

STAFF HANDBOOK
-TABLE OF CONTENTS-
2010-2011

Guidelines for Effective Parenting.....	4
Golden Rules Teaching.....	5
Teacher’s Thoughts.....	6
Children Learn Best When.....	7
GENERAL	
Maxwell Schools Mission Statement.....	8
District Curriculum.....	8
Records and Reports.....	8
Report Cards and Progress Reports.....	9
Lesson Plans.....	9
Homework Guidelines.....	10
Textbooks.....	10
Confidentiality.....	12
Parent Contact.....	12
General School Screening.....	12
Procedural Rules & Reg. for School Community.....	15
Accident or Illness.....	15
Remediation.....	15
Promotion Policy.....	16
Pupil Accounting.....	17
Discipline.....	18
Pre-Referral Process.....	19
Office Referral.....	19
Student Discipline.....	20
Student Dress and Behavior.....	20
Visiting School.....	21
Keys.....	21
Doors.....	21
Mail Boxes.....	21
Voice Mail.....	21
E-Mail.....	21
School Nurse.....	22
Maxwell School-Based Wellness Center.....	22
Holiday Traditions.....	23
Fire Drills.....	23
Teacher Absences.....	23
CLASS, CLUBS & ACTIVITIES.....	23
Class Meetings.....	24
Fund Raising.....	24
Field Trips.....	24
How To Use The Gas Card.....	25
Supervision of Students.....	25

Materials Purchases.....	25
Classroom Management.....	26
Preparation Period.....	26
Substitute Plans.....	see appendix
Telephone.....	27
Tobacco.....	27
Pledge to Flags Policy.....	27
PERFORMANCE EVALUATIONS/LICENSURE LEVELS.....	28
Professional Growth Plan.....	28
EMERGENCY PROCEDURES	
Emergency Codes.....	29
Emergency Evacuation Procedures.....	29

Appendix:

- Attendance Policy Chart
- Substitute Information
- Guidelines for Performance Evaluation
- Guidelines for Professional Development Plan
- Professional Development Dossier
- Statewide Central Intake Information

Forms

- Activity Cash Report
- Activity Fund Transfer Request
- Bulletin Items
- Field Trip Request Form
- Fine/Fee Slip
- Fire Drill Slips
- Hall Passes
- Inventory Transfer Request Form
- Leave Request
- Student Liability Release (for field trips)
- Maintenance Work Order (subject to change)
- Notice to Withhold Report Card
- Parent Contact Form
- Speaker Request Form
- Special Event/Project Approval Form
- Student Assistance Team Referral
- Tech Work Order

Maxwell Municipal Schools Staff Handbook 2010-2011

Preface

The purpose of this Staff Handbook is to provide the staff of Maxwell Schools with a consistent set of guidelines for pertinent record-keeping and consistent information. Staff members should read this handbook and consult it if questions arise regarding procedures or guidelines. This handbook does not take the place of, or supersede, the Board of Education Policies and Regulations. Additional policies and regulations, including the discipline plan, can be found in the Student Handbook.

Ideas of how to improve this handbook or suggestions for additions will be appreciated. Any suggestions may be submitted to the Administrator /Superintendent.



MAXWELL MUNICIPAL SCHOOLS

Guidelines for Effective Parent Conferencing

- 1. Show a genuine concern for the student. Always present a positive attitude about a conference. If the parents are angry, try to understand their feelings and get control of the situation.**
- 2. If you feel that a conference may be “difficult”, schedule the Superintendent in advance to participate! Courtesy would be to notify the parent that this will be the case.**
- 3. Make sure that your “paperwork” is in order before the conference. Have grades, absences, tardies, etc. “at the ready” to show parents.**
- 4. Be positive, show concern, be fair and firm, but stay composed!**
- 5. Do not make comparisons to other students including siblings.**
- 6. Do not discuss what other teachers do or don't do.**
- 7. If the conference reaches an impasse, suggest that a time be rescheduled when the Superintendent can sit in.**
- 8. Ideally, parents should feel that their concerns have been at least heard if not answered.**



GOLDEN RULES FOR TEACHING

Plan, plan, plan...If you fail to plan, you plan to fail.

Follow procedures. This demonstrates a united front. If you don't follow procedures, you cause your fellow employees a serious problem. Don't be the weak link.

Good teaching is good discipline.

It is not important to be liked, but it is important to be respected.

Remember, we live in a "Glass House."

Be careful in discussing matters about school. Since you work here, you are an expert. You are seen as someone who knows what you are talking about, and you will be quoted and quoted often.

Be careful in your associations with students. Keep a professional standard. Students have a right to be students. They are to be treated with respect and not to be taken advantage of.

Never leave money overnight nor leave money unattended.

Grade your own papers!

Follow the chain of command.

Internet and e-mails can become public information in courts of law. Personal computers are solving numerous legal battles every day when they are examined.

Never give your keys to a student or to any person. Loss of keys breaks security.

MAXWELL MUNICIPAL SCHOOLS

Maxwell Schools is dedicated to promoting each student’s potential for excellence and building skills for becoming a responsible, respectful productive citizen.

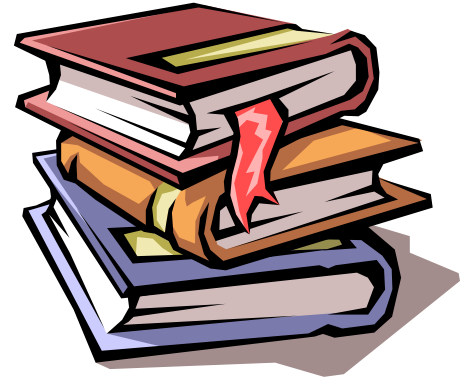
TEACHER’S THOUGHTS

“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture, or an instrument of inspiration. I can humiliate or honor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or deescalated and a child humanized or de-humanized.”

Dr. Hiam Ginott

“Children have never been good at listening to their elders,
but they have never failed to imitate them.”

James Baldwin



CHILDREN LEARN BEST WHEN:

- ✓ They are actively involved in their learning and have meaningful choices.
- ✓ They have a high level of confidence in themselves and a positive view of their ability.
- ✓ Their experiences and the knowledge bases they each bring to school are recognized and enriched in the school setting.
- ✓ Learning activities are designed around their natural curiosity, interest, and enthusiasm for learning.
- ✓ They can initiate their learning and construct their own knowledge under caring guidance.
- ✓ Their personal learning experiences are accepted and respected.
- ✓ Their interaction with peers and adults is in a collaborative rather than competitive setting.
- ✓ They are provided opportunities to become self-directed and take responsibility for their learning.
- ✓ Their desire and motivation to please are accepted.
- ✓ They feel a sense of ownership over their learning process.
- ✓ Instructional activities proceed from the whole to the part, the concrete to the abstract, the known to the unknown.
- ✓ The rate of learning is recognized as unique for each.
- ✓ Their risk-taking behavior is encouraged and mistakes are viewed as natural and positive consequences of the learning process.
- ✓ They are given adequate time and opportunities to investigate interesting events and materials with the help of knowledgeable and sensitive adults.
- ✓ Language development is emphasized in a meaningful context.

MAXWELL MUNICIPAL SCHOOLS MISSION STATEMENT

Maxwell Municipal Schools, as an innovative educational system, ensures academic excellence and serves the unique needs of all learners. The mission of

Maxwell Municipal Schools is to produce citizens who can effectively communicate, gather and use information, make responsible decisions, and adapt to the challenges of the 21st century by providing a diverse, well-trained staff dedicated to delivering a sequential comprehensive curriculum based upon fiscal responsibility, community involvement, sound management practices, and commitment to measurable academic progress.

DISTRICT CURRICULUM

The district is continuously developing grade-level curriculum guides for all teachers. The guides contain the district objectives for each content area. Teachers using the curriculum guides will be able to identify standards and benchmarks in several ways. The standards and benchmarks will be printed in each curriculum content area. See the Superintendent for a copy of the curriculum for your content area.

RECORDS AND REPORTS

The following records and reports are required:

Attendance:

Each teacher is responsible for keeping student attendance. Daily Attendance Reports should be turned into the office each morning and at the end of each day showing absences for each period. (For additional information, see page 8, part C.)

