

# **Mountain View Middle School Faculty Handbook 2023-24**

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**“Where Everybody is Somebody”**

# TABLE OF CONTENTS

1.0	MISSION AND BELIEF STATEMENTS: MVMS .....	6
2.0	MAKING MVMS THE BEST IN THE STATE .....	7
3.0	MVMS GOALS and OBJECTIVES .....	8
3.1	MVMS School Goals.....	8
4.0	THE PRINCIPAL AND SCHOOL ADMINISTRATIVE STAFF .....	8
5.0	IMPORTANT TEACHER INFORMATION .....	9
5.1	MVMS Personnel Directory .....	9
5.2	Teacher Attendance .....	12
5.3	Events Before or After School Hours.....	13
5.4	Absences .....	13
5.5	Teacher Certification. ....	13
5.6	Professional Literature.....	13
5.7	Staff Development.....	13
5.8	MVMS Faculty Meetings .....	13
5.9	Team PLC Meetings .....	13
5.10	Collaborative Planning .....	13
5.11	Coordinating Council Meetings .....	14
5.12	Spirit of Cooperation .....	14
5.13	Parent Classroom Visitation .....	14
5.14	Classroom Maintenance .....	14
5.15	Contract Time.....	14
5.16	Professional Dress .....	15
5.17	Teacher Liability .....	15
5.18	Computer Use .....	16
5.19	Copier/Duplicator Use.....	16
5.20	Using Infinite Campus to Take Attendance .....	16
5.21	Child Abuse, Neglect, Abandonment.....	17
5.22	Faculty Accident Reports.....	17
5.23	Student Accident Reports.....	17
6.0	CLASS SCHEDULES.....	18
6.1	Bell Schedules .....	18
7.0	INSTRUCTION .....	18

7.1	Teacher Planning .....	18
7.2	Schedule Changes.....	20
7.3	MVMS Make-Up Policy .....	20
7.4	FLEX .....	21
7.5	Communication with Parents .....	22
7.6	Departmental Leadership.....	22
7.7	Department Chairs .....	24
7.8	Annual Review Tool.....	24
7.9	Student Success Team .....	24
7.10	Movies in the Classroom.....	25
8.0	SPECIAL EDUCATION SERVICES/504.....	25
8.1	Students with Disabilities .....	25
8.2	The Referral Process.....	27
8.3	Adapting Your Classroom for Slow Learners, Learning Disabled Students, and Students with ADD/ADHD .....	28
9.0	STATE ASSESSMENT PROGRAM .....	29
9.1	Introduction .....	29
9.2	Teacher Responsibility .....	29
9.3	Purpose of Statewide Assessments.....	29
10.0	GRADING SYSTEM.....	30
10.1	Uniform Grading Policy .....	30
10.2	Promotion and Retention.....	30
10.3	Report Cards .....	31
10.4	Homework .....	31
10.5	Trimester Schedule.....	31
11.0	LIBRARY .....	31
12.0	COUNSELING.....	31
13.0	LUNCH.....	32
14.0	DISCIPLINE PLAN .....	32
14.1	Expectations of Behavior .....	32
14.2	Minor and Petty Discipline Problems .....	32
14.3	Major Discipline Problems.....	34
15.0	STUDENT HANDBOOK .....	36
16.0	ARRIVAL AT, AND DISMISSAL FROM SCHOOL .....	36

17.0	TARDY POLICY .....	37
18.0	STUDENT DRESS CODE.....	39
19.0	SCHOOL ATTENDANCE .....	41
19.1	Regulations.....	41
19.2	School Activity Absences .....	41
19.3	Student Leaving Classroom.....	41
19.4	Make-Up Policy.....	41
20.0	ASSEMBLY PROGRAMS.....	42
21.0	DUTY ASSIGNMENTS.....	42
21.1	Morning Duty Before School .....	42
21.2	Class Changes.....	42
21.3	Supervising Lunch.....	42
22.0	SCHOOL SAFTEY .....	43
22.1	Teacher Emergency Binder .....	43
22.2	Drills .....	43
23.0	FIELD TRIP POLICY.....	43
23.1	Field Trip Supervision.....	43
24.0	MVMS ACCOUNTING PROCEDURES .....	44
24.1	Issuing Receipts.....	44
24.2	Fund-Raising Projects .....	44
25.0	CURRICULUM EXPECTATIONS.....	45
25.1	Physical Education and Medical Notes.....	45
25.2	MVMS CURRICULUM EXPECTATIONS.....	45
26.0	ATHLETICS .....	46
27.0	EVALUATION .....	48
28.0	LOCKERS.....	59
29.0	TRANSPORTATION .....	59
30.0	TECHNOLOGY RESOURCES.....	59
31.0	TELEPHONES.....	62
32.0	ENERGY CONSERVATION GUIDELINES .....	62
33.0	MISCELLANEOUS INFORMATION.....	63
34.0	BLACKFOOT SCHOOL DISTRICT POLICIES .....	64
35.0	FIRST DAY OF SCHOOL .....	65

## Appendices

Appendix A: FLEX Guideline.....	69
Appendix B: Blackfoot School District Diamond.....	70
Appendix C: MVMS MAP.....	73
Appendix D: Blackfoot School District Calendar.....	74
Appendix E: Assembly Seating Chart.....	75
Appendix F: Emergency Calling Tree.....	76
Appendix G: MVMS Sports Schedule.....	77
Appendix H: Harassment and Bullying Report.....	78
Appendix I: PLC Agenda.....	80
Appendix J: REGULAER Bell Schedules.....	81
Appendix K: 2-Hour Early Release Schedule.....	82
Appendix L: Morning Assembly Schedule.....	83
Appendix M: MVMS Communication log.....	84
Appendix N: Movie Permission Form.....	85
Appendix O: Bus Request Form.....	86
Appendix P: Faculty Accident Report.....	87
Appendix Q: Student Accident Report.....	88
Appendix R: 308 Behavior Referral Form.....	89
Appendix S: Student Discipline Write Up form .....	90

## **1.0 MISSION AND BELIEF STATEMENTS:**

### **Mountain View Middle School**

#### **Mountain View Middle School's Mission**

The mission of the Mountain View Middle School community is to offer a secure and encouraging environment in which students acquire knowledge and skills, accept responsibility, develop confidence and respect for themselves and others, and value learning in an ever-changing world.

#### **Mountain View Middle School's Beliefs and Values**

The Mountain View Middle School community (students, parents, teachers, staff, and community members) believes that:

- 1) Education is a shared responsibility wherein students, parents, educators, and the community recognize and accept their roles to support one another in the educational process.
- 2) Students learn best by experiencing success in an encouraging, healthy, caring, and safe environment that addresses individual needs.
- 3) Students have the ability to learn and contribute to their own success when provided with curricular experiences compatible with their learning styles.
- 4) Learning should be a life-long quest that encourages students to develop skills and take responsibility to reach their full potential in an ever-changing world.
- 5) Members of the school community will be encouraged to achieve their personal best intellectually, socially, emotionally, and physically through an expanded curriculum and professional development.
- 6) Students will be guided in developing positive attitudes and values through cooperation, shared responsibilities, and mutual respect.
- 7) People are our most important resource; therefore, there must be a financial and personal commitment to implement the beliefs above.

## 2.0 MAKING MVMS THE BEST IN THE STATE

### MAKING MVMS GREAT—10 Key Practices

An academic core that is consistent with what students must know, understand, and be able to do to succeed in college—preparatory English, mathematics, science, social studies, Fine Arts, and Technology. All students in the middle grades need an academic core curriculum that accelerates their learning, challenges them, and appeals to their interest.

**A belief that all students matter**—Each student needs to have a personal relationship with an adult who takes an interest in his/her successful learning, goal-setting, educational planning, and personal growth.

**High expectations and a system of extra help and time**—Students learn in different ways and at different rates. Middle grade students need sufficient time and help to meet more rigorous, consistent standards for all eighth-graders. The middle grades curriculum should accelerate all students' achievement.

**Classroom practices that engage students in their learning**—Young adolescents need varied learning activities associated with challenging academic content, and opportunities to use new skills and concepts in real-world applications.

**Teachers working together**—All teachers require time to plan together, to develop and coordinate learning activities, and to share student work that meets proficiency standards.

**Support from parents**—Parents must understand clearly, and must support the higher performance standards for the middle grades.

**Qualified teachers**—Middle grade teachers must know academic content and how to teach young adolescents.

**Use of data**—States, districts, and schools must use data on student, school, and teacher performance to review and revise school and classroom practices continuously as needed. We will use the Edify, Istation, Infinite Campus and other data to inform our instruction at MVMS.

**Use of technology for learning**—Middle grade students and teachers must have opportunities to explore and use technology to improve knowledge and skills in English/language arts, reading, mathematics, science, and social studies.

**Strong leadership**—Middle grade schools need strong, effective principals who encourage teachers, and participate with them in planning and implementing research-based improvements.

## 3.0 Goals and Objectives 2023-2024

### 3.1 2023-2024 School Goals:

1. *MVMS 7<sup>th</sup> and 8<sup>th</sup> grade students will show a three-percentage point growth in their ELA ISAT scores from their 2022-2023 Spring ISAT to 2023-2024 Spring ISAT.*
2. *MVMS 7<sup>th</sup> and 8<sup>th</sup> grade students will show a three-percentage point growth in their Math ISAT scores from their 2022-2023 Spring ISAT to 2023-2024 Spring ISAT.*
3. *MVMS Departments will review and update curriculum maps making sure that all ISAT standards are being taught throughout the 23-24 school year.*
4. *All MVMS departments will have monthly PLC meetings discussing student data and how time improve classroom instruction.*

## 4.0 THE PRINCIPAL AND SCHOOL ADMINISTRATIVE STAFF

The principal ultimately is responsible for all activities that occur within the school. The principal's duty is to administer and execute the policies established by the School Board of the Blackfoot School District.

As a rule, the principal or an assistant principal will be in or around the building from 7:00 a.m. until 4:30 p.m. Monday through Thursday. There is no bar to the door of the principal's office other than that dictated by the rules of common courtesy. Requests and suggestions for change are welcome and will receive careful attention.

The principal ultimately is responsible for the upkeep of buildings and materials in the school under his supervision. However, effective results in this effort can be obtained only through the help of the teachers, students, and custodial staff. Each teacher is responsible for the care of his/her classroom and its contents.

The principal and assistant principals are available to teachers, students, and parents to help in whatever way they can in any area that they can (curriculum, discipline, etc.).

The principal and the assistant principal will observe and evaluate the classroom work of teachers. There is only one motive for this practice—**improvement of instruction.**

The principal and assistant principals will help teachers maintain order and discipline in the operation of the school. Obviously, this is more an exception rather than a rule. The teacher will have to use his/her judgment to prevent an overwhelming number of **referrals** from entering the office; Teachers have the responsibility and authority to handle the majority of these cases.

### Assistant Principal's Duties

The principal will assign duties to the assistant principal.

As a general rule, Mrs. Kay will deal with the areas of discipline, RTI, and Special Education. The principal will oversee the duties of the AP and is the person you should go to if there is a problem that cannot be resolved by the assistant principal.



## 5.0 IMPORTANT TEACHER INFORMATION

### 5.1 22-23 MVMS Personnel Directory

Jensen	Wes	Office	Principal
Kay	Lori	Office	Assistant Principal
Pattee	Penny	Office	Counselor
Serr	Amber	Office	Counselor

#### **Social Studies**

Bishop	Ronie	310	Social Studies Teacher
Chase	Vicki	806	G/T Facilitator
Galloway	Gabe	311	Social Studies Teacher
Hutchinson	Ben	317	Social Studies Teacher
Horak	Madalyn	310	Social Studies Teacher

#### **Math Teachers**

Taufu'i	Misti	415	Math Teacher
Cornell	Heidi	412	Math Teacher
Bird	Brandi	418	Math Teacher
Evans	Mary Lynn	413	Math Teacher
Williams	Christine	417	Math Teacher

#### **World of Work**

Blackwelder	Deanne	203	Computer Teacher
Reinwald	Stan	707	Industrial Arts Teacher
Schnittgen	Kristine	708	Tech Education Teacher
Mecham	Amber	702/703	Family and Consumer Science

#### **Science/PE Teachers**

Hansen	Dennis	316	Science Teacher
Murdock	Krystal	423	Science Teacher
Lewis	Jeffery	312	Science Teacher
Southern	Alan	320	Science Teacher
Schaeffer	Melissa	419/524	PE/Health
Bieda	Brian	424/513	PE/Health

**Student Support Services**

Carter	Elaine	602/603	Special ED Teacher
Whited	Loran	421	Special ED Teacher
Martinez	Kelli	422	Special ED Teacher
Williams	Ashley	212	Special ED Teacher

**Fine Arts**

Barker	Chad	507	Choir Teacher
Mendez	Jose	505	Art Teacher
Baker	Cameron	509	Band Teacher
Condon	Sarah	804/805	Drama Teacher

**Language Arts**

Watson	Teresa	202	Language Arts Teacher
Hyde	Paige	213	Language Arts Teacher
Pharis	Samantha	215	Language Arts Teacher
Hansen	Cherie	203	Language Arts Teacher
Christensen	Jan	214	Language Arts Teacher

**Alternative Classroom**

New	Teacher		Alternative Teacher
Moss	Ethan		Classroom Para

**Secretaries**

Bott	Wendy	Office	Secretary
Wright	Melissa	Office	Secretary
Mikesell	Wendy	Office	Secretary

**Special Ed****Paraprofessionals**

Kelly	Tina	602	Extended Room
Sjostrom	Dixie	602	Extended Room
Messick	Shay	602	Extended Room
Lee	Lori	209	Classroom Support
Tyson	Deadra	421/422	Classroom Support
Monroe	Jordyn	212	Extended Room

Lana	Hunt- Waddoups	421/422	Classroom Support
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### **Indian ED**

#### **Paraprofessional**

Smith	Stacy	212	Student Support
First	Jessica	212	Student Support

### **ESL Paraprofessional**

Galloway	Ruby		Student Support
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### **M & O Paraprofessionals**

Martinsen	Teresa		Library
Dickman	Lindsay	308	ISS Guided Studies
Steffensen	Jessica	212	Student Support/Data

### **Child Nutrition**

Ramsdell	Annie		Kitchen
Cardona- Marie	Nancey		Kitchen
Neff	Abrieann		Kitchen

## ***5.2 Teacher Attendance***

All staff members are expected to be at work from 7:45 a.m. to 4:30 p.m. Each of us plays a very important role in providing a quality instructional program. When any of us is absent, our students do not receive our highest quality service.

**ALL TEACHERS ARE EXPECTED TO BE AT SCHOOL NO LATER THAN 7:45 a.m.  
ALL TEACHERS ARE EXPECTED TO REMAIN AT SCHOOL UNTIL 4:30 p.m.  
TEACHERS NEED TO BE CONDUCTING THEIR RESPECTIVE SUPERVISION  
DUTIES UNTIL STUDENTS HAVE DEPARTED. ANY EXCEPTIONS TO THIS RULE  
WILL BE CLEARED WITH THE PRINCIPAL IN ADVANCE. AFTER YOU RECEIVE  
APPROVAL TO LEAVE EARLY, PLEASE SIGN OUT IN THE MAIN OFFICE.  
THANKS FOR YOUR ASSISTANCE IN MAINTAINING ACCOUNTABILITY.**

## ***5.3 Events Before or After School Hours***

We expect everyone to be a part of the school community, to participate in after-school programs, and attend extracurricular activities. It is highly encouraged that certified staff members in our school to sponsor a club or activity accept a school leadership position. If you are interested in a

leadership position or want to help sponsor an activity, be a coach, or start a club/organization, see the principal.

## **5.4 Absences**

In case of illness, request for leave must be made no later than 6:00 a.m. on the day of the absence. The earlier the leave is reported, the easier it is for ASEOP to locate a substitute. It is extremely difficult to get a substitute during the months of December, May, June, and any Thursdays before a holiday, so please plan accordingly. Please see the Blackfoot School District's negotiated agreement with the Blackfoot Education Association.

**Professional Leave:** Teachers are responsible for arranging for professional leave at least 4 weeks in advance. The forms to request annual or professional leave are available in the main office or from Mr. Jensen. Professional leave is granted on an individual basis. The completed forms are returned to the principal for approval (or disapproval).

- Teachers are only allowed 1 professional day for the 2023-2024 School year.

**Do not place professional leave in ASEOP until Mr. Jensen has given you approval:** Please check prior to your prearranged leave to ensure your request has been approved and arrangements have been made for a substitute

**Personal Leave:** Teachers must place personal absence requests in ASEOP Frontline at least three (3) days prior to the start of the leave.

- NO PERSONAL LEAVE DAYS may be taken during parent/teacher conference or MVMS Parent Nights.
- Personal Leave requests may be denied, providing in the judgement of the principal adequate teaching personnel is not available and/or the quality of the program is impaired.

**Emergency Absences:** Please have Emergency Lesson Plans ready. Contact your department chair or another teacher to send updated lesson plans.

**Lesson Plans During Absences:** Teachers will prepare lesson plans suitable for use by substitutes with varying abilities. In addition, teachers should prepare a folder that contains class and school information.

### **Substitute Plans**

The classroom teacher can contribute significantly to the efficiency of the substitute teacher's stay by leaving specific plans and support materials in a designated location. In addition to preparing lesson plans, the following items also need to be attached to the lesson plans.

- \* Daily teaching schedule, including assigned rooms/locations, supervisory duties, and attendance procedures;
- \* A list of students who have behavioral plans and what should be done if they misbehave (follow the behavior plan);
- \* A list of students with IEPs and 504s, and the accommodations those students need;

- \* Names and phone numbers of department members;
- \* Fire Drill instructions;
- \* A list of students that would be helpful to the substitute.

### ***5.5 Teacher Certification***

It is each certified staff member's responsibility to keep his/her teaching certificate current. **Please study your Professional Certificate Renewal Guidelines Manual carefully and use it to keep all of your certification information until you are ready to send it in. Always keep copies for your file.** To receive reimbursement from the district for recertification fees, all documentation and paperwork must be submitted to the district office by the end of September.

**Mrs. Janae Smith and Jennifer Hatch serve as the district office-based contact for recertification. Mrs. Smith is available to help with questions, forms, and referrals to appropriate experts: 785-8800**

### ***5.6 Professional Literature***

A collection of professional literature will be maintained at the MVMS library, and each teacher will be encouraged to use these materials. If a teacher has books to share with others, they may be given to the librarian to place with the other resources.

### ***5.7 Staff Development***

Staff development activities are planned to meet the objectives of the school and district. A calendar of school-based staff development sessions will be provided throughout the year by the district office. Teachers are encouraged to document their participation in all professional development trainings.

### ***5.8 MVMS Faculty Meetings***

Most monthly faculty meetings will be held on the Friday Inservice days. If there are no Friday Inservice days in a month then Mr. Jensen will schedule a faculty meeting after school with advanced notice. All staff members (certified and classified) are expected to attend these meetings. Please do not schedule appointments or meetings during this time. Advance notice will be given of activities other than regular faculty meetings.

### ***5.9 Team PLC Meetings***

To the best of our ability, All MVMS department teachers have the same common planning period. Department PLCs need to hold 2-4 PLC meetings per month that will be facilitated by the department head. Each PLC is required to use the PLC Agenda with meeting norms during each meeting. These completed agendas will be turned in to Mr. Jensen, who will keep them on file in his office. **Please see page 80 for the PLC Agenda.**

### ***5.10 Collaborative Planning***

The purpose of collaborative planning is to provide time for teachers to collaborate with one another to:

Determine their students' specific instructional needs;  
Identify differentiated instructional strategies to meet those needs;  
Develop common assessments to ensure progress in student achievement;  
Evaluate effectiveness of actions taken;  
Examine and use data to inform instruction.

### ***5.11 Coordinating Council Meetings***

The 1<sup>st</sup> Tuesday of each month is reserved for Coordinating Council. These meetings begin at 7:45 a.m.

### ***5.12 Spirit of Cooperation***

Teamwork and effective communication are essential to the operation of this school. Grade levels and departments are expected to function cooperatively by reaching consensus after all ideas and opinions have been discussed. The administration invites staff members to discuss ways to improve the operation of the school openly at any time. **All staff members are responsible for maintaining a positive environment and for presenting a positive image of our school in the community and to stakeholders: "BRANDING"**

### ***5.13 Parent Classroom Visitation***

Blackfoot School District policy 1002 and 1011 encourages parents to visit classrooms. We believe that this is the best way for parents to learn what the school actually is doing. Thus, we encourage you to invite parents to visit your classroom. **Suggestion: Include this invitation in your beginning of term letter and each time you have any verbal or written communication with parents.** Parents must fill out a class visitation form to visit a classroom except when invited by the teacher. Visitation forms are available in the Front Office. **All visitors** must report to the office for a visitor's pass (BFSD Board Policy #1002 and #1011).

