

WDMS STAFF HANDBOOK :2023-2024 SCHOOL YEAR

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WDMS STAFF HANDBOOK

Behavior Prevention

In the classroom, teachers know that effective classroom management begins with prevention. Setting clear expectations for behavior from day one, planning stimulating and interesting lessons, keeping students on task, and using effective communication practices are some of the preventive measures teachers use.

In order for a Code of Conduct Policy to be truly comprehensive, it must incorporate strategies for prevention.

What are some preventive measures that a Code of Conduct Policy can emphasize? Here is a partial list:

- Strive to make all students feel connected to the school. One way this is done is to build a strong and active extracurricular program attempting to attract those students who regularly impact the discipline system
- Establish mentor programs to improve school connectedness.
- Encourage effective communication practices by everyone in the school
- Support and publicize the core values of our school. All members of the staff should model and support these with students
- Express appreciation when students begin to follow the rules, i.e. notes, phone call home, personal contact.
- Study management reports on discipline. Analyze where problems are occurring and what can be done to minimize them at a systemic level.
- Explore skill-building programs. Many times students react in inappropriate ways because they lack the skills to respond appropriately. Programs should be explored that can be integrated into the curriculum or school day that address skill building.

Behavioral Referral

It is an assumption that students are, first and foremost, answerable to their classroom teacher. Therefore, the sanctions delineated in our Board Approved Code of Conduct are those used by the administration after individual teachers have worked with a student to remediate inappropriate behavior. Consequently, while a consequence may be a "first offense," it often should be a third or fourth intervention with a student, especially in minor disciplinary infractions found under the [Code of Conduct](#).

In as many cases as possible, if a conflict or infraction could be resolved using authentic restorative dialogue, this approach will be preferable to punitive measures.

In some circumstances, students may warrant exclusion from a class/period due to unacceptable behaviors or safety considerations.

If a student breaks the code of conduct, several steps may be taken:

- Teacher will meet with the student to discuss the problem.

- Teacher will contact parents by phone, email, or personal conference.
- Teacher can consult with support personnel (school counselors, teacher leaders, CST, I&RS, administration) for ideas on behavior support and interventions in the classroom.
- Teacher will arrange a student conference with a school counselor.
- Teacher will refer the student to the administration. Behavioral referrals can be accessed at [this link](#). A copy will be sent to the administration and front office staff. Be specific and use exact details when describing the incident. **Use facts only and not personal opinion.** Fill out separate forms for separate students. Use students' full names in discipline referrals, as these are considered legal documents. Please do not use nicknames or another student's name in the referral. You may, however, refer to the other student as "Student A" or "Student B" etc. Information on other students, including names, can be placed in the space for Administrator Comments only.

In cases where behavioral concerns are ongoing, teachers should be in regular contact with the student's parents and take steps above in an effort to work collaboratively with the student and their family to incorporate positive behavior support, preventative strategies and plans to support the student.

Teachers submitting a behavioral referral to administration should contact or notify parents by phone the same day to discuss the referral.

Bell Schedules

The Full and Half Day Bell Schedules can be found [here](#).

Board of Education Policies

- [Conflict of Interest](#)
- [Employee Substance Abuse](#)
- [Family Leave Act](#)
- [Reporting Accidents](#)
- [Sexual Harassment](#)
- [Affirmative Action Program](#)
- [Rights of Persons With Handicaps or Disabilities](#)
- [Electronic Communication between Staff and Students](#)
- [Electronic Communication and Recording Devices](#)
- [Postnatal Accommodations Policy](#)

Breakfast

Hot breakfast will be available to students from 7:35 am to 7:50 am. Supervising staff will make sure students clean up after themselves before returning to homeroom.

Students will also have access to cold breakfast served in each wing of the building. Both Chartwells staff and WDMS staff are responsible for retrieving and returning the cold breakfast carts daily. Breakfast carts will be available in the cafeteria by 7:25 am. Cold breakfast must be consumed in the classroom.

Bus Line Up by Wing

Buses will line up outside the school building. *This document will be shared via email and added to this handbook when it is made available.*

Cafeteria Duty

The teacher is the lead person when supervising students both in and out of the cafeteria. Please keep in mind, cell phones are not permitted to be used by students during lunch/recess (all cell phones must be turned off and locked in lockers for the day).

We will be using a split schedule for lunches. In order to maximize supervision at lunchtime, please fulfill the following responsibilities:

Staff Member – Café: Students are allowed to sit on both sides of the benches. 8 students maximum are permitted at each table. Circulate in the cafeteria the first half of the period. Maintain clean tables and floor areas, and keep movement to a minimum. Encourage students to be mannerly and dispose of trash properly. A staff member will be in charge of cleaning the tables after each lunch. Supervise students in the hallway on the way to recess – out their respective wing doors.