Grade Book:

Keep an accurate and up-to-date grade book. Record an adequate number of grades and/or records. (Two per week, per subject is suggested)

Lesson Plan Book:

Teachers are expected to prepare lesson plans to be available upon request by the Administration. Handwritten plans are acceptable but electronic versions are better because they are so easily transmitted.

Lesson Plans For Substitutes:

It is vital to have plans available when substitutes are needed. The plans should include a seating chart, daily schedule, and classroom rules.

Receipt Book:

Each teacher responsible for collecting monies is required to document collections with a written, signed receipt. Any money collected should be counted and turned into the office for deposit within twenty-four (24) hours of collection. This is a requirement and violations could result in an audit finding! Two staff members should count the monies and sign the receipt.

REPORT CARDS AND PROGRESS REPORTS

Progress reports will be sent at the mid-point of each quarter as noted on the school calendar. Report cards will be sent to students and parents at the end of each quarter as designated on the school calendar. Insofar as possible, these communications to parents and students will be done by email.



LESSON PLANS

Each teacher shall prepare and maintain pertinent, usable, and practical lesson plans.

- a. It is recommended that teachers prepare lesson plans by the week, a week in advance.
- b. Lesson plans for the week must be turned in to the Superintendent when requested.
- c. Lesson plans shall be available during classroom observations whether such observations are announced or unannounced.
- d. Lesson plans should be flexible in order to account for unanticipated outcomes or interruptions of time schedules.
- e. Teachers may use a lesson plan format of their choosing. It should be clear, concise and organized!
- f. Each course in grades 7-12 should have a syllabus. Individual lesson plans are components of that syllabus.

- g. Substitute Teacher Folder. All teachers should prepare and keep in a prominent place a substitute teacher folder which contains these types of information:**
- 1. lesson plans**
 - 2. seating charts and class lists**
 - 3. building and bell schedules**
 - 4. titles of texts used for each class**
 - 5. notes about significant student data (Physical problems, discipline problems, etc.)**
 - 6. activities which could be used with classes in the event that lesson plans are inadequate or inappropriate.**
 - 7. emergency procedures (flip chart)**
 - 8. procedures and rules**
 - 9. attendance forms**
 - 10. student hall passes**



HOMWORK GUIDELINES

Homework is an aid to the learning process. The purpose of homework is to serve as reinforcement, enrichment, or extension of learning activities in the classroom.

Guidelines:

- a. Homework, with a purpose, shall be encouraged to develop student habits, responsibility, and self-direction.**
- b. Homework directions shall be specific and consistent as related to the objectives and activities of each class. Assigned homework should be to reinforce a lesson objective or to prepare for the next lesson objective.**
- c. Teachers shall ensure that students will have the proper resources to complete the assignments.**
- d. Students shall receive immediate feedback from the teacher on all homework assigned.**
- e. Homework shall not be for purposes of punishment. Busy work assignments are discouraged.**
- f. Homework assigned shall not be simultaneously assigned for individual students having to do make-up work.**
- g. Homework shall be reasonable in length/amount. Teachers should keep in mind that students may have as many as six other classes with homework.**

TEXTBOOKS

Teachers are held accountable for ALL textbooks issued to them. An inventory of all texts will be completed at the close of the school year.

Teachers will check out books to pupils keeping a permanent record of books issued by book number and condition of the book.

All students issued textbooks are to be advised that they are responsible for their books and will have to pay for them at full replacement value whether the book has been lost, stolen or otherwise destroyed. It is the responsibility of the student to keep her/his books in good condition. Students will not be issued new books until payment has been made for lost or damaged textbooks. Students will maintain covers on all of their textbooks.

How to Assess Fines for Damaged and Lost Textbooks:

Students who owe the school money for such things as textbooks, fees or fines, should be given “A Notice of Money Owed”, (the form is available in the Office) and be sent to the Business Manager to make payment. The Business Manager will give the student a receipt showing that payment has been made. At the end of the year, teachers should make out a “Notice to Withhold Report Card” and turn in to the office.

Damages will be assessed at the teacher’s discretion. Notice to Withhold Report Card Form and Fine/Fee Slips are located in the Forms section of the Staff Handbook. When completing a Fine/Fee Slip, please remember to put the name of the book and the ISBN# on the slip so the cost of the book can be calculated.

DAMAGE TO TEXTS-At the time a text is issued to the pupil, the teacher should record the student’s name, book number and condition of the text on the forms provided in terms of:

- NEW.....full original price
- GOOD.....3/4 of original price
- FAIR.....1/2 of original price
- USABLE.....1/4 of original price

LOSS OF TEXTBOOK-If a text was issued and classified as GOOD and later lost, the charge will be $\frac{3}{4}$ of the original price of the text. If loss occurs after five (5) months from date of issue, discount should be given. Normal depreciation is a reduction of one step during the school year.



Confidentiality

Please protect students, staff, and yourself by keeping discussions of a sensitive nature private. The terminology “talking out of school” came about for a reason!

PARENT CONTACT

Each teacher will communicate in a positive manner with the parent/guardian of each student in her/his classes at least once per semester. The contact will be personalized and specific to each student. Contact can be made in person, by phone, or by mail. This contact is in addition to normal contacts when a parent visits the school or is encountered in the community.

As part of the Advisor/Advisee program, each Advisor will contact each of their Advisee’s parents at least once each month.

GENERAL SCHOOL SCREENING

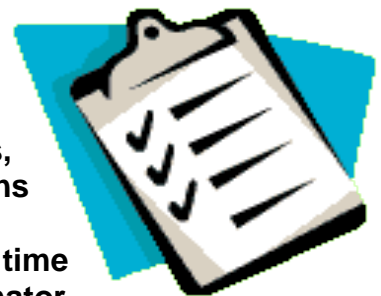
Purpose:

State Standard—A.4.2.1—School Screening of Students

“Local education agencies must develop a system for screening the general school population to address the needs of students. Results from screening shall be used to plan and provide appropriate educational programs for students.”

The process for school screening is as follows.

- I. Grade level screening is completed by the classroom teacher. The student is rated utilizing a scale. This rating is used by referring teachers as well as various special program coordinators for placement or information.
- II. The District Student Assistant Team Chairperson convenes the SAT committee to place students in alternative services if needed. Committee members include classroom teachers, special education teachers, counselor, administrators, and parents/guardians of student seeking assistance.
- III. All forms and information are completed at this time and submitted to the Special Education Coordinator for review by the SAT committee. If an inappropriate or incomplete referral is submitted the committee will send it back to the referring teacher with suggestions or comments. If the referral is found to be in order and appropriate the process will proceed.



1) Strategies for Individual Students in Need of Intervention

Purpose – The teacher identifies areas of individual student needs and addresses those needs in the classroom and/or with the parent.

Definition – Strategies are interventions designed to meet the individual student's needs in an educational setting. Strategies may include but are not limited to:

- 1. Changing instructional strategies for the student**
- 2. Seeking parental involvement including notification and/or conference**
- 3. Initiating a behavior management system for the student**
- 4. Conducting a documented observation of the learning environment and the individual student's behavior by someone other than the student's teacher**
- 5. Initiating a weekly and/or daily progress report**
- 6. Enrolling in Title I, English, and/or tutorial services**
- 7. Providing school counseling**
- 8. Providing substance abuse intervention and support**

Procedure – Consideration of General Screening Procedures

- 1. Classroom teacher identifies areas of need for student**
- 2. Interventions are selected by the identifying person and implemented for individual students with parent participation/notification**
- 3. Determination of language proficiency when dominant language is not English**

2) Review of Individual Students by the Student Assistance Team

Purpose – To review relevant data and to recommend interventions for students.

Definition – The Student Assistance Team is an interdisciplinary team that reviews referrals of individual students whose educational needs have not been resolved through individual strategies. The population being considered will include:

- 1. Students being considered for an Intervention Plan**
- 2. Students with disabilities not eligible for Special Education services who may be considered under Section 504 of the Rehabilitation Act**
- 3. Former special education students who are returning to general education, but need modifications that may be considered under Section 504 of the Rehabilitation Act**

Parent Involvement – Prior to initiating a School Support Team review, parent notification of individual student screening and review is required.