### ***5.14 Classroom Maintenance***

Many people view the appearance of the classroom as a strong indicator of the teacher's effectiveness. Before a teacher leaves his/her room at the end of the day, s/he should turn off the lights and lock the door. **Please have students pick up after themselves at the end of every class.**

Requests for repairs should be made to Mrs. Mikesell in the office. If your requests are not attended to within a reasonable time, or if your room is not being cleaned regularly or thoroughly, please inform an administrator.

### ***5.15 MVMS Contract Time and Proposal for 2023-2024 School Year***

MVMS teachers and paraprofessionals work a 161-day contract. MVMS administration is requiring attendance to three (3) parent nights during the school year. The MVMS administration will give staff Friday, November 3, 2023, for the extra time given during MVMS parent night. Missing a MVMS parent night will require the staff member to make up the time on the Friday that the rest of

the staff have off. Parent nights will be on 10/12/23, 1/11/24, and 4/11/24. Staff are required to attend parent nights. Please plan accordingly.

### ***5.16 Professional Dress***

The Blackfoot School District No. 55 reserves the right to insist that the dress, grooming, and conduct of teachers are within the limits of generally accepted good taste. All employees shall comply with conservative standards of dress, appearance, and conduct.

Teacher dress, personal appearance, and conduct are to be exemplary, and must not detract from the educational environment of the school or diminish the teacher's instructional effectiveness or disciplinary control (BFSD Board Policy #403.8).

### ***5.17 Teacher Liability***

The following are a few important points to protect you.

**Do not leave your classroom unattended.** If you must leave, ask another teacher to cover your class. Even if you make a short trip to the copy machine or the restroom, leaving students by themselves is a substantial risk.

**Perform your duties.** As boring and unnecessary as it may seem, if you have an assigned duty (restroom, hall, bus, etc.), **do it**. The day you miss will be the day something happens. If your name is on the schedule, you are responsible for performing the duty or finding someone else to cover it.

**Post your classroom/lab rules and regulations in a conspicuous place.** Students should have easy access to information about the behavior teachers expect in their classes/labs. Further, give the students a personal copy of the rules and have them and their parents sign an acknowledgement form.

**Have your Emergency Procedures Handbook in a conspicuous place.** Both students and adults tend to forget critical information in an emergency.

**Provide appropriate instruction.** Practice and teach classroom procedures, and review them often. If you have lab equipment (tools, machines, test equipment, etc.) in your classroom/lab, provide students with appropriate instruction about their proper and safe use, and document in your lesson plans when you provided this instruction. Do not allow students to operate any equipment if they have not received proper instruction. Test students in the proper use of equipment and check them off as they demonstrate their knowledge.

**Keep private information private.** Do not discuss an individual student's performance with another student or anyone who is not a direct family member. Student performance should be discussed only with a student's parent or legal guardian. **Be careful with FLEX tickets; only teachers should hand these out.**

Follow school discipline codes, don't create your own (NOTE: FOR THE STUDENTS' SAFETY AND YOUR OWN, PLEASE DO NOT SEND STUDENTS TO THE HALL, OFFICE, OR TO ANY OTHER AREA WITHOUT SUPERVISION.)

**Maintain your classroom/lab.** Make certain all tools and equipment are maintained properly.

**Be above reproach.** Exercise great care in touching students in any fashion, especially those of the opposite sex. In today’s society, it is an unfortunate reality that well-meant gestures may be misconstrued. Do not be alone with individual students. Report any potential problems immediately.

Call Parents, Call Parents, Call Parents!

### **5.18 Computer Use**

Each classroom has a computer for teachers to use for management and instructional purposes. **TEACHERS MUST ENSURE THAT STUDENTS DO NOT HAVE ACCESS TO THEIR COMPUTERS.**

The Blackfoot School District uses Google email. To access Gmail, teachers must log-on to Google using their assigned login names and passwords. E-mail can be checked at home.

Remember to follow the *Technology User Agreement* that you signed at the beginning of the school year. The agreement includes the following statement: “The District’s network may not be used for conduct or communication that embarrasses, harms, or in any way detracts from the good reputation of the district, its staff, students, or any organization, groups, or institutions with which the District’s network is affiliated” (BFSB Board Policy #698 and #698F2).

#### **Lab Use**

Computer labs should be used for educational purposes—not as a “reward” or for “fun time.” Because of limited computer resources, it is vital that the labs be free for projects, research, online lessons, etc.

#### **Substitutes using Labs**

Substitutes are not to use computers, as they are not trained to use the labs with students. Therefore, they should not take students to Computer Labs.

**Please watch students and do not allow them to download files, and/or load Social Media Apps, etc.** They MUST refrain from changing settings on the computer (e.g., screen savers, backgrounds, etc.). *If the screensaver or desktop background on one or two computers is different, and it was not like that when you brought in your class, then YOUR student(s) changed it: please deal with this issue.*

### **5.19 Copier/Duplicator Use**

Copiers are available in the teachers’ workroom. Only trained student aides are to use the school copiers.

Supplies for all copiers/duplicators will be kept in the office. If you see that supplies are running low, please let the office know ASAP.

If a copier needs repair, please contact the office to let them know which machine needs attention, and describe the problem.



## ***5.20 Using Infinite Campus to Take Attendance***

Each teacher will keep the attendance record for each of their classes in Infinite Campus. Teachers are to enter absences, not tardiness. **Teachers will enter attendance within the first 10 minutes of the start of class.** (BFSD Board Policy #523)

## ***5.21 Child Abuse, Neglect, and Abandonment***

In Idaho, physical abuse constitutes any physical injury to a child that has been caused by other than accidental means, including any injury that appears to be inconsistent with the explanation given for it. A child is physically neglected when his/her caretaker fails to provide necessities, such as adequate food, clothing, shelter, medical treatment, or supervision because of his/her conduct, omission, or refusal to provide them. Sexual abuse includes sexual acts and exploitation of a child performed for the offender's or another person's sexual gratification.

Idaho law states that any person who has reason to believe that a child is being abused, neglected, or abandoned **MUST** report this to the Department of Health and Welfare **WITHIN 24 HOURS.** Failure to report suspected abuse, neglect, or abandonment is a misdemeanor. The abuse should be reported to law enforcement, as well as Health and Welfare.

If child abuse, neglect, or abandonment is suspected, the following procedures will be followed:

- 1) All staff members must act immediately, and report to the building principal and/or school counselor if there is a concern about child abuse, neglect, or abandonment.
- 2) Gather pertinent information concerning the nature of the abuse/neglect/abandonment, and general information about the child suspected of being abused, neglected, or abandoned. **(IT IS NOT OUR JOB TO PROVE ANYTHING! IT IS OUR JOB TO REPORT!)**.
- 3) **IT IS MANDATORY for the staff member to report suspected abuse to Health and Welfare (1-855-552-5437) and local law enforcement (School Resource Officer).** School personnel will document the information reported.

## ***5.22 Faculty and Staff Accidents***

When any employee of the Blackfoot School District is injured at school, on a school bus, or during a school sponsored activity or trip the submission of a Faculty Accident Report form is required. This report shall be completed in its entirety and given to the school principal. Employees involved the accident must report to 1<sup>st</sup> Choice Urgent Care, Riverside Plaza, 1350 Parkway Dr. (208) 782-2410. **Please see page 87 of the appendices for the Faculty Accident Report.** (BFSD Board Policy #419)

## ***5.23 Student Accidents***

Employees are to report to the office any accident involving a student who is at school. For any student who is injured while in or on school property, while attending a district approved event or function, a student incident/accident report form is to be completed by an employee who is at the scene or by the employee who was supervising the student. The employee should report the incident/accident to the school principal/administrator. Parents will be called and told about the accident.

A student who is ill should be sent to the office, with an appropriate pass. If a student is sent home (only with parent knowledge), the teacher will be notified. Students are discharged to go home only from the office.

Any special health concern should be reported to the office.

A written report of an incident/accident shall be made by the school principal. **Please see page 88 of the appendices for the Student Accident Form.**

**6.0 CLASS SCHEDULES**

**6.1**

<u>Regular Bell Schedule</u>	<u>Morning Assembly Schedule</u>
8:20-8:25 Opener (7 <sup>th</sup> Hour)	8:20-8:25 Opener (7 <sup>th</sup> Hour)
8:30-9:30 1 <sup>st</sup> Hour	8:30-9:25 1 <sup>st</sup> Hour
9:35-10:35 2 <sup>nd</sup> Hour	<b><u>9:25-10:30 Assembly</u></b>
10:40-11:10 FLEX	10:30-11:25 2 <sup>nd</sup> Hour
11:10-11:40 7 <sup>th</sup> Grade Lunch	11:25-11:55 7 <sup>th</sup> Grade Lunch
<b>11:15-12:15 4<sup>th</sup> Hour-8th</b>	<b>11:30-12:25 4<sup>th</sup> Hour– 8<sup>th</sup> Grade</b>
<b>11:45-12:45 4<sup>th</sup> Hour– 7th</b>	12:25-12:55 8 <sup>th</sup> Grade Lunch
12:15-12:45 8 <sup>th</sup> Grade Lunch	<b>12:00-12:55 4<sup>th</sup> Hour– 7<sup>th</sup> Grade</b>
12:50-1:50 5 <sup>th</sup> Hour	1:00-1:55 5 <sup>th</sup> Hour
1:55-2:55 6 <sup>th</sup> Hour	2:00-2:55 6 <sup>th</sup> Hour
3:00-4:00 7 <sup>th</sup> Hour	3:00-4:00 7 <sup>th</sup> Hour

**\*\*\* Please see pages 82, 83, and 84 of the appendices for the schedules.\*\*\***

## 7.0 INSTRUCTION

### 7.1 *Teacher Planning*

#### **Bell-to-bell Instruction**

Plan thoroughly to teach bell-to-bell daily. This will maximize learning and minimize disruptions.

Classroom rules will be posted in a manner that is visible to all students.

“I can statement” for each lesson will be posted on the chalk/white board and in a manner that is visible clearly to all students.

#### **Long Range Planning**

Long-range planning is necessary to ensure effective instructional delivery. At the beginning of the school year, all teachers are expected to study their students’ achievement profiles based on the most current standardized test data, note pertinent demographic information, schedule effective pacing for differentiated instruction and assessment of all state standards matched to address individual student needs, plan for effective communication, and define classroom academic and non-academic routines. All MVMS teachers are expected to complete this process in a timely manner at the beginning of each school year.

Evidence of teachers’ long-range planning should be obvious through teacher conferences with administrators, collaborative teacher meetings, course syllabi, use of district pacing guides and state support documents, etc.

Each department will continue working on curriculum maps. These will be updated on a yearly basis.

Departments will continue to design unit plans consistent with the Idaho Core Standards. Each unit plan will include a cover sheet, objectives, pre-and posttests (to measure mastery), lesson plans, and differentiated learning activities/assignments.

**Note: Teachers are always expected to communicate expectations, course or subject information, grading guidelines, classroom procedures, etc., to students and parents. At the secondary level, this usually takes the form of a class syllabus.**

#### **Lesson Plans**

Teachers are required to keep a record of lesson plans that includes objectives, strategies, and outcomes. These should be planned weekly or in units (BFSD Board Policy #651).

#### **Substitute Plans**

The classroom teacher can contribute greatly to the efficiency of the substitute teacher’s stay by leaving specific plans and support materials in a designated location. In addition to preparing lesson plans, the following also need to be attached to them.

- \* Daily teaching schedule, including assigned rooms/locations, supervisory duties, attendance procedures;

- \* A list of students who have behavioral plans and what should be done if they misbehave (follow the behavior plan);
- \* A list of students with 504s and accommodations they require;
- \* Names and phone numbers of department members;
- \* Fire Drill instructions;
- \* A list of students that would be helpful to the substitute;

## **7.2 *Schedule Changes***

Once registration for a new school year occurs and teacher assignments have been announced, the MVMS administration has a very strict policy about any changes in teacher assignments. The only legitimate reasons for requesting a change in a teacher assignment are:

If there are academic issues that may indicate that a child is misplaced based on his/her abilities; or  
 If prior experience with a teacher led to extenuating circumstances that the principal should consider.

If such circumstances exist, a parent should request a change in teacher in writing and provide it to the principal and//or school counselor. The principal and/or school counselor will consider the request and notify the parent of any changes. Parents may be asked to attend a conference to discuss alternatives if the administration deems necessary. The number of children already placed in other classrooms will be a deciding factor in what alternatives may be available. At no time should “hearsay” about a particular teacher be the basis for a change in placement.

Once school has started, parents are expected to confer with teachers about any concerns they may have about a child’s placement. If concerns continue, an administrator will schedule a conference with the parents and the teacher to discuss how to make the child’s experience more successful, and formulate a plan of action for improvement. Only after these actions have been taken will the administration consider a change in placement.

## **7.3 *MVMS Make-Up Policy***

**Make-up Work:** Students are allowed and encouraged to make up homework when they have missed school. Students will be allowed to make up work in accordance with FLEX and department make-up policies.

### **Suggestions of what teachers can do about a student who misses numerous assignments:**

Make-up or re-do work during FLEX

Contact parent by phone or in person

Report to coach, director, or other activity sponsor

Conference with student

### **Make-Up Time—Times/places where students can receive extra help outside of the classroom**

During FLEX

Before school at teachers' scheduled time

After school at teachers' scheduled time

## **7.4 FLEX**

### **MVMS FLEX Time**

Flex Time provides an opportunity for students who need extra time during the school day to meet with teachers and make up work. Flex time is held for 30 minutes Monday-Thursday. All students who failing Grades (F) will meet with those teachers on that subject's priority day. Every day after 2<sup>nd</sup> period, all students receive a progress report informing them of their current grades. Based upon those grades, they either meet with a teacher for remediation or attend an activity. Students who have passing grades are rewarded by the opportunity to attend an activity of their choice, or they can attend classes to stay caught up with their work. Sometimes even if students are passing, they may be assigned to a FLEX session if teachers determine they need help mastering a concept.

#### **FLEX Priority Days -**

<b>Monday</b>	<b>Math, Schaeffer, Baker, Barker</b>
<b>Tuesday</b>	<b>Science, Reinwald, Mecham</b>
<b>Wednesday</b>	<b>Social Studies, Bieda, Condon, Blackwelder</b>
<b>Thursday</b>	<b>Language Arts, Mendez, Schnottgem</b>

#### **Outside Supervision-**

<b>Monday</b>	<b>2 Science Teachers</b>	<b>2 Social Studies</b>	<b>Tyson</b>	<b>Schnittgen</b>
<b>Tuesday</b>	<b>Special Education</b>	<b>Mendez</b>	<b>1 ELA</b>	<b>Schaeffer</b>
<b>Wednesday</b>	<b>Reinwald</b>	<b>Baker</b>	<b>1 ELA</b>	<b>First/Smith</b>
<b>Thursday</b>	<b>Mecham</b>	<b>Condon</b>	<b>2 Math</b>	<b>Bieda</b>

- **Classroom 211 Overflow supervision—when students come to your FLEX classroom, but really just need a place to finish homework, please send them to the Overflow. Overflow will be in room 211 and supervised by Lori Lee**
- **Room 208 – Game Room**
- **Choir Room – Movie/Hangout**
- **Room 303 - Computer Lab**
- **Library – Reading**
- **All TEACHERS with 5 or less students need to send students to another teacher and help with FLEX duty.**

**FLEX Guidelines – Please see page 69 for FLEX Guidelines**

## **7.5 *Communication with Parents***

Communication with parents is essential. This should be done often to communicate both positive and negative issues regarding the child's progress. Both written and verbal communication should be used. Please document all communications with parents. **Please see page 84 for MVMS Communication Log.**

Here are several suggestions for parent contact:

Beginning of the year written communication sent home to parents;

Interim report, Report cards, Positive contact with each parent at least once per trimester;

Contact about behavior or grade problems as needed

The following tips are offered:

Remember...parents send the best child they have to school

Treat parents with respect and **LISTEN** to them. Sometimes that is all it takes.

Work to develop partnerships with parents.

When involved in difficult conferences, remain professional and polite.

When "the deal is closed," Be Quiet!

- Honesty and diplomatic frankness are essential. Staff members should remain as positive as possible without giving false hope.
- A teacher should never reflect negatively on a prior teacher, either directly or indirectly.
- All parent communications should be documented on the MVMS Parent Communication Form.

## **7.6 *Departmental Leadership***

Beginning in the 2014-15 school year, department heads were funded using Leadership Premium Awards. The negotiated agreement for the 2015-16 school year removed department heads as a negotiated item. This largely was attributable to the fact that Idaho Statute mandates that leadership premium awards are not a negotiable item. It is the district's philosophy that leadership premiums be available to all teachers equally. Therefore, beginning with the 2015-16 school year, these positions will be open for application to the staff at large on a three-year rotation.

**22-23 Update.** The Idaho Legislation will NOT provide Leadership Premiums for the 22-23 school year. The School District will need to cover the school department head stipend. MVMS will continue with the 3-year rotation and allowing departments members to apply.

The department chairperson serves teachers and students by creating and maintaining superior standards of teaching and learning. The chairperson helps coordinate the instructional program in the department and serves as a resource person for departmental teachers. The educational leadership of the department chairperson should help the members of the department grow and develop as professionals and encourage students to be successful learners.

### **End of the 2023-2024**

- 1. Social Studies**
- 2. Language Arts**

### **End of the 2024-2025**

- 1. Math**
- 2. Science**

### **End of the 2025-2026**

- 1. Special Education**
- 2. Fine Arts/World Of Work**

### **The purposes of the Department Head are to:**

- 1) Ensure high professional standards in curriculum, instruction, and assessment by modeling and fostering current research-based best practices and adhering to Idaho Core Standards and district curriculum.
- 2) Collaborate with school and district administrators to assess staff professional development needs and plan for high quality, research-based professional development.
- 3) Provide managerial leadership to ensure the department functions effectively and efficiently.
- 4) Mentor department staff. Review curriculum maps and assessments using the data to inform instruction for the entire department, i.e., Ed Hub, Ed Power, Ed Folio, ISAT, Istation, Infinite Campus, Edify.
- 5) Observe department members' classrooms and allow each of them the opportunity to observe yours.
- 6) Attend new teacher meeting with your new teacher department members (When needed).

### **Leadership Responsibilities:**

- 1) Assist district and school administrators with the implementation of research-based programs and policies based on the Common Core Standards, Smarter Balanced Assessment (SBAC), District units of instruction, TIA/curriculum maps, on-going formative assessment, SIOP/WIDA, Mile Post, Edify, SWIP, Istation, and RTI models.
- 2) Serve as a communication liaison between the district and school administrators/department members.
- 3) Schedule and lead frequent departmental meetings to facilitate work needed. It is a district expectation to use all of the department PLC time given.
- 4) Use PLC agenda for the department meetings, and PLCs using norms and roles.
- 5) Monitor the implementation of decisions made during department meetings and PLCs.
- 6) Provide leadership for consistent practices focused on the use of frequent formative assessment to inform instruction and departmental grading.

- 7) Lead and support data assessment to inform future departmental discussions, classroom instruction, and on-going assessment.
- 8) Identify and recommend possible solutions to school/department problems.
- 9) Assist the School Improvement Team (SWIP) when needed.
- 10) Be a positive and supportive leader.

**Curriculum, Instruction, and Assessment Responsibilities:**

- 1) Demonstrate consistent use of best curriculum, instruction, and assessment practices in own classroom.
- 2) Promote the appropriate use of best curriculum, instruction, and assessment practices in own classroom.
- 3) Attend or designate other department members to attend school and district planning, professional development, and implementation activities.
- 4) Help order and distribute department supplies, equipment, and textbooks.
- 5) Assist in the development of common formative assessments and the analysis of pre/ECA student data to determine staff professional development needs.

*\*Other duties as assigned by the school principal*

**7.7 Department Chairs for 2023-2024**

Language Arts– Paige Hyde

Math– Misti Taufu’i

Science /P.E.– Brian Bieda

Social Studies– Gabe Galloway

Special Education– TBD

Fine Arts/World of Work– TBD

**7.8 Annual Review Tool (SWIP)**

MVMS will use the School Wide Improvement Tool, known as the SWIP Tool to lead us in our required school improvement for the 23-24 school year. The purpose of the SWIP Tool is to guide the school leadership teams as they think through and monitor school improvement planning and program effectiveness. Teachers will have the opportunity to apply to be on the MVMS SWIP team.

**7.9 Student Success Team**

A Student Success Team (SST) is a school-based, problem-solving team, the purpose of which is to provide a vehicle to discuss issues related to the specific needs of teachers, students, or administrators, as well as to offer consultation and follow-up assistance to staff. The SST Team will meet every other Tuesday at 9:00 a.m. in the conference room. Ms. Penny Pattee will serve as SST Chairperson.