Staff Member – Recess: Meet students at their respective grade level wings to line up for outdoor recess. Students are to walk in an orderly fashion out to the recess area. Promote safety and active participation. Staff members are assigned to specific locations outside to maximize supervision.

Clubs

We will be running clubs for the 2023-24 SY. session 1: 9/26 -12/14, skip the week of Thanksgiving make up week of 12/19 Session 2: 1/9 - 3/28, skip Spring Break, make up week of 4/9/2023.

Code Blue

CODE BLUE:

Janet's Law took effect on September 1, 2014. Janet Law requires the following:

- All public and private schools K-12 to have an AED on site
- At least five school employees to be certified in CPR/AED
- An emergency action plan for a sudden cardiac event
- The AED to be located in an accessible, unlocked location (such as outside the school gym) with appropriate signage above the unit
- Signs throughout the school directing people to the AED

WDMS created a "Code Blue" Team to respond to an emergency call. The members of the 2023-2024 WDMS Code Blue team are: Jeff Podolski, Alonzo Somerville, Angela Petruz, Karen

In the event of a sudden cardiac event, “Code Blue” and location will be announced on the PA system. The Code Blue Team will respond to the location and take over the scene to: provide first aid/CPR/AED, document vital signs, direct ambulance, control crowds, retrieve demographic information for first responders, and more. The following teachers will cover the classrooms of the Code Blue members during the event.

- Tom Lindsay
- Karen Brinich
- Casey Lattanzio- to be determined by 7th Gr. Team Leaders
- Adam DiLorenzo- to be determined by 7th Gr. Team Leaders
- Eric Stanwood- Monica Quinlan
- Kristin Ramagli- A PE teacher present during that time
- Alexandria Ivoll - (Special Ed)

We will have a “Code Blue” drill minimally once a quarter. In the event a “Code Blue” is called, please keep students in the classroom until the drill is announced to be over.

Code of Conduct

The WDMS Code of Conduct can be found [here](#).

Committees/Leadership

The 2023-2024 Committees/Leadership lists can be found [here](#).

DCP&P contact (ie: contact SRO to notify)

By law (N.J.S.A. 9:6-8.10), and Department of Education regulations (N.J.A.C. 6:29-9), any person having a reasonable cause to believe that a child has been abused or neglected in any environment (e.g. home, school, institution, foster home, etc.) is required to immediately notify DCP&P by calling the Child Abuse Hotline 1-877-NJ ABUSE. Reporting through a secondary source creates unnecessary delays in reporting, possibly resulting in further harm to the child, and does not satisfy the statutory requirement to report directly to DCP&P. In addition, the DCP&P screener may need information known only to the person who suspected the abuse. (excerpted from <http://www.state.nj.us/childadvocate/QAschools.pdf>)

District Curriculum

The district has adopted a curriculum which aligns classroom instruction and activities to the NJ Student Learning [Standards](#). The curriculum was written and organized into units of instruction. Each unit includes critical knowledge and skills, career readiness practices, standards, formative, and summative assessments, interdisciplinary connections, integration of technology, differentiation and primary and secondary resources.

Ed Data

Area coordinators will advise staff as to when the budgeting process will begin and uphold deadlines.

Username: 5 digit ID

Password: 5 digit ID

District Code: pb

Equity

Since August 2021, select WDMS Educators along with all district administrators and central office administration have engaged with Dr. Shelley Zion, Director of the Center for Access, Success, and Equity (CASE) and Dr. Dan Tulino to assist in initiating an internal equity audit. 30 staff representatives from the district have participated in monthly meetings with Scott Oswald and his Partnership for Education, Equity, and Research (PEER) Lab team at Rowan University. This group of staff has engaged in authentic conversation, self-reflection, and have become teacher leaders in this effort by helping evolve the conversation and action of the school district through collaboration, courageous conversations, and inclusion. Additionally, a parallel group that will eventually join Dr. Zion and Dr. Tulino for meetings will be our WDMS Student Voice group. Teachers have already attended training in preparation to talk with WDMS students about issues of race, equity and student empowerment.

Evacuation/Emergency Drills

The signal to evacuate the building will be the fire alarm bell or a PA announcement. Directions for leaving the building will be given by the teacher and are posted near the door of each room in the building. At the sound of the alarm, students and teachers should move SILENTLY and QUICKLY in orderly lines through the nearest exit, and away from the building. Students should follow teacher directions in the event that doors are blocked and move quietly and quickly to the next nearest exit. Staff members shall bring the brown folder that includes the student rosters and the green/red card to all drills. Instruction to return to class will be given by the teacher after an appropriate signal over the PA system. There will be no talking during a building evacuation so that emergency instructions can be heard.

A list of evacuation stations may be found [here](#).

A list of detailed directions for an emergency evacuation may be found [here](#).

A detailed classroom emergency poster may be found [here](#).

Expectant Mothers

If a student becomes pregnant, she should notify the school nurse. Any necessary modifications of the student's program will be made at that time, including education and personal (i.e. lactation area).