Procedure –

- 1. Classroom teacher, parent, or other person will initiate a review by completing a referral form and forwarding it to the Team Chairperson**
- 2. The membership of the School Support Team must include:**

- A. Administrator or designee
 - B. Counselor or designee
 - C. General education teacher
 - D. Special education teacher
 - E. Teacher of student being reviewed
 - F. School nurse
 - G. Other members as appropriate
 - H. Parents are allowed to attend the Student Assistance Team meetings
3. The Team activates in-school procedures by collecting:
- A. The referral form
 - B. Information from General Screening Procedures and Strategies for Individual Students
 - C. Health assessment
4. The Team identifies an Intervention Plan which recommends strategies to address individual student needs and requires documentation of the following:
- A. Current levels of functioning
 - B. Goals and instructional strategies
 - C. Persons responsible for implementation
 - D. Timelines
 - E. Outcomes of the intervention strategies
 - F. Date of review
5. At the review/follow-up meeting the Team:
- A. Reviews and evaluates implemented strategies
 - B. Determines successful/unsuccessful interventions
 - C. Considers other available options as needed which may include but are not limited to:
 - 1. Additional intervention strategies recommended by the Team
 - 2. Referral for further evaluation under Section 504
 - 3. Referral for special education evaluation
 - 4. Referral to outside agency.

Section 504 Administration Procedures

- A. Need for accommodation if student is eligible. Examples:
 - 1. Preparation of alternate lesson plans
 - 2. Modification of schedules or equipment
 - 3. Rearrangement of students
 - 4. Reorganization of the classroom
 - 5. Guidance of the student on appropriate behavior
 - 6. Frequency and time of communication with parents
 - 7. Alternative methods of instruction

PROCEDURAL RULES AND REGULATIONS FOR THE SCHOOL COMMUNITY

The constitutional rights of individuals assure the protection of due process of law; therefore, this system of constitutionally and legally sound procedures is developed with regard to the administration of discipline in the Maxwell Schools. Rules and regulations pursuant to student dress and behavior shall be conveyed to students through the Student Handbook. Administrative authorities shall not enforce school rules or impose disciplinary punishments in a manner which discriminates against any student on the basis of race, religion, color, national origin, ancestry, sex or handicap, except to the extent permitted by law or regulation.

ACCIDENT OR ILLNESS

If a student has an accident or becomes ill while at school and requires a doctor's care, the following steps should be taken:

1. Contact the parent.
2. Notify the school nurse.
3. Notify the Administrator.
4. If the parent is reached, she/he shall take the child to their own doctor.
5. If the parent cannot be reached, the nurse or Administrator shall take the child to the family doctor, provided one is listed on the child's permanent record.
6. If the family doctor cannot be contacted, the nurse or Administrator shall use their own judgment in securing medical aid.
7. If the nurse or Administrator decides the accident is of such serious nature as to require ambulance services for transportation, such services shall be obtained and the student shall be taken to the hospital.
8. In the event the school is unable to reach the parent before taking the child to the doctor or the hospital, the school shall continue to attempt to reach the parent.
9. The disposition of the case shall be decided by the attending physician
10. A complete written record of each accident shall be maintained in the Superintendent's office.

Injury and/or illness not serious enough to require a doctor's care should:

1. Be treated by the school nurse
2. If the nurse is not available, the child should be given first aid, if appropriate, by school personnel, using judicious care and cleanliness.
3. Parents are to be informed of steps taken.

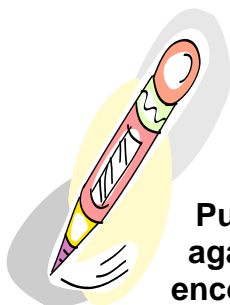
REMEDIATION

Definition: Remediation is a treatment process to correct or improve a deficiency.

Purpose: Remediation is to restore a student to an acceptable level of function or skill proficiency.

Guidelines:

- a. Remediation shall not be made on a wholesale basis but shall be considered case by case.
- b. Remediation of the New Mexico standards and benchmarks shall be accomplished in an elementary school and mid-school via:
 1. operational in class remediation procedures during the school year (flexible grouping, enrichment/remediation periods, adjusted instruction).
- c. Remediation of New Mexico standards and benchmarks shall be accomplished in secondary school via:
 1. operational in-class remediation procedures during the school year (homeroom, remediation/enrichment periods);
 2. academic coaching/tutoring;
 3. correspondence.
- d. Remediation for specific target populations shall be accomplished throughout the school year by federal funding sources and operational funds. This shall be accomplished by way of a screening and referral process.
- e. Those students who do not participate in required state or local remediation programs may be subject to an assignment or retention.
- f. Participation in a remedial program does not guarantee promotion.



PROMOTION POLICY

Definition: Promotion is advancement to the next grade or course.

Purpose: Promotion is to recognize student attainment and initiative against the curriculum in previous coursework and to challenge and encourage student effort and achievement in subsequent coursework.

Guidelines:

- a. All students are eligible for promotion based upon performance in any class or grade offered by the school district.
- b. Promotions shall not be made on a wholesale basis but shall be considered case by case.
- c. Promotions may be granted to those students who have accomplished at least one of the following:
 1. acceptable grades
 2. demonstrate mastery of the number of essential state standards and benchmarks at 80% mastery by the end of the school year

3. shown satisfactory progress in Reading, Mathematics, Language Arts, Social Studies, and Science.
- d. Mastery of minimum standards and benchmarks at higher grade levels will not necessarily mean promotion to that grade level.
- e. Special education students may be promoted to the next grade or course based upon the Individual Educational Program Committee decision.

PUPIL ACCOUNTING

A. Cumulative Folders- A cumulative folder is kept for every student in the elementary grades. These records will be organized according to grade levels and stored in the Records Storage Room.

B. Parental requests to review student records should be referred to the Administrator.

C. Attendance- Student attendance records will be maintained in the high school office. Teachers are required to complete a Daily Absence Report each day at the beginning of 1st Period. Included in the report should be the following information:

- ▶ date
- ▶ period #
- ▶ student's name (indicating absence or tardy)
- ▶ lunch count
- ▶ teacher's signature

Mid and high school teachers will attach the Daily Attendance Report to the clip on the outside of the classroom. The reports will be picked up as soon as possible. The mid and high school teachers will also complete a slip at the end of each day for 2nd through 8th periods. Please attach these slips to the clip outside the classroom and they will be picked up before the end of the school day.

Elementary teachers will send a runner each morning to the high school office with the elementary Daily Attendance Reports.

D. Individual student cumulative record folders may be consulted only by those persons who have a legitimate educational reason for doing so. Access is restricted as follows:

1. Teachers may consult the records of students assigned to their class or classes.
2. The Administrator may consult the records of all students in the district.
3. The school secretary may enter records for purposes of updating information or adding new data.

4. REC personnel who have signed parental permission to evaluate or work with a child may consult the child's records folders.

5. Other agencies or personnel who wish to have access to student records will need to secure written permission from parents before any information can be released.

6. The school nurse may have access to school records for purposes of obtaining data relative to health concerns.

E. Access Procedures- Student cumulative record folders are stored in the High School Records office. The Administrator, school secretary, school nurse, and teachers to whom a child is assigned for one or more classes have access to those records. Other persons who have documented parental permission to examine a student's cumulative record folder must furnish such evidence to the school secretary. She will facilitate that request and will make note of the date, reason, and name of the person who consulted the record in the "Record Access Log" card file which is maintained solely by her.

DISCIPLINE

Discipline is the responsibility of the entire staff at Maxwell Municipal Schools (MMS). It is imperative that everyone supports maintaining a safe, secure environment for students and staff. Please be familiar with this guide and the MMS Student Handbook. The faculty is expected to follow and enforce all rules and regulations in these publications.

There are a number of resources (tapes and books) available regarding discipline. Common elements of successful discipline programs are:

1. Clear, concise, understandable rules and expectations;
2. Clear understanding of consequences if the rules are not followed;
3. Consistency;
4. Reward/recognition of desired behavior.

Teachers will submit a list of classroom rules to the Administrator for approval. Upon approval, the rules will be posted in the classroom, as well as reviewed with all of the students.

In most instances, the teacher should pursue alternatives in the classroom prior to office referrals. However, anytime a student is a potential danger to self or others, action should be taken immediately to get others involved. Teachers

should feel free to discuss actual and potential discipline problems with the Administrator and counselor and use preventive strategies in the classroom.