The goals of the SST are to:

1. Maximize a student's potential for school success
2. Provide support for teacher(s), parent(s), and/or administrator(s)
3. Elicit and increase the use of collective expertise and collaboration among school personnel
4. Improve services (both regular and special education) to students with learning and/or behavioral problems
5. Implement and evaluate the effectiveness of interventions
6. Consider referral for students with disabilities under Section 504 of the Vocational Rehabilitation Act and develop Individual Accommodations Plans (504 Plans), if deemed appropriate
7. Help make appropriate placements in Special Education programs
8. Provide opportunities for systems intervention, such as developing in-service programs to meet the needs of frequently-occurring SST referral concerns. A SST may occur for regular education students When a student has excessive absences

### ***7.10 Movies in the Classroom***

MVMS believes that movies, videos, and other audiovisual materials are important tools in the educational process. At the same time, MVMS believes that the use of movies and videos should be limited, so that they are used legally and appropriately in achieving legitimate educational objectives. Therefore, it is MVMS's purpose to have a policy that promotes the appropriate educational use of movies and videos in schools by maximizing classroom instructional time, encouraging parental participation in the education process, and fostering community values.

Only G rated movies may be shown without parental permission. Any movie with a PG or PG-13 rating may be shown at MVMS with signed parental permission from a parent/guardian, and approval from the MVMS administration. The parent permission form must be on file before any student may view the movie. **Please see page 85 for Movie Permission Form**

## **8.0 SPECIAL EDUCATION SERVICES/504**

### ***8.1 Students with Disabilities***

All qualifying students with disabilities and special needs receive services through The Blackfoot School District. These services may include a 504 Accommodation Plan and/or Special Education Services.

The following information provides an overview of the responsibilities of the regular education teacher for students with special needs. Teachers must be knowledgeable about ALL students with special needs and must provide the services stated in the 504 Plan or IEP (including Behavior Intervention Plans).

### **SECTION 504 OF THE REHABILITATION ACT OF 1973:**

Prohibits discrimination against persons with a handicap in any program that receives federal financial assistance (public schools).

Under Section 504, disability is defined broadly. A student is determined to have a disability if he or she has a physical or mental impairment affecting a body system, has a record of such an impairment, or is regarded as having such an impairment.

This impairment or disability must substantially limit one or more major life activities. These activities include such things as walking, seeing, hearing, speaking, breathing, working, caring for oneself, performing manual tasks, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating, and learning, according to interpretations of the act.

Implementation of a 504 is enforced by the Office of Civil Rights.

Requires a 504 Accommodation Plan designed for each student based on individual needs

Provides no additional funding.

Regular education teachers provide the accommodations listed in a student's 504 plan in the general education setting. Should these accommodations fail to meet the student's needs, the regular classroom teacher should refer these issues to the Assistant Principal and/or the guidance counselor.

504 plans will be reviewed near the beginning of the year and on an annual basis or as needed according to the specialists involved in the case. The Assistant Principal oversees the development and implementation of 504 plans.

### **SPECIAL EDUCATION SERVICES AND THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA):**

IDEA was designed to provide additional educational and related services to students WITH DISABILITIES so that they may progress in the least restrictive environment.

#### **IDEA requires:**

Specially designed instruction (as deemed appropriate) and an Individual Education Plan (IEP).

Provides state funding to ensure adequate and appropriate services for disabled students.

Serves all school-aged children up to age 21 who qualify in one or more specific categories as defined by in the Idaho Special Education Manual. These categories include: Speech or Language Impairment; Specific Learning Disability; Emotional Behavioral Disorder; Other Health Impairment; Visual Impairment including blindness; Deaf or Hard of Hearing; Intellectual Disability; Orthopedic Impairment; Developmental Delay (maybe used only for students age 3-10); Autism Spectrum Disorder; Traumatic Brain Injury; Deaf-Blindness, and Multiple Disabilities.

Requires a full comprehensive reevaluation every three years but may be done more frequently if the team believes it is necessary.

Requires an annual review of the IEP.

Includes due process procedures.

Is monitored by the State Department of Education.

**The IEP:**

Is a written document that delineates the goals, objectives, and accommodations for each child.

An IEP meeting must be held to discuss, change, or amend the IEP in any way. This includes change of placement, reevaluation, determination of need (according to appropriate reevaluation), changing hours, or addition of/modification to a Behavioral Intervention Plan (BIP).

An IEP meeting must include the following members: special education teacher; regular education teacher (someone who teaches the child); an administrator or designee; and all related service providers or specialists (i.e. Speech and Language Pathologist, Occupational Therapist, Physical Therapist, School Psychologist) who are involved with the IEP and the provided services listed in the IEP.

All teachers should have a thorough knowledge of the contents of the IEP for students with disabilities that they are working directly with or have in their class. They are recommended to keep a copy of all students' IEP accommodations, BIPs, etc., in a secure location in their classroom for referral. Accommodations also be available on Mileposts. Input from regular education teachers is valuable in designing appropriate accommodations and writing goals/objectives.

It is important to remember that a student's IEP is a legal contract that the school district has made with the parents, and the implementation of the IEP is the responsibility of both regular and special education teachers. ALL teachers (regular and special education) are required to attend IEP meetings and implement the IEP as written. If general education teachers have concerns about an IEP, they should contact the special education teacher with those concerns.

**8.2 The Referral Process**

The first step in the referral process occurs when a teacher or teachers believe a student needs accommodation to be successful in the educational environment. The teacher should complete a referral form and provide it to the school counselor and/or RTI team.

Second, The RTI team will follow the Response to Intervention (RTI) Process and track the interventions and student growth and complete the I-Plan.

Third, if the RTI team determines that the student may benefit from further assistance or supports the team will refer the student to the Special Education Multiple Disciplinary Team (MDT). The team will assign the student to a Special Education Case Manager, a parent/guardian will be contacted by the case manager, and the necessary Consent for Assessment form will be completed and sent to the parent/guardian. A signed Consent form must be received before any assessments/testing is conducted by the IEP team.

When the signed consent is received by the Case Manager, a 60-day timeline will begin. The Case Manager will contact each specialist involved in the evaluation process, each professional will conduct the needed testing, information will be compiled into an Initial Eligibility Report and a meeting will be held with the IEP team and parent/guardian to make a determination regarding the student's eligibility for Special Education Services during the 60-day timeline.

Last, if the student qualifies for special education services the Case Manager will complete an IEP based on the student's educational needs. If the student does not meet Idaho State's criterion for services, the student will be referred to the Assistant Principal for a possible 504 plan or referred back to the RTI team.

### ***8.3 Adapting Your Classroom for Students with Disabilities.***

A REGULAR EDUCATION TEACHER is required to implement the accommodations listed in a student's IEP. These accommodations generally fall under five categories: Presentation, Timing/Scheduling, Setting, Response, and Other. It is important for general education teachers to provide feedback to the student's special education teacher regarding the effectiveness of the accommodations so that the IEP can be updated as needed to best meet the student's educational needs. Moreover, if a regular education teacher has a question regarding the accommodations for a student, they should contact the student's special education case manager.

In today's educational environment, diversity is the norm and teachers at MVMS have access to resources that ensure all students have the opportunity to learn. According to Robert Maezano there are nine categories of instructional strategies that teachers can implement in their classroom which prove to be very effective in increasing performance for all students. These categories are:

- Setting objectives and providing feedback
- Nonlinguistic representations
- Cues, questions, and advance organizers
- Cooperative learning
- Summarizing and note taking
- Homework and practice
- Reinforcing effort and providing recognition
- Generating and testing hypotheses
- Identifying similarities and differences.

An overview of the research on each category and examples of classroom implementation of relevant instructional strategies can be found in the book *Classroom Instruction That Works*.

Additionally, the Every Student Succeeds Act (ESSA) mentions Universal Design for Learning as a framework that "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged" and "reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient".

UDL is a research-based program that has been created by the Center for Applied Special Technology (CAST). Additional resources are available to teachers in the book *Universal Design for Learning in the Classroom: Practical Application* or online at [cast.org](http://cast.org) or [udlguidelines.cast.org](http://udlguidelines.cast.org).

Teachers are encouraged to seek out additional resources and methods which will enhance learning for all students and adapt the classroom environment for a diverse student population.

## 9.0 STATE ASSESSMENT PROGRAM

### 9.1 Introduction

The Idaho Department of Education has established an accountability system for public education that focuses on improving teaching and learning so that students are equipped with a strong academic foundation.

The comprehensive assessment program will consist of multiple assessments, including the Idaho Reading Indicator (IRI), the National Assessment of Educational Progress (NAEP), Access for ELLS 2.0 (WIDA), the Idaho Standards Achievement Tests (ISAT), the Idaho Alternate Assessment, and a college entrance exam.

### 9.2 Teacher Responsibility

A good educational system provides many tools that help students learn, including curriculum standards. Curriculum standards outline what will be taught. Teachers must learn the standards for the course they teach and provide instruction related to them to ensure student success in the state testing program.

Teachers will be called upon to administer all designated tests.

Teachers will be given test data as soon as they are available.

**Teachers are to sign the Idaho State Testing Security Agreement prior to testing.**

### 9.3 Purpose of Statewide Assessments

A statewide assessment program has been established by the Idaho State Board of Education (SBOE). This district is required to participate in the statewide assessment program as long as the program is funded by the state. The purpose of the statewide assessment program is to:

- 1) Measure and improve student achievement;
- 2) Help classroom teachers design lessons;
- 3) Identify areas that require intervention, remediation, and acceleration;
- 4) Assist districts in evaluation of local curricula and instructional practices to make needed curricular adjustments;
- 5) Inform parents/guardians of their student's progress;
- 6) Provide comparative local, state, and national data regarding students' achievement in essential skill areas;
- 7) Identify performance trends in student achievement across grade levels tested and student growth over time, and
- 8) Help determine technical assistance/consultation priorities for the SBOE.

# 10.0 GRADING SYSTEM

## ***10.1 Uniform Grading Policy***

To comply with the Blackfoot School District Uniform Grading Policy, MVMS uses letter grades on all students' report cards.

Letter grades will be used on report cards based on the following scale:

GRADE DISTRIBUTION		
100	93	A
92	90	A-
89	87	B+
86	83	B
82	80	B-
79	77	C+
76	73	C
72	70	C-
69	67	D+
66	63	D
62	60	D-
59		F

## ***10.2 Promotion and Retention***

The school district will award credit for courses students attending middle school complete beginning in seventh (7<sup>th</sup>) grade. To be eligible for promotion to the next grade, students will be required to obtain the minimum credit requirements, or achieve the standards by an alternate mechanism, and comply with the district's attendance requirements.

### **MINIMUM CREDIT REQUIREMENTS**

To be eligible for promotion to the next grade level, each student will be required to:

- 1) Attain eighty percent (80%) of the total credits attempted;
- 2) Attain passing grades ("D" or better) in each of the core content areas (math, language arts, science, reading, and social studies);
- 3) Attain a portion of the total credits attempted in each content area in which courses are taken, except for areas in which instruction is less than a school year, and
- 4) Comply with the district's attendance policy. In the event that a student fails to attend 90% of the classes, s/he will not receive credit for the class. (BFSD Board Policy # 609).

Credit Recovery—A student who does not meet the minimum credit requirements may recover credit by obtaining passing grades for approved courses in summer school, approved afterschool programs, or through the IDLA or other online course.

### **10.3 Report Cards**

A computerized report card that lists all subjects will be distributed to students at the end of each grading period. Grades will be recorded for each midterm (25 days), the trimester (48 days), and end of the year. Report cards are sent in November, March, and June.

Infinite Campus is the centralized location for grading data.

Never enter grades while students are at or around your computer.

**It is extremely important for Infinite Campus grades to be accurate.**

Administration will then verify all report cards prior to distribution to students.

### **10.4 Homework**

Homework may be assigned when it serves an educational objective that can be accomplished best by an out-of-class assignment or activity. In determining the amount of work assigned to students, each teacher must recognize the other obligations and time commitments the students have to their families and other organizations (BFSD Board Policy # 628).

### **10.5 Trimester System**

<b>1<sup>st</sup> Trimester—(8/22/23-11/16/23): 50 Days</b> <b>MVMS Parent Night</b> <b>10/12/22 5 p.m.-7 p.m.</b>	<b>2<sup>nd</sup> Trimester—(11/27/23-2/22/24): 47 Days</b> <b>MVMS Parent Night 1/11/24</b> <b>5 p.m.-7 p.m.</b>	<b>3<sup>rd</sup> Trimester—(2/26/24-5/23/24): 48 Days</b> <b>MVMS Parent Night 4/11/24</b> <b>5 p.m.-7 p.m.</b>
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## **11.0 Library**

The library hours are 8:00 a.m. to 4:00 p.m. every school day. Students may check out *two books* at a time from the library. The loan period is 10 days. Books may be renewed for an additional 10 days by bringing the books into the library and asking for a renewal. Books may be renewed only once. Books not returned by the due date will become overdue and *incur a \$0.10 (10 cents) a day fine* until they are returned. Students will receive overdue and fine notices from their 1<sup>st</sup> hour teacher prior to each interim and report card date.

## **12.0 Counseling**

The MVMS Counseling Department is an integral component of the total school curriculum. Counseling services are available to all students, their parents, faculty, and staff members. The

intent of these services is to help each individual achieve better self-understanding, reach his/her highest potential, and make effective social adjustments.

**Penny Pattee and Amber Serr** are the MVMS Counselors.

**Procedures for students to see a Counselor:** the following procedure should be followed when a student wishes to meet with a counselor:

- 1) Check into the counselor's office between classes or before and after school to sign up.
- 2) Make sure you give yourself enough time to get to class on time after you sign up. **Do not expect an excuse slip from the office.**
- 3) **If the counselor is busy, you elect to sit in the office, and miss class, you will be marked truant, and will not be given an excuse slip from the office or counselor.**
- 4) If there is an emergency situation that must be taken care of before the end of the school day and the counselor(s) is(are) not available, the student should talk to one of the administrators, the resource officer, or a school secretary who will alert the counselors.

## **13.0 LUNCH**

Every employee is given a duty-free lunch of thirty (30) consecutive minutes daily. Employees are more than welcome to eat Breakfast and/or lunch in the MVMS cafeteria.

Breakfast–Adult-\$2.75

Lunch–Adult-\$4.75

## **14.0 DISCIPLINE PLAN**

### ***14.1 Expectations of Behavior***

Students are expected to conduct themselves in such a manner that they do not interfere with the orderly operation of the educational program. We expect our students to work hard, be respectful, and participate in class. If a student's behavior disrupts the classroom, then the teacher will take the following measures to deal with those behaviors.

### ***14.2 Minor and Petty Discipline Problems***

**Petty Offenses:** The individual teacher handles **Petty offenses in the classroom** according to his/her classroom rules. These can become a minor offense if the teacher feels they cannot be handled by any other method.



**Minor discipline** problems and acts that, unless repeated, would **NOT** justify referral to the principal or result in suspension or expulsion. The staff member is advised to hold a private conference with the student at the first occurrence of a minor discipline problem. On the second offense, the staff member should confer by telephone or mail with the parent/guardian. The third offense may be referred to the principal as a major discipline problem.

Cutting or reducing grades are not acceptable disciplinary actions.

**MVMS Room 308 Procedures:** There are times when a student is being disruptive, emotional, or needs a break. During these times the teacher may send the student to room 308. Teachers will need to fill out a discipline referral form and turn it in to the administration (Room 308). Room 308 is not intended to be a permanent answer to a classroom discipline issue. After a second time of sending the same student to 308, teachers must call home and communicate with the parents about this behavior.

**Please see page 89 for a copy of the 308 Behavior Referral Form**

### MVMS Guidelines and Examples

#### **Repeated Petty Offenses**

Classroom rules/expectations

308 Referral

- Redirection is not working.
- Classroom consequences aren't working.
- Parent notification is not working.

#### **Minor Disciplines**

- Student refuses to obey a staff member
- Repeated petty offenses
- Use of inappropriate language
- Disruptive behavior
- Preventing others from learning
- Horseplay, not keeping hands to yourself
- Any action where the student needs to be temporarily removed from the classroom

308 Referral

#### **Major Disciplines**

- Repeated 308 referrals
- Insubordination
- Truancy
- Profanity and vulgarity
- Damage to property / theft
- Actions involving harm to self or others

Office Referral

- Fighting
- Hitting, kicking, tripping with malice
- Harassment and Bullying
- Intimidation

- Use/possession of tobacco, alcohol, or drugs

### ***14-3 Major Discipline Problems***

Depending on the seriousness of the problem, a student who is referred to the principal for a major discipline problem may have his/her parent/guardian called or asked to come to the school to confer with the principal. Administrators handle all cases of major discipline.

Violation of any of the following while the student is at school, on school property, on a school bus, or involved in a school-related activity, shall be dealt with as a major discipline violation:

- Willful disobedience
- Extortion
- Intimidation, bullying, or cyber-bullying
- Disruption of school-related activities by violence or force that prevent others from using the school
- Causing, or attempting to cause, damage to school property
- Stealing
- Causing, or attempting to cause, physical injury
- Fighting
- Truancy
- Dangerous Weapons
- Directing profanity or vulgarity to staff members
- Unauthorized use of a vehicle during school hours
- Any action that threatens the health and safety of students and employees
- Drugs
- Pornography
- Sexual Harassment
- Dress Code Violations

The procedure for handling major discipline problems will be as follows:

Any step(s) may be skipped and action initiated at a subsequent step if the seriousness of the problem warrants such action. In each case of a major discipline problem, a report will be completed, given to the principal or assistant principal, and entered in the student's discipline file. Each case will be handled individually and judged according to the evidence presented, the circumstances prevailing, and the merits of the case. As part of his/her administrative responsibility, the administrator may be asked to explain or clarify any disciplinary action taken.

A file for discipline will be kept in the principal's office. It will contain records of previous years' disciplinary actions for major violations, and any violations for the current year. It will be used as a reference only. **Please see page 90 for a copy of the MVMS Major Discipline Referral Form**

# of Referrals and Parent Notification by Phone	Consequence and Discipline Referral Record (Minor Disciplines) 23-24	Referred By
1 Teacher notifies parent	Student is warned, reflects on the behavior, and signs this record. Students stay in 308 for the rest of the class period if referred during class.	Staff: Date:
2 Teacher notifies parent	Student will stay in 308 for the rest of the class period, serve <b>1 lunch detention</b> , and sign this record. Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	Staff: Date:
3 Teacher notifies parent 308 calls parent	Student will stay in 308 for the rest of the class period, serve <b>2 lunch detentions</b> , and sign this record. Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	Staff: Date:
4 Teacher notifies parent 308 calls parent	Student will stay in 308 for the rest of the class period, serve <b>3 lunch detentions</b> , and sign this record. Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	Staff: Date:
5 Teacher notifies parent Admin Calls Parent	Students and parents/guardians will meet with the administration in person or by phone. Students will be assigned 4 lunch detentions or one day of ISS (in school suspension). Behavioral contract or placement/schedule change may be considered.	Staff: Date:
6 Teacher notifies parent Admin meets with parent	Students and parents/guardians will meet with the administration and teachers. Behavioral response/contract and interventions will begin.	Staff: Date:

# of times sent to room 308	Consequence and Discipline Referral Record (Minor Disciplines) Hallway, Lunch, Recess, (Non Classroom) Referrals (23-24)	Referred By
1	Student is warned, reflects on the behavior, and signs this record. Students stay in 308 for the rest of the passing period or recess.	
2	Student will stay in 308 for the rest of the passing period or recess, serve <b>1 lunch detention</b> , and sign this record.	

	Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	
3 308 Calls Parent	Student will stay in 308 for the rest of the passing period or recess, serve <b>2 lunch detentions</b> , and sign this record. Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	
4 308 Calls Parent	Student will stay in 308 for the rest of the passing period or recess, serve <b>3 lunch detentions</b> , and sign this record. Students will take the parent notification of minor discipline home for signature. Students will serve additional lunch detentions until parent signature is returned.	
5 Admin Calls Parent	Students and parents/guardians will meet with the administration in person or by phone. Students will be assigned 4 lunch detentions or one day of ISS (in school suspension). Behavioral contract or placement/schedule change may be considered.	
6	<b>Students and parents/guardians will meet with the administration and teachers.</b> Behavioral response/contract and interventions will begin.	

## 15.0 Student Handbook

Each student has been issued a MVMS Student Handbook that they should keep all year. Teachers will go over the information in the handbook with their students on August 23, during 2<sup>nd</sup> hour. Students are responsible for the information in their handbooks.

## 16.0 ARRIVAL AT, AND DISMISSAL FROM SCHOOL

The school building opens at 7:45 for all students. Students should report directly to the cafeteria/commons and remain seated until 8:00 a.m. Car and bus riders should enter by the main doors at the front of the building. Students eating breakfast should report to their areas as soon as they finish eating.