Facility Booking Procedures

Library

To reserve the library for use during the school day for instructional purposes (book check out, class visits to the library, research, etc.), email Judy Frantz directly at jfrantz@wdeptford.k12.nj.us and ask for requested date(s)/time(s). You can also stop down to see her and view the schedule directly to work out your date(s)/time(s).

All Other Facilities (Cafeteria, Gym, Conference Rooms, etc.)

To reserve any other facility for use during the school day, email Alonzo Somerville at asomerville@wdeptford.k12.nj.us and ask for the requested date(s)/time(s). You can also stop down to see him and view the schedule directly to work out your date(s)/time(s).

To reserve any facility for use outside of school hours, please utilize the “Facilities Booking” link under “For Visitors” on the WDMS homepage or click [here](#).

Frontline Procedures for School Business

This system is a substitute placement and absence management service which allows you to request time off for personal days, professional days, sick days, jury duty, and compensation days.

In order to submit a request, you must log into the site ([Click here](#)).

- 1) Begin by Creating an Absence.
- 2) Indicate if Substitute is Required.
- 3) Select Absence Reason

****Note ALL School Business Days and Personal Days need 3 levels of approval. Submit all School Business Days in a timely manner. As per bargaining contract, Personal Days must be requested at least 4 business days in advance.**

- 4) Choose Time (Full Day or Half Day).
- 5) Notes to the Administrator are necessary for all School Business Day requests.

Notes to Administrators must include the following:

- Cost of substitute (\$110/full day or \$55.00/half day)
- Indicate the purpose of the day (title of workshop, meeting day, etc.)
- Cost of workshop to the district

Additional information (such as mileage, tolls, meals, etc.) may also be included in Notes to Administrator by clicking “Notifications” at the top right corner of the page.

Grading Scale and Comment Codes

The WDMS Grading Scale can be found [here](#).

The WMDS Comment Codes can be found [here](#). Teachers will include a comment for grades of a 73 and below. Teachers will only use the comment code and will not write in the comments.

Teachers shall assign a minimum grade of 59 for all students who score below a 59 for Q1 and Q2.

Grade Set-up Directions

All teachers shall utilize the PowerTeacher Pro Gradebook.

Category Weights

Use this option to calculate the Q1, Q2, Q3, and Q4 final grades based on assignment categories.

Category Weights Setup:

1. On the Settings tab on the left side, click on Traditional Grade Calculations.
2. Then, click on the pen on the right hand side that corresponds to a reporting term (i.e. Q1, Q2, Q3, or Q4).
3. Then, under the pull down menu for "Type", click on "Category Weights".
4. Click on the "plus-sign" in the upper right corner of this menu screen to add an assignment category. Add one category for each assignment category you plan on using.
5. Make sure all of your categories are set to "Category Weights" on the left side.
6. Allocate the appropriate weight to each category. The weights for all categories should add up to 100.
7. Click "Save", and copy to the remainder of the terms for this course. Then, copy to the remainder of your courses.
8. On the Grade Setup tab in PowerTeacher Gradebook, click on a reporting term in the upper portion. The bottom portion of the page includes the options for Total Points, Term Weights, or Category Weights.
9. Mark the bubble to select " Category weights."
10. Click on " add category" to view a list of categories already created in the gradebook.
11. Select the categories to use in the final grade and click OK.
12. Allocate the appropriate weight to the category. It is common to enter weights that equal 100.

Term Weights

Final course grades for S1, S2, and Y1 shall be calculated using term weights. These term weights shall be determined by the administration.

Handling of Money

Any monies collected by a staff member for a school-related purpose should be pre-counted and submitted to Ms. Jodi Thayres. A deposit slip will be completed, and the funds will be processed through the student activity fund.

HIB Policy and Process

West Deptford's Anti-Bullying Coordinator: Dr. Shawnequa Carvalho

West Deptford Middle School's Anti-Bullying Specialists: Thomas Jakubowski, Liza Lecher and Abrina Wright

A complete description of the district's Anti-Bullying Policy and Reporting Procedures can be found [here](#).

Homebound Instruction

In the event a student needs to receive homebound instruction, either the student's guidance counselor (if general ed), case manager (if special ed), or school nurse will complete the [attached form](#) to be signed by the district physician and student's doctor. From there, the guidance counselor (if general ed) and case manager (if special ed) will arrange for instruction. In an effort to provide consistency of instruction during the student's absence, preference will be provided to the student's current teachers in providing homebound instruction. However, should the student's teachers be unable to provide homebound instruction, an email will be sent to

MSStaff regarding the opportunity. After 24 hours from the email being sent, staff that responded will be informed via email if they are selected. The selected staff must complete the

BOE approved number of hours for their assigned content. Should a staff member be unable to provide their weekly instruction, the staff member should inform the corresponding counselor.