When it is determined a student should be sent to the office for disciplinary reasons, a discipline form with complete information regarding the problem should be sent with the student. If there is a legitimate reason for the student not to return to the classroom for the remainder of the period, a “K” should be marked on the top right hand corner of the referral. Students should be sent to the Administrator. If teachers do not receive their copy of the referral after the student has seen the Administrator, they should check in with the Administrator.

The Administrator will use his/her best judgment when dealing with disciplinary problems. Generally speaking, a practice of increasing consequences will be followed with more severe penalties being assessed as the number of referrals increases. Ordinarily, the following guide will be used:

PRE-REFERRAL PROCESS

First Offense:

The student should be counseled by the teacher, possible consequences of this type of behavior in the future be discussed and the parent may be notified.

Second Offense:

The parents will be notified of the incident as well as immediate consequence and additional consequences if the behavior should continue. A definite penalty may or may not be imposed, i.e., after school detention, extra work. All parties involved should be clear on expectation and consequences for the future. The counselor may be involved.

Third Offense:

The parents of the student may be required to come in for a conference with the counselor and teacher. Various strategies for the future will be discussed. The possibility of a referral to the S. A. T. and /or other appropriate resources should be considered.

Further Offenses:

Each successive discipline referral will result in a more severe penalty. Parents will be notified and a staffing will be scheduled as needed.

OFFICE REFERRAL

(When sending a referral, be sure to document your pre-referral process.)

A penalty will be assessed by the Administrator. The appropriate people will be notified. Various strategies for the future will be discussed. The possibility of a referral to the S.A.T. and/or other appropriate resources should be considered. The S.A.T. Team may be defined as: S.A.T. Chairperson, Teacher, Special Education Teacher, Counselor, Parent, Administrator and CYFD.

STUDENT DISCIPLINE

- A. Each teacher should feel responsible for the welfare and conduct of each student in the school. Students must understand that they are responsible to all teachers—not just to those who happen to be teaching their classes. It is important that we teach this self-control in our students. This cannot be done by permitting them to engage in undesirable conduct and activities in the classroom, in the building, on school grounds or at school sponsored events.
- B. Prevention of discipline problems is still far better than curing them. Never consider discipline as separate or apart from the rest of the teaching process. A good, positive approach to all classroom matters will usually take care of most problems. Teachers are encouraged to handle discipline in the classroom. However, there will be times when problems will arise which will call for the Administrator's attention and the teacher should feel no hesitation in bringing the problem to the office.
- C. It is wise to observe students' conduct at all times. Misbehavior may be due to a multitude of reasons. Do not be too hasty to condemn a student's behavior as malicious. Investigate reasons for misbehavior before you send students to the office for disciplinary action. Remember, we have a trained counselor to help you identify problems.

If you feel that you must send a student to the Administrator's Office, please use the Office Referral Form.

SCHOOL DRESS AND BEHAVIOR

Students are expected to maintain standards of good taste in the way they dress for school. Our policies are designed to increase student achievement, promote safety, and enhance a positive school environment.

The following dress code standards should be maintained by students attending school in Maxwell. Students in violation of this dress code will receive 0's for the periods out of compliance. If the student's dress is extremely inappropriate, the teacher has the discretion to send the student to the Administrator's Office.

Should evaluation of an individual's dress or grooming become necessary, the Administrator will be the final authority.

Student dress code standards are listed in detail in the Student Handbook.

VISITING SCHOOL

Parents and other interested persons are welcome to visit school at any time. Visitors are required to check in at the Administrator's office to state the reason for their visit. The Administrator shall approve or disapprove of their visit on a case-by-case basis.

BUILDING SECURITY

KEYS

Keys are to be assigned to staff/faculty by the Central Office. Keys which can not be identified, or for which you have no need, are to be turned in for inventory. Lost or stolen keys should be reported immediately.

DOORS

Outside doors, except for each building's main entrance, are to remain locked during regular school hours.

Classroom doors will be locked when staff/faculty members are away from their area(s). Students are not allowed in classrooms/labs without supervision!

MAIL



MAIL BOXES:

Each faculty/staff member will have a mailbox in the Administrative Office. Check for mail and messages at least once a day. Do not let mail accumulate. Do not send students for your mail,

VOICE MAIL:

Please program your voice mail immediately. If problems occur, see the school secretary.

E-MAIL:

Teachers will have an email address which must be used for all school business. Do NOT use personal email addresses for school business. (There is federal regulation governing use and archiving of email.) Please check your email on a

regular basis, preferably every day at the beginning of the day. If you have problems, please notify the Administrator.

SCHOOL NURSE

If a student becomes ill during the school day, she/he will report to the Nurse's Office with a pass from her/his instructor. Students are not allowed to go to the school nurse without a pass. A copy of the school nurse's schedule is available in the school secretary's office.

We have two AEDs on campus (an AED is an automatic external defibrillator) if needed in an emergency. One is located in the high school lobby and the other is in the gym during volleyball and basketball seasons. After that, the gym AED will be moved to the Auditorium.

As of the beginning of the 2010-2011 school year the following persons have had First Aid including AED training: Toni Kuchan, David Salas, Khristi Peterson, Candice Busa, Linda Casper, Frances Balizan, and Rosalie Gonzales.

MAXWELL SCHOOL-BASED WELLNESS CENTER

The Maxwell Wellness Center will incorporate educational programs that will improve school attendance and improve the overall health and well-being of students. Topics to be addressed are bicycle safety, risks of tobacco use, and alternatives to domestic violence, pregnancy, and STD prevention.



The school based health center will provide blood pressure monitoring, adult immunizations, and allergy shot medication, nutritional information, hearing and vision testing to the community, and mental health referrals. The nurse will help and collaborate with the individual's personal physician with the management of chronic conditions such as diabetes, asthma, and cardiovascular disease. Blood glucose monitoring will be available as well as a nebulizer for treatments. The school based wellness center will provide health information and be a health resource for the members of the community.

The Maxwell Wellness Center is located in the Maxwell Schools' Central Office. The center provides health care for students, families and community members. Appointments to see a licensed nurse practitioner may be made by calling 375-2389.

HOLIDAY TRADITIONS

Holidays and other traditions are important to all of us. Please keep the following in mind when planning parties and programs:

1. **Holiday celebration activities must be approved in advance by the Administrator. (Normally approval will not be given for activities starting before 3:15.)**
2. **Be careful to not promote one faith or religion over another.**
3. **Prepare alternatives for those students who do not wish to participate for religious reasons.**
4. **Communicate the purpose and details of the observance to parents, including alternative activities.**
5. **Use the activity or observance as an opportunity to teach good nutrition and snacking habits.**

FIRE DRILLS, EVACUATIONS AND LOCKDOWNS

Please consult the district safety manual for details.

TEACHER ABSENCES

Unexpected absences: Teachers who are unable to attend school because of illness should contact the school secretary or the Superintendent by 6:30 a.m. A Leave Request Form (Appendix) must be filed with the Superintendent upon your return to school. Approved leave requests are then forwarded to the Business Manager.

Expected Absences: Requests for Leave Forms should be submitted to the school secretary. A copy of the form will be returned with the name of the assigned substitute. The Superintendent must sign the Leave Request before it is presented to the Business Manager.

CLASS, CLUBS & ACTIVITIES

Student "Classes" (Senior Class, Junior Class, etc.) and Clubs participate in fund-raising activities for class activities and projects. These monies are held for each Class and Club in the Activity Fund. All class activities, including dances, must be scheduled with the help of the Student Council & Sponsor, and approved by the Administration.

CLASS MEETINGS

Class meetings may be called by the Class President or Class Sponsor. Class members should be given a twenty-four hour notice of meetings.

FUND RAISING

Class officers and members, with the advice and consent of the Class Sponsor, should decide what fund raising activities they wish to pursue for the year in order to make money for class activities and trips, if any. A per-student “quota” will be set by the class for each student to earn in fund raising for the activity or trip. Students who do not meet such “quota” will be given the opportunity of making up the dollar amount “out of pocket”.

