Westlake Middle School
An IB World School
Faculty Handbook

2022-2023

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School Philosophy

The staff, students, and community of Westlake Middle School are committed to academic excellence through a program which recognizes the uniqueness of the changing adolescent and fosters the development of self-esteem, caring,approaches and respect in all our students within the local and global community. We seek to develop each student's full potential through a challenging, authentic curriculum and a commitment to intellectual development through inquiry. We will provide a foundation for lifelong learning by fostering creativity and developing critical thinking. Our students will be prepared to become ethical and responsible members of society.

Mission Statement

At Westlake Middle School, we are committed to engage and develop independent, inquisitive, tenacious, and open-minded students who think critically, perform innovatively and act ethically in our local and global community.

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ABSENCES FOR FACULTY & STAFF

To report a daily absence related to personal illness, the sub caller must be notified no later than 6:00 a.m. on the day of the absence: (914) 879-5611. State your full name, date, and reason for your absence. Employees who wish to be absent from school for other reasons shall complete the "Request For Approval of Leave" form at least two (2) weeks in advance, where practicable. For anticipated absences, all teachers are responsible for leaving updated and relevant lesson plans and class rosters in the substitute folder in their classroom on their desk or with a colleague. Only for unanticipated absences are the emergency lesson plans to be used.

SUPPORTING STUDENTS WITH DISABILITIES

The New York State ESSA plan incorporates the principles of multi-tiered systems of support (MTSS) as a framework for both academic and behavioral instruction. MTSS is grounded in the belief that *all* students can learn and *all* school professionals are responsive to the academic and behavioral needs of *all* students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions, and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful.

ACADEMIC INTERVENTION SERVICES & RESPONSE TO INTERVENTION

Academic Intervention Services (AIS) and Response to Intervention (RTI) are a tiered approach to meeting students' academic, behavioral or social-emotional needs. If a teacher(s) has identified a non-designated student that may not be making adequate progress, the teacher(s) is to follow the Westlake Middle School Response to Intervention Process. Students who have been identified for Tier II or Tier III AIS/RTI are documented in RTIm Direct, which all faculty can access using their credentials maintained by the district's Database Specialist.

ACADEMIC PROGRESS and PARENT OUTREACH

Regular proactive parent outreach is strongly encouraged for all students who are struggling to make progress. Phone conversations, Google Meets, or in-person meetings are strongly encouraged to develop partnerships with families.

Any major assignment in which a student falls below a 65, must be followed by parent communication. Faculty are also encouraged to use the comment field within the digital grade book to provide parents with feedback regarding performance on a specific

assignment. Parents should also be contacted on a regular basis regarding missing assignments, homework, or significant changes in performance.

Within ten (10) school days following the Midpoint of the marking period, all faculty are required to notify parents and the guidance counselor (to determine extracurricular eligibility) if the child's running average is below 65 or if the child's running average has fallen ten (10) or more points since the final average at the end of the previous marking period (i.e. 93 to 80).

Refer to the full Academic Eligibility Standards section of the Student Handbook and Code of Conduct. For students in danger of not meeting academic eligibility standards, teachers, in coordination with the student's guidance counselor, must structure a temporary system of interventions/remediation, monitor progress, and conduct regular parent outreach. Interventions and remediation include but are not limited to:

- Scheduled extra help sessions after school
- Students required to complete work during recess (see below)
- Team meetings - collaborative problem solving
- Scheduled teacher and/or counselor check-ins with students
- Scheduled teacher and/or counselor check-ins with parents
- Student progress monitoring forms and academic contracts

To increase student accountability, and foster independence, students should be an active participant in the process when appropriate.

The Guidance Counselors will share the full eligibility list with teachers at the midpoint and end of each marking period.

OFFICE HOURS: AFTER SCHOOL SUPPORT and EXTRA HELP

All teachers are expected to be available for office hours, after-school support, and extra help sessions, with their students after the student day (2:18 p.m. - 2:45 p.m.) and should post the days and hours during which they will be available on their Google Classroom. Any student who will not immediately be picked up at 2:45 p.m. should be sent directly to the cafeteria with a pass for after-school supervision.