Once instructors are determined, the counselor will email the administrative team the student's name, start date, end date, content, and number of hours to be completed (Note: hours must be rounded to the nearest quarter hour). See example below:

-STUDENT NAME: student ID number

-Start date - End Date

-# of hours per week for the following totaling # of hours and # of minutes broken down per month and subject:

January = # hours

Subject	Classroom Teacher	Homebound Instructor	Total # of Hours for Month
Literacy	Name	Name	# hours # mins
Math	Name	Name	# hours # mins
Science	Name	Name	# hours # mins
Social Studies	Name	Name	# hours # mins

Homebound instructors must complete and submit the attached [homebound instruction log](#) and payment voucher ([special ed voucher](#) and [general ed voucher](#)) to Jodi Thayres by 2:45pm every Friday for the week prior (ending on Sunday). Note: hard copies of the homebound instruction log and vouchers are also located in the main office.

Homebound instructors must collaborate to ensure the following in accordance with New Jersey Administrative Code:

A student is considered present when they receive 10 or more hours of home instruction per week by a certified teacher on at least 3 separate days.

NOTE: When instruction is provided for less than the minimum number of hours and/or days required per week, the student's attendance record is negatively impacted. Two hours of home instruction is equal to one full day present; one hour of home instruction is equal to a half day present.

Internal Student Suspension Procedures

1. All students must be working at all times.
2. Remain quiet. No socialization.
3. No sleeping or putting head down on desk.
5. No electronic devices, other than Chromebooks.
6. Students will be escorted to the cafeteria by the staff member on duty during the lunch periods. All lunches will be brought back to the ISS room.
7. There will only be escorted lavatory breaks (3rd and 7th period).
8. Students must follow the directions of the supervising teacher.
9. Penalties for behavior:

- 1st warning – Teacher warning
- 2nd warning – Administrative detention
- 3rd warning – Automatic referral to the administration. Further disciplinary actions will follow.

I&RS Process and Procedures:

The I&RS team is composed of general education teachers from all grade levels, special education teachers, counselors, a Child Study Team member, and an administrator who believe all students are capable of educational success. The goal of I&RS is to offer services and support to staff aimed to maximize the use of and improve educational practices and programs for those students at risk.

I&RS will:

- Work with staff to identify learning, behavior, social, and/or health concerns of students;
- Assist in collecting thorough data to share and discuss at I&RS meetings;
- Collaboratively develop and implement action plans providing strategies, resources for the identified student and referring staff member and teams;
- Aid staff in connecting students and their families to community resources.

Why would you request assistance from I&RS?

A staff member would request assistance after he/she has exhausted all personal interventions and concerns continue to persist for a student in the following areas: academic, social/emotional, behavioral, and or health.

How to refer a student to I&RS?

We are no longer using Hibstervation for I&RS referrals. To complete a referral request, use the [I&RS Google Form](#). The link can also be found in Pod's Press.

Reasons for Levels of Assistance

Level 1 Reason: Teacher has a concern about a student.

Level 2 Reason: Teacher needs additional support from the I&RS team.

Level 3 Reason: Level 2 has been exhausted and a Level 3 status meeting is requested.

I&RS Team Leader: Liza Lecher

Late Buses

Any student staying after school may either ride the late bus, walk home, or be picked up at the front of the building. Any student riding a late bus home must acquire a pass from the teacher he/she was with after school. The late bus bell rings at 3:05 PM. *A copy of the late bus routes will be linked here when it is available.* All staff members shall accompany all of their students to the late bus loading area, and ensure that all of their students are safely on their respective late bus. Administration will be onsite until the busses leave the property.

Lesson Plans

- Lesson plans for the week are to be posted in OnCourse by 8 am Monday morning. Special education teachers are allowed to post their lesson plans no later than 3 pm Monday afternoon to allow for coordination of modifications with ICR teachers.
- Our district-wide lesson plan format is as follows:
 - **Essential Question(s)** (Recurring key inquiries that drive the learning in the classroom)
 - **Objectives** (What the students will learn/ be able to do by the end of the lesson)
 - **Learning Plan** (Procedure for the day's instructional activities)
 - **Assessment(s)** (How will you measure the learning?)
 - **Standards** (linked from the curriculum maps in the OnCourse Curriculum Portal)
- Essential Questions for each lesson should be displayed at the beginning of the period and returned to periodically throughout the lesson.

List of Dates: Benchmark Assessments & Grades

Interim and Final Grade Submission -

GRADE DISTRIBUTION	End Date	DISTRIBUTED
Interim Q1	10.4.2023	10.6.2023
Report Card Q1	11.3.2023	11.7.2023
Interim Q2	12.12.2023	12.14.2023
Report Card Q2	1.22.2024	1.26.2024
Interim Q3	2.29.2024	3.4.2024
Report Card Q3	4.9.2024	4.12.2024
Interim Q4	5.8.2024	5.10.2024

Please note:

1. Any grade of a 73 or below requires a teacher comment both on the interim and report card.
2. Dates are subject to change due to any unforeseen changes.