Each class in grades 9 & 10 will be limited to one (1) fund raiser per semester, exclusive of concessions. Grades 11 & 12 will be limited to two (2) fund raisers per semester. Exceptions to the limit of fund raisers must be approved by the Superintendent on a case to case basis. Special fund raising may be allowed with administrative review and approval. Students must submit approved fund raiser to be published on the monthly events calendar.



FIELD TRIPS

Field Trips must be educational in nature and have prior approval of the Administrator. Lesson plans linked to standards and benchmarks will follow.

The following procedures should be followed when requesting a field trip:

1. The requester completes a Field Trip Form (Appendix) and submits the form to the Administrator for approval.
2. Upon approval by the Administrator, the form is sent to the Transportation Director who will make the necessary arrangements.
3. Prior to the trip, the requester will give the School Secretary :
 - a. A list of all the students leaving campus to take part in the school event (sports, field trip, etc.). Should any student be unable to take part, her/his name, along with the name of the staff member who shall be monitoring them, must also be provided.
 - b. A copy of the completed Liability Release Form for each student attending the field trip.

Chaperones are required for field trips. One (1) chaperone per 15 students; K-6 requires one (1) per 10 students. When both genders are represented on overnight trips, there must be at least one (1) chaperone for each gender. The bus driver is not considered a chaperone.

HOW TO USE THE GAS CARD

There is a gasoline credit card located in an envelope in the glove compartment of each vehicle.

When refueling a vehicle, please use the following instructions:

- Insert the gas card.
- Enter your six digit number (this is the last six digits of your social security number).
- Enter the odometer reading on the vehicle (this is the mileage reading).

Please remember to get a receipt and give it to the Business Manager upon return from your trip.

If a vehicle is returned with less than half a tank, please park the vehicle by the gasoline tank at the northwest corner of the High School.

SUPERVISION OF STUDENTS

Teachers may be found legally liable for injuries to students that occur in cases where the teacher is found negligent. Not being present when students under your direction are playing or working is a good example of such negligence. It is essential that you NEVER leave students unsupervised. If you must leave, contact another staff member or administrator to cover the class for you. Teachers are to be on time for classes and/or duties when supervising students at all times.

Teachers should make a routine of standing outside their classroom door during passing periods.

MATERIAL PURCHASES



While most instructional materials have been purchased before school begins in the fall, limited funds are available to provide for unforeseen needs. Requests for items during the school year should be listed on the Request for Purchase Order (RPO) form (Appendix). Include a detailed justification for each RPO submitted to help administrative staff make a determination of need. The form should be submitted to the Superintendent for approval. If approved,

the Business Manager will then forward a purchase order to the vendor for processing. If you are making the purchase, a copy of the approved Purchase Order will be placed in your box. Items cannot be purchased prior to the date of the approved purchase order.

As a reminder, items purchased prior to the date on the purchase order or purchased without the use of an approved Purchase Order would become the responsibility of the employee purchasing the item. A request for services is also considered a purchase.

CLASSROOM MANAGEMENT

All teachers are to submit to the Administrator a copy of their classroom management and discipline plan. The plan should include rules and consequences for infractions.

Student consumption of food and drinks is prohibited during regular class time except by expressed teacher permission. **NO FOOD OR DRINK WILL BE ALLOWED IN COMPUTER LABS.** Teachers are encouraged to allow only nutritional snacks and beverages during special events.

PREPARATION PERIOD

The preparation period is not an “off” period. This time is for conferences with administration, parents and class preparation. Occasionally, a teacher will be asked to take another teacher’s class in an emergency. If it is necessary to leave campus, secure permission from the Superintendent before leaving.

SUBSTITUE PLANS:
See reference in appendix

TELEPHONE

There is a public pay phone in the hall that may be used by students before and after school. **DO NOT ALLOW STUDENTS TO LEAVE CLASS TO MAKE PHONE CALLS EXCEPT IN THE CASE OF AN EMERGENCY.** Direct them to the Counselor's or Administrator's office.



Faculty and staff members should use the phones for school business only. Telephone lines should not be tied up for extended periods of time.

TOBACCO

No school personnel may carry tobacco on campus or at school events/activities.

PLEDGE TO FLAGS POLICY

The Secretary of Education has ruled that the pledges of the United States and New Mexico are to be recited in each school each day. We have chosen to do this by individual classrooms rather than over the public address system. Teachers should be sure that students are aware that this exercise is intended to foster a healthy respect for the ideals upon which the United States and the State of New Mexico are founded.

Please note that participation in the pledge is a voluntary activity for any member of our school community. Individuals may choose not to participate for a number of reasons, including: family or personal conviction of a religious, philosophical or political nature; citizenship in another sovereign nation; or as a logical extension of their constitutional rights.

Individuals who choose not to participate in the pledge are expected to conduct themselves in a respectful, non-disruptive manner during the recitation. This is intended to protect the rights of the participants. Likewise non-participants shall not be harassed or intimidated in any manner for their choice. Consequently, there is no requirement for any individual to petition for exemption or to formally register his or her objection to participate. It is sufficient merely to refrain from doing so.

Teachers are responsible for safe guarding the rights of all parties and for notifying the administration of any actual or anticipated problems.

**MAXWELL MUNICIPAL SCHOOLS
2010-2011
SUMMARY OF PERFORMANCE EVALUATIONS REQUIREMENTS
LICENSURE LEVELS I, II AND III**

Licensure Level	Years Experience	Performance Evaluation Requirements
LEVEL I	1	Observation +PDP +Evaluation Form
	2	Observation +PDP +Evaluation Form
	3 (4 or 5)	Observation +PDP +Evaluation Form
Application for Advancement to Level II Required - Professional Dossier		
LEVEL II	4	Progressive Documentation that provides formative information on teacher performance. Must include
	5	annual observation of classroom practice +annual PDP review. Progressive Documentation results in a
	6	Summative Performance Evaluation every three years.
Application for Advancement to Level III <i>Optional</i> at any point after third year at Level II - Masters Degree + Professional Dossier		
LEVEL III		Progressive Documentation that provides formative information on teacher performance. Must include
PDP		Annual observation of classroom practice +annual review. Progressive Documentation results in a
Please see Appendix for guidelines.		Summative Performance Evaluation every three years.

PROFESSIONAL GROWTH PLAN

Teachers will show documented master of the teaching competencies from previous Professional Development Plans (PDP's) and Formal Evaluation. If the need arises, the Administrator has the option to place a teacher on a Professional Growth Plan at any time.

MAXWELL MUNICIPAL SCHOOLS

Emergency Codes and Procedures

Your primary responsibility is to remain calm, use common sense, and follow basic procedures.

VIOLENT THREAT/LOCKDOWN

1. All student and staff are to be in their classroom or work area.
2. Lock classroom windows and doors.
3. Duck and cover away from windows and doors
4. Do not secure from Code Red or open doors until emergency personnel or a district representative authorizes.
5. All Call:

FREEZE

1. Used for dog sweeps, or any other non-threatening situation where student control is paramount.
2. Students are to remain where they are (within reason) until the all clear is signaled.
There should be no moving about the classroom or school building.
3. All Call:

WEATHER DANGER, IMMINENT THREAT

1. Elementary, mid, High School proceed to the hallways.
2. Students in the Gym, proceed to the dungeon.
3. Students in the portable buildings, proceed to a school building hallway.
4. All Call:

UNPLANNED EARLY DISMISSAL

1. Contact parents of each student.
2. Do not dismiss students unless a parent has been reached.
3. Combine students from the same family into same classroom (oldest student in elementary).