**Dismissal from School**

Students must stay on school grounds from the time they arrive, even if the first period has not started, until dismissal, or until the bus or parent picks them up.

If a student must leave during school hours, it is mandatory for a parent or guardian to come to the Front Office and sign a ledger to excuse the student.

Transportation changes should be submitted in writing to the Main Office as soon as possible during the day. If this change requires a bus, Mrs. Wright must be given written notification as well.

## 17.0 TARDY POLICY

### LATE TO SCHOOL

**Because of late bus:** If not eating breakfast, the student will go to room 308 for a pass. After the student obtains a pass, s/he will go directly to class.

**Parents bring student to school:** Parents must come into the Front Office and sign in the student. Room 308 will then issue the student a pass to go to class. If late sign-ins become chronic, the administration will meet with the parents.

Any student who is not in his/her assigned class after the tardy bell rings needs to report to room 308 for a tardy note and then return to class.

### LATE TO CLASS

### MVMS Tardy Procedures

Students are expected to be on time to class, and prepared, and ready to work when the tardy bell rings. There is a five (5) minute period between each class to allow students time to travel to the next class. Music plays for four minutes, then turns off, which serves as a one-minute warning before the bell. All teachers will close their doors when the bell concludes.

- Any student not in the classroom before the doors are closed is considered tardy and must report to Room #308 for a tardy note.
- Students reporting to school late must check in with either the front office if they have an excuse note or to Room #308 if the tardy is unexcused.
- Excessive excused check-ins will be addressed by the trackers/administration.
- Missed detentions may result in double the detention time.
- If a student continues to miss detentions, he/she may be suspended.
- **Truancy Referral**- Students may be referred to the Bingham County Prosecutor's Office for excessive tardies and/or absences

**Students may lose the privilege of attending end of trimester activities at administrator's discretion.**

# of Total Tardies Per Trimester	Consequence	Referred to
<b>1 and 2</b>	Student is warned and reads/signs the policy showing understanding of what is expected.	Room 308 Period _____ Date _____
<b>3</b>	3 days of morning, FLEX, or lunch detention. <u>Parents are notified in writing of the tardies and consequences.</u> Student returns the parent signed copy of notice to avoid additional detentions.	Room 308 Period _____ Date _____
<b>4</b>  Phone Call by 308 _____	4 additional days of morning, FLEX, or lunch detention. <u>Parents are notified in writing of the tardies and consequences.</u> Student returns the parent signed copy of notice to avoid additional detentions.	Room 308 Period _____ Date _____
<b>5</b>  Phone Call by 308 _____	5 additional days of morning, FLEX, or lunch detention. <u>Parents are notified in writing of the tardies and consequences.</u> Student returns the parent signed copy of notice to avoid additional detentions.	Room 308 Period _____ Date _____
<b>6</b>  Phone Call by 308 _____	6 days of morning, FLEX, or lunch detention. <b>Parent receives a phone call from Room 308 Student Advocate (staff).</b>	Room 308 Period _____ Date _____
<b>7</b>  Phone Call by 308 _____  Admin Phone Call _____	Parent, student, administrator meeting in person or by phone. Interventions are discussed and put into place. Students are assigned seven morning, FLEX, or lunch detentions or 1 day of in-school-suspension (ISS).	Administration Period _____ Date _____
<b>8</b>  Admin Phone Call _____	Administrator's discretion. Change of schedule, placement, or out of school suspension may be discussed.	Administration Referring Teacher _____ Date _____

Periodic hall sweeps may be conducted by administration; students caught in hall sweeps may be assigned 2 lunch detentions. If a student fails to attend a detention, 2 additional detentions will be added to assigned days. Continued failure to attend may result in in-school-suspension.

### Consequences for Truancies

Truancy	Consequence	Referred to
<b>Single-Class Truant</b>	Four days of lunch detention for the first offense. Parent contact is made and the student meets with administration.	Administration

Phone Call by 308 _____		Attendance Room 308 Student Advocate
<b>All-Day Truant or Repeated Single-Class Truant</b>  Phone Call by Admin _____	In- or out-of-school suspensions are possible. Phone call or meeting with parent(s). Possible referral to Friday School or school guidance counselor. Support escort by a staff member may be implemented. Recess and lunch monitoring may be implemented.	Administration Attendance Counselor
<b>Continuously Truant</b>	Referral to Truancy School or Truancy Court. Parent contacted by administrator.	Administration

## 18.0 STUDENT DRESS CODE

**Dress Standards:** MVMS expects its students to dress for success. If students fail to meet the following dress standards, they will be asked to change into clothing or apparel that meets those standards. Clothing must be neat, clean, and must not detract from the learning environment. Clothing or apparel that advertises or displays in pictures or words: gang affiliation; tobacco; alcoholic beverages; brewery logos; drugs/controlled substances, or guns/weapons are not permitted. The school administration or designee will make the final determination whether clothing or attire is inappropriate. This policy applies to all school-related functions and/or special activities approved by the principal. Violations will be referred to administration or their designee for consequences. Following MVMS dress and grooming standards is the students’ and parents’ responsibility. Violations of the dress code will result in the student being asked to change his/her shirt, pants, skirt, etc. Students will be allowed to wait in the office for one class period for parents to bring an acceptable item of clothing. Students will be asked to change into PE clothing (available in the office) if they cannot obtain alternate clothing from home. If a student argues/refuses to change clothing, s/he may be suspended for insubordination. **(BFSB Board Policy #517)**

### Consequences of Dress Code Violation

# of Dress Code Violations per Trimester:	Consequence:	Referred by:
1	Student is asked to report to Room #308, reads and signs the dress code policy showing he/she understands what is expected of him/her. Students will change or fix the violation before returning to class.	
2 Parent Sign ____	Parents/guardians are notified in writing that the next violation will have the consequence of lunch detention. <u>Students will return a parent-signed notice or be assigned lunch detention.</u>	
3 308 calls parent	Students will be assigned 1 lunch detention. <u>Students will return a parent-signed notice.</u> Students will serve additional	

	lunch detentions until the notice is signed by a parent/guardian and returned.	
4 Admin will call home.	Students will meet with administration, and receive a discipline contract and assigned 2 days of lunch detention. Students will serve additional lunch detentions until the notice is signed by parent/guardian and returned.	
5 Administration Contact	Students and parents/guardians will meet with the administration.	

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After reading and making sure you understand each point of the Blackfoot School District #55 Student Dress Code Policy (Policy Number: #517), read and understand the MVMS expectations and consequences of Dress Code Violation as outlined below.

MVMS expects students to dress in a manner which is appropriate for an effective educational environment. Following MVMS dress and grooming standards is the students' and parent/guardians' responsibility. If students fail to meet the following dress standards, they will be asked to change into clothing that meets dress standards.

- Clothing must be neat, clean, and must not distract from the learning environment.
- Clothing or apparel that advertises or displays in picture or words any of the following, but not limited to: gang affiliation, tobacco, alcoholic beverages, brewery logos, drugs/controlled substances, or guns/weapons are not permitted.
- Students are prohibited from wearing clothing which reveals a student's breasts, abdomen, or buttocks. Shirts must have a modest neckline (no cleavage) and be long enough to cover the midriff (front and back). No spaghetti straps, tank tops, tube tops, off the shoulder tops, halter tops, or muscle shirts will be allowed. No backless, strapless, or half tops are to be worn.
- Shorts and skirts must be no shorter than mid-thigh in length and/or no shorter than the fingertips when arms are hanging naturally at one's side.

The school administration or designee will make the final determination whether clothing or attire is appropriate. This policy applies to all school-related functions and/or special activities approved by the principal. Violations will be referred to the administration or their designee for consequences (see chart on reverse side). Instances of dress code violation will result in the student being asked to change his/her shirt, pants, skirt, etc. Students will be allowed to wait in the office or Room 308 for one class period for parents to bring an item of clothing that is acceptable. Students will be asked to change into PE clothing (available in the office) if alternate clothing cannot be obtained from home. After multiple referrals and parent contacts, administration will meet with parents to discuss suspensions or alternative placement for the student.

Signature of Student \_\_\_\_\_

Date:

Signature of Parent/Guardian \_\_\_\_\_

Date:



## 19.0 SCHOOL ATTENDANCE

### *19.1 Regulations*

#### **Definitions of Absences:**

Absences include illnesses, doctor and dentist appointments, funerals, school functions, pre-excused absences etc. Students are expected to make up all possible graded assignments within a reasonable length of time after an absence. Failure to do so will be reflected in the grade received for that grading period.

**Truancy** is an absence without permission from the parent/guardian or the school; truancy also will result in a major discipline referral.

**Pre-excused** absences are absences of five (5) or more consecutive days, and must be pre-arranged with the administration or designee so the student receives class assignments and homework prior to the absence. Students will arrange with their teachers the dates to turn in homework.

**Emergency School Closure:** During inclement weather, it may become necessary for Blackfoot School District to cancel school. If the decision to cancel school occurs during the school day, the media will be contacted and public announcements will be made so that parents may be alerted. If the decision is made in the morning before school starts, the information also can be obtained on the radio, TV, Facebook, Twitter, and Websites.

**All staff will be notified by telephone via the emergency calling tree. It is extremely important that all employees have their phones turned on and ready.**

### *19.2 School Activity Absences*

Students who are absent from school the day of a school-sponsored activity **will not** be permitted to participate in any school-sponsored activity, take part in any performance, or play in any game or athletic contest held during that school day or evening. Parents may appeal this decision to the school administration. Students who have pre-excused absences for doctor or dental appointments will be exempt from this policy.

### *19.3 Student Leaving Classroom*

Any student who leaves his/her assigned area at any time must have in his/her possession the punch card with the hallway passport signed. Teachers also have a classroom pass (Lanyard) that students can use.

### *19.4 Make-up Policy*

**Make-up Work:** Students are allowed and encouraged to make up homework when they have missed school either because of an approved pre-excuse or an excused absence. Students will be allowed to make up work in accordance with FLEX and departmental make-up policies.

## 20.0 ASSEMBLY PROGRAMS

Assembly programs will be held during the year to expose children to special presentations and teach the etiquette involved in being a good audience. All teachers are to attend school assembly programs unless the principal has excused them. Each class will have seating assignments and will be expected to sit in the designated area (See page 75 for assembly seating chart).

## 21.0 DUTY ASSIGNMENTS

Our goal is to create a safe and orderly environment as efficiently as possible. Please take time to teach and practice rules, behaviors, and consequences to your students. **Time invested early will pay off throughout the year.**

For liability reasons, **please be at all duty stations.** If you have a conflict and cannot be at your assigned station on any given day, please arrange to have someone substitute for you. If an emergency arises and you cannot find someone to cover your duty, contact an administrator. Please indicate assigned duties on your substitute lesson plans (**Duty schedule will be emailed out every two weeks by Mr. Hansen**).

### ***21.1 Morning (7:55–8:15 a.m.) and Afternoon Duty (4:00–4:10 p.m.)***

Everyone please monitor the hall or outside area near your room until students are at the buses or in the car rider area.

Teachers: Please make every effort to be at the bus stations immediately after the bell rings and space yourselves along the sidewalk. Administration will direct the loading and departure of the buses.

**(Duty Schedule will be emailed weekly to all teachers and staff.)**

### ***21.2 Class Changes***

All teachers should step outside their classes during class changes to monitor and greet students.

### ***21.3 Supervising Lunch***

Teachers are paid to give up their lunch to supervise. Please email the administrators if you are interested in supervising lunch.

## 22.0 SCHOOL SAFETY

Schools have a huge responsibility to ensure the safety and well-being of the children under their supervision. Therefore, it is the school's responsibility to have a plan of action in the event of an unusual or extraordinary emergency.

### ***22.1 Teacher Emergency Binder***

Each teacher/classroom will be issued an emergency procedures binder. The contents of this binder will be covered during our August in-service, and reviewed and updated throughout the year as necessary. Teachers should store this binder near the exit door of the classroom. This folder must be available readily and in your possession during all drills and emergencies.

### ***22.2 Drills***

We will conduct fire drills monthly and lock down drills each trimester. Documentation is kept in the office.

## 23.0 FIELD TRIP POLICY

**All field trips must be approved first by the principal.** A written request to take a field trip must be submitted to the principal. This request must include a proposed trip itinerary, estimated cost and method of payment, and most importantly, the trip's **educational value**. Parents must be notified and sign a permission form before any student is allowed to attend the field trip. (BFSD Policy #576)

### ***23.1 Field Trip Supervision***

Each field trip will be under the direct supervision of a school-certified employee. The employee may ask parents/guardians to serve as chaperones. ***All chaperones must be at least 21 years of age and approved by the Principal.*** The employee will inform chaperones of their responsibilities before each trip.

The number of chaperones must be adequate for the type of group and nature of the activity.

In addition to the ***certified employee***, there will be at least one chaperone for each 10 students.

Both male and female chaperones are required for all overnight trips that include students of both genders.

Both male and female chaperones are required for all day trips that include students of both genders.

A minimum of one adult will ride in each vehicle.

Lengthy, overnight, or unusual trips may require more than the usual number of chaperones. The principal will determine this number.

## 24.0 MVMS ACCOUNTING PROCEDURES

Accounting and supplies go hand in hand. Mrs. Bott is in charge of all supplies, financial accounts, and purchasing. Please visit her if you have any questions or concerns. There are some important things to remember about making purchases before you place an order with a vendor.

The principal must approve all purchase requests.

Everything we buy is ordered through the district with a purchase order.

Only in an emergency can a school check be written to pay for any item when funds are taken out of a pupil activity account (school fees, clubs, etc.).

Please consult with Mrs. Bott before you purchase anything.

### *24.1 Issuing Receipts*

When you collect money for school-sponsored activities, you must turn in the money and a receipt before the activity. Examples of school-sponsored activities are yearbook, athletic T-Shirts, field trips, etc. Receipts must equal the amount of money received. See Mrs. Bott with questions. **NO MONEY SHOULD BE KEPT IN YOUR ROOM.**

### *24.2 Fund-Raising Projects*

The principal must approve all school fund-raising projects, including soliciting ads from local businesses, sale of magazines, etc. Funds collected from these projects will be handled through the office. (BFSD Policy #595)

A receipt will be given to each person from whom funds are collected. The receipt will show the name of the person who remits the amount, the amount, and the purpose. The receipt will be made in triplicate. The payee will be given the original, the second copy will be attached to the accounting form that is submitted to the bookkeeper, and the teacher will keep the last copy for his/her records.

**NO MONEY SHOULD BE LEFT IN YOUR ROOM.**

## 25.0 District Curriculum Expectations

The Blackfoot School District expects:

1. All staff to use the curriculum Diamonds as a framework for curriculum choice. A teacher may supplement the curriculum, but s/he cannot replace it unless it has been discussed with the Principal and Curriculum Director. Curriculum Diamonds show all school board approved curriculum.
2. Staff will follow the scope and sequence and/or the curriculum map at their teaching pace. Pacing calendars should be followed to help create vertical and horizontal alignment.
3. To chart growth, pre- and post-assessments are expected in subject areas.
4. The progress of students in the RTI/MTSS process will be monitored with appropriate probes.
5. MVMS will utilize Istation this year to chart growth throughout the year.

**Please see page 71 for the District Curriculum Diamonds.**

### **25.1 Physical Education Class and Medical Notes**

#### **MVMS Procedures for Medical Notes and Physical Education**

Generally, a student well enough to be in school is required to dress in the appropriate physical education uniform and attend class. When a situation arises that would make the activity harmful for a student, the following procedure is to be followed: the student is to bring an excuse signed by a parent, guardian, or physician to the teacher before class begins. A physician's note is required after physical education class is missed for two consecutive days.

If a student is enrolled in physical education and a medical situation occurs that prevents the student from participating in all activity for a specified period, the student will continue to be eligible for physical education credit, provided that the injury/illness lasts for six weeks or fewer (30 school days or fewer). The student will continue to attend class as scheduled. The student cannot be penalized for missing activities, provided the student completes **reasonable** alternate assignments the physical education teacher arranges.

Physical education teachers must consider when a student has physical limitations attributable to injury, illness, or a chronic condition, and make program modifications for that student. The student/parent/guardian must give the school attendance secretary a physician's note that details the student's physical limitations. The attendance secretary will forward the information to the physical education teacher.

### **25.2 MVMS Department Expectations**

- 1) A pre-and posttest will be given to all students in every core class each trimester. If possible, this test will be given on Edify. Pre-and posttests will be based on Idaho Core

Standards. The pre-and posttest data may be used for 11% (Teacher determined measure) for every MVMS teacher evaluation.

- 2) Student assignments will be graded in a timely matter and posted on Infinite Campus within 1 week after they are collected. It is understood that some assignments (projects, essays, term projects, etc.) may need more time.
- 3) The guidelines overall are that teachers should be putting at least one to two grades per week into Infinite Campus.
- 4) Departments will use their district-approved curriculum maps to guide them in planning their classes.
- 5) The same courses taught by different teachers will be consistent, and should be very similar in pacing and assignments.
- 6) Departments will follow the MVMS school make-up policy.
- 7) Attendance will be taken within the first 10 minutes of class.

## 26.0 ATHLETICS

MVMS sponsors cross-country, volleyball, cheerleading, basketball, wrestling, and track teams, and students in 7<sup>th</sup> and 8<sup>th</sup> grade may try out for these teams.

All members of the athletic teams will travel to and from contests under the coaches' supervision. Students will be supervised closely at all times and coaches will position themselves on the bus so they can observe students during transit. No student will be permitted to return from the place of the contest with anyone other than the coaches or his/her parents. As Athletic Director, Melissa Schaeffer will approve all schedules for athletic contests. It is the school's policy to hold to a minimum the number of times a student will be required to leave school to participate in athletic contests.

**Coaches who need to dismiss students early must send an e-mail to Melissa Wright. (wrigmeli@d55.k12.id.us) with the names of the students leaving the day before the early dismissal.**

In athletics, all coaches are responsible directly to the athletic director, and ultimately to the administration. This policy is pertinent in any athletic pursuit and in any activities pertaining thereto (dressing rooms, trips, schedules, discipline, practice sessions, etc.). Prior to the season, the athletic director and coaches will work out the matter of practice on weekends and holidays.

MVMS belongs to the Upper Snake River Valley Conference and abides by its rules and regulations. Participation also may require approval by school administration.

### **Coaching Staff:**

CROSS COUNTRY	-	Dennis Hansen/Madalyne Horak
VOLLEYBALL	-	Zac Campbell

WRESTLING	-	Dennis Jacobson
GIRLS' BASKETBALL	-	Katherine Tomazin
BOYS' BASKETBALL	-	Dylan Fuller
GIRLS' TRACK	-	Melissa Schaeffer
BOYS' TRACK	-	Chris Loomis
CHEERLEADING	-	Ashley Harding

**Eligibility:** In order for students to represent Mountain View Middle School in any extracurricular activity, they must maintain a 2.0 (or higher) GPA for the current grading period. As of the 1<sup>st</sup> day of practice/tryouts students may not compete with or play on any other team and still maintain their eligibility for that sport at MVMS. **There are consequences for the school and all teams when even one student violates this rule.** Students who violate this rule will be removed from the team.

Students must also conform to the following Upper Snake River Valley Conference rule (Rule 8-1): *To be academically eligible for athletics, a student must be enrolled full-time in his/her school, and have received passing grades and earned credits in the required number of courses during the previous reporting period. Equivalency is determined by the following criteria:*

<i>4 classes available</i>	<i>must pass at least three</i>
<i>5 classes available</i>	<i>must pass at least four</i>
<i>6 classes available</i>	<i>must pass at least five</i>
<i>7 classes available</i>	<i>must pass at least five</i>
<i>8 classes available</i>	<i>must pass at least six</i>

## 27.0 EVALUATION

### MVMS Teacher Evaluation for 2023-2024 Timeline

67% of the evaluation is based on professional practice

33% of the evaluation is based on student success indicators

- 11% Teacher Determined Measure
- 22% Istation Growth – 11% Istation Math and 11% Istation English

#### 1. Evaluation Summary:

Teacher performance has the most enduring and consequential influence on students, therefore the District has a firm commitment to performance evaluation. Every effort will be made to assure that only highly qualified teachers are retained on staff of the Blackfoot School District #55. The primary purpose of evaluation is to enhance the quality of instructional performance, nurture the growth of students of all abilities, and support personal professional improvement to facilitate the achievement of the district goals. Supervision and evaluation of professional employees involved cooperative process between the teacher and administrator for the purpose of identifying and documenting the performance of individual staff members.

#### 2. Summative Evaluation and Conference:

Every MVMS teacher will have a completed Summative Evaluation by May 16, 2024. Summative Conferences will be scheduled for April 22 through May 9, 2024 (if needed). We need to have all summative evaluations turned into the district office on May 23, 2024.