To increase student accountability, all students who are struggling to make academic progress or who require additional support for academic success (i.e. organization) should receive a request to attend extra help. Parents should be notified of this request.

Teacher availability and scheduled sessions are to be posted on Google Class pages and the attached spreadsheet:

ANNOUNCEMENT REQUEST

Any staff member is able to request that a morning announcement be made, so long as the announcement is related to school-based activities. Please complete an Announcement Request Form no later than the day before it is to be read and return the completed form to the administrative assistant to the assistant principal.

ASSESSMENTS

Whenever possible, assessments should be scheduled in such a way that there are not more than two on any given day for a particular student. Teachers should not give assessments on the same day that midterms are being given in another class. Teachers are required to record their scheduled tests and announced quizzes at least one (1) week in advance on the appropriate Grade-Level Assessment Google Calendar.

Of course, teachers can also post long-term assignments or project deadlines. Teachers should write the name of the course, assessment, and/or assignment, followed by their last name in parentheses (i.e. Science 6 Test Jones).

6th Grade Assessment Calendar 2022-2023

7th Grade Assessment Calendar 2022-2023

8th Grade Assessment Calendar 2022-2023

ATTENDANCE FOR STAFF

All staff must sign in to the Sign-In/Sign-Out Log located on the main office counter when arriving at school in the morning. If at any point during the school day, a staff member needs to leave the campus, they must sign out on the Log. Maintaining an accurate Log is imperative in the event of an actual emergency or an emergency drill.

ATTENDANCE FOR STUDENTS

Attendance must be taken in eSchoolData at the beginning of each period: https://eschooldata.lhric.org. In the event a student is late to class, the faculty member is to admit the student to class and then follow their own procedures in terms of assigning a consequence. If a student has been pulled out for counseling, music lessons, etc., this should be indicated by using the drop-down menu in eSchool. If a student is missing, immediately call the greeter: *347.

Attendance Protocol When Covering a Class:

1. Take attendance at the start of class utilizing the class list left by the teacher on the desk.

2. Send the names of students absent to Maria Dinota, mdinota@mtplcsd.org, our attendance clerk, as follows:

Subject Line of Email: Period, Name of Teacher

Body of Email: First & Last Name of Students Absent

*Please be sure to put the teacher's name and period in the subject line.

BUDGET REQUESTS

Each grade level and subject area team is responsible for completing a preliminary budget request, which serves as the basis for materials, supplies, equipment, furniture, books, technology, field trips, professional development, memberships, and/or subscriptions for the following school year. Once the school budget has passed, each grade level and subject area team is responsible for submitting their requisitions through Ed Data or other approved vendors, using the Annual Budget Requisition Form.

BULLETIN BOARDS

All faculty are responsible for updating their assigned hallway bulletin board, as per the label, on at least a quarterly basis.

CHANGING OF CLASSES & PASSING TIME

All teachers are to stand in the hallway by their classroom door during the changing of classes in order to supervise students as they pass through the halls. Students may only be dismissed once the bell sounds. Students are not to be dismissed early at the end of a period or at the end of the school day. **Classes that meet for a double period are *not* permitted to break at the bell.** Breaks should be given at an alternate time during the lesson and teachers should supervise students in the hallway.

Students are not permitted to use bathrooms during passing time. Students should report directly to class. Students must not be denied permission to use the bathroom. Teachers should coordinate with other teachers, counselors, and administration to identify students who request to leave the classroom frequently and conduct parent outreach accordingly.

CLASSROOM DOORS

All faculty are required to close and lock their classroom door any time they leave their room throughout the school day or when going home at the end of the school day. All faculty are required to close and lock classroom windows at the end of the school day. It

is imperative that the classroom is secure, and that the confidential emergency response plan is inaccessible.

COMMITTEE ON SPECIAL EDUCATION & 504 MEETINGS

At times, faculty members will be asked to attend the Committee on Special Education (CSE) or 504 meetings by case managers, school counselors, etc. It is expected that all faculty will do their best to commit to attending these meetings unless there are extenuating circumstances preventing them from going.