EMERGENCY EVACUATION PROCEDURES

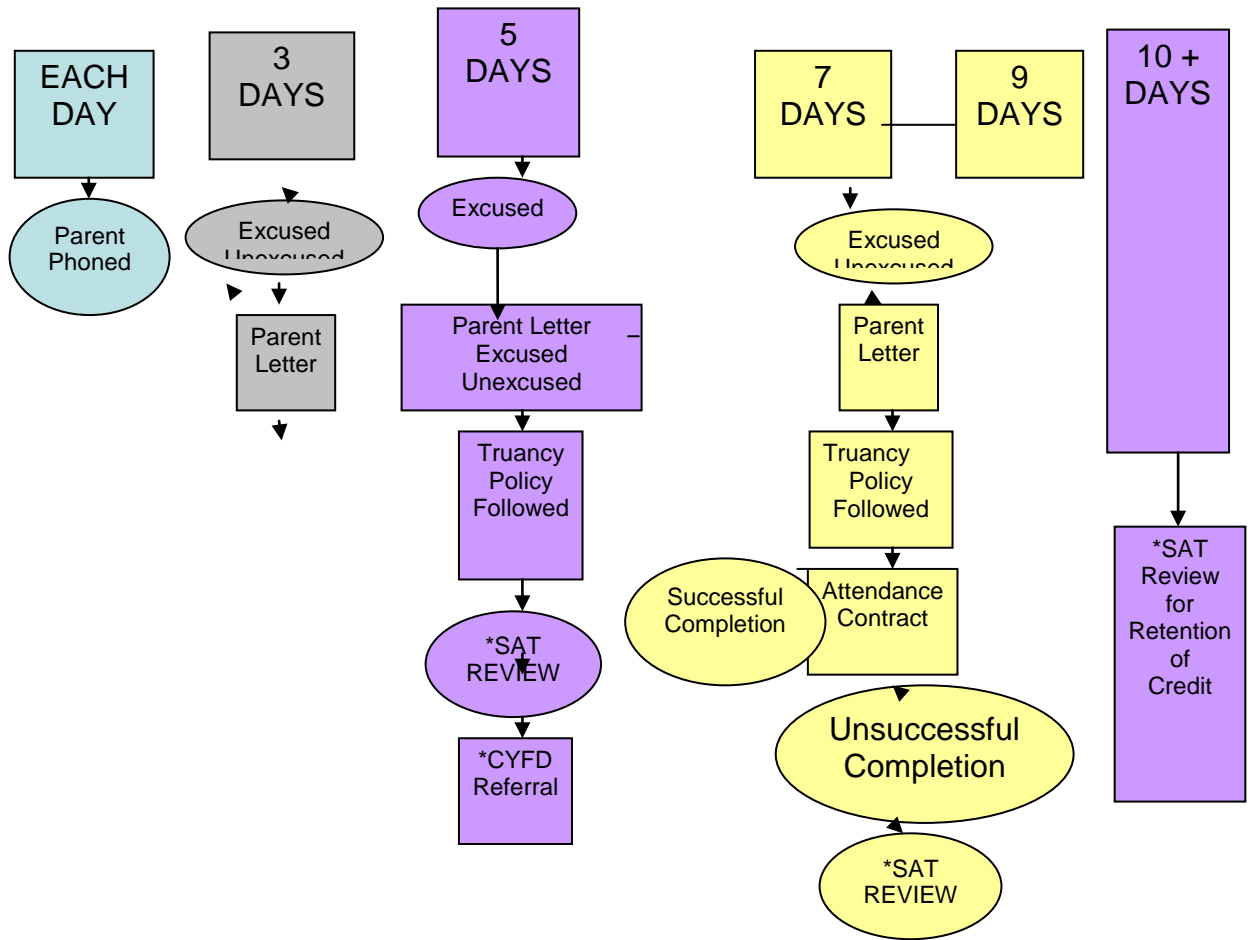
The Maxwell Municipal Schools has a specific evacuation procedure outlined for use in the event of a bomb threat. In case of such an emergency, all students will be evacuated to the Bear's Den. Each teacher will call roll to assure that all students are present.

The Superintendent will call the local radio station as soon as possible and request that information about the emergency be announced for parents. Upon instruction of the Superintendent, all students may be moved to the Catholic Church. Parents or identified "emergency contact" persons may check students out at the evacuation site by the teacher, or in the Middle and High Schools by a designated teacher who will have access to the student check-out sheets. Buses will depart at the normal time from either the evacuation sites or the bus loop.

Once the Central Office has been cleared, the school secretary will attempt to call all parents at home or business numbers to notify them of the situation.

APPENDIX

STUDENT ATTENDANCE POLICY



ATTENDANCE POLICY CHART

*SAT: Student Assistance Team

*CYFD: Children Youth and Families Department

SUBSTITUTE INFORMATION

Sample Letter to Substitute

Dear Substitute:

The information in this folder has been prepared to provide you with a good deal of general information about my class. Specific daily lesson plans will be furnished in addition to this. I hope the material is useful and that you have a good day with my group.

You may wish to go to lunch in the cafeteria. A teacher's lunch cost is \$3.

When you finish the day, please complete the enclosed evaluation sheet and return it to the office with this folder.

Sincerely,

Teacher Name
Room #
Grade
Home Phone Number

Included:

- Routine & Building Schedules
- Activity Schedule
- Teacher's Notes
- Building Schedules
- Class Roster
- Seating Chart
- Evaluation Sheet
- Daily Lesson Plan
- Attendance Forms
- Hall Passes
- Fire Drill Forms

SUBSTITUTE INFORMATION – TEACHER’S NOTES

Teacher’s Name: _____

Grade & Class: _____

How to:

Take
Attendance: _____

Where to locate:

Lesson Plans: _____

Materials/supplies: _____

A-V equipment: _____

Books: _____

Who can help:

Other teachers: _____

Administrators: _____

Clerical personnel/nurse: _____

Helpful students: _____

GUIDELINES FOR PERFORMANCE EVALUATION

Each district shall submit a teacher evaluation plan that meets the state's requirements of a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE). The purpose of this guide is to provide assistance to all parties involved in the implementation of New Mexico's Teacher Performance Evaluation System requirements. The guide encourages flexibility in choosing among a variety of approaches to data collection, rather than identifying a single prescribed approach to implementing a district's evaluation plan.

There are many purposes for evaluation. Among them:

- a. To assist in identifying and building upon teacher strengths.
- b. To serve as the basis for the improvement of instruction.
- c. To develop remediation goals.
- d. To enhance the implementation of programs of curriculum.
- e. To plan meaningful professional development.
- f. To address accountability and teacher quality.
- g. To support fair, valid and legal decisions for rehire, promotion decisions or termination.

Evaluation for different purposes requires different procedures. The 3-Tier Licensure and Performance Evaluation System emphasizes teacher growth through differentiated teaching indicators that are reflective of the competency levels of teachers and the creation of individual Professional Development Plans.

Each of the three levels of licensure has nine (9) common competencies with differentiation occurring through license level-specific performance indicators. The performance evaluation system will indicate a teacher's proficiency in these license level-specific performance indicators and competencies. The nine common competencies are:

1. The teacher accurately demonstrates knowledge of the content area and approved curriculum;
2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught;
3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding;
4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately;
5. The teacher effectively utilizes student assessment techniques and procedures;
6. The teacher manages the educational setting in a manner that promotes positive student behavior, and a safe and healthy environment;
7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept;
8. The teacher demonstrates a willingness to examine and implement change as appropriate; and
9. The teacher works productively with colleagues, parents, and community members.

GUIDELINES FOR THE PROFESSIONAL DEVELOPMENT PLAN

As outlined in Title 6, Chapter 69, Part 4: Performance Evaluation System Requirements for Teachers, “every public school teacher must have an annual performance evaluation based on an annual professional development plan... Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved...No later than forty school days after the first of school of each school year, each teacher and his or her school Administrator shall establish a professional development plan for the teacher, with measurable objectives, for the coming school year based on, among other things: (1) the state board of education’s nine teaching competencies and indicators for the teacher’s licensure level; and (2) the previous year’s annual evaluation, if applicable; and (3) assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the district has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified, as defined in this rule.” (6.69.4.8.D and 6.69.4.10 B & C)

Each teacher and his or her school Administrator (or designee) shall establish an annual Professional Development Plan (PDP) for the teacher. The PDP must have measurable objectives based on the nine competencies and performance indicators and will target specific areas for teacher professional development. All professional development has one ultimate goal: to improve student learning.

The PDP should not be confused with a local school district’s Professional Growth Plan (PGP), where deficiencies are identified and addressed. The local district should develop PGP guidelines in addition to PDP guidelines.

1. Guidelines for PDP Design and Evaluation

Within the first 40 days of the school year, the teacher and the school Administrator will establish a PDP.