Testing Windows:

The WDMS calendar for grade deadlines and testing windows is TBD and will be provided shortly.

Lost and Found

Any article, excluding library books, should be turned into the Lost and Found rack in the cafeteria. Small and/or expensive items should be taken to the Main Office. Library books should be returned to the Library. Lost articles, especially clothing, will be donated if not claimed by the end of each month.

Meeting Dates

A list of meeting dates for the 2023-2024 school year can be found [HERE](#). (when it comes available)

Mentor Homeroom**General Goals:**

1. To help students improve their handing in of homework/classwork on time.
2. To help students become more organized.
3. To help students establish better school-related habits.
4. To help students use time more responsibly.
5. To help students improve self-advocacy skills.

Mentor Homeroom Teachers should:

1. Conduct a student grade check (at least) once a week.
2. Email their teachers (at least) once a week.
3. Check their agenda and/or helping with establishing a different organizational system/checklists.
4. Provide weekly reminders about long-term assignments.
5. Facilitate better communication between students/teachers/parents.
6. Provide opportunities for locker clean-out/organization.
7. Help students learn to advocate for themselves

Opening Week of School: Locker Distribution & Substitute Folders

Locker Distribution: All students are assigned a school locker during the first week of school in his/her Homeroom. It is required that every student has a school-issued lock and provides the lock as well as a combination to the Homeroom teacher to be recorded for school purposes. If a student does not have a school-issued lock, he/she may purchase one for \$6.00 during the first week of school.

Substitute Folders: All teachers are required to complete a Substitute Folder and place it in their mailbox during the first week of school. This folder should be kept in the teacher's mailbox at all times and should be updated on a regular basis (i.e. student attendance sheets, student seating charts, etc).

PBSIS

(PBSIS) "Working Together to Create an Awesome School Community"

PBSIS Goals:

- reduce and eliminate disruptive behaviors
- maintain and provide a safe learning environment for all students
- reinforce positive communication between home and school

The WDMS staff believes in recognizing and celebrating positive behaviors displayed by our students on a daily basis. In an effort to increase these positive behaviors, the PBSIS committee encourages staff to reward "wings" to students who demonstrate these positive qualities. Using the PBSIS Rewards platform, students will be able to select their choice of prizes every Friday.

High Flyer:

High Flyer Award nominations are completed by teachers in recognition of a student's exceptional character traits. Forms will be periodically placed in teachers' mailboxes, or the link to the form can be found [here](#).

Winning Wings:

What does a "Winning Wing Winner" look like?

I am Respectful...

- considerate of others and school property
- use good manners
- use appropriate voice volume and language

I am Safe...

- walk in the halls
- use school equipment carefully
- keep hands, feet and objects to self

I am Responsible...

- get along with others and work together
- willingness to help others (random acts of kindness)

-follow directions the 1st time given

Phone Extensions

A complete list of staff by grade level will be linked here when it is made available.

A complete list of staff extensions will be linked here when it is made available.

Phone Log

The purpose of the phone log is to provide teachers with a place to record their communication with parents on a monthly basis. When completing the phone log, teachers will include a brief narrative which highlights when the contact took place, who was contacted, why the communication took place and the outcome. All records of communication will be recorded in the Google Sheet for the appropriate grade and team. The log should be updated after every contact with a parent/guardian. Administration will reference logs, if needed.

The link to the phone log can be found [here](#).

Printer/Scanner

All staff members are provided with a printer fob which is to be used when printing or scanning from a network printer.

Directions to print-

Swipe the fob over the mouse at the printer and select jobs to be printed.

Directions to scan-

Select Scan-to-Me option on the touch screen.

Swipe the fob over the mouse at the printer.

Put the document into the printer and select scan.

When finished, select the finish button and documents will be emailed to your school email.

After printing and scanning, please be sure to logout of the printer.

Professional Development Hours

Staff members are provided opportunities throughout the course of the year to participate in professional development workshops provided by the district. It is the teacher's responsibility to keep a record of the hours attended for each workshop as well as provide documentation of attendance. At the end of the year, teachers will submit a log documenting the breakdown of professional hours along with the dates and times of each workshop attended. Please use the [log](#) provided and submit at the yearly evaluation meeting held in June.

Reading Homeroom, Morning Announcements, & Morning Meeting

A daily bulletin containing announcements pertaining to students and student groups and organizations will be posted on homeroom Smart Boards every morning. Students and parents may also access the daily bulletin through their individual student portal in PowerSchool. It is the responsibility of each student to be aware of the information contained in the daily bulletin.

Announcements pertaining to the entire student body or to a large number of students will be included in the morning announcements which are broadcast as part of the opening exercises during homeroom. These announcements will also be included in the daily bulletin that can be accessed through Power Parent as well.