- All summative evaluations will be based upon Danielson Domains: Preparation and Planning, the Classroom Environment, Instruction, Professional Responsibilities, Classroom Walk Through visits, Parent Survey, Student Success Indicators, teacher IPLP, and all other district approved measures.
  - Parent Surveys – are available upon request in the office and at all MVMS Parent Nights.

#### 3. Observations

Every MVMS teacher will receive a minimum of two (2) observations. Observations will be conducted openly and with full knowledge of the teacher. Each observation should be at least (1) instructional period in length or for sufficient time to make an adequate performance judgment. Observations will vary in frequency to ensure the identified components for evaluation have been observed.



- **One (1) Observation must be done before January 1, 2024**
- **Pre-observation**
- **Post –observation**
- **Walk Through Data**

#### **4. MVMS Individual Professional Learning Plans (IPLP) for 2023-2024 Timeline**

Individual Professional Learning Plans in the Danielson Collection focus teachers on improving their practices according to the Framework for Teaching. The plans allow teachers to look at their own methods and compare them with the four domains used in the Framework.

Teachers and observers compare their findings from self-assessments and classroom observations to establish baselines and goals. The plan includes clear action steps for improved professional practice and resources to support those actions. **Teachers are encouraged to collect evidence and artifacts to illustrate proficiency in Danielson Domains 1,2,3, and 4.**

1. Every MVMS teacher will complete a self-evaluation by September 14, 2023. Please share with your evaluating administrator.
2. Individual Professional Learning Plans (IPLP) need to be submitted and shared with your evaluating administrator by September 21, 2023.
3. Individual Professional Learning Plans (IPLP) need to be Finalized by April 18, 2024.

#### **2023-2024 Student Success Indicators**

1. **Istation (22%)** – based on scientific evidence and comprehensive research, Istation’s powerful computer-adaptive diagnostic and screening assessments for reading and math, support instructional decision making, increase engagement, and improve educational outcomes. The immediate feedback provides easy to understand student data that timely, specific, and constructive.
2. **Teacher determined measure** – This student success indicator will be used for advancing on the state career ladder. Examples of measures teachers can choose from.
  - a. ISAT
  - b. Teacher-constructed assessments of student growth
  - c. Idaho reading indicator
  - d. End-of-course exam
  - e. Student learning objectives
  - f. Pre and post tests
  - g. College entrance exams
  - h. Formative Assessments
  - i. Performance-based assessments
  - j. District adopted measures

- k. Professional-technical exams
- l. Advanced placement exams

**Statutory Requirements Teacher Evaluations IDAPA 08.02.02.120**

• Statute and IDAPA Rule requires one (1) annual Summative Evaluation, due by June 1st, that indicates the following:

- A level of performance for the 4 domains and 22 components identified in Administrative Code (Danielson Framework) or an alternative evaluation that is aligned to the statewide evaluation framework and has been approved by the SDE/OSBE. Each evaluation must include the following
  - The summative performance must include a rating of unsatisfactory (1), basic (2) and proficient (3). (A fourth rating of distinguished (4) may be used.)
- Levels of performance ratings for the individual components are determined through professional practice. The summative rating shall be made up of the combination of professional practice and student achievement.
  - Professional practice includes:
    - Two (2) documented observations annually, with one (1) completed by January 1st, aligned to Danielson Framework or approved evaluation instrument
    - At least one of the following measures: parent input, student input, and/or portfolio
- Student achievement or growth is based on (see table below):
  - Measurable student achievement indicators (for instructional staff and pupil personnel services staff); or
  - Student success indicator used for determining whether or not the individual has met the performance criteria for movement on the Career Ladder (pupil personnel services staff only).
  - May be calculated using current and/or past year’s data and may use one (1) or multiple years of data

<b>Measurable Student Achievement Indicators – Idaho Code 33-1001 (12)</b>		
Idaho standards achievement (ISAT)	Student learning objectives	Formative assessments
Teacher-constructed assessments of student growth	Pre- and post-tests	Performance-based assessments
Idaho reading indicator (IRI)	College entrance exams such as PSAT, SAT, and ACT	District adopted assessments

End-of-course exams	Advanced placement exams	Professional-technical exams
<b>Student Success Indicators – Idaho Code 33-1—1 (12)</b>		
Quantifiable goals stated in a student’s 504 plan or individualized education plan	Quantifiable goals stated in a student’s behavior improvement plan	School or district identified measurable student objectives for a specified student group or population

**33-1201A. IDAHO PROFESSIONAL ENDORSEMENT – ELIGIBILITY.**

- (1) Any instructional staff employee or any pupil service staff employee will receive mentoring as outlined in such employee’s individualized professional learning plan during the initial three (3) years of holding such certificate. Upon holding a certificate for three (3) years, any such instructional staff or pupil service staff employee may apply for an Idaho professional endorsement. Upon holding a professional endorsement for five (5) years or more, any such instructional staff or pupil service staff employee may apply for an Idaho advanced professional endorsement.
- (2) To be eligible for an Idaho professional endorsement, the instructional staff or pupil service staff employee must:
  - (a) Have held a certificate for at least three (3) years, or have completed a state board of education-approved interim certificate of three (3) years or longer;
  - (b) Show they met the professional compensation rung performance criteria for two (2) of the three (3) previous years or the third year;
  - (c) Have a written recommendation from the employing school district; and
  - (d) Have an annual individualized professional learning plan developed in conjunction with the employee’s school district supervisor.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for professional endorsement are not met.

- (3) To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:
  - (a) Have held a renewable certificate for at least eight (8) years or more, or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate for five (5) years or more;
  - (b) Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;
  - (c) During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:
    - (i) Instructional specialist or instructional coach;

- (ii) Mentor;
  - (iii) Curriculum or assessment committee member;
  - (iv) Team or committee leadership position;
  - (v) Data coach; or
  - (vi) Other leadership positions identified by the school district;
- (d) Have a written recommendation from the employing school district;
  - (e) Have an annual individualized professional learning plan developed in conjunction with the employee's supervisor and a self-evaluation; and
  - (f) (F) (i) Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;
  - (ii) Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year; or
  - (iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.

Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for the advanced professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for the advanced professional endorsement are not met.

- (4) Instructional staff and pupil service staff shall be eligible for the professional endorsement if they:
  - (a) Have a written recommendation from the employing school district;
  - (b) Have worked in a certificated position in a compact-member state pursuant to section [33-4101](#), Idaho Code; and
  - (c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for three (3) to eight (8) years.
- (5) Instructional staff and pupil service staff shall be eligible for the advanced professional endorsement if they:
  - (a) Have a written recommendation from the employing school district;
  - (b) Have worked in a certificated position in a compact-member state pursuant to section [33-4101](#), Idaho Code; and
  - (c) Would have been eligible to work in a certificated position in an Idaho public school based on that certification for nine (9) years or more.
- (6) The state board of education shall promulgate rules implementing

the provisions of this section.

7) For the purposes of this section:

- (a) "Certificate" means an Idaho instructional certificate, pupil service staff certificate, or out-of-state educator certificate that meets the requirements for reciprocity under rules promulgated by the state board of education;
- (b) In conjunction with the Idaho evaluation framework, "individualized professional learning plan" means an individualized professional development plan based on the Idaho framework for teaching evaluation and includes, at a minimum, identified interventions based on the individual's strengths and areas of needed growth, how the individual will set student achievement and growth goals, areas of identified professional development and mentoring that target continuous improvement in professional areas, future student achievement, and school building or district culture;
- (c) "Instructional staff" means those involved in the direct instruction of a student or group of students and who hold a certificate issued under section [33-1201](#), Idaho Code;
- (d) "Pupil service staff" means those who provide services to students but are not involved in direct instruction of those students and who hold a certificate issued under section [33-1201](#), Idaho Code; and
- (e) "School district" means a school district or a public charter school.

History: [33-1201A, added 2015, ch. 229, sec. 12, p. 719; am. 2016, ch. 245, sec. 9, p. 654; am. 2020, ch. 270, sec. 5, p. 790.]

#### **SDE Evaluation and Career Ladder Data Submission Requirements**

- Summative evaluation date
- Summative evaluation rating
- Number of unsatisfactory components
- Whether majority of students (50% +1) have met indicators or student success indicator targets
  - Identify the specific student achievement and/or student success indicator
- Whether they have an IPLP
- EDUID of the administrator that completed the evaluation
- Whether the administrator has completed three (3) credits or proof of proficiency in the Idaho framework for teachers' evaluations.

#### **Department of Education Career Ladder Guidance**

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# Career Ladder Guidance

## Professional Endorsement & Advanced Professional Endorsement

The Certification Lookup Tool will indicate if a certificated individual has a professional endorsement or advanced professional endorsement. In addition, the All Personnel Employment Info Report (V6) includes a column titled "Date Professional Endorsement" and "Date Advanced Professional Endorsement". This report can be printed by anyone at the district that has been assigned a "business manager" or "reports staffing" role. The date in that column indicates the date the certificated individual obtained the professional endorsement or advanced professional endorsement. If there is not a date in the column and the individual meets the requirements, they must apply.

### PROFESSIONAL ENDORSEMENT

Instructional staff and pupil service staff are eligible for the Professional Endorsement if they meet all of the following requirements:

Professional Endorsement Requirements <u>ID §33-1201A</u>	Documentation
<p><b>EXPERIENCE</b></p> <p>Applicant has held a certificate and been employed in a public or accredited private school for at least three (3) years.</p>	State Department of Education Teacher Certification
<p><b>PROFESSIONAL COMPENSATION RUNG PERFORMANCE CRITERIA</b></p> <p>Applicant has met the professional compensation rung performance criteria for two (2) of the three (3) previous years OR the third year. The criteria is:</p> <ul style="list-style-type: none"> <li>An overall rating of proficient or higher, and no components rated as unsatisfactory on the state framework for teaching evaluation; and</li> <li>Majority of their students have met their measurable student achievement targets as per <u>ID §33-1001(18)</u> or student success indicator targets as per <u>ID §33-1001(31)</u>.</li> </ul>	Career Ladder Data Submission (CLDS) Application
<p><b>ANNUAL INDIVIDUALIZED PROFESSIONAL LEARNING PLAN</b></p> <p>Applicant has an individualized professional learning plan developed with their district/charter supervisor.</p>	Career Ladder Data Submission (CLDS) Application
<p><b>LOCAL EDUCATION AGENCY RECOMMENDATION</b></p>	Career Ladder Data Submission (CLDS) Application

## ADVANCED PROFESSIONAL ENDORSEMENT

Instructional staff and pupil service staff who have held a Professional Endorsement for at least five (5) years are eligible for the Advanced Professional Endorsement if they meet all of the following requirements:

Advanced Professional Endorsement Requirements ID §33-1201A	Documentation
<p><b>PROFESSIONAL ENDORSEMENT</b> Applicant has held a Professional Endorsement for five (5) years or more.</p>	State Department of Education Teacher Certification
<p><b>EXPERIENCE</b> Applicant has held a certificate and been employed in a public or accredited private school for at least eight (8) years or more.</p>	State Department of Education Teacher Certification
<p><b>PROFESSIONAL COMPENSATION RUNG PERFORMANCE CRITERIA</b> Applicant has met the professional compensation rung performance criteria for four (4) of the five (5) previous years OR the third, fourth, and fifth year. The criteria is:</p> <ul style="list-style-type: none"> <li>• An overall rating of proficient or higher, and no components rated as unsatisfactory on the state framework for teaching evaluation; and</li> <li>• Majority of their students have met their measurable student achievement targets as per <a href="#">ID §33-1001(18)</a> or student success indicator targets as per <a href="#">ID §33-1001(31)</a>.</li> </ul>	Career Ladder Data Submission (CLDS) Application
<p><b>ADVANCED PROFESSIONAL COMPENSATION RUNG PERFORMANCE CRITERIA</b> Applicant has met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years OR the fourth (2019-2020) and fifth (2020-2021) year. The criteria is:</p> <ul style="list-style-type: none"> <li>• An overall rating of proficient or higher, no components rated as unsatisfactory or basic, and rated as distinguished overall in Domain II – Classroom Environment or Domain III – Instruction and Use of Assessment on the state framework for teaching evaluation; and</li> <li>• Demonstrating seventy-five percent (75%) or more of their students have met their measurable student achievement targets as per <a href="#">ID §33-1001(18)</a> or student success indicator targets as per <a href="#">ID §33-1001(31)</a>.</li> </ul>	Career Ladder Data Submission (CLDS) Application
<p><b>DISTRICT LEADERSHIP ROLE</b> During three (3) of the previous five (5) years, has served in an additional building or district leadership role in an Idaho public school.</p>	Career Ladder Data Submission (CLDS) Application
<p><b>ANNUAL INDIVIDUALIZED PROFESSIONAL LEARNING PLAN</b> Applicant has an individualized professional learning plan developed with their district/charter supervisor.</p>	Career Ladder Data Submission (CLDS) Application
<p><b>LOCAL EDUCATION AGENCY RECOMMENDATION</b></p>	Career Ladder Data Submission (CLDS) Application

## INSTRUCTIONAL AND PUPIL SERVICE STAFF COMING FROM OUT OF STATE

Instructional staff and pupil service staff applying for their first Idaho education credential and have certificated experience from out of state are eligible for Professional and/or Advanced Professional Endorsement if they meet the applicable requirements.

### Out of State Professional Endorsement

Requirement	Documentation
Have a written recommendation from the employing school district	Signed recommendation letter from employing Idaho school district or charter school
Have worked in a certificated position in a compact-member state* for three (3) to eight (8) years	Completed and signed <u>Certificated Professional Experience Report</u>
Would have been eligible to work in a certificated position in an Idaho public school or accredited private school based on that certificate for three (3) to eight (8) years	Copy of applicants out of state certificate(s) showing they held certification for at least three (3) years during the years they worked in a certificated position

### Out of State Advanced Professional Endorsement

Requirement	Documentation
Have a written recommendation from the employing school district	Signed recommendation letter from employing Idaho school district or charter school
Have worked in a certificated position in a compact-member state* for nine (9) years or more	Completed and signed <u>Certificated Professional Experience Report</u>
Would have been eligible to work in a certificated position in an Idaho public school or accredited private school based on that certificate for nine (9) years or more	Copy of applicants out of state certificate(s) showing they held certification for at least nine (9) years during the years they worked in a certificated position

\*A compact-member state means a state, territory or possession of the United States, the District of Columbia, or the Commonwealth of Puerto Rico.

### FOR QUESTIONS CONTACT

Certification and Professional Standards  
 Idaho State Department of Education  
 650 West State Street, Boise, ID 83702  
 (208) 332-6800  
[www.sde.idaho.gov](http://www.sde.idaho.gov)



Section 33-1201A - IDAHO PROFESSIONAL ENDORSEMENT - ELIGIBILITY

<https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch12/sect33-1201a/>

(3) To be eligible for an Idaho advanced professional endorsement, the instructional staff or pupil service staff employee must:

<p>1. Meet years of service requirement.</p>	<p>(a) Have held a renewable certificate and been employed in a public school for at least eight (8) years or more or have completed a state board of education-approved interim certificate of three (3) years or longer and held a renewable certificate and been employed in a public school for five (5) years or more;</p>
<p>2. Professional status four of five or 3-5<sup>th</sup> years prior.</p>	<p>(b) Show they met the professional compensation rung performance criteria for four (4) of the five (5) previous years or the third, fourth, and fifth year;</p>
<p>3. Leadership in three of the past five years. <u>Note: You must submit leadership plan in your IPLP on EdFolio this year and get administrator approval. Must “further the mission of your building.”</u></p>	<p>(c) During three (3) of the previous five (5) years, have served in an additional building or district leadership role in an Idaho public school, including but not limited to:                  (i) Instructional specialist or instructional coach; (ii) Mentor; (iii) Curriculum or assessment committee member; (iv) Team or committee leadership position; (v) Data coach; or (vi) Other leadership positions identified by the school district;</p>
<p>4. If you meet all the criteria, D55 submits the recommendation.</p>	<p>(d) Have a written recommendation from the employing school district;</p>
<p>5. This is why you need the IPLP and the self-evaluation!</p>	<p>(e) Have an annual individualized professional learning plan developed in conjunction with the employee’s supervisor and a self-evaluation; and</p>
<p>6. Meet advanced criteria for three of five previous years.</p>	<p>(f) (i) <del>Effective July 1, 2020, through June 30, 2021, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fifth year;</del>                  (ii) <del>Effective July 1, 2021, through June 30, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years or the fourth and fifth year;</del> or                  (iii) Effective July 1, 2022, show they have met the advanced professional compensation rung performance criteria for three (3) of the five (5) previous years.</p>
<p>7. You can provide additional evidence showing student achievement if required standards are not met. See definitions below for “measurable student achievement” criteria.</p>	<p>Instructional staff employees may provide additional evidence demonstrating effective teaching that may be considered in exceptional cases for purposes of determining proficiency and student achievement in the event required standards for the advanced professional endorsement are not met. Pupil service staff employees may provide additional evidence demonstrating effective student achievement or success that may be considered in exceptional cases for purposes of determining proficiency and student achievement or success in the event required standards for the advanced professional endorsement are not met.</p>

TITLE 33 EDUCATION CHAPTER 10  
 FOUNDATION PROGRAM – STATE AID – APPORTIONMENT  
 33-1001. DEFINITIONS. As used in this chapter:

<https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch10/sect33-1001/>

<p>Students must attend 80% of assessment period to be included in data.</p> <p>Achievement targets are chosen at the school in collaboration with staff members impacted.</p> <p>Measures align with district continuous improvement plan.</p> <p>Measures are close to the actual work.</p> <p>Targets may be based on grade- or department-level achievement or growth goals that create collaboration within groups.</p> <p>Many assessment tools are allowed, per the law, the tools used should be discussed with you.</p>	<p>(18) "Measurable student achievement" means the measurement of student academic achievement or growth within a given interval of instruction for those students who have been enrolled in and attended eighty percent (80%) of the interval of instruction. Measures and targets shall be chosen at the school level in collaboration with the staff member impacted by the measures and applicable district staff and approved by the school board. Measures and targets must also align with the performance measures and benchmarks in the continuous improvement plan described in section 33-320, Idaho Code. The most effective measures and targets are those generated as close to the actual work as possible. Targets may be based on grade- or department-level achievement or growth goals that create collaboration within groups. Individual measurable student achievement targets and the percentage of students meeting individual targets must be reported annually to the state. <b>Assessment tools that may be used</b> for measuring student achievement and growth include:</p> <ul style="list-style-type: none"> <li>(a) Idaho standards achievement test (ISAT), including interim ISAT assessments;</li> <li>(b) <b>Student learning objectives;</b></li> <li>(c) <b>Teacher-constructed assessments of student growth;</b></li> <li>(d) <b>Pre- and post-tests,</b> including district-adopted tests;</li> <li>(e) <b>Performance-based assessments;</b></li> <li>(f) <b>Idaho reading indicator,</b> which will be one (1) of the required assessment tools for applicable staff;</li> <li>(g) College entrance exams or preliminary college entrance exams such as <b>PSAT, SAT, PACT, and ACT;</b></li> <li>(h) <b>Advanced placement exams;</b></li> <li>(i) <b>Career technical exams;</b></li> <li>(j) Number of business or industry <b>certificates or credentials</b> earned by students in an approved career technical education program;</li> <li>(k) Number of students completing career technical education <b>capstone courses;</b> and</li> <li>(l) Number of students enrolled in career technical education courses that are part of a program that culminates with <b>business or industry certificates or credentials.</b></li> </ul>
<p>8. No basic or unsatisfactory ratings on Danielson framework.</p> <p>Domain 2 OR 3 must have min. of 3/5 distinguished ratings.</p> <p>75% of students meet achievement goals (see above.)</p>	<p>(20)(b) "Advanced professional compensation rung performance criteria" means:</p> <ul style="list-style-type: none"> <li>(i) An overall rating of proficient or higher, <u>no components rated as unsatisfactory or basic, and rated as distinguished overall in domain two – classroom environment, or domain three – instruction and use of assessment,</u> on the state framework for teaching evaluation or equivalent for pupil service staff; and</li> <li>(ii) Demonstrating <u>seventy-five percent (75%)</u> or more of their students have met their measurable student achievement targets or student success indicator targets.</li> </ul>

## 28.0 LOCKERS

A locker will be assigned to each student. The locker number and combination information is provided on the top of each student's schedule. Lockers are the property of the school. **Students should remember not to share their lockers or give the lock combination to a friend.** Locks will be rented to students for a fee of \$6.00.

Because of cases of violence in the United States, the State Legislature has given school administrators certain powers in an effort to make schools safer. By law, an administrator may search a student, locker, car, book bag, or any other personal belongings without probable cause. (We only need "reasonable suspicion"). If we receive a report that a student has something illegal or dangerous on the campus, the student will be searched. This will help ensure that MVMS remains a safe place to go to school. Periodic locker searches may be held. The school does not assume responsibility for items missing from lockers if students share lockers or if they do not report locker malfunctions to the office.

