 80% of final grades on a report card will be taken from assessments designed to assess the level of mastery of content standards. The final grade of each quarterly grading period should include at least two summative and five formative assessments.

Updating Grades: It is the responsibility of each classroom teacher to update their grades weekly on PowerSchool before Monday. When teachers collect late work, they have until the following Monday to post grades. The timely updating of grades is imperative to our system of extra help and accountability. It is the responsibility of each PrimeTime teacher to discuss progress reports with their students every Tuesday. Students earning a D or F in any course will be referred to Friday Remediation. Due to privacy concerns, students (including student clerks) should never enter grades in the gradebook, only teachers should post grades. Student grading of assignments should be limited to formative work and should never include summative assessments or projects.

Late Work: Students are expected to hand all assignments in on time. Before or after school make up time will be assigned by the team. If you choose to deduct points for students who turn in late work, there needs to be a responsibility or citizenship grade which reflects that behavior separate from the assignment score.

No Zero Policy: If a student doesn't complete a summative assignment on time, it will be considered late and the assignment will be given an INC on the PowerTeacher grading program until it is received and graded. Students may hand in missing assignments any time until the end of the grading period (midterm/quarter). Summative work that is not done satisfactorily and turned in sloppily will be returned and reworked to hold students responsible.

1. Students will complete missing/incomplete work within a week and before/after school help may be assigned.
2. If student does not complete work, parent contact will be made by teacher and also assigned remediation during Primetime on Friday.
3. If work is still not turned in, there will be a meeting with administration.

To give teachers more time to grade and enter scores for missing work handed in, assignments that are assigned the week before the grading period (unit/midterm/quarter) should count for the next grading period. Major projects and assignments that are graded with a rubric must be completed a week before the grading period ends to give teachers time to grade. Classroom teachers have the responsibility to ensure students make progress on major projects and assignments and may refer students to remediation or assign them to before/after-school help in their classroom as needed.

The use of zeros to mark missing work skews student grades dramatically downward. Instead of zeros, teachers are strongly encouraged to hold students accountable for completing the missing work and use other codes listed below to communicate a student's status.

- M indicates work is missing
- INC indicates the work is incomplete or not yet done to standards
- When the teacher *has no evidence of student learning because of significant missing work*, the teacher will mark the **course grade** as "INC". The purpose of the mark is to alert parent, student, and PrimeTime teacher that the student is in jeopardy of failing the class. Link for more information:

https://docs.google.com/document/d/1Pi996blh5u3J9ilb83ev81N9mcLRwxAPLP_i6TUvp5k/edit?usp=sharing

Incomplete/Substandard Work: If students do not earn a mastery score on a summative test or an assignment, teachers will require the students to retake the test or redo the work. All students are

allowed to retake a summative test or assignment, however a student who has scored a 69% or below is considered non-mastery and will be required to redo the work. This includes incomplete work. Students will be given a chance to learn how they can improve before they retest or redo the assignment. This is called a correction. Students have at least one week from receiving the grade to redo assignments and tests. Teachers will determine protocol for retaking tests. As an incentive to encourage students to make the extra effort to improve their work to a passing level, *no academic penalty will be subtracted from the new score.*

Definition of key terms:

Assessment: the process of gathering information on student learning from a variety of sources to understand how well students are achieving standards. Assessment has two main components: assessment of learning (summative), assessment for learning (formative)

Formative assessment: the process of gathering information during the learning process. It involves constructive and specific feedback to students aimed to improve learning. Formative assessments may include homework, class activity and practice, rough drafts, and activities. Teachers are required to use formative assessment measures as a part of the lesson each day (grades not always taken).

Summative assessment: is assessment of learning. It is designed to allow students to demonstrate achievement on standards. Far fewer summative assessments are given than formative assessments, but summative assessments bear the burden of showing student achievement on standards. Summative assessments may include tests, projects, writing tasks, reflections, simulations, lab assessments, and EOCs.

Evaluation: the process of judging the quality of student work based on identified criteria and assigning value to represent the level of achievement attained.

Diagnostic Assessment: the process of gathering evidence of student learning prior to commencing instruction. This information is useful in planning instruction and in particular for individualizing program delivery. It is not used to determine student achievement levels.

Extra Credit: **Extra credit is not allowed.** Students who have failing grades will be expected to finish missing assignments or redo failing work. At the discretion of the teacher, students may be given an alternative assignment similar in content to replace a missing assignment or a failed assignment.

Students' Responsibilities:

O'Leary Middle School places an unrelenting emphasis on **student responsibility** for learning. To that end we expect:

- All work must be done on time.
- All work should meet standards.
- Students will know and plan for firm deadlines nearing the end of marking periods.
- Students will use formative assessments to identify strengths and weaknesses and, when needed, seek extra help.
- Students who intentionally do not complete course work should expect immediate and natural consequences in the form of make-up time assigned by the team and phone calls home.

Parents' Responsibilities:

- May confer with a teacher about student progress any time during the year.
- Have online access to student progress every day of the week, 24 hours a day through PowerSchool.

- Should understand that the PowerSchool “gradebook” is a record keeping device that intends to report progress toward achievement of standards, and as such, changes frequently as indicators of growth are evaluated. No reporting devices, however, can replace the power and effect of communications between teachers, students and parents.
- Should advise their students to seek extra help when formative assessment indicates the student is struggling.
- Will receive formal progress indicators eight times a year: progress reports at each mid-quarter and quarter grades every nine weeks.
- Progress reports are formative in nature and provide feedback to students and parents about strengths and weaknesses.
- Report cards are summative in nature and capture a picture of achievement of standards after nine weeks of instruction.

Teachers’ Responsibilities:

- Teach district curriculum and use effective instructional strategies and sound grading practices.
- Update grades by Monday of each week.
- Conference weekly with students and send formal reports at midterm and quarterly.
- Communicate student progress and respond to parent concerns within 24 hours.

Class Changes: Normally schedule changes are not granted. If a parent or a student is seeking a schedule change in a class, the parent and student must meet with the teacher to first explain their concerns and give the teacher a chance to address their concerns. After the teacher has had sufficient time to address the concerns and the parent and student are still not satisfied, the administration will then discuss the change. No schedule changes should happen without the principal and parent knowing and all affected teachers are notified. Milepost must be used to document the communication and the change.

Fundraising:

All fundraising activities involving students at Vera C. O’Leary Middle School must first be approved by the student leadership team and the administration. Applications can be submitted through Success Fund - <https://www.successfund.com/>. Teachers wanting to conduct crowdfunding activities must follow the guidelines included in TFSD Policy 4530.