The building will open each morning at 7:35am. Students should visit their lockers, and then report directly to their homerooms. At the start of homeroom, the Pledge of Allegiance will be conducted over the PA system. It is the responsibility of the homeroom teacher to ensure that students have access to the WDMS morning announcements, which are published through PowerSchool. The announcements are updated daily and can be accessed in the following manner:

- Visit the WDMS homepage
- Click the “Daily News” tab
- Click “Daily School Bulletin”

Morning announcements should be displayed on the Smartboard as students enter the classroom. This will eliminate the need for any laptop usage during Reading Homeroom.

Following the Pledge of Allegiance, the remainder of homeroom should be dedicated to silent reading in grades 6-8. Students are expected to select a school-appropriate text to read independently. Students should also be encouraged to utilize print materials, unless the use of an electronic text has been approved by the homeroom teacher. Please note that this should be monitored for continued appropriateness.

It is the expectation that teachers will model excellent reading habits during this time. Students will be encouraged to refer to their homeroom book bin if they need a book. Teachers may select their own personal reading material to demonstrate the value in this life-long habit.

Restorative Practices

Restorative practices, when broadly and consistently implemented, will promote and strengthen positive school culture and enhance pro-social relationships within the school community. At WDMS, restorative practices include interventions when harm has happened, as well as practices that help to prevent harm and conflict by helping build a sense of belonging, safety, and social responsibility in the school community. Restorative practices allow for a shift in

practice that results in a culture which is inclusive, builds fair process into decision-making practices, and facilitates student learning to address the impact of their actions through an approach that allows for true accountability, skill building, cooperation, and mutual understanding.

Through restorative practices, members of the school community will:

1. have an opportunity to be heard
2. understand the greater impact of one's actions
3. learn to take responsibility
4. repair the harm one's actions may have caused
5. recognize one's role in maintaining a safe school environment
6. build upon and expand on personal relationships in the school community
7. recognize one's role as a positive contributing member of the school community.

The primary means by which restorative practices will be implemented at WDMS will include:

- Affective Statements: the starting point for all restorative processes involving active non-judgmental listening and expression of feelings and impact. Affective statements allow for students and staff to build strengthened relationships by genuinely presenting oneself as someone who cares and has feelings. This authentic expression offers one the opportunity to learn and reflect on how their behavior has affected others.
- Restorative Dialogue: A restorative approach to help those harmed by others' actions, as well as responding to challenging behavior consists in asking key questions:
 1. What happened, and what were you thinking at the time?
 2. What have you thought about since?
 3. Who has been affected by what you have done? In what way?
 4. What about this has been hardest for you?
 5. What do you think you need to do to make things as right as possible?
- Restorative Meetings/Conferences: involves those who have acknowledged causing harm meeting with those they have harmed, seeking to understand each other's perspective and coming to a mutual agreement which will repair the harm as much as possible. Often all sides bring supporters, who have usually been affected, and have something to say from a personal perspective.

School Calendar 2023-2024

The WDMS school calendar for 2023-2024 can be found [here](#).

The 2023-2024 district calendar can be found [here](#).

The WDMS calendar for grade deadlines and testing windows can be found [here](#).

School Closings

In the event of school closing due to inclement weather or any other emergency, notification will be made by 7:00 A.M. on Philadelphia radio stations, television stations, West Deptford school district website, and the School Messenger phone. In the event of bad weather, assume that school is open unless you hear otherwise. Days lost due to emergency closings of school will be made-up based upon the district approved calendar. (see above)

Sign In/Sign Out

Staff members are expected to report to the building by 7:30am. Upon arrival, staff members should sign-in utilizing the “Staff Sign-in” icon on the desktop of any school-issued laptop or classroom computer. The icon will launch a web address that will require your school username and password.

The landing page of the Staff Sign-in website will allow you to change the attendance “status” (signed in or signed out). The sign-in portal should be utilized any time a staff member leaves or re-enters the building throughout the school day.

When staff members are leaving the building at the conclusion of the school day, it is expected that they use the portal to formally “sign-out”, as well.

Social-Emotional Learning

During the 2023-2024 school year, WDMS will be addressing social-emotional learning with both universal strategies and targeted strategies. All staff will receive professional development as a continuation of this year’s PD. Students will complete a beginning of the year and mid-year needs-assessment survey to identify students in need of group or individual counseling, as well as to identify themes to inform lessons to be provided by school counselors. We will continue to prioritize access to mental health services by annually updating our mental health agency information, and the administration will continue to oversee the WDMS Text Help Line to provide immediate assistance to families and students. We will continue to implement our High Flyer Awards (positive office referrals) and afterschool clubs in conjunction with STAMP (Student Teacher Afterschool Mentor Program). Components of Social Emotional Learning competencies will be reinforced through presentations by school counselors Dr. Walsh (SEL worker) and Mrs. Stephanie Engel (Transitions Coach). Additionally, restorative practices will be integrated into disciplinary procedures, and existing problem-solving teams will consider and prioritize social-emotional wellness when discussing interventions at the individual-student level and the systems level. Targeted student support will also include our Mentor Homeroom, integrated social skills into our “Got Game” Club, and therapeutic services provided to qualifying students under our recently approved Mental Health Grant through the Camden County Educational Services Commission.