COMMUNICATION

All staff must check their mailbox, email, and voicemail. If your response is required, it is expected that faculty and staff reply within 24 school-day hours. Faculty are encouraged to document important communications with parents. When emailing a student, copy the parent. When emailing a parent, copy the student. Consider copying relevant faculty as well.

CUSTODIAL ASSISTANCE

Any request for custodial assistance must be made through Maintenance Direct, unless it is an immediate cleaning, health, or safety need, in which case you contact the greeter (*347). If you need assistance making a request, refer to this Guide or Video. The district account number for Maintenance Direct is 338223175 and the submittal password is 'wildcats'. Please be aware that if you are requesting that an item be disposed of, some items are tagged as an asset with a barcode. In this case, then approval is needed before the item can be disposed of.

DELIVERIES

When receiving packages, materials, or supplies that were ordered through the school or district budget, all staff must return the packing slip to the administrative assistant to the principal in order to properly certify and process the purchase order and vendor payment.

DASA and BULLYING

The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others, and dignity to include: awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of

discrimination, harassment, and bullying. **Any reported or witnessed incident related to the above-mentioned topics must be documented by downloading and filling out the DASA Incident Report Form and informing the administration.**

BULLYING

For purposes of this Code of Conduct, the term "bullying" among students is defined, in general, as a variety of negative acts carried out repeatedly over time. Bullying involves a real or perceived imbalance of power, with a seemingly more powerful student or group attacking a seemingly less powerful student or group. Bullying can take several forms such as verbal, psychological, physical, or electronic. Any acts of bullying are against the School and/or District Code of Conduct and will be subject to appropriate disciplinary action. Each area of bullying is outlined below:

Verbal

- Mocking, name-calling, or taunting
- Malicious teasing about appearance, clothing, personal possessions, etc.
- Verbal threats of aggression and/or violence

Psychological

- Gossiping, embarrassing someone, or spreading rumors
- Excluding from group or social rejection
- Manipulating social relationships
- Intimidation

Physical

- Any physical contact, such as hitting, kicking, pushing, shoving, spitting, tripping, etc.
- Defacing, kicking, or stealing personal property
- Degrading or humiliating acts such as de-pantsing, placing signs on someone, etc.

Cyber Bullying

- Inappropriate use of email, text messaging, social media, etc. which interferes and/or infringes on the general health, safety, or welfare of another student.

However, it is important to note that a single negative act as enumerated above may also constitute "bullying" (if not more serious misconduct) based upon particular circumstances such as the seriousness of the act and/or the intent of the actor.
(Refer to Board of Education Policy Number 7552)

BYSTANDERS

Bystanders engage in misconduct when they do not initiate or directly participate in prohibited conduct; but rather by their actions and/or inaction they allow damage or injury which could have been prevented and/or encourage prohibited conduct. Students who are found to be wrongful bystanders may be subject to discipline.

REPORTING OF VIOLATIONS

All students and teachers are expected to promptly report violations of the Mount Pleasant Central School District's Code of Conduct to a teacher, school counselor, school staff, or building administration.

It is important that each student is known well by at least one trusted adult who helps to coordinate and support academic, behavioral, social-emotional, attendance, and other areas of concern. This becomes particularly important for identifying and reporting DASA and bullying violations.

DISTANCE LEARNING

Refer to district-level decisions and documents regarding distance learning as they are updated.

DISCIPLINE

Discipline, unlike punishment, is proactive and begins before there are problems. It means seeing misconduct and conflict as opportunities to problem-solve. Discipline provides guidance, focuses on prevention, enhances communication, models respect, and embraces natural consequences. It teaches fairness, responsibility, life skills, and problem-solving.

Students are obligated to follow those classroom rules and procedures established with the teacher as well as the rules of the school and described in the Code of Conduct. When rules are violated, teachers are expected to engage in appropriate classroom management strategies and techniques.