Students who have forgotten their combinations can come to the office before school, during lunch, and after school.

## 29.0 TRANSPORTATION

- If transportation is needed for an activity, please visit the administration.
- A district bus request needs to be filled out and given to Mr. Jensen (**Please see page 86 for Bus Request Form**)
- The district transportation officer, Melissa Nichols (785-8857), is in charge of transportation for the Blackfoot Schools, and is the liaison between the district and the bus companies. If you have any issues, concerns, or complaints, please notify Mr. Jensen or Mrs. Kay and they will notify transportation.

## 30.0 TECHNOLOGY RESOURCES

### Technology Resources Policy

Technology is a vital part of Blackfoot School District's curriculum and instructional programs.

The school district's technology has specific educational purposes, which include use for classroom activities, professional or career development, and administrative functions.

The faculty will integrate the use of technology throughout the curriculum thoughtfully, and will provide guidance and instruction to students in its use.

### **Use of Technology is a Privilege**

The district provides students, staff, and any other users access to the district's technologies. However, this is a privilege and is not intended to be a public forum.

Users should not think that their files on the school district's system are private.

If routine maintenance and monitoring of the district's system show that a user has violated this policy, another school district policy, or the law, school district officials will conduct an individual investigation or search if they have reasonable suspicion that the search will reveal a violation of law or district policy.

The district cooperates fully with local, state, and federal authorities in any investigation concerning, or related to any illegal activities or activities not in compliance with district policy.

Every user must read the district's Technology Resources policy and sign an Internet Use Agreement form each school year before s/he will be allowed to use the district's system. This form is kept at the school or other office.

Depending on the nature and degree of the violation, and the number of previous violations, inappropriate use of the school district system or the Internet may result in one or more the following consequences:

Suspension or cancellation of access privileges;

Payments for damages and repairs;

Discipline under other appropriate school district policies, including suspension, expulsion, exclusion or termination of employment;

Civil or criminal liability under other applicable laws.

## **Internet Use**

### **Middle School Students' Navigation of the Internet**

The district permits MVMS students to use the Internet during school hours if access time is available and the teacher has given approval.

School personnel will remain in the immediate vicinity while students use the Internet, and will monitor their use intermittently.

### **Email Accounts**

MVMS teachers and students have Gmail accounts that are used for educational purposes only.

### **Unacceptable Uses**

**Users will not use the district's system to access, review, upload, download, store, print, post, or distribute:**

Pornographic, obscene, or sexually explicit material;

Language or images that are inappropriate to the educational setting or **disrupt the educational process**;

Language or images that advocate violence, or Hate or discriminatory material;

If any student accesses unacceptable materials or an unacceptable Internet site inadvertently, that student must report it to his/her teacher or principal immediately.

**Users will not use the district's system to:**

Transmit or receive obscene, abusive, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually explicit language/content;

Knowingly or recklessly post false or defamatory information about a person or organization, harass another person, or engage in personal attacks, including prejudicial or discriminatory attacks;

Engage in any illegal act or violate any local, state, or federal statute or law;

Vandalize, damage, or disable the property of the district, another person, or organization;

Disrupt the performance of equipment, software, or systems by spreading computer viruses or by any other means;

Gain unauthorized access to information resources or access another person's materials, information, or files without the implied or direct permission of that person;

Post private identifying information about another person including, but not limited to, home, school, work addresses, and telephone numbers, identification numbers, full names, account numbers, access codes, or passwords without that person's consent;

Log in through another account and access codes or network identification other than those assigned to the user;

Violate copyright laws or usage licensing agreements, including pirating software or copying software to or from any school computer;

Plagiarize works;

Maintain a personal business for unauthorized commercial purposes or financial gain

Provide goods or services for product advertisement or products, or personal gain, or Purchase goods or services for personal use.

**Further, users will not:**

Tamper with, modify, or change the district's system software, hardware, or wiring;

Violate any district security systems;

Respond to e-mail requests for sensitive information without verifying the requesting party's e-mail address and identity;

Originate or knowingly forward e-mails containing jokes, chain letters, or greeting cards for personal purposes, virus notifications, screen savers, and other non-educational file attachments.

**Consistency with Other School Policies**

Use of the school district computer system and use of the Internet will be consistent with school district policies and the mission of the school district.

### **No Expectation of Privacy**

By authorizing use of the school district system, the school district does not relinquish control over materials on the system or contained in files on the system. Users should not expect privacy in the contents of personal files on the school district system.

Routine maintenance and monitoring of the school district system may lead to discovery that a user has violated this policy, another school district policy, or the law.

## **31.0 TELEPHONES**

### **TEACHERS**

Phones are available in each classroom.

All personal long-distance calls must be made on your personal cell phones.

Do not call students' parents while the class is present. While this might be effective for some students, we need to respect parents' and students' privacy.

**EMERGENCY** (as in need assistance in the classroom right away): Teachers dial 6501 and this will ring in the front offices for assistance.

## **32.0 ENERGY CONSERVATION GUIDELINES**

All Energy Management systems are maintained by the District Maintenance Department.

Doors should be closed when AC/heat systems are on.

Classroom lights should be turned off when unoccupied.

Please shut everything off during long breaks, such as Thanksgiving, Christmas, spring, and summer break.

## **33.0 MISCELLANEOUS INFORMATION**

### **Announcements**

Announcements will be made at the beginning of 1<sup>st</sup> hour and at the end of the day. For all announcements, please be careful to preserve instructional time.

### **Service Learning**

In an effort to help students develop into productive, responsible citizens, service-learning opportunities will be sponsored during the year to benefit the school and the community.

### **Publicity**

Publicity is a vital link between the school and community, and the school uses a variety of media to tell its story. Activities worthy of publication occur almost daily and we often do not take the time to share our accomplishments. The following are some modifications in our process and some key items that must be followed.

MVMS uses the following to show and tell our story

1. Website–[mountainviewmiddleschool.org](http://mountainviewmiddleschool.org)
2. Facebook–MVMSbears
3. Twitter–@MVMS\_1

If you have a fun and exciting lesson or activity, please let administration know and we will take photos and videos of the event to showcase our students. Please send all pictures and videos to Mr. Jensen.

### **Parking Areas**

The parking areas for employees are the spaces in front of the school. Please do not park on the East side of the building. This is the bus loading and unloading area.

### **Student Visitation**

Students are not to bring siblings or friends to school. No visitor passes will be issued.

### **Outside Speakers for Clubs, Assemblies, Etc.**

Please consult with an administrator before inviting an outside speaker or group, etc.

### **Reporting Unsafe Conditions and Maintenance Requests**

You should contact an administrator immediately in person if an unsafe condition exists.

Please follow up the personal reference with a written report that includes all of the details of which you are aware. Do not assume that someone else has reported unsafe conditions, and always assume that you may be held liable if you fail to report them. This is just a good insurance policy for you.

Other ordinary maintenance requests should be reported to the front office. If requests are not addressed within a reasonable time, or if the condition becomes a hazard, please contact Mr. Jensen.

### **Requesting Heat/AC Override for Evening Events**

See Mr. Jensen.

## **34.0 District Policies That Must be Reviewed Each Year**

**It is extremely important for educators to review school board policies annually. I highly recommend that each educator become familiar with school board policy. The district office is asking each of you to read and be familiar with the policies provided below. The district office emails these policies to employees each year.**

- 1) Board Policy 403–Employee Drug and Alcohol Use
- 2) Board Policy 403.5–Employee Drug and Alcohol Testing
- 3) Board Policy 403.8–Dress and Conduct
- 4) Board Policy 414–Sexual Harassment
- 5) Board Policy 442–Code of Ethics for Certified Employees
- 6) Board Policy 490–Employee Use of Electronic Communication and  
and Entertainment Devices
- 7) Board Policy 506–Student Harassment, Intimidation, and Bullying
- 8) Board Policy 506.50–Harassment, Intimidation, and Bullying
- 9) Board Policy 512–School Climate
- 10) Board Policy 569–School Wellness Policy
- 11) Board Policy 659–Acceptable Technology Use Policy



## **35.0 FIRST DAY OF SCHOOL**

### **Day One–All teachers should be at school by 7:45 a.m.**

- 1) Teachers with assigned duties should report to their areas.
- 2) All teachers who are not assigned duties need to report to the gym by 8:10 a.m. to help hand out student schedules.
- 3) Teachers with a first period class, but not a duty, should report to their room area, and help cover for teachers with duty.
- 4) All teachers with first period planning are needed to help students find their proper areas.

### **Direct students to the following areas:**

Students who did not pick up their schedules–All students need to report to the gym to pick up a schedule.

Students who have lost schedules–report to the office.

Students who need to request a different schedule–there is a signup sheet outside Ms. Pattee’s office. Please put down your name, and Ms. Pattee will call the student down as soon as possible.

### **Please go over the following information during extended 2<sup>nd</sup> hour/FLEX on August 23, 2023**

- 1) **Hand out student handbooks at the END of 2<sup>nd</sup> hour.**
  - 2) **It is important to discuss MVMS student procedures that will help everyone be safe, happy, and improve the flow of student traffic during the day.**
- 1) **Important Daily Routine Procedures**

#### **MVMS Rules and Guidelines**

##### **Before School**

Prior to 8:00–All students must stay in cafeteria/commons until bell rings at 8:00 a.m. Students are not to cross the red line that starts each hallway.

8:05-8:15–7<sup>th</sup> and 8<sup>th</sup> graders are free to go to their lockers, hallways, library, and eat breakfast. Teachers are assigned hall duty in the morning.

##### **First Period and Announcements**

Student council leads the school in the pledge and morning announcements.

### **Bullying/Harassment (Student Handbook page 16)**

**(BSD Policy 506/506.50/506.50F1/506.50F1/506.5F2):** MVMS is committed to provide students with a safe and secure learning environment and bullying/harassment of any kind will not be tolerated. Bullying/harassment is defined as:

- Any aggressive behavior that is intended to cause harm or distress, exists in a relationship in which there is an imbalance of power or strength, and may be repeated over time. Bullying may be physical, verbal/written, or psychological.
- Physical bullying includes, but is not limited to, pushing, grabbing, pinching, shoving, poking, tripping, kicking, hitting, and destroying property.
- Verbal/written bullying includes, but is not limited to, name calling, mean teasing, spreading false rumors, intimidation, sexual comments, and harassing and threatening comments that are communicated verbally, in writing, and/or via electronic media (cyber-bullying).

### **Dress Code (Student Handbook page 20)**

Review the MVMS Policy with your class.

Send violators to the 308 regardless of the time of day . We all miss things and there is room for interpretation).

We will record the violations and call home for a change of clothes if needed, or send the student to ISS if no one can come.

### **Tardy Policy (Student Handbook page 9-10)**

Students are expected to be on time to class, prepared, and ready to work when the tardy bell rings. There is a 5-minute passing period between each class. Music plays for 4 minutes, leaving a 1-minute warning before the bell. All teachers will close their doors when the bell concludes.

### **Cafeteria Guidelines & Expectations**

Lunchtime should be an enjoyable time for students to relax, eat, and socialize. These guidelines and expectations are not meant to be punitive, but rather to maintain safety and instill respectful social behavior.

#### **Guidelines:**

- Students should line up within the red lines (to ensure smooth traffic flow);
- Students with cold lunches should wait at a table for friends in line (keeps the line moving);
- Students should not crowd, cut in line, slap, kick, or touch in any manner;
- Students should not play with their food—smash, mix, throw, put food in milk carton, pour milk onto food, etc;
- ANY mess on the table, seat, and/or floor must be cleaned up and cleared before being excused! This may require a wet cloth and/or broom;

- Students must clean up any mess they make in the microwaves;
- If messes are not caught by the duty teacher, other students may be asked to clear the mess. Encourage good citizenship and “self-policing”;
- **IMPORTANT**...it is a health code violation for students to touch each other’s’ food or trays;
- Students must raise their hands to be excused by an adult (*Adults should determine if the student’s area is clean before excusing!*);
- Students are not allowed in the hallways during lunch-time except for emergencies and they must obtain permission first;
- Students must use the 400 hall bathrooms during lunch;
- Students should not “hang out” by the Bear’s Den; they should purchase their items and then leave;
- Students may be assigned duties that are expected to be completed without argument.

**Expectations:**

- *Any* student may be asked at *any* time to help clear messes—this should be presented as “supporting the team effort,” not as punitive;
- Students are expected to be respectful in words and actions to each other and all adults— food service workers, duty teachers, etc.

The cafeteria is a point of emphasis this year. **We should see marked improvement in cafeteria behavior and cleanliness.**

**School Arrival Procedures**

Car riders enter the main doors at the front of the school.

Parent(s) can drop off students in the front parking lot. Students enter through the main doors.

Bus riders can enter through the EAST doors and FRONT doors..

All morning buses will let students off the bus at 8:10 a.m. Bus drops off students in the EAST parking lots.

**Between Classes**

**ALL TEACHERS SHOULD BE VISIBLE AND MONITORING HALLS AND RESTROOMS DURING CLASS CHANGES. DO NOT STAY IN YOUR ROOM BEHIND YOUR DESK.**

## End of Day Procedures

- Dismiss by Bell;
- All teachers out in the halls ;
- Bus duty teachers report to areas.

## Hall Behavior

- Punch passes are used for hall pass and teacher lanyard hall pass;
- Walk;
- Maintain conversational tone;
- Keep your hands and feet to yourself;
- Teachers in the halls during changes;
- **ABSOLUTELY NO BULLYING/TEASING/HARRASSING.**

## MVMS Dance Guidelines

- 1) Only MVMS students are permitted to attend. Students who do NOT attend school the day of the dance will not be admitted to the dance (MVMS administration will make this decision). **Students from other schools are not permitted to attend.**
- 2) Students who have been assigned either ISS or OSS cannot attend the school dance.
- 3) Students are encouraged to dance (in socially appropriate ways), chat with friends, and enjoy the music. There will be no promiscuous or provocative dancing, e.g., no moshing or slam dancing.
- 4) Horseplay, running, and wrestling are not permitted.
- 5) Students are expected to comply with teachers' and parent chaperones' directions.
- 6) Students are prohibited from bringing any items considered potentially hazardous or harmful.
- 7) Students are expected to adhere to school dress codes. No exposed midriffs, short shorts or skirts, or low-slung tops or bottoms will be allowed.
- 8) Students who do not adhere to the rules above will be taken to detention hall for the remainder of the dance.

MVMS dances are designed to allow students to socialize with their peers. **The expectation is for everyone to have fun and be safe.** Therefore, repeat offenders may be placed in detention hall until the dance has ended and/or will not be allowed to attend future dances.

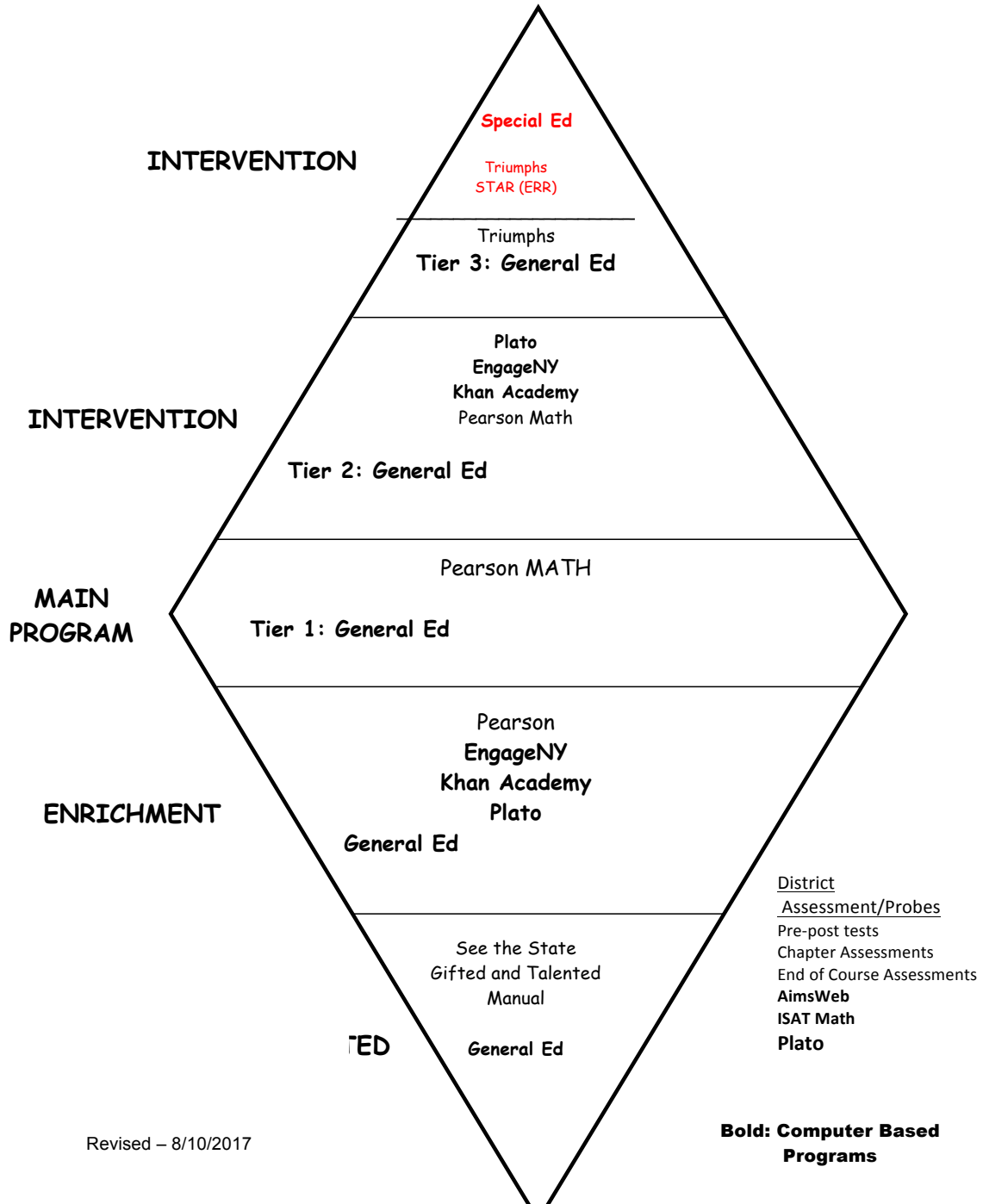
## Flex Guidelines

Flex is designed to allow students additional time to finish work or get help from a teacher during flex time. Please follow these guidelines to ensure that flex is successful.

1. It is very important that all teachers honor that day's priority day and send those students with white tickets to that priority day teacher. **DO NOT TELL** students they must come to your class on a day that is not your priority.
2. Please **HIGHLIGHT** that priority day teacher on the student's white ticket so that they do not forget (conveniently) which teacher they are to go to.
3. If the student is not getting a D or F for the priority day teacher, they may go to any other teacher where they are getting a D or F./ They may need to look at the priority day schedule to see where they go.
4. Students with white tickets that have completed all of their work may not go to a flex activity but **must stay** in the assigned teacher's room for the rest of flex.
5. Teachers must not send students that finish their work early in flex to another teacher **without** contacting the teacher first.
6. Once the tardy bell has rung, students **are not to leave** the classroom to use the bathroom or go back to their locker. If a student is tardy for flex, send them to 308.
7. Students with colored tickets may come to flex to get help but will not be allowed to stay in flex if they disruptive.