Staff Dress Code

The West Deptford Board of Education Policy for the Dress and Grooming of teaching staff members can be located [here](#).

STAMP Mentor Program

STAMP is a mentor program aimed at improving academic achievement, self-esteem, social competence, and avoidance of high-risk behavior by providing a relationship with a caring and supportive mentor who works to help students achieve their potential.

Please [click here](#) to view more information about STAMP, as well as duties and expectations of STAMP Coordinator and STAMP Mentor Positions.

Stipend Positions

Area Coordinator: The WDMS Area Coordinator coordinates instruction within the department, leads curriculum area in selection and recommendation on new text books and other teaching materials, leads in constructing and revising of courses and study, when time and funds permit, attends conferences beneficial to the curriculum area within limits sent by administration, encourages and assists teachers in obtaining outside resources to supplement classroom activities, aids substitute teachers in his/her curriculum area, assists in coordinating testing to establish standards of achievement within subject area, provides opportunities for and encourages exchanges of ideas within the subject area regarding procedures, materials, techniques, promotes and stimulates experimentation in teaching procedures, plans and conducts subject area in-service meetings, attends meetings and transmits information developed at monthly curriculum and administrative council meetings to members of subject area, acts as intermediary in the line of organization, brings teachers and teaching problems to the attention of the administration serving as a liaison, assists new teachers to become acquainted with the school and in particular their own area, acts as liaison and coordinates programs with other content areas, confers with staff about subject area decisions, keeps staff up to date on administrative decisions in order to avoid rumors, makes sure books and teaching materials are available when needed, encourages staff to use and to budget for necessary special materials, coordinates preliminary budget requests and presents compiled information to the Assistant Principal for budget review, makes and keeps inventory current, checks in twice during the summer for purposes of checking in supplies and equipment, and consulting with teacher/pupil scheduling problems which might come up, performs other tasks related to the job description as assigned by the middle school administration, schedule and run smoothly subject area meetings, submits requests for special projects, programs, field trips, guest speakers, assemblies, etc. for administration to approve, keeps department abreast of state/national standards and provide leadership in implementation of standards, coordinates special programs (Geography Bee, Spelling Bee, etc.), continual revision of curriculum, articulates curriculum with elementary and high school leaders,

Athletic Director: The WDMS Athletic Director arranges all athletic schedules (games and practices), selects, contacts, and contracts officials for home games, makes recommendations for and budgets for all purchases of athletic equipment including awards, makes transportation arrangements for teams, constantly checks and keeps a central account of parental permission and physical examination slips for all students in athletic programs and collaborates with the school nurse on physical examination matters, arranges for facility and field use for practices and games, calls necessary coaches meetings, formulates athletic policies, and submits such policies to the administration and the BOE, arranges for police details at athletic games when necessary, handles all financial matters pertaining to the athletic program in accordance with

prescribed procedures, keeps the principal informed and clears all athletic matters with him/her, adheres to classroom teacher's job description when carrying out duties and responsibilities as a classroom teacher, meets and works with other A.D.'s in the creation of the schedules, keeps an inventory of all equipment and arranges for all necessary repairs and replacements, consults with the principal on coaching recommendations, reviews all reports with principal, arranges for publicity for the athletic program in conjunction with the principal, represents the school at official meetings and home games, and performs all other duties assigned by administration

AVA Coordinator: The role of the AVA Coordinator is to assist staff with any and all technology needs and supports for large group presentations, assemblies, recordings, etc. that may take place during the school day or after school hours.

Club Advisor: Club advisors help plan, coordinate, and execute all Club activities, and supervises all Club meetings for the indicated session.

Gifted & Talented Advisor: The role of the G&T Advisor is to assist the Assistant Principal of Curriculum and Instruction in determining student eligibility to participate in Gifted and Talented. The G&T Advisor coordinates fundraising activities, and organizes/attends the National History Day field trip and the annual G&T trip.

I&RS Coordinator: The role of the I&RS Coordinator is to oversee the referral process, create monthly agendas, schedule coverage for teachers by working with administrative assistants, review all appropriate paperwork, facilitate all meetings (at least monthly), send letters to parents, prepares, updates and reviews notes, communicates meeting dates and deadlines with staff, and assigns case coordinators as necessary.

STAMP Coordinator: See "STAMP Mentor Program"

STAMP Mentor: See "STAMP Mentor Program"

Student Council Advisor: The role of the Student Council Advisor is to help plan, supervise, and coordinate all events and activities of the Council, to hold monthly meetings or meet as often as necessary and to insure these meetings are run properly, to meet with the executive committee whenever necessary, to supervise and coordinate the elections of officers, to insure elected representatives fulfill their responsibilities, and to maintain Council records properly.

Team Leader: The role of the Team Leader is to act as a liaison between the Middle School Administration and a team of teachers. The Team Leader is responsible for submitting requests to administration for special projects, programs, field trips, guest speakers, assemblies, etc. The Team Leader oversees events, and student concerns in your respective wing. The Team Leader is expected to meet with their team of teachers monthly at a minimum as well as the Assistant Principal monthly at a minimum. Team Leaders should create an agenda for meetings to ensure a productive meeting to discuss events (field trips, etc.), behavior, academic, behavioral, and attendance concerns with their team of teachers. Team Leaders should act as a liaison between the team members and the Assistant Principal for concerns of student discipline. Team Leaders should keep a record of every scheduled team meeting, supervise all class activities, trips and events, and coordinate class fundraisers whenever necessary. Team Leaders may participate in a leadership role in parent-guidance or teacher-parent conferences.

Technology Coordinator: The role of the Tech Coordinator is to serve on the building's Tech Team, assist with implementation of new educational software, support staff during technology driven professional development, maintain and update the school website, and update the display monitors in the lobby and cafeteria.

Yearbook Advisor: The role of the Yearbook Advisor is to oversee all yearbook matters including the creation of, record-keeping, financial matters, ordering, student participation and distribution.

Student Absences/Make-up Work

According to the New Jersey Department of Education, in order to be marked present for a full day:

For a school in session during morning and afternoon, the student must be present for at least one hour in the morning and at least one hour in the afternoon; for a school in session during either morning or afternoon, the student must be present at least two hours to be recorded as present for the full day (N.J.A.C. 6A:32-8.3(k)).

According to the New Jersey Department of Education, in order to be marked present for a half day:

A student must be present at least one hour during any morning, afternoon, or evening session to be recorded as one-half day (New Jersey School Register, Ch. 3).

Students who are absent are allowed one day for each day's absence to make up assignments missed unless otherwise stated in an individualized plan. Upon returning to class, students must determine from their teachers any work to be made up. When a student fails to complete the work missed during an absence, he/she should receive a zero for those assignments.

Vacations are unexcused absences. Any student absent due to an unexcused absence will receive their make-up work upon their return to school. The student must assume responsibility for obtaining and making up any work missed upon their return to school.

Teacher Evaluation SGO's (depth of knowledge)

A **Student Growth Objective**, or **SGO**, is a long-term academic goal for groups of students set by teachers in consultation with their supervisors. An effective SGO must be:

- Specific and measurable
- Aligned to New Jersey's curriculum standards
- Based on available prior student learning data
- A measure of student growth and/or achievement
- Ambitious and achievable

Who needs to submit SGOs?

- All teachers working under an instructional certificate, with an assigned roster of students and teaching at least one course must set SGOs.

- An SGO, is a long-term academic goal for groups of students set by teachers in consultation with their supervisors. An SGO must be specific and measurable, aligned to NJSLS, A measure of student growth, and ambitious and achievable.
- Teachers in tested subjects—all of those who teach Language Arts Literacy and/or Mathematics, including Special Education staff—are required to submit **one** SGO if they earn an mSGP.
- Teachers in non-tested subjects (non-mSGP) are required to submit **two** SGOs. Also, Language Arts or Math teachers who have less than 20 qualifying students will not receive a median Student Growth Percentile (mSGP). These staff are also required to submit two SGOs.
- For mSGP to be part of a teacher's evaluation, the teacher must be:
 - Assigned to a 4th-8th-grade Language Arts or 4th-7th grade Math course for 60% or more of the year prior to the date on which the state test was administered, and
 - Assigned 20 unique students by the district through the Course Roster Submission during the school year of the evaluation, or the combination of up to two previous years plus the current year.
 - These students must be enrolled for 70% or more of the course duration prior to the administration of the test.
- Click [here](#) for information on mSGP qualifications and requirements
- Due to an extended absence or short course cycles, SGOs can be set for as much time as is available and provided the teacher has an opportunity to have a significant impact on students' learning during that abbreviated period of time.
- SGO adjustments may be made with the approval of the school administration by February 15th each school year. A non-exhaustive list of reasons can be found [here](#).
- SGOs count for a portion of all teacher's summative rating.

Teacher Evaluation Weighting

mSGP Teachers:	
Teacher Practice (70%):	
SGO (25%):	
mSGP (5%):	
Summative Score (100%):	0.00

Non- SGP Teachers:	
Teacher Practice (85%):	
SGO (15%):	
Summative Score (100%):	0.00

Technology Information and Shortcuts

Please reach out to any member of the WDMS Tech Team for any necessary tech support (Angela Petruz, Eric Stanwood, Jessica Jones, Tiffani Bennett, Tom Shown, Lauren Ford, Jennie Booz, Thomas Lindsay and Stu Becker).