The Code of Conduct contains a comprehensive list of definitions, rights, responsibilities, prohibited conduct, disciplinary procedures, specific penalties, and actions (including detentions and suspensions) that are applied when it becomes necessary to administer discipline.

Depending on the nature and severity of prohibitive conduct, attempts to provide various interventions and supports should always be attempted first. These include but are not limited to:

- Team meetings - collaborative problem solving

- Scheduled teacher and/or counselor check-ins with students
- Scheduled teacher and/or counselor check-ins with parents
- Student progress monitoring forms and behavior contracts

Depending on the nature and severity of prohibitive conduct, discipline and penalties should always be progressive in nature, beginning with oral and written notifications and descriptions of behavior to the students and their parents and then formal meetings with students and their parents to discuss the conduct and its impact on the learning environment.

The penalties detailed in the district code of conduct are the following:

1. Oral warning

2. Written warning

3. Written notification to parent

4. Detention

5. Suspension from transportation

6. Suspension from athletic participation

7. Suspension from social or extracurricular activities

8. Suspension of other privileges

9. In-school suspension

10. Removal from classroom by teacher

11. Short-term (five days or less) suspension from school

12. Long-term (more than five days) suspension from school

13. Permanent suspension from school

To increase student accountability, and foster independence, students should be active participants in the process when appropriate.

Teachers may assign students to lunch detention. Lunch detentions may take place in a teacher's own classroom or in the classroom where a teacher has the assigned lunch detention duty. Teachers are responsible for notifying a parent if the detention has been assigned and for completing the corresponding Lunch Detention Log.

Students can receive detention for repeated or egregious disorderly, insubordinate, disruptive, or dangerous conduct. This includes conduct that violates the academic honesty policy (i.e. plagiarism, cheating, copying, altering records).

Students may also be assigned lunch detention as an academic intervention (i.e. completing missing or incomplete work).

If, after following all of the steps outlined above, little change is seen in the student's behavior, the teacher should refer the student to administration using the Incident Referral Form, which is available through the link or in the main office. Teachers are responsible for notifying a parent regarding the Incident Referral, contact with the parent must be indicated in the referral form. Of course, extenuating situations will arise in which a student is so disruptive in class that they prevent the normal educational program from taking place. In such situations, the student should be removed from the classroom immediately and sent to a counselor or an administrator. Be sure to contact the counselor or administrator's office before sending the student out of the class to ensure that someone is present.

DUTIES

All full-time faculty and staff in the building are responsible for fulfilling no more than one (1) scheduled duty each day that will last approximately one (1) instructional period. Duties are non-instructional assignments that are critical to the functioning of the middle school.

EMERGENCY LESSON PLANS/ATTENDANCE ROSTERS

All teachers are required to maintain and regularly update emergency lesson plans and attendance rosters (including any special notes, information, directions, etc. that a substitute must be aware of). Plans and rosters must be clearly labeled and accessible to substitutes in the event of an unplanned absence. Where applicable, send plans to colleagues to share with the substitute teacher to ensure continuity of instruction.

EMERGENCY RESPONSE PROCEDURES

All staff must display their red emergency response binder inside the black basket behind their door. All staff are responsible for updating and reading the Building Level Emergency Response Plan at the beginning of the school year and updating class rosters on a semester basis inside the binder. The binder must be brought with each staff member in the event of an actual emergency or drill. In the event of an actual emergency or an emergency drill, every staff member must bring their red emergency binder with them if they are in their room.

FIELD TRIPS

All trips must have the approval of the building principal and the Superintendent of Schools. In requesting a field trip, staff members must complete a Field/Academic Trip

Approval Form, which is available in the main office in triplicate. All forms must be submitted at least two (2) weeks in advance of the trip. Faculty are required to have written permission from students' parents in order for them to attend a field trip. Faculty must also check with the nurse to determine whether student participants have medical needs. If buses are needed, staff members must complete the Royal Coach Bus Charter Request Form. A list of all students who are attending the field trip and their bus assignments must be provided to the main office on the day prior to the trip.

GOOGLE CLASSROOM and NAMING CONVENTIONS

All faculty are required to maintain a Google Classroom for each course they teach and add them to the 2022-2023 Google Classroom Link/Office Hours spreadsheet . Each Classroom must include a brief description of the course. In addition, teachers should list long-term project information and deadlines, upcoming tests and quizzes (as needed), and nightly assignments, no later than 4:00 p.m. on the school day before they are due. Further, teachers should indicate the updated schedule of when they will remain after school to help students (2:18 p.m. - 2:45 p.m.). Of course, the innovative use of Google Classroom beyond these expectations is welcomed and encouraged. Please note that links to third-party sites should be carefully vetted.

Please use the following naming convention for classes for Google Classroom:

SUBJECT GRADE-SECTION TEACHER LAST NAME

Example:

Math 6-105 Davis

GRADE BOOKS

All faculty are required to maintain an accurate digital grade book within eSchoolData: https://eschooldata.lhric.org. This will contain the names of all students in each of your classes. Every assignment which is part of a child's running average must be documented in the grade book and published to the *Parent Portal* within ten (10) school days following their due date.

GRADING

Students' achievement at the end of the marking period is evaluated with a Pass/Fail (P/F) in certain courses and with numerical grades in other courses, which have the letter equivalence as follows:

A+ = 97 – 100 B+ = 87 – 89 C+ = 77 – 79 D = 65 – 69

A = 93 – 96	B = 83 – 86	C = 73 – 76	F = 50 – 64
A- = 90 – 92	B- = 80 – 82	C- = 70 – 72	

No grade lower than a 50 can be issued at the end of a marking period. Any grade that is issued which deviates from a P/F or a numerical grade (i.e., a P/F in a course with a number grade, a medical, an incomplete, an audit, etc.), must first be reviewed with the school counselor or administration. In all situations, a grade should reflect a true evaluation of a student's performance. Students who attend specials once or twice a cycle (i.e. students that receive related services during specials) are to be given a P/F for their marking period grade.

For those assignments or units of study that include the corresponding IB Subject Area Rubric with either one, two, three, or four criteria, all faculty must use the IB Achievement Levels Standard Conversion Chart to determine the percentage equivalent.

In addition, teachers of students for whom English is a New Language (ENL), should follow the adopted 6-12 Grading Recommendations based upon a student's proficiency level. See our ENL teacher, Ethel Anastasiou for additional information.

GRADE LEVEL CHECK-INS

Grade Level Check-Ins are scheduled once a month from 2:20 - 2:45 p.m. in Room 219. They are on the WMS Meetings & Events Calendar. Teachers should attend at least one of these meetings a month depending on the grades that they teach. However, the priority should be on students' needs and requested or scheduled extra help. If you are unable to attend, please consult with your colleagues with regard to the meeting topics. Topics can be added to the Grade Level Check-In Agenda below in advance of the meeting.

GUIDANCE MEETINGS

All teachers are required to attend guidance meetings, so long as it does not conflict with an instructional period, duty, or personal lunch. The time and date for guidance meetings can be found on the WMS Meetings & Events Google Calendar.

HALLWAY SIGNS & POSTERS

Any request to hang a sign or poster in the school hallway must first be approved by the building administration. It is the responsibility of the faculty member, faculty supervisor or faculty advisor to an extracurricular club or activity that the signs or posters are removed in a timely fashion after the conclusion of the event.

HOMEWORK

Homework provides the opportunity for a student to practice what was taught in school independently, to extend their classroom experience, or to prepare for what will be taught in the days ahead. It also enables teachers to assess students' progress towards curricular goals. The habit of completing homework on a regular basis helps students to develop organization, time management, responsibility, initiative, and ownership of their learning. Since homework is a form of assessment, it should be used to generate formative feedback for students. Every effort should be made to assign no more than twenty (20) minutes of homework per subject for nightly assignments for students of average ability (not including independent reading). For those students for whom homework completion takes longer than twenty (20) minutes, individual adjustments can be made. Also, it is the grade level/subject area team's discretion as to whether or not they will accept unexcused late homework. Grade level/subject area teams need to ensure that a consistent policy is employed.

No homework (other than independent reading) can be assigned the day prior to or due the day following the Thanksgiving break, holiday breaks, winter break, spring break, or Memorial Day weekend (when longer than three days). In addition, it is important to be mindful of the amount of homework assigned on other holidays which occur throughout the school year, for which students are not given the day off.

INDIVIDUALIZED EDUCATION PROGRAM & 504 PLAN REVIEW

Each general education teacher, special education teacher, related service provider, and other service provider is responsible for implementing a student's Individualized Education Program (IEP) and 504 plan. Teachers will be provided with electronic access of the student's IEP or 504 plan prior to its implementation and informed of his or her responsibility to implement the recommendations on the IEP or 504 plan, including the responsibility to provide specific accommodations, program modifications, support and/or services in accordance with the IEP or 504 plan.

INSTRUMENTAL PULL-OUT LESSONS

Students enrolled in an instrumental course (such as band) are assigned to a rotation of pull-out lessons, in addition to their regularly assigned class. Pull-out lessons are scheduled in such a way so as to not impact the same class more than once per marking period or every ten (10) weeks for an individual child. While the schedule for the pull-out lessons will be published for all teachers ahead of time, students should check-in with their regularly assigned teacher for the purposes of attendance, prior to going to the pull-out lesson. Students and teachers should coordinate so that students can make-up any work they may miss while attending the pull-out lesson. Students should be reminded that work can be made up by attending after-school help (2:18 p.m. - 2:45 p.m.). A teacher may, at his or her discretion, request that a child not attend the pull-out lesson

due to a critical lesson or assessment, but should notify the instrumental teacher ahead of time.

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM

Westlake Middle School is an Authorized International Baccalaureate (IB) Middle Years Program (MYP) school. For additional resources about the MYP at Westlake Middle School, this can be found on our teacher site, public site, or the International Baccalaureate Organization.

MEETINGS & EVENTS CALENDAR

All building-based meetings and events are reflected on the WMS Meetings & Events Google Calendar. The calendar is updated regularly in the event of cancellations, inclement weather, etc. Contact the principal, Anthony Mungioli if you need to be added to the calendar.

OBSERVATION & EVALUATION

Observation and evaluation for probationary and tenured faculty will happen each year at Westlake Middle School. All observation and evaluation expectations, timelines, forms, and rubrics can be found on the Mount Pleasant Central School District's Curriculum & Instruction webpage.

PASSES

A pass must be written or given to a student whenever they leave the room during class time either by the receiving staff member or the teacher. Utilize color-coded passes provided to each classroom. Students must sign-out and sign-in on the linked classroom log when leaving the room. These logs must be updated daily and are subject to administrative review. Furthermore, if a staff member needs to retain a student from their regularly scheduled class, it is the staff member's responsibility to notify the regular classroom teacher.

Teachers should monitor the amount of time that a student is out of the room. If it is deemed by a teacher, or group of teachers, that a student is out of the room excessively, then the teacher(s) must contact a parent to discuss the concern.

PERSONAL USE OF ELECTRONIC DEVICES

Staff should model appropriate phone usage for students. Personal phone conversations, emailing or texting are to be done apart from students during lunch or non-class times only. Staff should refrain from using their phones in the hallways or other public spaces.

MTSS PROBLEM SOLVING TEAM

The MTSS Pupil Support Team (PST) is a forum to present, problem-solve and plan for non-identified students. If a teacher, counselor, psychologist, social worker, or administrator wishes to discuss a student or issue, they should follow, they should inform the team.

PUPIL SUPPORT TEAM

The MTSS Pupil Support Team (PST) is a forum to present, problem-solve and plan for identified students or issues impacting identified students. If a teacher, case manager, counselor, psychologist, social worker, administrator, related service provider, or special educator wishes to discuss a student or issue, they should follow, and they should inform the team.

REPORT CARDS

After report cards have been posted to the portal by the corresponding marking period deadline, it may be necessary to make a change in a student's grade. All grade change requests must be made by completing the Change of Grade Form.

REQUEST FOR COMPLETION OF RATING SCALES

If a request from an outside provider (i.e., doctor, therapist, psychologist, evaluator, etc.) for the completion of a rating scale for a student is received by any faculty or staff member, the request must first be sent to the school counselor to ensure consent for the release of records to an outside provider (FERPA). The counselor will then provide the rating scale to the faculty or staff member for completion, at which point the counselor will return it directly to the provider.

ROOM UTILIZATION/RESERVATION

Classroom space for student instruction and assessment is a priority. The Room Availability Report lists each classroom in addition to the periods during which there is no class assigned. In consultation with the teacher(s) in a particular room, all faculty are welcome to use these unassigned classrooms for pull-outs, small group instruction, or student assessment and testing.

For those faculty who wish to use common spaces in the middle school during the school day (*Room 209, Room 219, Room 309, Cafeteria Conference Room -CCR*), reserve the period/date on the Conference Room Calendar, using the following convention: Room Number or CCR, Last Name ex: 219/Parrottino. Room 209/219/309/CCR Calendar

STUDENT HANDBOOK & CODE OF CONDUCT

All staff are required to read the Student Handbook and Code of Conduct at the beginning of the school year. In addition, during the first ten (10) days of school, all first-period teachers are expected to review the Student Handbook and Code of Conduct with students, which is found in the front of their planners. Every homeroom teacher is required to teach and present the Code of Conduct Teacher Presentation in the first week of school. At the end of the ten (10) day period, first period teachers should check that the agreement on page 3 has been signed by both students and their parents and/or guardians.

STUDENT TEACHERS/TEACHER INTERNS

Any faculty member who wishes to have a student teacher or teacher intern should first seek approval from building administration and provide the necessary paperwork from the corresponding program. Once approved, the student-teacher or teacher intern should receive a visitor's pass each day with the greeter.

TEACHER ASSIGNMENT SURVEY

The teacher assignment survey is provided so that each professional staff member may have the opportunity to formally participate in the teacher assignment process. The form is to be completed and returned to the building principal and the building principal of your assignment choice (if applicable) by February 1st. The form will be given out by January 15th. Teachers requesting changes and/or assignments in proposed areas will have an opportunity to individually review the request with the principal responsible for the program.

TEACHER COVERAGE

All teachers who substitute for an absent colleague must complete the Teacher Coverage Payroll Form. The form must be completed in blue or black ink and returned to the administrative assistant to the assistant principal within thirty (30) days of the coverage to submit to payroll for reimbursement.

TEACHER HOURS

All teachers are required to be in the building between the contractual hours of 7:30 a.m. and 2:45 p.m, unless an alternate schedule has been arranged by an administrator. Teachers may not arrive late or leave early, unless specifically granted permission by an administrator.

TEAM MEETINGS

All teachers are required to attend team meetings, as needed/scheduled, as long as it does not conflict with an instructional period, duty, or personal lunch. The time and date for team meetings can be found on the WMS Meetings & Events Google Calendar.

TECHNOLOGY ASSISTANCE

Any request for technology assistance must be made through the technology help desk: https://lhric.service-now.com or you can dial (914) 922-3002, 7:00 a.m.-5:00 p.m. M-F.

TECHNOLOGY MANAGEMENT

Any device that is missing must immediately be reported to Dawn McFarland in the Library Media Center, so that it may be traced.

TESTING ACCOMMODATIONS

For those students who have “Tests Read” as part of their accommodations on their Individualized Education Program (IEP) or 504 Plan, tests will be read by the support staff member in a special class or by the special education teacher in a collaborative class.

TEXTBOOK DISPOSAL

The disposal of obsolete textbooks and/or chapter books will occur each June, as per the end-of-year Teacher Check-Out list. Written requests are to include the corresponding

names, edition, publication year, ISBN number, the quantity for disposal, and current location.

UNIT POSTER

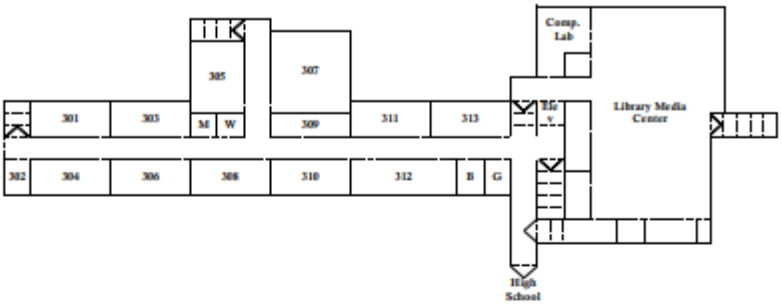
All faculty are required to maintain a unit poster, visible to students in their classroom, which reflects the current title of the unit of study, statement of inquiry, global context, and key concepts being studied.

VISITORS

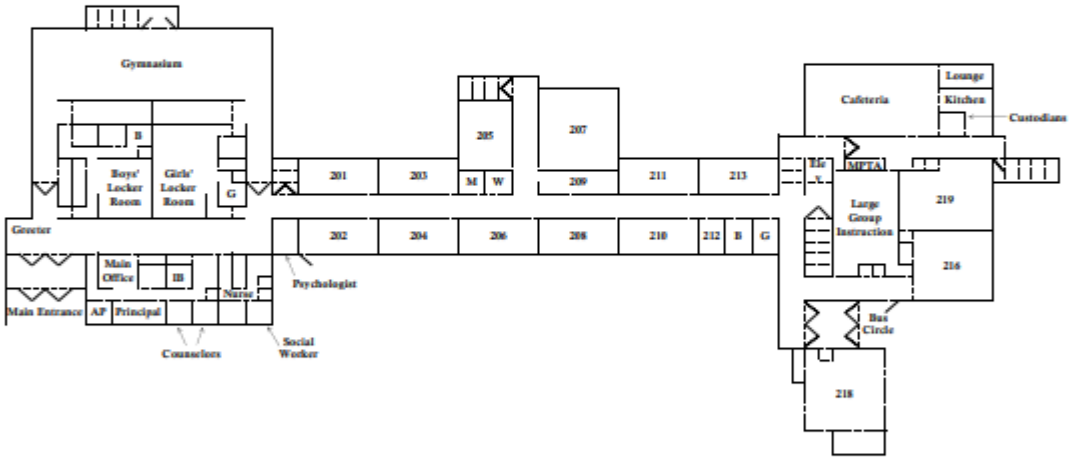
Any faculty member who wishes to have a visitor(s) come to the school for the purposes of classroom observations, presentations, etc. should first seek the permission with the building administration and then notify the greeter of the anticipated arrival date and time so that they may receive a visitor's pass.

BUILDING MAP

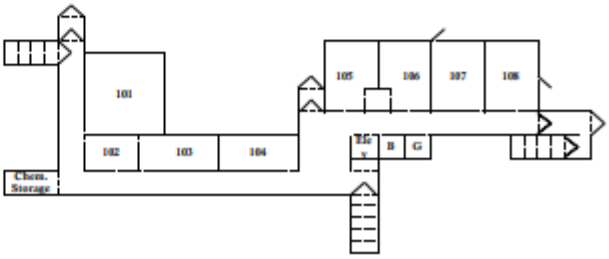
Upper Level: 3rd Floor



Main Level: 2nd Floor



Lower Level: 1st Floor



APPENDIX

Bell Schedules

Chaperone Payroll Form

Cisco Telephone Guide

Change Grade Form-(MAKE A COPY)

Electronic Device Confiscation Form

Generic Instructional Program

IB Instructional Program

Incident Referral Form - (MAKE A COPY)

Marking Periods

Master Schedule

Parking Assignments

Payroll Dates 21-22

Professional Handbook (District)

Purchasing & Reimbursement Procedures

Room Utilization Report

Staff Directory

In-School Suspension Protocols