- ◇ The plan must identify one or more measurable objectives.
- ◇ The measurable objectives must be based on the nine teacher competencies and performance indicators as determined by the teacher and the school Administrator. All nine competencies do not have to be addressed every year.
- ◇ The PDP may include multi-year measurable objectives and a plan to annually review the progress toward meeting measurable objectives.

The PDP should include measures for determining progress, at regular intervals, toward meeting the goals.

Once the teacher and the school Administrator have established the measurable objectives and goals, both parties should collaboratively develop a clearly written plan to include the following:

1. The specific competencies/performance indicators these projects or key actions will address,
2. Specific learning projects or key actions to be undertaken by the employee,
3. The intended impact of these projects or actions,
4. The timeline to complete these projects or actions,

5. Specified resources the employee should access to accomplish measurable objectives,
6. Determination of how progress toward completion will be monitored,
7. Agreement on artifacts to assess the impact of the project or actions,
8. The intended impact of these projects or actions on the targeted desired results, and
9. A written reflection of the PDP learning experience should be completed and brought to the end of year summative evaluation meeting.

Before the end of the school year, the teacher and the school Administrator will meet to assess how well the PDP was carried out and the extent to which measurable objectives were achieved. (Complete annual formative evaluation of PDP)

The results of the annual formative evaluation will be documented on summative evaluation. (Annually for Level I; every three years for Levels II and III)

The PDP process shall be differentiated for level of licensure to meet the varied needs of the teachers at each level.

2. LEVEL I LICENSE PDP GUIDELINES

The Level I License PDP process should have a structured focus on feedback and support regarding the teacher's performance on the nine teacher competencies during the first three years of the teacher's career. This focus should include the active involvement of a mentor teacher in the PDP process.

The Level I License PDP sources of information for developing the PDP may include, in addition to other sources: previous annual evaluation, classroom observation notes, student achievement data (multiple measures), instructional artifacts, school/district initiatives(s), parent and/or student surveys, and teacher accomplishments.

The Level I License PDP goals should focus on performance areas associated with beginning teachers to include classroom based issues such as student diversity, motivation, and achievement; student developmental needs, such as relationships with peers, students, and parents development of teacher's content or knowledge; and classroom management skills and techniques.

The Level I License PDP goals should focus on the teacher's efforts during the third year to develop a Professional Development Dossier (PDD) for advancement towards a Level II License.

3. LEVEL II LICENSE PDP GUIDELINES

The Level II License PDP process may have multi-year objectives and have an option for a collaborative PDP with a colleague.

The Level II License PDP process may also address, after three years of experience as a Level II licensed teacher, the teacher's efforts to develop a Professional Development Dossier (PDD) for advancement to a Level III License.

The Level II License PDP sources of information for developing the PDP may include all sources listed in Level I and, in addition, other sources such as: curriculum documents (lesson plan/unit plans); professional development experiences such as conferences, seminars, workshops, and courses; and information pertaining to education/content area research (ideas/opportunities) for

example, professional journals, conference information, professional organizational newsletters, recent research, books, etc.

The Level II License PDP goals should address areas associated with more experienced teachers such as, among other goals, collection and application of longitudinal classroom data action research to improve the learning of all students; progress towards completion of a formal academic program leading to a masters degree; enriching or extending the curriculum; development of classroom or teaching materials; and enhancement of instructional strategies and student assessment.

4. LEVEL III LICENSE PDP GUIDELINES

The Level III License PDP process should empower the teacher's self-directed development of the PDP, allow for multi-year objectives, and have an option for a collaborative PDP with a colleague.

The Level III License PDP sources of information for developing the PDP may include all sources listed in Level I and Level II and should include self-assessment information.

The Level III License PDP goals should focus on, among other things, demonstration of students taking responsibility for their own learning; integration of multiple source data to inform teacher practice; taking leadership roles in the improvement of instruction at the local, state, and national levels; and conducting action research to improve learning of all students.

THE NEW MEXICO PROFESSIONAL DEVELOPMENT DOSSIER FOR ASSESSMENT OF TEACHER COMPETENCY

Assessment of Teacher Competency

Advancement to higher levels of teacher licensure in the State of New Mexico is based on the regulations in Title 6, Chapter 69. These regulations outline the competencies for each level and set the parameters for the assessment system. Every teacher may submit a Professional Development Dossier (PDD) at the end of three years of successful teaching at Level I in order to advance to Level II. Teachers who seek Level III Licensure may submit an additional PDD after their third year of successful teaching at Level II. The Public Education Department has established guidelines to assist teachers in demonstrating essential competencies for advancement to Level II and Level III, as specified in the regulations.

Level II Licensure

A teacher may apply for Level II Licensure at the end of three years of successful teaching at Level I, including successful completion of a formal mentoring program in their district. A teacher seeking Level II Licensure **must** submit a PDD compiled according to the Guidelines.

Level III Licensure

A teacher is eligible to apply for Level III Licensure upon completion of at least three years of successful teaching at Level II and achievement of an approved post-baccalaureate (master's) degree OR advanced certification from the National Board for Professional Teaching Standards.

Application

A teacher applies for both Level II and Level III Licensure by completing a Professional Development Dossier (PDD) and submitting it to the New Mexico Public Education Department.

THE PDD

The PDD documents a teacher's reasoning and action in his or her own classroom. The PDD documentation is a collection of classroom data (lesson descriptions, handouts, student work, video and audio recordings, photos) with explanations of that data written by the teacher, accompanied by verification and recommendation by the district superintendent. No one part of the PDD serves to fully represent a teacher's work, but the entire PDD is intended to provide sufficient evidence to judge when a teacher is qualified to advance to a higher level of licensure.

The PDD is organized into five strands. These five strands are aligned with the New Mexico Teacher Competencies and are designed to help teachers document their teaching for reviewers from outside their school and district. This booklet, *Guidelines for the Preparation of the New Mexico Professional Development Dossier*, provides detailed instructions for preparing each strand and for submitting a completed PDD.

**Children, Youth, and Families Department
Protective Services Division
300 San Mateo, NE Suite 500
Albuquerque, NM 87108
Fax: 505-841-6691/505-841-6632**

Statewide Central Intake (S.C.I.)

- » To report adult and child abuse, neglect, and exploitation;
- » To receive information and referral, please call:

**In the Albuquerque area: 505-841-6100
Outside of Albuquerque: 1-800-797-3260
Began 6/29/98**

**24 hours a day
7 days a week**

FORMS

**MAXWELL MUNICIPAL SCHOOLS
ACTIVITY CASH REPORT**

DATE: _____

CLASS/CLUB/ORGANIZATION: _____

EVENT/DESCRIPTION OF FUND RAISER: _____

Pennies....._____

Nickels....._____

Dimes....._____

Quarters....._____

Half-Dollars....._____

One Dollar....._____

Five Dollar....._____

Ten Dollar....._____

Twenty Dollar....._____

Fifty Dollar....._____

One Hundred Dollar....._____

Checks....._____

Sub-Total....._____

Less Cash Received....._____

Total....._____

SIGNATURE OF SPONSOR_____

DATE:_____

SIGNATURE OF SPONSOR_____

ACCOUNT # _____

RECEIPT # _____

ACTIVITY CASH.FRM

ACTIVITY FUND TRANSFER REQUEST

Date _____

<i>FROM FUND</i>	<i>TO FUND</i>	<i>PURPOSE</i>	<i>AMOUNT</i>

Requested by: _____

Approved by: _____

BULLETIN ITEM(S)

DATE: _____

DATE TO BEGIN: _____

NUMBER OF TIMES: _____

ANNOUNCEMENT: _____

BULLETIN ITEM.FRM



MAXWELL MUNICIPAL SCHOOLS
Field Trip Request Form

Name of Activity: _____

From: _____ Date Submitted: _____

Itinerary of trip: _____

Date of trip: _____

Class level: _____ Departure time: _____ Return time: _____

Funding Source: _____
(class funds, athletic, general, other)

How many classes/teachers are cooperating regarding this trip? _____

Permission forms signed? Yes _____ No _____

If there are any students not attending the field trip, name the students and reasons:

Have you made provisions for the day for any students not attending the field trip? _____

Chaperones required for trips: One (1) per 15 students; K-6 requires one (1) per 10 students.
**When both genders are represented, there must be at least one chaperone for each gender.
(Bus Driver is not a chaperone.)**