**Blackfoot School District Curriculum Diamond Tiers  
Math 7 - 8**

*These are the district accepted curricula that we expect all teachers to utilize to fidelity. This in no way infringes on their ability to be creative.*

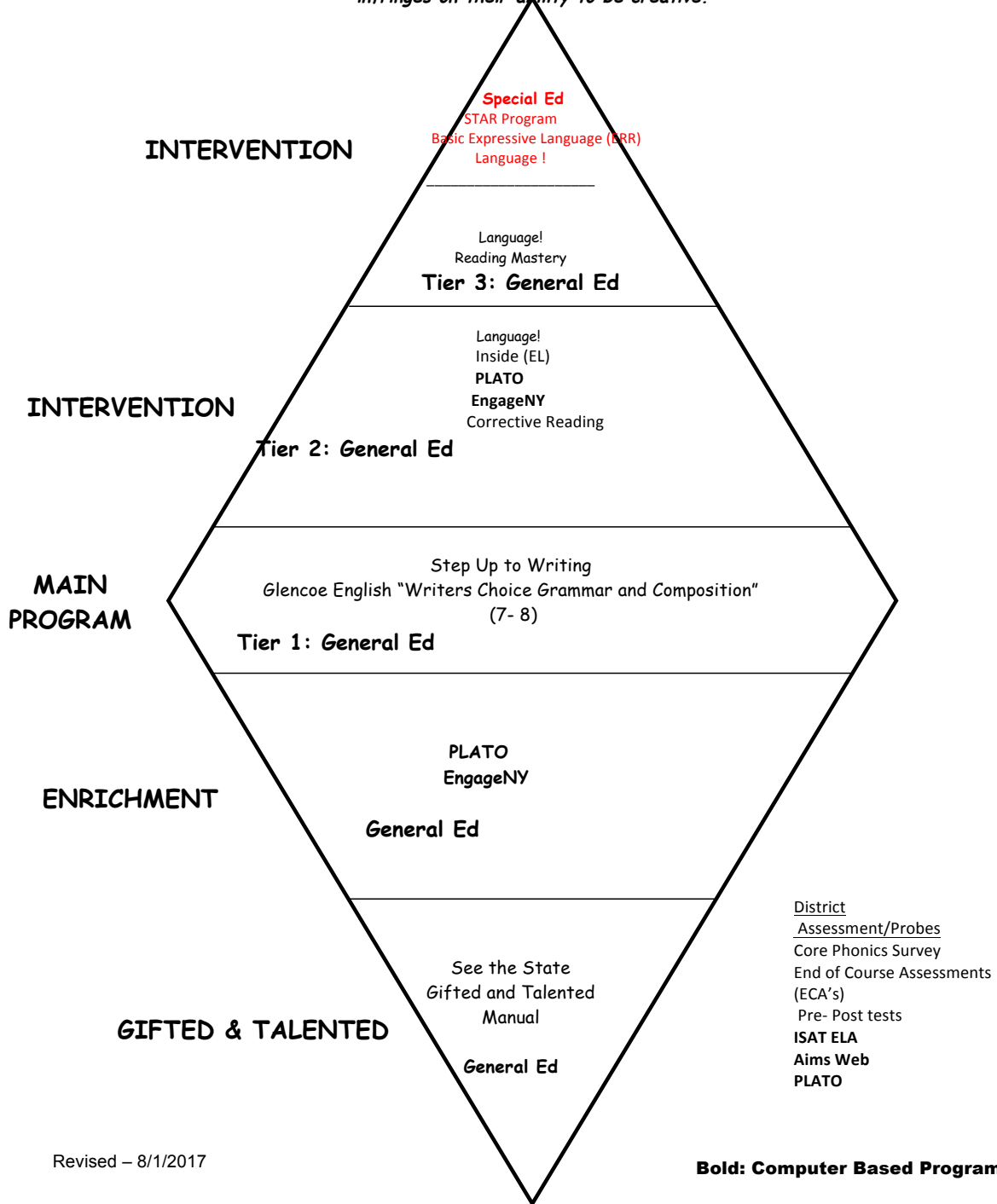


Revised – 8/10/2017

**Blackfoot School District Curriculum Diamond Tiers**  
**English 7<sup>th</sup> – 8<sup>th</sup>**

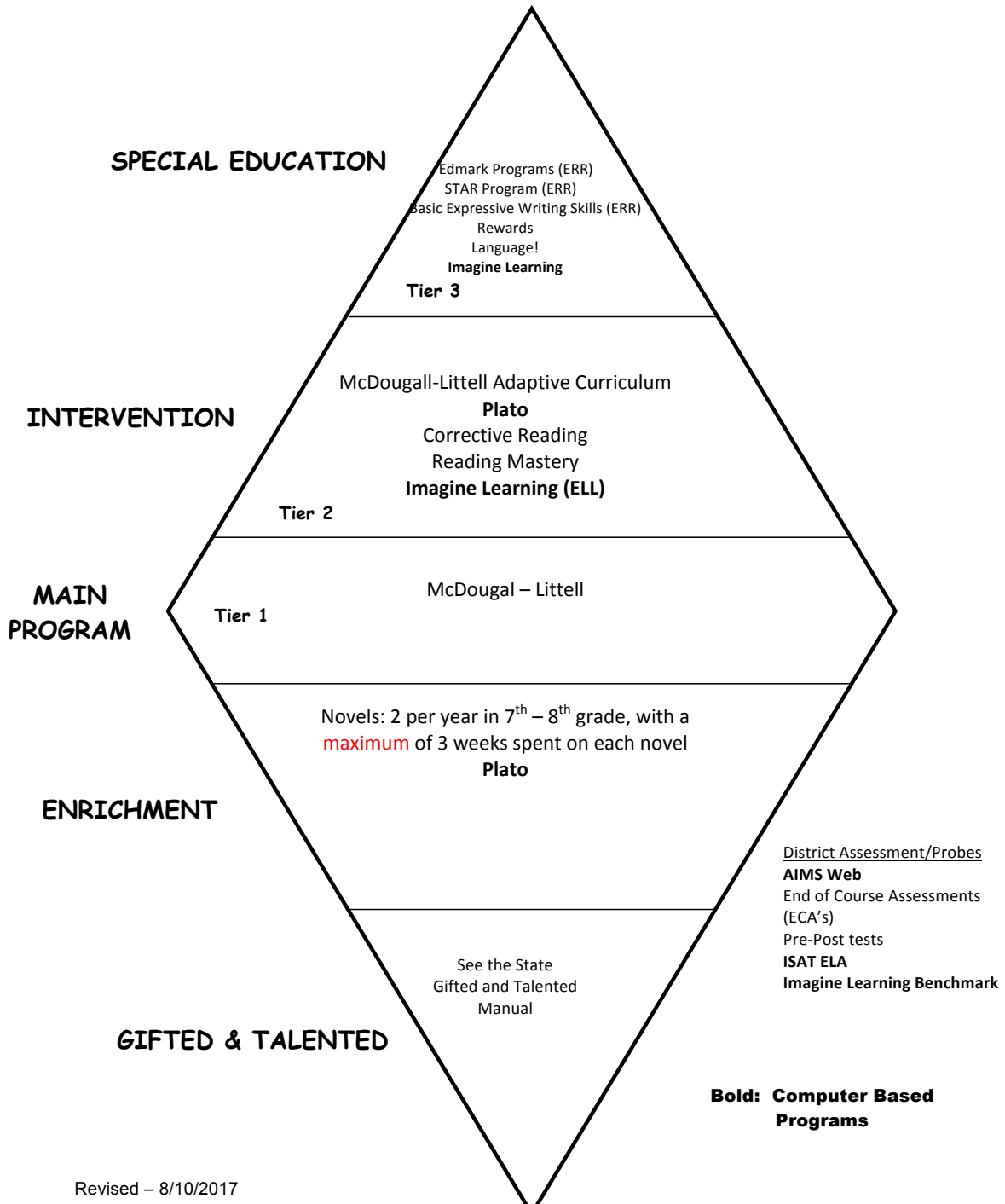
Language!

*These are the district accepted curricula that we expect all teachers to utilize to fidelity. This in no way infringes on their ability to be creative.*



**Blackfoot School District Curriculum Diamond Tiers  
Reading 7<sup>th</sup> - 8<sup>th</sup>**

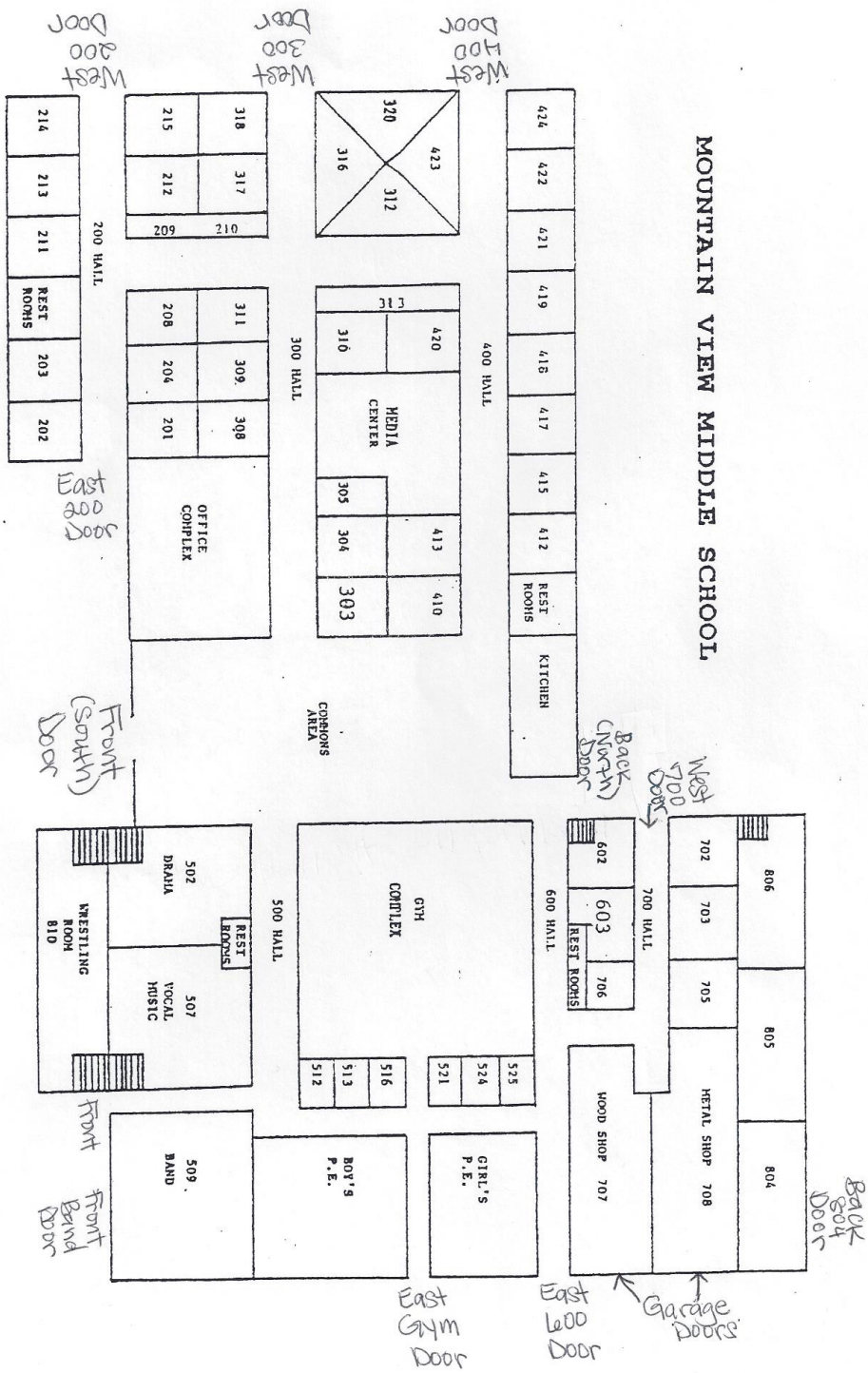
*These are the district accepted curricula that we expect all teachers to utilize to fidelity. This in no way infringes on their ability to be creative.*



Revised - 8/10/2017



# MOUNTAIN VIEW MIDDLE SCHOOL



# Blackfoot School District No. 55

## 2023 - 2024 Calendar

July 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2023						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

School Schedules & Phone Numbers		
District Office	785-8800	
Independence H. S.	785-8825	8:10 - 3:55 Mon - Thurs
Blackfoot H. S.	785-8810	8:15 - 4:15 Mon - Thurs
MVMS	785-8820	8:15 - 4:00 Mon - Thurs
BHSG	785-8838	8:15 - 3:00 Mon - Thurs
Donald D. Stalker	785-8841	8:00 - 3:10 Mon - Thurs
Fort Hall Elementary	237-2207	8:00 - 3:15 Mon - Thurs
Groveland Elementary	785-8829	8:00 - 3:10 Mon - Thurs
I. T. Stoddard	785-8832	8:00 - 3:10 Mon - Thurs
Ridge Crest Elementary	785-8894	8:10 - 3:25 Mon - Thurs
Wapello Elementary	785-8844	8:05 - 3:15 Mon - Thurs
Vaughn Hugie Early Childhood		8:30 - 11:00
Special Ed - Preschool	785-8835	11:50 - 2:20
Irving Student Support Center	785-8835	
Blackfoot Performing Arts Center	317-5508	
Child Nutrition Office	785-8861	
District Technology Center	782-9548	
Transportation Office	785-8857	

### Schedule of Events

- JULY**
- 24 First day for Secondary principals and secretaries
  - 31 First day for Elementary principals and secretaries

- AUGUST**
- 8 MVMS Open House - New to district students: 9 am - 3 pm (pay fees, photos, tour school)
  - 9 MVMS Open House - Returning students: 8th grade - 9 - 11:30 am  
7th grade - 1 - 3:30 pm
  - 10 New Employee Orientation
  - 14 First day for Teachers and Paras
  - 15 BHS Student Orientation 8-4
  - 16 Elementary Back to School Open House 3-6:30 pm - grades K-6
  - 17 All District Staff - Back to School Meeting at BPAC
  - 22 First Day of School
  - 28 2 Hour Early Release
  - 29 1 Hour Early Release
  - 30 1 Hour Early Release
  - 31 1 Hour Early Release

- SEPTEMBER**
- 4 Labor Day - No School
  - 11 1st day Vaughn Hugie Preschool
  - 25-28 American Indian Week
  - 29 District Inservice Day

- OCTOBER**
- 9 Midterm Report Cards
  - 12 MVMS Parent Night 5-7

- NOVEMBER**
- 2 P/T Conf K-6, 2 Hour Early Release K-6 only
  - 3 District Inservice Day
  - 16 End 1st Trimester (50 days)
  - 20-23 Thanksgiving Break - No School

- DECEMBER**
- 1 District Inservice Day
  - 21 2-hour early release
  - 22-31 Christmas Break - No School
- JANUARY**
- 1 Christmas Break - No School
  - 2 School Resumes
  - 11 MVMS Parent Night 5-7
  - 15 Midterm Report Cards
  - 19 District Inservice Day

- FEBRUARY**
- 22 End 2nd Trimester (47 days)
  - 22 P/T Conf K-6, 2 Hour Early Release K-6 only
  - 23 District Inservice Day
  - Make up day if excessive snow days

- MARCH**
- 18-21 Spring Break - No School

- APRIL**
- 11 MVMS Parent Night 5-7
  - 15 Midterm Report Cards
  - 19 District Inservice Day
  - Spring Registration and Kindergarten Screening

- MAY**
- 10 District Inservice Day
  - 23 Last Day for students and Teachers
  - 2-Hour Early Release
  - End of 3rd Trimester (48 days)
  - BHS Graduation

- JUNE**
- 24 IHS Graduation
  - 6 Last day for Elementary principals and secretaries
  - 13 Last day for Secondary principals

*note: X = no school for students. Staff Inservice on Fridays and other days as listed - colored in gray. Staff*

January 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

March 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2024						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

revised May 8, 2023

## 2023-2024 MVMS Assembly Seating

Rows	Seating	Alise				Rows	
R						R	
Q	<b>Galloway</b>		<b>Evans</b> <b>Watson</b>		<b>Reinwald</b> <b>Krumenacker</b>	<b>Horak</b>	Q
P							P
N							N
M	<b>Blackwelder</b>		<b>Hutchinson</b> <b>Schaeffer</b>		<b>Bieda</b> <b>Christensen</b>	<b>Schnittgen</b>	M
L							L
K							K
J	<b>C. Hansen</b>		<b>Bishop</b> <b>Southern</b>		<b>D. Hansen</b> <b>Condon</b>	<b>Chase</b>	J
H							H
G							G
E	<b>Pharis</b>		<b>Hyde</b> <b>Barker</b>		<b>Mecham</b> <b>Whited</b>	<b>Williams</b>	E
F							F
D	<b>Lewis</b>		<b>Mendez</b> <b>Baker</b>			<b>Cornell</b>	D
C					<b>B. Bird</b> <b>Martinez</b>		C
B							B
A	<b>Watson</b>				<b>Taufu'l.</b> <b>A. Williams</b>	<b>E. Carter</b>	A
	Door					Door	
<b>MVMS Gymnasium Floor</b>							
	Door			Door		Door	

**MOUNTAIN VIEW MIDDLE SCHOOL  
EMERGENCY CLOSURE TELEPHONE LIST 2022-2023**

<b><u>W. JENSEN</u></b> 317-5556	<b><u>L. KAY</u></b>	<b><u>W. MIKESELL</u></b>	<b><u>P. PATTEE</u></b>
KAY 317-5506	BOTT 681-4269	WRIGHT 680-8707	CORNELL 403-1491
MIKESELL 757-0499	CARTER 681-6030	LEE 680-2190	HYDE 681-8213
PATTEE 520-6752	MOSS 406-590-6161	BLACKWELDER 690-0555	BISHOP 680-8918
RAMSDELL 681-2053	BARKER 690-9724	J STEFFENSEN 680-8029	MARTINEZ 604-3998

<b><u>W. BOTT</u></b>	<b><u>P. HYDE</u></b>	<b><u>M. WRIGHT</u></b>	<b><u>H.CORNELL</u></b>
SERR 680-4823	C. HANSEN 716-3002	SCHAEFFER 380-2448	C WILLIAMS 351-2003
TYSON 244-1789	WATSON 520-0815	MARTINSEN 201-9046	TAUFU'I 201-2480
MENDEZ 818 263-5414	PHARIS 801 386-0535	BAKER 709-9617	B. BIRD 680-3850
DICKMANN 604-2019	CHRISTENSEN 241-3931	MURDOCK 339-0101	EVANS 681-4977

<b><u>L. LEE</u></b>	<b><u>M.SCHAEFFER</u></b>	<b><u>K. MARTINEZ</u></b>	<b><u>E. CARTER</u></b>
D. HANSEN 604-5353	MECHAM 680-7274	WHITED 221-6733	KELLY 681-6623
LEWIS 681-8289	SOUTHERN 680-3749	CHASE 589-6288	SJOSTROM 403-2737
SMITH 357-6892	BIEDA 899-2602	REINWALD 680-0290	MESSICK 604-3309
MONROE 680-7627	CONDON 240-5150	FIRST 427-5726	HUNT-WADDOUPS 380-9815
		NIELSEN 801 891-5132	SCHNITTGEN 681-9433

<b><u>A. SERR</u></b>	<b><u>A. RAMSDELL</u></b>
GALLOWAY 716-9796	CARDONA-MARIA 313-4736
GALLOWAY 716-9799	ARROYO 604-3947
HORAK 220-2321	NEFF 785-5890 (Misty @ Dawn Enterprises)
HUTCHINSON 435 770-7716	ROBERTSON 681-8458

**\*\*\*REMEMBER TO ENTER THE 208 AREA CODE FOR ALL CALLS - UNLESS LISTED OTHERWISE** 06/08/23

## 23-24 MVMS Sports Schedule

Dates in blue represent home games

<p style="text-align: center;"><b><u>23-24 Volleyball</u></b>  <b>1<sup>st</sup> Practice is on 8-9-23</b>  <b>Games start at 4:30</b></p> <p>8-21-23 @ Bl. Canyon  <span style="color: blue;">8-23-23 vs. Sandcreek</span>  <span style="color: blue;">8-28-23 vs. Taylorview</span>              8-30-23 @ Eagle Rock              9-5-23 vs. Hobbs              9-7-23 @ Madison  <span style="color: blue;">9-13-23 vs. Rocky Mt.</span>              9-14-23 @ Sandcreek              9-18-23 @ Taylorview  <span style="color: blue;">9-21-23 vs. Eagle Rock</span>              9-25-23 @ Hobbs  <span style="color: blue;">9-26-23 vs. Farnsworth</span>              9-27-23 @ Rigby</p> <p><b><u>Conference Tournament held on September 30, 2023.</u></b></p>	<p style="text-align: center;"><b><u>23-24 Girls Basketball</u></b>  <b>1<sup>st</sup> Practice is 10-9-23</b>  <b>Games Start at 4:30 p.m.</b></p> <p><span style="color: blue;">10-18-23 vs. Bl. Canyon</span>              10-19-23 @ Sandcreek              10-23-23 @ Taylorview  <span style="color: blue;">10-25-23 vs. Eagle Rock</span>              10-31-23 @ Hobbs              11-2-23 @ Madison  <span style="color: blue;">11-8-23 vs. Sancreek.</span>              11-9-23 @ Rocky Mt.  <span style="color: blue;">11-13-23 vs. Taylorview</span>              11-15-23 @ Eagle Rock  <span style="color: blue;">11-28-23 vs. Hobbs</span>              11-30-23 @ Rigby  <span style="color: blue;">12-1-23 vs. Farnsworth</span></p> <p><b><u>Conference Tournament - December 4-7, 2023</u></b></p>
<p style="text-align: center;"><b><u>23-24 Boys Basketball</u></b>  <b>1<sup>st</sup> Practice is 1-8-24</b>  <b>Games start at 4:30</b></p> <p><span style="color: blue;">1-17-24 vs. Bl. Canyon</span>              1-19-24 @ Sandcreek              1-22-24 @ Talorview  <span style="color: blue;">1-24-24 vs. Eagle Rock</span>              1-29-24 @ Hobbs              1-31-24 @ Madison  <span style="color: blue;">2-7-24 vs. Sandcreek</span>              2-8-24 @ Rocky Mt.  <span style="color: blue;">2-12-24 vs. Taylorview</span>              2-14-24 @ Eagle Rock              2-19-24 vs. Hobbs              2-21-24 vs. Rigby              2-22-24 @ Farnsworth  <b><u>Conference Tournament February 26-29, 2024</u></b></p>	<p style="text-align: center;"><b><u>23-24 Wrestling</u></b>  <b>First Practice, 10-9-23</b>  <b>Matches start at 4:30</b></p> <p><span style="color: blue;">10-24-23 vs. TVMS/Sancreek</span>  <span style="color: blue;">10-31-23 vs. TVMS/Eagle Rock</span>              11-7-23 @ Sandcreek (Hobbs/Black Canyon)              11-14-23 @ Eagle Rock (Rocky Mt.)              11-28-23 @ Black Canyon (Madison/TVMS)              12-6-23 @ Rigby (Hobbs/TVMS)</p> <p><b><u>Conference Tournament is @ Farnsworth 12-19-23</u></b></p>
<p style="text-align: center;"><b><u>23-24 Cross Country</u></b></p> <p>T.B.A.</p>	<p style="text-align: center;"><b><u>23-24 Track</u></b></p>

## Incident Reporting Form 506.50F1

### Harassment, Intimidation, Bullying (HIB)

Information reported on this form will be held with high regards to your safety and well-being. School Administration will work with you to ensure your understanding of the process while the incident is being investigated. In order for school administration to complete a thorough investigation, specific information must be listed below:

Reporting person (optional): \_\_\_\_\_

Targeted student: \_\_\_\_\_

Your email address (optional): \_\_\_\_\_

Your phone number (optional): \_\_\_\_\_ Today's date: \_\_\_\_\_

Name of school adult you've already contacted (if any): \_\_\_\_\_

Name(s) of bullies (if known): \_\_\_\_\_

\_\_\_\_\_

On what dates did the incident(s) happen (if known): \_\_\_\_\_

First Incident \_\_\_\_\_ On-going \_\_\_\_\_

Where did the incident happen? Circle all that apply.

Classroom	Hallway	Restroom	Playground	Locker room	Lunchroom	Sport field
Parking lot	School bus	Internet	Cell phone	during a school activity		off school
property		on the way to/from school				

Other (Please describe.) \_\_\_\_\_

Please check the box that best describes what the bully did. Please choose all that apply.

- Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student
- Getting another person to hit or harm the student
- Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.
- Putting the student down and making the student a target of jokes
- Making rude and/or threatening gestures
- Excluding or rejecting the student
- Making the student fearful, demanding money or exploiting
- Spreading harmful rumors or gossip
- Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)
- Other: If you select other, please describe: \_\_\_\_\_

\_\_\_\_\_

**Please provide a detailed description of the incident:**

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**Why do you think the harassment, intimidation or bullying occurred?**

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**Were there any witnesses? Yes  No  If yes, please provide their names:**

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**Did a physical injury result from this incident? If yes, please describe.**

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**Was the target absent from school as a result of the incident? Yes  No  If yes, please describe**

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**Was the student warned about retaliation?**

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**Was the incident referred to the School Resource Officer?**

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**What would you like to see happen as a result of this report?**

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**Is there any additional information?**

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**Thank you for reporting!**

**PLC Agenda**      Team: Department

Date: \_\_\_\_\_

Recorder: \_\_\_\_\_

Members in attendance	

- |  |
|--|
| <p><b>Meeting Norms:</b></p> <ol style="list-style-type: none"> <li>1. On-Time</li> <li>2. Maintain positive attitude</li> <li>3. Listen respectfully to each other</li> <li>4. Contribute to the workload</li> <li>5. Make decisions on the basis of consensus</li> <li>6. Encourage one another to honor our commitments and candidly discuss our concerns</li> <li>7. Fully support each other's efforts to improve student learning</li> </ol> |
|--|

**SMART Goal for the year:**

Action Items	Minutes/Notes
Administration Directed Assignments	
Department Directed Assignments	
History: Scope and Sequence	
History: Assessments	
History: Other Needs	

PLC Guiding Questions

- ✓ What do we want our students to learn?
- ✓ How will we know they have learned it?
- ✓ How will we respond when a student experiences difficulty?
- ✓ How will we respond when a student already knows it?



# MVMS Schedule

2023-2024 School Year

<b>MVMS Opener - 7<sup>th</sup> Hour</b>	<b>8:20-8:25</b>	<b>5 Minutes</b>
<b>1<sup>st</sup> Hour</b>	<b>8:30-9:30</b>	<b>60 Minutes</b>
<b>2<sup>nd</sup> Hour</b>	<b>9:35-10:35</b>	<b>60 Minutes</b>
<b>FLEX – 3<sup>rd</sup> Hour</b>	<b>10:40-11:10</b>	<b>30 Minutes</b>
<b>7<sup>th</sup> Grade Lunch</b>	<b>11:10-11:40</b>	<b>30 Minutes</b>
<b>4<sup>th</sup> Hour– 8th</b>	<b>11:15-12:15</b>	<b>60 Minutes</b>
<b>4<sup>th</sup> Hour– 7th</b>	<b>11:44-12:45</b>	<b>60 Minutes</b>
<b>8<sup>th</sup> Grade Lunch</b>	<b>12:15-12:45</b>	<b>30 Minutes</b>
<b>5<sup>th</sup> Hour</b>	<b>12:50-1:50</b>	<b>60 Minutes</b>
<b>6<sup>th</sup> Hour</b>	<b>1:55-2:55</b>	<b>60 Minutes</b>
<b>7<sup>th</sup> Hour</b>	<b>3:00-4:00</b>	<b>60 Minutes</b>

**MVMS Schedule**  
**2023-2024 School Year**  
**2 Hour Early Release**

<b>MVMS Opener - 7<sup>th</sup> Hour</b>	<b>8:20-8:25</b>	<b>5 Minutes</b>
<b>1<sup>st</sup> Hour</b>	<b>8:30-9:10</b>	<b>40 Minutes</b>
<b>2<sup>nd</sup> Hour</b>	<b>9:15-9:55</b>	<b>40 Minutes</b>
<b>FLEX – 3<sup>rd</sup> Hour</b>	<b>10:00-10:30</b>	<b>30 Minutes</b>
<b>5<sup>th</sup> Period</b>	<b>10:35-11:15</b>	<b>40 Minutes</b>
<b>7<sup>th</sup> Grade Lunch</b>	<b>11:15-11:45</b>	<b>30 Minutes</b>
<b>4<sup>th</sup> Hour – 8th</b>	<b>11:20-12:00</b>	<b>40 Minutes</b>
<b>4<sup>th</sup> Hour– 7th</b>	<b>11:50-12:30</b>	<b>40 Minutes</b>
<b>8<sup>th</sup> Grade Lunch</b>	<b>12:00-12:30</b>	<b>30 Minutes</b>
<b>6<sup>th</sup> Hour</b>	<b>12:35-1:15</b>	<b>40 Minutes</b>
<b>7<sup>th</sup> Hour</b>	<b>1:20-2:00</b>	<b>40 Minutes</b>

# MVMS Assembly Schedule

2023-2024 School Year

<b>MVMS Opener -7<sup>th</sup> Hour</b>	<b>8:20-8:25</b>	<b>5 Minutes</b>
<b>1<sup>st</sup> Hour</b>	<b>8:30-9:25</b>	<b>55 Minutes</b>
<b>Assembly</b>	<b>9:25-10:30</b>	<b>65 Minutes</b>
<b>2<sup>nd</sup> Hour</b>	<b>10:30-11:25</b>	<b>55 Minutes</b>
<b>7<sup>th</sup> Grade Lunch</b>	<b>11:25-11:55</b>	<b>30 Minutes</b>
<b>4<sup>th</sup> Hour – 8<sup>th</sup></b>	<b>11:30-12:25</b>	<b>55 Minutes</b>
<b>4<sup>th</sup> Hour – 7<sup>th</sup></b>	<b>12:00-12:55</b>	<b>55 Minutes</b>
<b>8<sup>th</sup> Grade Lunch</b>	<b>12:25-12:55</b>	<b>30 Minutes</b>
<b>5<sup>th</sup> Hour</b>	<b>1:00-1:55</b>	<b>55 Minutes</b>
<b>6<sup>th</sup> Hour</b>	<b>2:00-2:55</b>	<b>55 Minutes</b>
<b>7<sup>th</sup> Hour</b>	<b>3:00-4:00</b>	<b>60 Minutes</b>



Mountain View Middle School  
Parent Permission Form for  
Viewing of PG or PG-13 Videos

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Dear Parent:

Students in my class have been studying:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

To support this unit, I plan to use a video rated \_\_\_\_\_ by the  
Motion Picture Association of America.

Title of video: \_\_\_\_\_  
Rating: \_\_\_\_\_

If you agree to grant permission for your child to view this video, please sign below  
and return by \_\_\_\_\_.  
Date

Your child is not required to view this video. An alternate assignment related to the  
unit being taught will be provided if you do not grant permission for your child to  
view this video.

Teacher: \_\_\_\_\_ Subject/Grade: \_\_\_\_\_

School: \_\_\_\_\_ Viewing Date: \_\_\_\_\_

\*\*\*\*\*

I, \_\_\_\_\_ grant permission for my child,  
Parent/Guardian  
\_\_\_\_\_ to view the PG/PG 13 video listed above.  
Name of Student

\_\_\_\_\_  
Signature of Parent Date



**Blackfoot School District No. 55  
Transportation Department**  
270 East Bridge Street – Blackfoot, ID 83221  
Telephone: (208) 785-8800 – Fax: (208) 785-8809

EXTRACURRICULAR ACTIVITY/FIELD TRIP BUS SERVICE REQUEST # \_\_\_\_\_

\*\*\*\*\*THIS FORM SHOULD BE SUBMITTED TWO WEEKS PRIOR TO DATE BUS IS NEEDED\*\*\*\*\*

Destination \_\_\_\_\_  
(Please be specific: Include town, school, and/or other information that identifies location.)

Requesting School: \_\_\_\_\_ Number Riding Students \_\_\_\_\_ Adults \_\_\_\_\_

Original Departure: Date \_\_\_\_\_ Time \_\_\_\_\_ Site \_\_\_\_\_

Arrival at Activity: Date \_\_\_\_\_ Time \_\_\_\_\_ Site \_\_\_\_\_

Departure from Activity: Date \_\_\_\_\_ Time \_\_\_\_\_ Site \_\_\_\_\_

Estimated Return Arrival: Date \_\_\_\_\_ Time \_\_\_\_\_ Site \_\_\_\_\_

Number of Buses Requested \_\_\_\_\_ Is a Special Needs Bus Needed? Yes \_\_\_\_\_ No \_\_\_\_\_  
The 77 – 84 passenger buses will be an additional 15% of the total cost.

Include other information such as equipment being hauled, all stops being made, or anything else that would help clarify what is needed. \_\_\_\_\_

**Please choose A or B from each section.**

\_\_\_\_ A. Organization or Club (**PLEASE SPECIFY**) \_\_\_\_\_  
\_\_\_\_ B. Class (**PLEASE SPECIFY**) \_\_\_\_\_

**Activity (PLEASE SPECIFY)** \_\_\_\_\_

\_\_\_\_ A. Activity is a party or reward.  
\_\_\_\_ B. Students participation will affect classroom grade, activity is instructional, educational, and related to curriculum.  
**(PLEASE SPECIFY) Which class it is related to** \_\_\_\_\_

\_\_\_\_ A. **Attendance** is \_\_\_\_\_ optional depending on (**PLEASE SPECIFY**).  
\_\_\_\_\_ based on selection criteria of (**PLEASE SPECIFY**) \_\_\_\_\_  
\_\_\_\_ B. All students are required/expected to go.

\_\_\_\_ A. Competition is involved among individual students or between schools.  
\_\_\_\_ B. No competition in involved.

\_\_\_\_ A. A coach is requested.  
\_\_\_\_ B. A yellow school bus can be used.

Signature of Advisor \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_

Account Fund \_\_\_\_\_ Activity \_\_\_\_\_ R \_\_\_\_\_ N \_\_\_\_\_

Date request was received at District Office \_\_\_\_\_

Date Contractor was notified \_\_\_\_\_

Date Verification was returned to school \_\_\_\_\_

Signature of Transportation Director \_\_\_\_\_


## Workers Compensation – First Report of Injury or Illness

Mail to State Insurance Fund, PO Box 83720, Boise, ID 83720-0044, or fax to 208-332-8160  
Upload at IdahoSIF.org or email as attachment to ReportClaim@IdahoSIF.org

Every work injury that requires medical services other than first aid treatment must be reported within <b>TEN</b> days after the employer has knowledge of the injury. <b>Filing this form is not an admission of liability.</b> This report shall not be evidence of any fact stated herein in any proceeding in respect of the injury, illness or death on account of which this report is made.			
<b>E M P L O Y E R</b>	Employer's name:		Employer status
	Address:		<input type="checkbox"/> Sole Proprietor <input type="checkbox"/> LLC <input type="checkbox"/> Public
	City:	State:      ZIP:	<input type="checkbox"/> Partnership <input type="checkbox"/> Corporation <input type="checkbox"/> Other
	Phone #:	FAX # :	Is injured worker a Corporate Officer, Partner, LLC member or Sole Proprietor? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Employer's location address (if different):		
	Address:		If a Sole Proprietorship or LLC, is the injured worker a household member? <input type="checkbox"/> Yes <input type="checkbox"/> No
	City:	State:      ZIP:	
Policy number:		Organization code:	
<b>E M P L O Y E E</b>	Employee's last name:		State where hired:
	Employee's first name:		Occupation:
	Address:		Employment status:
	City:	State:      ZIP:	Sex <input type="checkbox"/> Female <input type="checkbox"/> Male
	Phone # :	Social Security # :	
	Date of birth:		Date hired:
	Under what class code were wages reported?		Injury date:
	Regular department:	Marital status <input type="checkbox"/> Single <input type="checkbox"/> Widowed <input type="checkbox"/> Other <input type="checkbox"/> Married <input type="checkbox"/> Separated	
	WAGE S		
Wage rate \$	per <input type="checkbox"/> Hour <input type="checkbox"/> Day <input type="checkbox"/> Week <input type="checkbox"/> Month <input type="checkbox"/> Other	Hours worked per week:	
# of days worked per week:	Full pay for the day of injury? <input type="checkbox"/> Yes <input type="checkbox"/> No	Did salary continue? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If board, lodging or other advantages furnished in addition to wages, give estimated value per week.		\$	
If gratuities (tips, etc.) were received in the course of employment, give estimated value per week.		\$	
<b>A C C I D E N T O R I L L N E S S</b>	Place of accident or exposure (address):		City/State:
	County:	Did injury/illness occur on the employer's premises? <input type="checkbox"/> Yes <input type="checkbox"/> No	
	Time injury occurred: <input type="checkbox"/> AM <input type="checkbox"/> PM	Time employee began work: <input type="checkbox"/> AM <input type="checkbox"/> PM	
	Date last worked:	Date employer notified:	Date disability began:
	Date returned to work:	If fatal, date of death:	Injury type (strain, cut, etc.):
	Part of body affected:		Body part injured before? <input type="checkbox"/> Yes <input type="checkbox"/> No
	Injury reported to (name and phone #) :		
	Equipment, materials, or chemicals employee was using upon occurrence:		
	How injury or illness occurred (Describe the sequence of events. Include objects or substances that directly caused the injury)		
	Was accident caused by the failure of a machine or product? <input type="checkbox"/> Yes <input type="checkbox"/> No		Was safety equipment provided? <input type="checkbox"/> Yes <input type="checkbox"/> No
If the accident was caused by any person or business other than the injured worker, co-worker or the employer, please identify.		Was it used? <input type="checkbox"/> Yes <input type="checkbox"/> No	
		Were other workers also injured? <input type="checkbox"/> Yes <input type="checkbox"/> No List other workers' names:	
<b>M E D</b>	Physician or hospital (name and address)		<input type="checkbox"/> No medical treatment <input type="checkbox"/> Minor by employer
			<input type="checkbox"/> Minor – clinic/hospital <input type="checkbox"/> Emergency care <input type="checkbox"/> Anticipated major med/time loss <input type="checkbox"/> Hospitalized overnight
Did anyone witness the accident? <input type="checkbox"/> Yes <input type="checkbox"/> No    If yes, provide name, phone # :			
Preparer's name and title:			
Preparer's phone number:		Date prepared:	

**Employers do not need to send this form to the Industrial Commission. Employers should keep a copy on file.**

FROI 06-16.pdf

<p><b>TO BE COMPLETED IMMEDIATELY!</b></p> <p>THE SCHOOL EMPLOYEE WHO EITHER WITNESSES THE STUDENT INJURY OR IS SUPERVISING THE STUDENT AT THE TIME OF INJURY SHOULD COMPLETE THIS FORM, IF POSSIBLE. THE REPORT SHOULD BE SUBMITTED IMMEDIATELY TO THE PRINCIPAL'S OFFICE. SHOULD OTHER PERTINENT FACTS DEVELOP, NOTIFY THE PRINCIPAL'S OFFICE BY MEANS OF A SUPPLEMENTAL REPORT.</p>	 <p><b>COREGS</b> ACCIDENT INSURANCE</p>	<p><b>STUDENT ACCIDENT REPORT</b></p>
<p>THIS REPORT IS FOR THE CONFIDENTIAL USE OF COREGS AND OF ATTORNEYS FOR THE SCHOOL DISTRICT AND ITS EMPLOYEES IN DEFENDING LITIGATION.</p>		

SCHOOL DISTRICT		BLACKFOOT SCHOOL DISTRICT 55		SCHOOL		MOUNTAIN VIEW MIDDLE SCHOOL		
SCHOOL ADDRESS		645 Mitchell Road Blackfoot, Idaho 83221				PHONE NO.		(208) 795-8820
STUDENT'S NAME						AGE	GRADE	
HOME ADDRESS						PHONE NO.		
WHERE DID ACCIDENT OCCUR?					DATE	TIME		
HOW DID ACCIDENT OCCUR?								
NATURE OF INJURY								
FIRST AID APPLIED		BY WHOM?		DISPOSITION OF INJURED STUDENT (RETURN TO CLASS HOME DOCTOR HOSPITAL)				
<input type="checkbox"/> YES <input type="checkbox"/> NO								
DOES INJURED STUDENT HAVE SCHOOL ACCIDENT INSURANCE COVERAGE?				NAME OF INSURANCE COMPANY				
<input type="checkbox"/> YES <input type="checkbox"/> NO								
WAS ANY SCHOOL RULE VIOLATED?		IF SO, EXPLAIN. COMMENT ON REPERCUSSION						
<input type="checkbox"/> YES <input type="checkbox"/> NO								
WITNESSES PRESENT AT TIME OF ACCIDENT								
NAME		ADDRESS				PHONE NO.		
HAVE PARENTS CONTACTED SCHOOL? IF YES, EXPLAIN BELOW		WERE PARENTS CONTACTED BY SCHOOL? IF YES, EXPLAIN BELOW		WERE PARENTS OR STUDENT TOLD THEY WOULD BE CONTACTED AGAIN? EXPLAIN BELOW				
<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO		<input type="checkbox"/> YES <input type="checkbox"/> NO				
COMMENTS								

REPORT SUBMITTED BY	POSITION	DATE	PRINCIPAL OR DESIGNATE	DATE
JThomas	Sec.			



## 308 Behavioral Referral

STUDENT: \_\_\_\_\_

This student is being sent to **room #308** for one or more of the following reasons:

- Student refuses to obey teacher
- Not following classroom rules
- Refuses to do any work
- Use of inappropriate language
- Disruptive behavior or preventing others from learning
- Reckless behavior or unsafe behavior
- Other: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Period: \_\_\_\_\_

Check one  Classroom  Hallway, Recess, Lunch, or  
Other

Details if needed

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# MVMS Major Discipline Referral Form

Use this form for behaviors beyond the regular scope of classroom discipline and when other steps like parent contact and 308 referrals have failed or are not appropriate.

Student Name: \_\_\_\_\_ Grade Level \_\_\_\_\_

Check appropriate boxes:

- Bullying/Harassment
- Unsafe/Dangerous Behavior
- Internet/Technology Misuse
- Damage to Property
- Fighting

- Insubordination
- Intimidation
- Theft
- Truancy
- Other \_\_\_\_\_

## Incident Details

(Where, when, and what...)

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Staff Signature \_\_\_\_\_ Date Submitted \_\_\_\_\_

Notes by Administrator:

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Resolution Date \_\_\_\_\_

## **Notes:**