School vehicle needed? Yes _____ No _____
Bus _____ Suburban _____ School car _____

Names and telephone numbers of chaperones:
1. _____
2. _____

List at least two locations and telephone numbers where you can be contacted during the field trip:
1. _____
2. _____

If you think we need to know, list highways you will travel and any other important data:

Superintendent's Approval: _____ Date: _____ field trip frm

MAXWELL MUNICIPAL SCHOOLS FINE SLIPS

NAME: _____ GRADE: _____

NAME OF BOOK: _____

ISBN#: _____

NAME OF BOOK: _____

ISBN#: _____

DAMAGE TO TEXTBOOKS: \$ _____

UNPAID DUES/FEES: \$ _____

OTHER: \$ _____

Comments: _____

TOTAL AMOUNT DUE \$ _____

TEACHER/STAFF SIGNATURE: _____

MAXWELL MUNICIPAL SCHOOLS FINE SLIPS

STUDENT NAME: _____ GRADE: _____

NAME OF BOOK: _____

ISBN#: _____

NAME OF BOOK: _____

ISBN#: _____

DAMAGE TO TEXTBOOKS: \$ _____

UNPAID DUES/FEES: \$ _____

OTHER: \$ _____

Comments: _____

TOTAL AMOUNT DUE \$ _____

TEACHER/STAFF SIGNATURE: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____

FIRE DRILL

Student Count: _____

Staff Count: _____

Numbers Absent: _____

Student's Unaccounted: _____

Additional Students: _____

Room Number: _____

Signature: _____



HALL PASS

Student: _____

Date: _____

Time or Release: _____

To: _____

Teacher: _____

Time of Return: _____

Note: _____



HALL PASS

Student: _____

Date: _____

Time or Release: _____

To: _____

Teacher: _____

Time of Return: _____

Note: _____

**MAXWELL MUNICIPAL SCHOOLS
INVENTORY TRANSFER REQUEST**

DATE:	STAFF NAME:
ITEM:	TAG#:
MOVED FROM:	
MOVED TO:	
OTHER DISPOSITION:	

IF TAKEN TO DUNGEON, PLEASE HAVE CUSTODIAN SIGN FORM.

SUPERINTENDENT'S INITIALS: _____
BUSINESS MGR.'S SIGNATURE: _____

NOTES: _____

**MAXWELL MUNICIPAL SCHOOLS
LEAVE REQUEST**

DATE SUBMITTED: _____

PERSON REQUESTING LEAVE: _____

DATE(S) OF LEAVE REQUESTED: _____

**Except in cases of illness or emergency, all leave must be requested in advance
and approval granted by the Superintendent before leave is taken.**

TYPE OF LEAVE REQUESTED:

SICK _____	WITHOUT PAY _____	COMP TIME _____
BEREAVEMENT _____	COURT/JURY DUTY _____	PROFESSIONAL _____
PERSONAL _____	EMERGENCY REQUEST _____	ANNUAL _____

Explanation: _____

REQUESTER'S SIGNATURE: _____

DIRECTOR'S SIGNATURE: _____

SUPERVISORS'S SIGNATURE: _____

SUPERINTENDENT'S SIGNATURE: _____

APPROVED: YES ____ **NO** ____

OFFICE USE ONLY:

SUBSTITUTE NEEDED: YES ____ **NO** ____

SUBSTITUTE'S NAME: _____

TELEPHONE #: _____

**MAXWELL SCHOOL DISTRICT
STUDENT LIABILITY RELEASE**

Student's Name: _____ Student's Age: _____

Home Address: _____ Telephone #: _____

Type of Activity: _____

Place of Activity: _____ Date of Activity: _____

In consideration of your accepting this entry, I intending to be legally bound, hereby for myself, my heirs, executors and administrators waive and release any and all rights and claims or damages I may have against the Maxwell School District, its Board of Education and employees as sponsors of the above activity, the owner of the property where the activity is to be held, their representatives, successors, assigns of any and all injuries suffered by me traveling to and from the activity listed above.

MEDICAL RELEASE

I the undersigned parent/guardian of _____ authorize Maxwell Municipal Public Schools through its legal agent to seek medical attention for my child should any emergency make such attention necessary.

Signature of Student _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

I herein agree to properly represent myself and the Maxwell Municipal Schools on the bus and at the site of the activity. I also agree not to leave the premises of the function I am attending.

Signature of Student & Parent/Guardian agreeing to the above releases.

Signature: _____

Signature: _____



student liability release.frm



MAINTENANCE WORK ORDER REQUEST

Date: _____

Work requested by: _____

Building/Location/Room Number:

Description of work/repair to be done:

Description of items/tools required:



Date Work Order received: _____

Status:

Date Work Order completed: _____

Signature of person completing work: _____

MAXWELL MUNICIPAL SCHOOLS

PO BOX 275
MAXWELL NM 87728
575/375-2371

Dear Parents,

NOTICE TO WITHHOLD REPORT CARD

As you are aware, _____
was issued a _____ book (ISBN# _____) this year in good condition. These
books are only _____ year(s) old. In examination of your child's book, it has been determined that
she/he owes the following fine to pay for the damage. If you would like to see the book, you may contact
her/his _____ teacher at the above phone number to set up an appointment. Please be aware that
your daughter/son will not receive her/his grades until all fines are paid in full.

Thank you for your cooperation. If you have any further questions or concerns, please feel free to
contact us.

Sincerely,

Maxwell Municipal Schools _____ Department

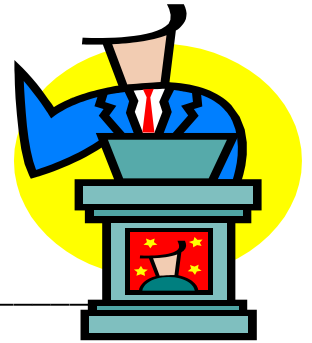
Assessed Fine

Parent Signature

Student Signature

Noticewithholdreportcard.frm

**MAXWELL MUNICIPAL SCHOOLS
SPEAKER REQUEST
(To use speaker in class.)**



DATE OF REQUEST: _____

PERIOD: _____

DATE OF ACTIVITY: _____

SPEAKER'S NAME: _____

TOPIC: _____

WILL MEET IN: _____

TEACHER REQUESTING SPEAKER: _____

APPROVAL:

ADMINISTRATOR

REASON FOR NON-APPROVAL OF SPEAKER:

**MAXWELL MUNICIPAL SCHOOLS
SPECIAL EVENT/PROJECT APPROVAL FORM**

Name of Event/Project: _____

Class or Group: _____

Event/Project Date: _____

Faculty Sponsor(s): _____

Reason/Description of Event/Project: _____

Approved _____

Disapproved: _____

Date: _____

Student Senate President

Student Senate President

Superintendent

REMEMBER: THE REPRESENTATIVE OF YOUR CLUB/CLASS MUST PRESENT THIS FORM IN PERSON AT THE STUDENT SENATE MEETING.

Special event/project.frm

**MAXWELL MUNICIPAL SCHOOLS
REFERRAL TO
STUDENT ASSISTANCE TEAM**

Date: _____

IDENTIFYING INFORMATION

Student Name: _____ Student ID#: _____
DOB: _____ Age: _____ Grade: _____ Home Language: _____ Student Language: _____
Parent/Guardian: _____
Address: _____

REFERRED BY: _____

HEALTH INFORMATION

(Note any significant history, medications, or current health concerns.)

SCHOOL HISTORY

Retention: _____ Special Programs: _____

Schools attended: _____

Attendance record: _____

Former teacher comments: _____

Previous test results:

Name of Test	Date	Results/Comments
_____	_____	_____
_____	_____	_____
_____	_____	_____

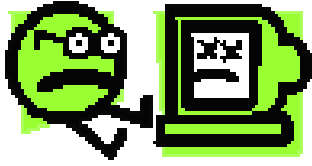
Current Classroom Achievement:

Math: _____ Language Arts: _____ Science: _____

Social Studies: _____ Other: _____

Describe parental involvement: _____

student asst referral.frm



Tech Work Order

Date: _____

Work Requested by: _____

Please describe work requested below:

Superintendent Approval: _____

Special Notes or Instructions:

Date Work Order completed: _____

Technical Notes:
