

Raul H. Yzaguirre Middle School



TEACHER/STAFF HANDBOOK

2024-2025

Mr. Rolando Peña, Jr.
Principal

605 E. FM 495 San Juan, TX 78589
(956)354-2630 – Fax: (956)354-3230



Raul H. Yzaguirre Middle School

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R.Y.M.S. ADMINISTRATION MESSAGE

Welcome back to Raul Yzaguirre Middle School.

Welcome back to the 2024-2025 academic school year. We hope that you have had an opportunity to spend time with loved ones, rest, and reenergize for the year ahead.

We want to thank each one of you for the dedication and commitment you give to our campus & students each year. Your efforts have helped catapult our campus to the next level where every student is provided the opportunity to excel. To those of you joining our BEAR Family this year – welcome, you are going to love it here! We are excited to have you on board and look forward to sharing great memories with you!

Each and every one of you play an intricate role to the success R.Y.M.S. enjoys today! To the teachers, librarian, & counselors: your dedication, commitment, & flexibility allow students in our community to experience unique learning opportunities that spark their thirst for achievement. To the paraprofessionals: the support you provide teachers and students is invaluable! In addition, the extra support you provide to the campus outside of the classroom is part of the reason we are able to move forward in leaps & bounds. To the custodians and cafeteria staff: thank you for making our campus so welcoming. Because of you, students have a home away from home that is heart-warming, healthy, and inviting. To our campus Security, PSJA PD Officer, & Nurse: there are not enough words to thank you for your commitment to keep R.Y.M.S. safe. Thank you from the bottom of our hearts! To the office staff: you are the brains of the operation! Your ability to be a team-player, multitask, and put out small fires is the reason students and staff can enjoy a worry-free learning environment.

We are so honored and privileged to serve R.Y.M.S. alongside each of you. We thank you for the continued support you will provide our students and community this year as well. In turn, we are committed and eager to continue to support you too!

Remember-whatever challenges the new year ahead may bring, we will face them and thrive together as ONE SCHOOL, ONE COMMUNITY, ONE FAMILY! Gooooooo BEARS!!!

Best regards,

R.Y.M.S. Admin Team

Pharr-San Juan-Alamo ISD School Board

Carlos G. Villegas, Jr., President

c.villegas@psjaisd.us

Diana Serna, Vice President

diana.serna@psjaisd.us

Yolanda Castillo, Secretary

yolanda.castillo@psjaisd.us

Dr. Cynthia A. Gutierrez, Member

c.gutierrez@psjaisd.us

Jesus A. Zambrano, Member

jesse.zambrano@psjaisd.us

Jorge Zambrano, Member

jorge.zambrano@psjaisd.us

Dr. Alejandro Elias, Superintendent of Schools

dr.elias@psjaisd.us





Raul H. Yzaguirre Middle School

Vision

At Raul H. Yzaguirre Middle School, we work collaboratively with all stakeholders towards a common mission. By providing learner-centered instruction, effective and innovative teaching strategies, along with technological advancements, we will ensure that our goal of student achievement will indeed become a reality.

Mission

We, at Raul H. Yzaguirre Middle School, are committed to develop a life-long love for learning, pride, self-respect, and critical thinking environment for all students. We will accomplish this through quality instruction and a rigorous curriculum so that students will possess college ready skills to be marketable, productive citizens of society.

Together, transforming with a **BOLD** Vision.





Raul H. Yzaguirre Middle School

Administration:

Rolando Peña, Jr., Principal

Mrs. Minette H. Dueñas, Dean of Instruction

Mr. Efren Araiza, 6th Grade Asst. Principal

Ms. Martha Alvarado, 7th Grade Assistant Principal

Mrs. Carolina Castillo, 8th Grade Asst. Principal

R.Y.M.S. Leadership Team:

Gabriel Cerda – Collaborative Learning Leader

Monica Cantu – Dept. Head: English Language Arts

Valeria Huerta – Dept. Head: Spanish

Martin Robles – Dept. Head: Mathematics

Abigail Espinoza – Dept. Head: Social Studies

Alejandra Castillo – Dept. Head: Science

Rachel Ramirez – Dept. Head: Electives

Krystal Garcia – Dept. Head: Special Education

Counseling Department:

Dr. Maria C. Zuniga (6th)

Patricia Villarreal (7th)

Roxanne Cantu (8th)

Counselor's Clerk: Hadassah Ramos



COLLEGE³
READY. CONNECTED. COMPLETE.

PHARR-SAN JUAN-ALAMO ISD

2024-2025 School Year Academic Calendar

BOARD OF TRUSTEES

Regular Meetings are normally scheduled on the 2nd and 4th Monday of every month at the PSJA Early College High School Lecture Hall 805 W. Alamo Rd., San Juan, Texas.

Carlos G. Villegas Jr.	President
Diana Y. Serna	Vice-President
Yolanda Castillo	Secretary
Jesus "Jesse" Vela Jr.	Asst. Secretary
Jorge L. Zambrano	Member
Cynthia A. Gutierrez	Member
Jesus "Jesse" A. Zambrano	Member

STAFF DEVELOPMENT DAYS/STAFF WORKDAY

August 16, 2024	Staff Workday
August 19-22, 2024	Staff Development
August 23, 2024	Staff Workday
January 6, 2025	Staff Development

HOLIDAYS/NON-SCHOOL DAYS

October 14, 2024	Non-School Day
November 25-29, 2024	Thanksgiving Break
December 23, 2024-January 3, 2025	Winter Break
February 10, 2025	Non-School Day
March 17-21, 2025	Spring Break
April 18, 2025	Easter Break
May 26, 2025	Memorial Day

BELL SCHEDULE

ELEMENTARY SCHOOLS		
	Start Time	End Time
Students	8:15 AM	3:55 PM
Teachers	8:00 AM	4:15 PM

MIDDLE SCHOOLS		
	Start Time	End Time
Students	7:45 AM	3:25 PM
Teachers	7:35 AM	3:50 PM

HIGH SCHOOLS		
	Start Time	End Time
Students	8:40 AM	4:20 PM
Teachers	8:10 AM	4:25 PM

INSTRUCTIONAL REPORTING PERIODS

SIX WEEKS DATES
FIRST DAY OF SCHOOL – AUGUST 26, 2024
1st (8/26/24 – 10/4/24)
2nd (10/7/24 – 11/8/24)
3rd (11/11/24 – 12/20/24)
4th (1/7/25 – 2/21/25)
5th (2/24/25 – 4/17/25)
6th (4/21/25 – 6/6/25)

GRADUATION—BERT OGDEN ARENA

PSJA Early College High School
PSJA Memorial Early College High School
PSJA Southwest Early College High School
PSJA North Early College High School
PSJA Jefferson T-STEM Early College High School
PSJA Collegiate School of Health Professions

LEGEND

Staff Development
 Staff Workday
 Enrichment Days
 Non-School Days
 State Testing
 Exempt Fundraiser Days
 Begin Reporting Period
 End Reporting Period

Weather Days- February 10, 2025 & April 18, 2025

JULY 2024

S	M	T	W	TH	F	S
	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 2024

S	M	T	W	TH	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER 2024

S	M	T	W	TH	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER 2024

S	M	T	W	TH	F	S
		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		

NOVEMBER 2024

S	M	T	W	TH	F	S
					1	2
3	4	5	6	7	8	9
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

DECEMBER 2024

S	M	T	W	TH	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2025

S	M	T	W	TH	F	S
			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	

FEBRUARY 2025

S	M	T	W	TH	F	S
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23	24	25	26	27	28	

MARCH 2025

S	M	T	W	TH	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

APRIL 2025

S	M	T	W	TH	F	S
		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			

MAY 2025

S	M	T	W	TH	F	S
				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 2025

S	M	T	W	TH	F	S
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					





Raul H. Yzaguirre Middle School

2024 – 2025 Staff



Administration

_____ Mr. Rolando Peña – Principal
 _____ Minette Dueñas – 8thgr AP/Dean
 _____ Martha Alvarado - 7th Grade AP
 _____ Efren Araiza – 6th Grade AP

Professional Support Staff

_____ Gabriel Cerda – CLL
 _____ Narda Lugo – Librarian
 _____ Patricia Villarreal – Counselor
 _____ Dr. Maria Zuñiga – Counselor
 _____ Roxanne Cantu – Counselor
 _____ Veronica Rodriguez – Liaison
 _____ Jessy Martinez – Diagnostician
 _____ Denise Lopez – Speech Pathologist
 _____ Mariana Santana-Garza – Nurse
 _____ Ricardo Guajardo - CIT

RLA Department

_____ Nelda Reyes – 6th Grade
 _____ Cecilia Hernandez – 6th Grade
 _____ Jaquelyn Jones – 6th Grade
 _____ Klarisa Espinosa – 6th Grade
 _____ Claudia Gonzalez – 7th Grade
 _____ Hollyann Meisel – 7th Grade
 _____ Nydia Garza – 7th Grade
 _____ Yvonne Zapata – 7th Grade
 _____ Ester Soto – 8th Grade
 _____ Brenda Galvan – 8th Grade
 _____ Ashley Villarreal– 8th Grade
 _____ *Monica Cantu– 8th Grade

Math Department

_____ Marlen Martinez – 6th Grade
 _____ Liza Trevino – 6th Grade
 _____ Selma Castillo – 6th Grade
 _____ Michal Castillo – 6th Grade
 _____ Cruz Rivera – 7th Grade
 _____ Eduardo Lopez – 7th Grade
 _____ Tamara Garza – 7th Grade
 _____ Jessica Vela – 7th/8th Grade
 _____ Alejandra Rocha– 8th Grade
 _____ Maria I. Zuniga– 8th Grade
 _____ Claudian Oramas– 8th Grade
 _____ *Martin Robles– 8th Grade

Science Department

_____ Maria, Hernandez – 6th Grade
 _____ Priscilla Aparicio– 6th Grade
 _____ Levi Hilton – 7th Grade
 _____ Melissa Molina – 7th Grade
 _____ Daniela Cavazos – 8th Grade
 _____ Michael Garza – 8th Grade
 _____ *Alejandra Castillo – 8th Grade

Social Studies Department

_____ Laura Singleterry – 6th Grade
 _____ Ricardo Castillo – 6th Grade
 _____ Connie Guzman – 8th Grade
 _____ Sandra Pichardo – 7th Grade
 _____ Jaime Castrejon – 8th Grade
 _____ Celeste Goodwin – 8th Grade
 _____ *Abigail Espinoza– 7th Grade

Spanish Department

_____ Manuel Rdz-Reyes – 6th Grade
 _____ Sara Samaniego – 8th Grade
 _____ *Valeria Huerta – 7th Grade

Special Ed. Department

_____ Jessica Cruz – Unit
 _____ Ninfa Rodriguez -- Unit
 _____ Cynthia Padron
 _____ Allona Tolentino
 _____ Javier Mancias
 _____ Marivel Romero
 _____ Maribel Silva
 _____ *Krystal Garcia

Fine Arts/ Electives Department

_____ Juan Benavides – Band
 _____ Leslie Rocha Garza – Band
 _____ Adrian Flores – Orchestra
 _____ Crystal Escamilla – Dance
 _____ Jazmin Johnson– Choir
 _____ Alvaro Moreno – Drama
 _____ Samuel Nieto - AVID
 _____ Maria Rodriguez – Tech App
 _____ Justin Villanueva- Coach
 _____ Debra Martinez - Coach
 _____ Carlos Villescas - Coach
 _____ Miguel Garcia – Coach
 _____ *Rachel Ramirez–Art

Office Staff

_____ ~~Narsedalia~~ Calderas - Secretary
 _____ Erendira Alvarez - Bookkeeper
 _____ Roxanna Rodriguez – PEIMS Clerk
 _____ Joanna Vela – Attendance/Receptionist
 _____ Hadassah Ramos –Counselor Clerk
 _____ Dora Melendez - Parent Educator

Paraprofessionals

_____ Velma Lopez – Sp. Ed
 _____ Leticia Santoscoy – Sp. Ed
 _____ Troy Quintanilla – Sp. Ed
 _____ Servando Guerra- Sp. Ed
 _____ Aleida Noyola - Library
 _____ Arissa Rangel – AVID Para

Security

_____ Jose Riojas - Police Officer
 _____ Enrique Salinas – Unit 1
 _____ Daniel Muro – Unit 2

Custodians

_____ Raul Garcia – Head Custodian
 _____ Adriana Moncayo
 _____ Alvaro Luna
 _____ Jose Luis Constante
 _____ Margarita Pedroza
 _____ Ma. Dolores Vargas
 _____ Nelva Cervantes

Cafeteria

_____ Zulema Rodriguez - Manager
 _____ Tina Luna
 _____ Susy Sustaita
 _____ Leticia Garza
 _____ Norma Rocha
 _____ Beatriz Castillo

Crossing Guards

_____ Alicia Rodriguez
 _____ Ramon Salazar

Total Staff 106



Raul H. Yzaguirre Middle School

Office Staff Daily Schedule

	Daily Schedule	AM Duty	PM Duty	Lunch Duty	Lunch	Front Desk Duty
N. Calderas	7:30-4:30	As Needed		As Needed	12:30-1:30	
E. Alvarez	7:00-4:00			6-8 th Concession	1:00-2:00	7-8 (Subs)
J. Vela	8:00-4:45			As Needed	11:15-12:00	12:00-4:15
R. Rodriguez	7:15-4:15			As Needed	12:30-1:30	8:00-10:00
H. Ramos	8:15-5:00			As Needed	12:00-12:45	10:00-12:00
A. Noyola	7:00-3:45	As Needed	Front of Cafeteria	Concession as Needed 6 th /7 th Lunch Duty	12:30-1:15	7:00-8:00 (Phones)
D. Melendez	7:30-4:00 (T/R)	As Needed		All Grades (T/TH) Fri. (on campus)	1:08-1:53	
G. Cerda		Teacher School Schedule		6 th & 8 th Grades	11:36-12:21	
V. Rodriguez				As Needed	1:15-2:00	
R. Guajardo				6 th Security & 8 th Lunch	1:15 – 2:00	
P. Villarreal		Teacher School Schedule		7 th Grade	11:40-12:25	
R. Cantu				8 th Grade	10:45-11:30	
Dr. M. Zuniga				6 th Grade	11:30-12:15	
M. Garza		Infirmary		Infirmary	11:45-12:30	
E. Salinas	7:00-3:45	Campus Entrance		As Needed	10:30-11:00	
D. Muro	7:30 – 4:15	Campus Hallways			11:00-11:30	

6th Grade Lunch: 10:50-11:35 am

7th Grade Lunch: 11:36 – 12:21 pm

8th Grade Lunch: 12:22-1:07 pm

*Please make sure to report to duty on time.
Tame technology while on duty.*

- **If you are unable to attend your scheduled duty, please make arrangements to switch with a colleague for the day to ensure staff & student safety at all times.**
- **Remember to maintain PSJA Customer Service guidelines at all times.**
 - Smile.
 - Be cognizant of eye contact and body language.
 - Create Service Solutions.
 - Maintain respect with a “Welcome” and “Thank You.”



2024-2025 Teacher/Prof. Duty Schedule

1st WKS	2nd WKS	3rd WKS	4th WKS	5th WKS	6th WKS	Monday	Tuesday	Wednesday	Thursday	Friday
						M. Alvarado	E. Araiza	C. Castillo	M. Dueñas	R. Peña
1	11	9	7	5	OFF	E. Soto	M. Cantu	M. Molina	Ma. Hernandez	C. Goodwin
2	OFF	10	8	6	4	M. Robles	V. Huerta	C. Oramas	J. Jones-Alvarado	A. Espinoza
3	OFF	11	9	7	5	S. Guerra (AM)	M. Castillo	K. Garcia	J. Vela	C. Escamilla
4	1	OFF	10	8	6	T. Garza	N. Garza	A. Castillo	A. Villarreal	C. Gonzalez
5	2	OFF	11	9	7	C. Villescás	M. Silva	C. Guzman	A. Rangel	M. Martinez
6	3	1	OFF	10	8	C. Hernandez	N. Reyes	A. Moreno	H. Meisel	S. Pichardo
7	4	2	OFF	11	9	L. Singleterry	Y. Zapata	J. Villanueva	J. Cruz	C. Rivera
8	5	3	1	OFF	10	A. Tolentino	A. Flores	L. Rocha	K. Espinosa	M. Garza
9	6	4	2	OFF	11	M. Zuniga	J. Johnson	M. Romero	M. Rod-Reyes	L. Hilton
10	7	5	3	1	OFF	S. Nieto	J. Castrejon	S. Castillo	S. Samaniego	B. Galvan
11	8	6	4	2	OFF	J. Mancias	N. Rodriguez	E. Lopez	P. Aparicio	R. Guajardo
OFF	9	7	5	3	1	M. Garcia	R. Castillo	R. Ramirez	L. Treviño	J. Benavides
OFF	10	8	6	4	2	V. Rodriguez	D. Cavazos	C. Padron	A. Rocha	Ma. Rodriguez

Security Guards will follow their designated duty schedules.

AM Duty Time: 7:15 - 7:40 a.m.

PM Duty Time: 3:25 - 3:50 p.m.

Campus Safety is of high priority at RYMS and it takes everyone working together to make sure we keep our students & each other safe at all times. Please remember that you are responsible for all incidents occurring at your assigned duty spot. Therefore, it is extremely important that you report to your assigned duty station on time and when you are assigned.

*****If you are unable to attend your scheduled duty, it is your responsibility to notify your admin. via text/email & make arrangements to switch w/ a colleague for any day needed. Working together will ensure safety at all times. *****

The following staff members will assist with PM duty on a daily basis. Staff members will report to their duty stations at 3:25 and will direct students to their designated areas until all halls are clear.

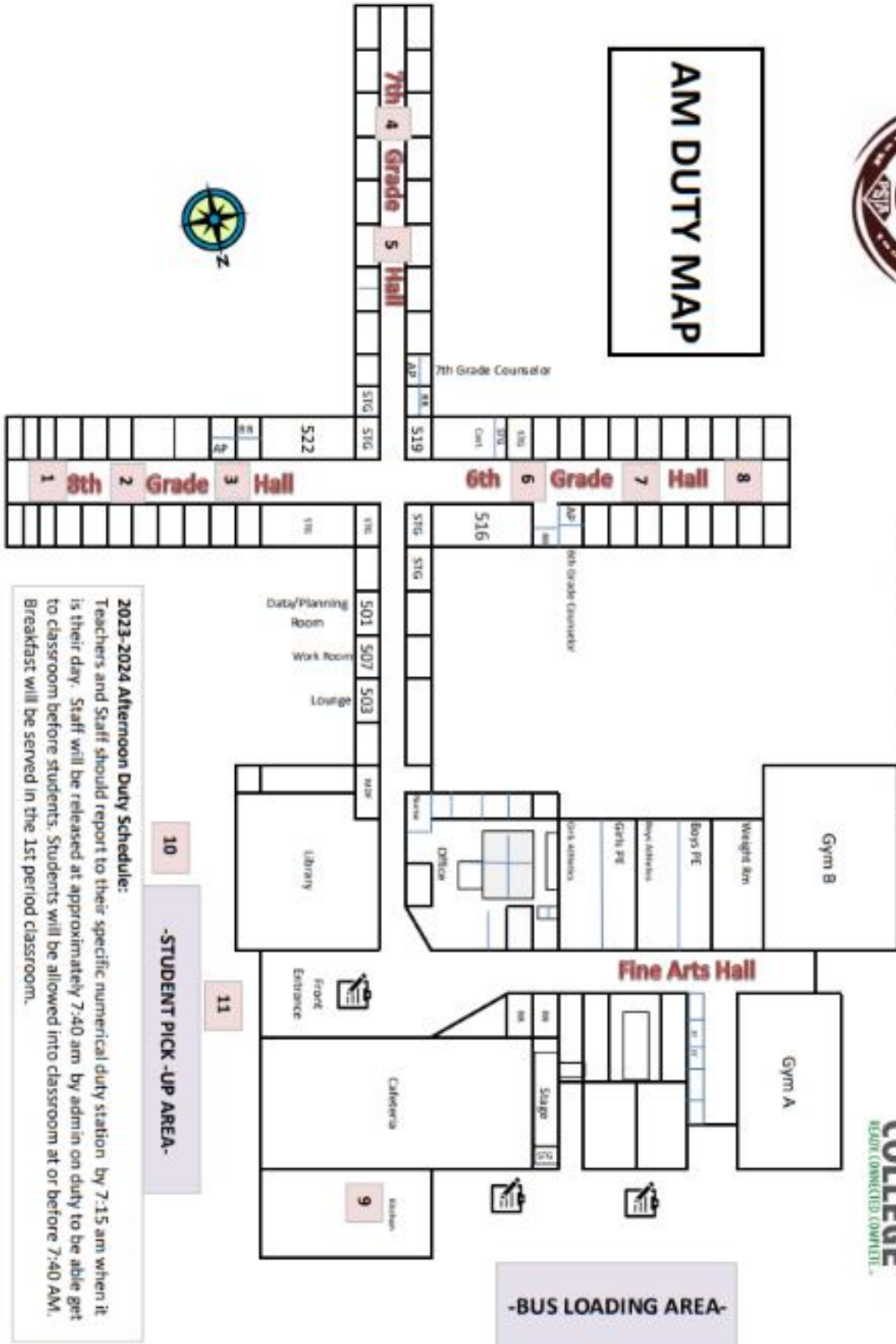
D. Martinez - Fine Arts/Gym Hall
S. Guerra- Center Court (PM)
A. Noyola - Front of Cafeteria



Pharr-San Juan-Alamo ISD
Raul Yzaguirre Middle School
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 Mr. Rolando Peña Jr., Principal



AM DUTY MAP



2023-2024 Afternoon Duty Schedule:
 Teachers and Staff should report to their specific numerical duty station by 7:15 am when it is their day. Staff will be released at approximately 7:40 am by admin on duty to be able get to classroom before students. Students will be allowed into classroom at or before 7:40 AM. Breakfast will be served in the 1st period classroom.

AM Duty Expectations By Assignment



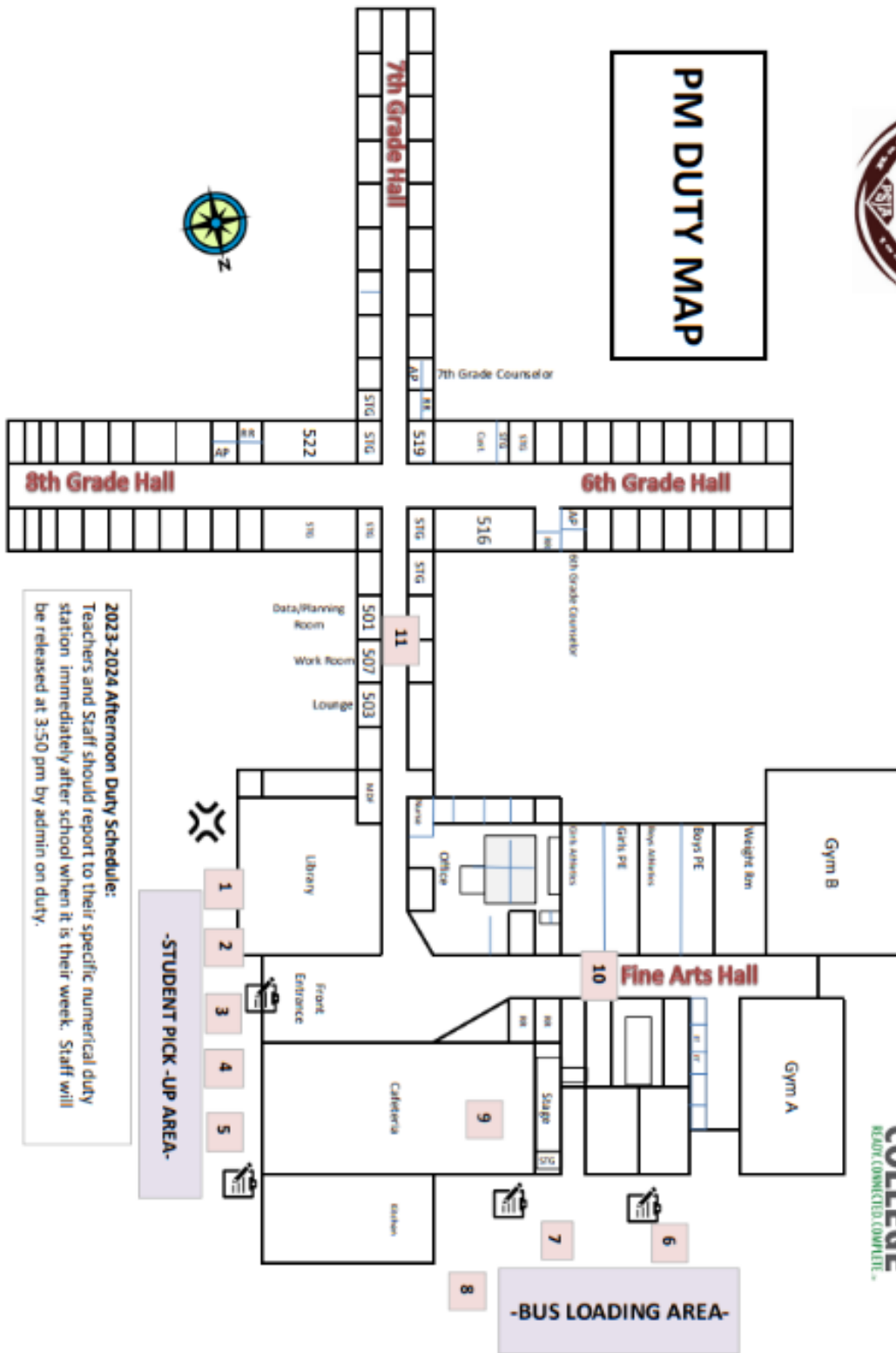
Number	Location	Expectations
1	8th Grade Hall (east)	Report to cafeteria to pick up 8th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 8th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
2	8th Grade Hall (RR)	Report to cafeteria to pick up 8th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 8th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
3	8th Grade Hall (west)	Report to cafeteria to pick up 7th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 7th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
4	7th Grade Hall (RR)	Report to cafeteria to pick up 7th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 7th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
5	7th Grade Hall (south)	Report to cafeteria to pick up 6th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 6th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
6	6th Grade Hall (west)	Report to cafeteria to pick up 6th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 6th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
7	6th Grade Hall (RR)	Report to cafeteria to pick up 6th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 6th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
8	6th Grade Hall (east)	Report to cafeteria to pick up 6th grade students at 7:15 AM. Walk students down the hall in a single file line towards the 6th grade hall. Have students sit neatly and orderly by their 1st period classroom and Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrators will release you so that you may go to your classrooms. students will sit quietly until teacher lets them into their classroom from 7:40-7:45.
9	Café West	Actively Monitor Students as they sit in the cafeteria eating breakfast. Students should be sitting. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. Actively Monitor Students as they sit. Actively monitor for dress code violations and report such violations to any administrator. Students may talk at a reasonable volume. At around 7:40 administrator will release you and (elective) teachers will take over.
10	Outside Stop Sign	Student safety is priority. Work in conjunction with duty assignment #11 and security guard to stop traffic and allow student to exit the vehicles. Use better judgement as to when to allow cars to move.
11	Outside Crosswalk	Student safety is priority. Work in conjunction with duty assignment #11 and security guard to stop traffic and allow student to exit the vehicles and cross the crosswalk. Use better judgement as to when to allow cars to move as teachers, parents, and students will be crossing the crosswalk.
12	Outside car lane	Greet students as they exit the vehicles. Maintain vigilance of moving traffic and students crossing.



Pharr-San Juan-Alamo ISD
Raul Yzaguirre Middle School
 605 E. FM 495, San Juan, TX 78589 (956) 354-2630
 Mr. Rolando Peña Jr., Principal



PM DUTY MAP



2023-2024 Afternoon Duty Schedule:
 Teachers and Staff should report to their specific numerical duty station immediately after school when it is their week. Staff will be released at 3:50 pm by admin on duty.

PM Duty Expectations By Assignment



Number	Location	Expectations
1-5	Outside Loading Area	Actively monitor students as they wait outside to be picked up. Students should be encouraged/reminded to keep their social distance. Monitor traffic and ensure that students are loading their vehicles and that safety is not a concern. Please report any concerns to AOD.
5-8	Bus Loading Area	Actively monitor students as they load their designated bus. Students should not be idle/waiting for friends, they need to be reminded to load the bus in a timely fashion. Please report any bus infractions to AOD if necessary. Once busses have departed please proceed to duty area 1-5.
9	Cafeteria	Actively monitor students as they exit the building to load their designated bus. Students should not be idle/waiting for friends, they need to be reminded to load the bus in a timely fashion. Once busses have departed please proceed to duty area 1-5.
10	Fine Arts/Locker Room Hall	Actively monitor students and direct them to their designated areas (practice/bus area/pick-up area). Students should not be idle/waiting for friends. Once hall way is cleared please proceed to duty area 1-5.
11	Main Hall (between 501 and 507)	Actively monitor students as they exit the building to their designated areas. Students should not be idle/waiting for friends, they need to be reminded to report to designated areas. Once hall way is cleared please proceed to duty area 1-5.



Raul H. Yzaguirre Middle School 2024-2025 Daily Schedule



6th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:31	45
2nd	8:32	9:17	45
3rd	9:18	10:03	45
4th	10:04	10:49	45
Lunch	10:50	11:35	45
5th	11:36	12:21	45
6th	12:22	1:07	45
7th	1:08	1:53	45
8th	1:54	2:39	45
9th	2:40	3:25	45

7th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:31	45
2nd	8:32	9:17	45
3rd	9:18	10:03	45
4th	10:04	10:49	45
5th	10:50	11:35	45
Lunch	11:36	12:21	45
6th	12:22	1:07	45
7th	1:08	1:53	45
8th	1:54	2:39	45
9th	2:40	3:25	45

8th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:31	45
2nd	8:32	9:17	45
3rd	9:18	10:03	45
4th	10:04	10:49	45
5th	10:50	11:35	45
6th	11:36	12:21	45
Lunch	12:22	1:07	45
7th	1:08	1:53	45
8th	1:54	2:39	45
9th	2:40	3:25	45

GO BEARS!



Raul H. Yzaguirre Middle School 2024-2025 Pep Rally Schedule



6th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:24	39
2nd	8:25	9:02	37
3rd	9:03	9:40	37
4th	9:41	10:18	37
Lunch	10:19	11:04	45
5th	11:05	11:50	45
6th	11:51	12:36	45
7th	12:37	1:12	35
8th	1:13	1:48	35
9th	1:49	2:24	35
Pep Rally	2:25	3:25	60

7th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:24	39
2nd	8:25	9:02	37
3rd	9:03	9:40	37
4th	9:41	10:18	37
5th	10:19	11:04	45
Lunch	11:05	11:50	45
6th	11:51	12:36	45
7th	12:37	1:12	35
8th	1:13	1:48	35
9th	1:49	2:24	35
Pep Rally	2:25	3:25	60

8th Grade			
Breakfast	7:45	7:55	10
1st	7:45	8:24	39
2nd	8:25	9:02	37
3rd	9:03	9:40	37
4th	9:41	10:18	37
5th	10:19	11:04	45
6th	11:05	11:50	45
Lunch	11:51	12:36	45
7th	12:37	1:12	35
8th	1:13	1:48	35
9th	1:49	2:24	35
Pep Rally	2:25	3:25	60

GO BEARS!

Student Bell Schedules

Raul H. Yzaguirre Middle School

POLICIES



Staff Section

Spirit of PSJA

The Spirit of PSJA is Pharr-San Juan-Alamo ISD's definition of great leadership. Developed during the 2017-2018 school year through a comprehensive approach engaging several members of the PSJA Family through the process.

The purpose of the Spirit of PSJA Leadership Definition is to guide the district's work in developing our current and future leaders. The goal is for this definition to be used by each member of the family to evaluate their work and potential as they continue to grow as leaders within their role and within our organization.

Positive Engagement

Welcomes staff, students, parents, and community as honored members at the district table

Builds relationships

Builds positive, trusting relationships through frequent interactions, which demonstrate care and interest in the well-being of all stakeholders

Communicates effectively

Maintains open lines of two-way communication with staff, students, parents, and community to receive input and provide information for engagement with district vision

Models ethics

Exemplifies the values and priorities of the district through consistent actions and service to stakeholders

Exhibits professionalism

Exhibits awareness and reflection to manage emotions and engage in continuous personal growth

Student-centered Excellence

Holds vision and expectations for success for all students and all staff

Demonstrates expertise

Possesses up-to-date knowledge and skills to perform organizational role at a high level of competence

Establishes shared vision

Develops and communicates a clear vision for the future with deep buy-in from all stakeholders

Implements plan

Works with all stakeholders to implement vision by establishing goals, monitoring progress, and providing resources

Expects results

Pursues exceptional results for all students by holding self and others accountable and driving for continuous improvement

Joint Empowerment

Develops and empowers individuals and teams for effective action

Builds capacity

Provides opportunities for growth to ensure all staff build capacity to support district goals

Promotes collaboration

Designs organizational structures to promote collaboration and teamwork for distributed leadership throughout the district

Inspires action

Motivates others to take responsible risks and perform at their highest level to support district vision and goals

Develops leaders

Identifies, develops, and places future leaders through rigorous processes and strategic leadership assignments

Adaptive Innovation

Maintains district at the forefront of educational service providers

Scans Environment

Analyzes and applies understanding of internal organization and external environment to assess and respond to the district's future advancement

Champions solutions

Challenges the status quo by collaboratively exploring new and better ways of doing things

Manages change

Demonstrates courage, initiative, and perseverance in bringing about meaningful change to support the shared vision

Acknowledges outcomes

Creates a positive environment for growth by celebrating success and learning from failure

DAILY OPERATING PROCEDURES

Teacher reporting time is from 7:35 AM to 3:50 PM during ALL instructional days.

Campus Loyalty

An important component of any successful campus is to build a positive school culture. Therefore, campus loyalty is an essential piece to the overall success of Raul Yzaguirre Middle School. In order to excel as a campus, we must be loyal to each other, our campus, and our district. Our goal is to minimize our weaknesses as we maximize our strengths. We do this by refraining from participating in gossip and any other activity that may negatively impact RYMS. (See Policy DH (Exhibit) Code of Ethics and Standard Practices for Texas Educators.)

Chain of Command

Though it is our hope that issues will never arise, we know that from time to time there may be incidents that require conflict resolution and/or mediation. It is our hope that such incidents will be handled with the upmost professionalism from all parties involved. **All conflict resolution should follow in accordance with the appropriate chain of command.**

If any concerns or problems arise throughout the year:

1. Inform your department head or designated grade-level President. Attempt to resolve your problems/concerns within your department / grade level first.
2. If the problem is not resolved, the assigned administrator shall be informed to facilitate mediation and/or resolution.
3. If the issue is persistent or has not been resolved, submit the concern to Mr. Peña to further guide the best course of mediation / resolution.

As always, use the best judgment when incidents occur. The best course of action is always to find a resolution that will keep intact a peaceful and productive working environment for all RYMS staff. **As always, the door is always open to discuss anything you may have questions/concerns about.**

Attendance (Student)

3rd period (9:18 a.m.) is the official "Attendance" time for all PSJA ISD middle schools.

All teachers will submit attendance in **Teacher Access Center (TAC)** for the ADA period and for all other class periods during the day. Teachers are required to code student attendance accurately in TAC.

Substitute teachers will be provided class rosters, and they shall mark absent students at the appointed time and sign/date the form. The roster should be taken to the attendance office by a student, and it will then be posted for the teacher by the attendance clerk. This document will be filed for audit purposes.

Teacher Absence Policy (T-TESS Dimension 4.1)

1. It is YOUR responsibility to secure a substitute by 5:00 am on the day of your absence. Teachers and paraprofessionals are required to enter their absence into Ready Sub System. An absence must be entered even if a substitute is **NOT** needed.
2. All staff are REQUIRED to notify Ms. Erendira Alvarez at least **one week** in advance **when attending workshops** to ensure that a substitute is assigned. Teachers who do not make prior arrangements may not be eligible to attend assigned workshops. Workshops should be approved by the content administrator.
3. For personal absences, email Ms. Erendira Alvarez, your grade level assistant principal, and your department head by 9:00 p.m. if you are aware of your absence in advance or no later than 6:00 a.m. on the day of your absence for unexpected circumstances.
4. Teachers are **required to leave detailed lesson plans**. Teachers should also have a substitute folder containing lesson plans, class roll, daily schedule, and instructional resources. This folder will be

used as back-up in the event technology is down and should include relevant assignments aligned to the curriculum.

Tardies/Early Release

Any staff member that will be **arriving late MUST notify their assigned administrator**. In addition, any staff member **needing to leave campus early or during conference MUST seek administrator approval prior to leaving campus**. Any staff member arriving late or leaving campus must sign in & out with an administrator using either a Late Slip or Leave Work Early Form (see document index).

NOTE: Notification does not constitute approval. An accumulation of hours may lead to time docked if the time exceeds ½ day to a full day. Approval to leave work early or arrive late is based on extreme circumstances & cannot exceed two hours. Otherwise, a ½ day must be placed into the Ready Sub System.

Remember, when you are not here, students miss out on valuable learning time. You are the key ingredient to a productive instructional day.

Duty & Extra Assignments

All staff have duty. Refer to the duty schedule. If you are unable to complete your duty, it is your responsibility to ensure that another staff member fills in for you. All teachers are required to attend all parent outreach events such as Meet the Teacher Night, Open House, Curriculum Meetings, STAAR specific meetings and special topics that include your grade level or subject matter.

Staff are expected to attend and/or participate in all during-school events and at least (2) after-hours activities throughout the school year to promote school pride such as rallies, parades, expos, etc. **(T-TESS Dimension 4.4)**

Jury Duty

As soon as a teacher receives a jury summons, he/she should notify the principal's secretary before making plans to go. Job-related responsibilities must be planned for in advance. JURY SUMMONS & CERTIFICATE OF ATTENDANCE WILL BE THE VERIFICATIONS ACCEPTED. The jury clerk provides this document to you upon request.

Professional Dress Code (T-TESS Dimension 4.1)

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Each District employee, adult volunteer, substitute, student teacher, and intern serve as a role model for students. As such, dress and grooming shall convey a message of pride, respect, high expectations, and a top-quality educational system.

Standardized dress expectations shall convey professionalism and unity. In addition, standardized dress expectations increase security and safety by allowing easy identification of school employees during daily activities and in emergencies.

Each employee shall wear a campus-selected standard uniform shirt (e.g., polo shirt or other uniform variation approved by the site supervisor) to be worn with an appropriate skirt, capri pants, slacks, or trousers. Dark denim, gray, or black jeans may be worn as designated by campus administrators (Tuesdays & Fridays). A professional or paraprofessional employee may wear shorts **only** in gym classes.

Alternatively, a professional or paraprofessional employee may choose to wear professional dress that meets the following standards:

1. For men: a suit or dress shirt with slacks, and appropriate dress shoes and socks.
2. For women: a suit or dress skirt/capri pants/slacks and blouse, or dress, and appropriate dress shoes. Leggings are not permitted.

Other support personnel shall wear uniforms as designated by the department supervisor.

Dress and Grooming Guidelines

Each employee shall adhere to the following additional guidelines for standardized dress and grooming:

1. Halter tops, shirts exposing a bare midriff, cropped tops, sleeveless tops, any attire exposing a bare back, low-cut necklines, or transparent clothing shall not be permitted.
2. Skirts and dresses shall be knee length or longer. Slits in skirts or dresses shall not extend more than two inches above the knee.
3. Shirts or blouses shall be buttoned to within four inches from the throat or an equivalent position.
4. Leggings are not permitted.
5. Knee-length shorts shall be permitted on field trips, field days, as well as for physical education teachers as sanctioned by the principal/supervisor. After-school coaching staff may change after school hours.
6. Provocative clothing of any type shall not be permitted.
7. Torn, frayed, faded, or bleached clothing shall not be permitted.
8. Clothing or jewelry with symbols, phrases, or slogans advertising tobacco products, alcohol products, or any controlled substance shall not be permitted.
9. Jewelry that requires body piercing, other than earrings, shall not be permitted.
10. Footwear shall be professional in appearance and appropriate to the employee's work assignment (no sandals, slides, Crocs, or Birkenstocks).
11. Head coverings, such as hats and caps shall not be worn inside District buildings. PE coaches are permitted head coverings. After-school coaching staff may wear head coverings after school hours.
12. Hair, including beards and mustaches, shall be neatly groomed. Hair that is not a natural hair color is not permitted.

Any item of clothing or jewelry that attracts unfavorable attention or causes comments that would disrupt classroom instruction shall be a violation of this policy. The campus principal or department supervisor shall have discretion in determining whether any item would attract unfavorable attention or be disruptive.

Exceptions

An administrator shall have the discretion to determine the appropriateness of attire and grooming and may make special exceptions for teachers in certain grades/subjects (i.e., vocational courses, physical education) or for religious purposes or medical necessities.

STAFF DRESS CODE

Monday, Wednesday & Thursday: School polo shirt with slacks/skirt or professional attire – **NO JEANS**

Tuesday & Friday: Spirit shirt or professional attire – **JEANS ALLOWED w/ spirit shirt.**

**** If jeans are worn for SPIRIT DAYS and/or designated special occasions, these should NOT be hip huggers/expose midriff, or be torn. Jeans MUST be worn with a school spirit shirt. ****

Any staff member out of compliance will be verbally directed to go home and change in accordance with the above-mentioned standards. If this issue persists, official documentation as per Dimension 4.1 of T-TESS will be added to your file.

ELECTRONIC COMMUNICATION POLICY

Electronic communications include all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic communications also include all forms of telecommunication such as landlines, cell phones, and web-based applications.

As role models for the district's students, employees are responsible for their public conduct even when they are not acting as district employees. **Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct.** If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page, including content added by the employee, the employee's friends, or members of the public who can access the employee's page, and for web links on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes shall observe the following:

- The employee may not set up or update the employee's personal social network page(s) using the district's computers, network, or equipment.
- The employee **shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, mealtimes, and before and after scheduled work hours**, unless there is an emergency, or the use is authorized by a supervisor to conduct district business.
- The employee shall not use the district's logo or other copyrighted material of the district without express, written consent.
- An employee may not share or post, in any format, information, videos, or pictures obtained while on duty or on district business. Employees should be cognizant that they have access to information and images that, if transmitted to the public, could violate privacy concerns.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Texas Educators' Code of Ethics, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student records
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law
 - Confidentiality of district records, including educator evaluations and private e-mail addresses.
 - Copyright law
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system.

Cell Phone

1. Cell phones can only be used during instructional time if it pertains to student learning. If the use of a cellphone will help to enhance learning, it may be used to support the lesson.
 - Stepping outside of the classroom does not justify the use of cell phones. If you are expecting a phone call or have an emergency, please notify the office.
2. Answering privately-owned communication devices such as cellular phones by District employees during instructional hours for personal purposes is prohibited.
3. Teachers are expected to comply with this procedure, as it is district policy. (See Policy CPAC (Regulation) Section on Privately Owned Devices.)
4. Phone calls in response to parent letters or requests should be made within 24-48 hours.

Email

Faculty emails should be checked at least twice a day (when arriving in the morning and when leaving in the afternoon). Do not delete mail from administration, supervisors, or instructional leaders without reading it first.

Personal Appliances in the Classroom & Office

The use of personal appliances in a classroom or office are solely for the use of the employee. Students are **NOT** allowed to use these items to store and/or heat up food during class or throughout the day. All appliances must be located behind or near the employee's desk and out of reach of students. Appliances allowed in a classroom or office are as follows:

- **Small refrigerators** for food storage should remain clean and neat throughout the year.
- **Coffee Makers are allowed.** Single cup coffee makers are allowed and may only be used when students are not in class. ***Keep out of reach of students.***
- **Microwaves are allowed.** Small microwaves will temporarily be allowed and must be out of reach of students. ***Keep out of reach of students.***

Children of Staff on Campus During Work Hours

To ensure safety and liability, staff children cannot be on campus or in their parent's classroom during working hours while staff are supervising campus students, attending a campus meeting, or hosting Open House. If staff comes in on personal time or to assist during community events such as Fall/Winter Festivals, children may attend with parental supervision. Children must always remain with their parent NOTE: When feasible, admin will assist in accommodating supervision.

Accident Reports

All employee and student accidents must be reported to Ms. Calderas and the nurse's office immediately. Regardless of the seriousness of the accident, Ms. Calderas will require you to complete an accident report.

Alarm System

The alarm system will be activated when custodians are not on duty. Individuals with alarm codes are not to share their codes with anyone.

Keys

The school secretary, Ms. Calderas, will issue keys to teachers as they are needed. Please handle your keys very carefully. Do not allow your keys to be available to students or others who may be able to duplicate them. If you are the last one to leave a room or area in the evening, please lock the door.

Mailboxes

Mailboxes should be checked at least twice a day-when arriving in the morning and when leaving in the afternoon. Do not send students to check mailboxes. Mailboxes are limited to the distribution of approved professional messages.

Announcements

1. Please submit all announcements to the binder in the front office one day in advance.
2. Use the announcement form provided in the announcement binder.
3. Please keep your announcements as brief as possible.

Teams Messages

Microsoft Teams should be used to communicate important messages pertaining to instruction. Please limit messaging to before and after school so that there are minimal interruptions to instruction. Teachers should disable chat from appearing on their classroom digital boards. For assistance with this, you may contact the campus CIT.

Building Maintenance

Lights, Newline Boards, and computers should be turned off when the teacher leaves the room for an extended period or when they are not needed. Complete energy shutdowns are required during vacation days (i.e. Thanksgiving, Christmas, Spring Break, Summer Break).

Care of Property and Repairs

A request for repairs should be turned in to Ms. Calderas as soon as the need becomes apparent. Teachers should be aware of the condition of school property in their room at the beginning of the year. You are asked to report problems, regardless of location, when you see them. Evidence of student abuse of school property should be reported on a disciplinary referral form.

I.D. Badges

All staff, teachers, and students **must** always wear an I.D. badge. I.D.'s must be visible.

Office Area

The office areas of the school should be places where students, staff, and patrons can conduct school business. All the office clerks and secretary will do everything they can to accommodate you. Please realize that they have work to do. Allow them to help you but allow them to have time for their own work. We should maintain a friendly but professional atmosphere in the office area. The office area is not a place to hang out and socialize.

Parental Access

A parent or guardian listed in eSchool, who shows proper identification, is entitled to access of all written records concerning his/her child. The parent/guardian is also entitled to review all teaching materials, textbooks, and other teaching aids, and review each test that has been administered. It is essential to keep good records of all your students. Individuals not listed in eSchool DO NOT have authorization to receive any type of student information.

Child Abuse and Neglect – Duty to Report (FFG Local Policy)

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A "professional" is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Raul H. Yzaguirre Middle School



Classroom Environment & Delivery of Instruction

Leaving the Classroom During Instructional Time

Adult supervision of students at all times, is the legal responsibility of this campus and its staff. State law mandates that students be supervised during all school-related activities and school hours. For this reason, teachers must supervise their students whenever those students are under their assigned duty (before school, after school, and during class time). If a teacher must leave the room for a short period of time, the teacher must notify a “hall buddy” or the office so that arrangements can be made for someone to cover the class.

Once instruction begins, teachers should close their doors and begin their lesson. Please refrain from being in the hallway at any time during designated instruction time. NEVER LEAVE STUDENTS UNATTENDED!

Supervision of Students – Board Policy (FFF LOCAL)

Students should not be left unsupervised, whether during the workday or an after-school activity.

Coaches, teachers, sponsors, etc., who are responsible for a student being on campus or on a school sponsored trip, after regular school hours shall assume responsibility for ensuring that the student is properly supervised. Students should never have access to school keys. FAILURE TO COMPLY WITH THIS POLICY WILL RESULT IN A LETTER OF REPRIMAND OR DISMISSAL FROM DUTY. YOU ARE REQUIRED TO REMAIN WITH STUDENTS UNTIL ALL OF THEM HAVE LEFT SCHOOL.

Lianna’s Safe Student Initiative

The District shall attempt to ensure student safety through supervision of students in all school buildings, at all school-sponsored events or activities, on all school grounds, and through special attention to the following:

1. Maintaining a reasonably safe school environment.
2. Observing safe practices in those areas of instruction or extracurricular activities that offer special hazards.
3. Developing age-appropriate safety programs and activities for students at each grade level.
4. Emphasizing safety education to students enrolled in laboratory courses in science, industrial arts, health, and physical education.
5. Providing first-aid for students in case of accident or sudden illness.
6. Annually reviewing the adequacy of emergency procedures at each campus in the District and providing for staff training in such procedures.
7. Implementing appropriate crisis management procedures when emergencies occur.

Classroom Appearance (T-TESS Dimension 3.1)

Teachers should make every effort to see that the classroom is neat and attractive in appearance. Bulletin boards and other displays should be informational and should enhance the overall room appearance. Please refrain from covering the door window. Door window will only be covered during a lockdown drill. Check the classroom during each period for any debris and graffiti. Organize classroom and personal space to present a neat physical setting. Custodial complaints concerning room conditions will be reported to Mr. Raul Garcia (morning head custodian) and/or Mr. Luis Constante (evening head custodian).

Classroom Emergencies (Teacher) (T-TESS Dimension 3.1)

You are responsible for your students at all times. If you have an emergency and have to leave the class, have a buddy next door watch your students. NEVER LEAVE STUDENTS UNATTENDED AT ANY TIME FOR ANY REASON.

Classroom Observations/Walkthroughs

The instructional leaders (principal, assistant principals, instructional coaches), curriculum supervisors, and central administration, will conduct formal and informal classroom visits. The teacher will have access to formal and walkthrough observations.

Committees (T-TESS Dimension 4.4)

For Yzaguirre Middle School to be a quality school, it will take the involvement and commitment of us all. Every teacher is expected to be a part of a school committee or a club sponsor. Volunteers are needed for committees.

Copy Machines

Copying should be limited. TEACHERS ARE NOT TO COPY MATERIALS DURING THEIR CLASS PERIODS. Do not send students to the front office or to the departmental workroom for copies to be made because you did not plan appropriately.

Personal items and items in violation of copyright laws should not be run. Remain cognizant that paper is not an unlimited commodity. Everyone must do their share to conserve paper – please run double-sided copies.

Daily Work Schedule (T-TESS Dimension 4.1)

Every employee is expected to schedule personal time so as not to conflict with the school calendar. Teachers should have contingency plans for meeting the needs of a school calendar amended due to weather conditions or other emergencies.

Each employee is required to report to campus by their designated time (7:35 AM, 7:15 AM duty). Paraprofessionals are required to clock in and out.

To leave campus within work hours for an emergency, employees must:

- ~have Mr. Peña's or department assistant principal's approval (see Request to Leave during Working Hours form)

- ~clock out (if applicable)

- ~request class coverage from the front office (if necessary).

Teachers leaving campus for lunch are required to sign out and in. Teachers are required to remain on campus during their instructional planning time.

Requests for professional leave (conferences) must be made three weeks in advance. It is the teacher's responsibility to secure a substitute when the leave is approved and prepare instructional materials for the duration of the absence.

Lunch Period

All teachers are entitled to and will receive a forty-five-minute, duty-free lunch period. Teachers leaving during lunch must sign out and in.

Lesson Plans

Lesson plans provide teachers the opportunity to think deliberately about their choice of lesson objectives, the types of activities that will meet these objectives, the sequence of those activities, the materials needed, grouping, and most important, how you will maximize your instructional time.

PSJA ISD has curriculum teams that have provided all core teachers with an abundance of lesson guides and resources to reference and utilize when planning throughout the year. Lesson plans are required. Core teachers who have available district provided curriculum may use what is provided for them. All elective teachers who

do not have a curriculum written for them must document their lesson plans on a format approved by the campus principal. Teachers should have their lesson plans available upon request.

Lesson Plan Guidelines:

- Teachers must meet as a content team during one designated planning period per week. The location will be at the Content Admin's discretion.
- Lesson plans should be created as a team with shared responsibility amongst all members.
- Communication during lesson planning is key. The plan should be built cohesively with each member contributing to its creation.
- Data sources should be considered when planning lessons to meet the needs of all learners.
- All lesson plans should be created a week in advance with minor adjustments made during the week of implementation, if needed.
- All lesson plan components should be addressed in the delivery of instruction to complete the lesson cycle. Depending on TEK, skill, and class length – the plan may be broken up between 1-2 days.
- Differentiation of Instruction **MUST** be planned, tailored, and provided to each student with a designated need such as: RTI/504, SPED, & Emergent Bilingual as mandated by state law.
- Teachers are welcome to seek guidance and support from their CLL, Content Admin, and Dean of Instruction at any time during the lesson planning process.
- Completed lesson plans must be **uploaded to Google Drive** folder **every Monday by 7:30 a.m.**
- A **printed copy** of the lesson plan should be printed and visible inside the classroom, by the door **every Monday by 7:30 a.m.**

All lesson plans should include the following key components:

- Lesson Objective (TEKS and ELPS written out; summarized)
- Essential Question/s (written on the board)
- Materials – Procedure
- Warm-Up/Bell Ringer – Closure
- Student Assessment/Exit Tickets – Homework
- Vocabulary
- Differentiation
- Instructional Strategies

Lesson Plan Cycle Guide & Key

Teacher Name: _____	Content: _____	Grade: _____
Week ____: Date _____		
TEKS: The complete TEKS should be stated and key words identified to create the lesson's content objective.		
Content Objective: The content objective tells WHAT students will learn during the lesson. It is driven by the key words in the TEK.		
Language Objective: The language objective tells HOW the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening. (ELPS)		
Entry Ticket: The teacher will utilize an activity that meaningfully and purposefully leads into the focus of instruction for the day's lesson. It should connect to previous or current learning that link's to the lesson's overall objective.		
Focus: Discuss and review the student entry activity and daily objectives. The teacher should meaningfully/purposefully lead into the focus of instruction for the day as it pertains to TEKS. This can be done through support of a visual, media piece, and/or etc.		
Instruction: (I Do) The instruction (TEACH) is the presentation/explanation of the TEKS focus. Things to consider: What will guide your lesson? (PPT, visuals, interactive journal, Etc.) What DOK questions will you utilize to check for understanding throughout instruction? The instruction is purposeful/meaningful and collaboratively discussed and planned as a team. Delivery of instruction will be diverse in presentation and enrichment practices, but the TEKS focus and curriculum are the same. The teacher's instruction should be clear, concise, and comprehensive.		
Guided Practice: (WE DO) Clarify teacher instruction by selecting an educational tool (chart, graph, related problem of practice, etc.) students will be using to practice strategies and skills needed to respond to questions and or tasks pertaining to the lesson. Teacher will work with students on specific example(s) of what is expected for them to do or to complete on their own, pairs and or group as well as answer questions. This can be done through a collaborative activity or hands on learning. <u>This task links to the content & language objective.</u>		
Independent Practice: (YOU DO) The teacher will designate individual, paired, or grouped independent work to check for lesson understanding. What are the students expected to do or know at the end of this lesson? The teacher should give clear instructions, monitor for on task behavior and or facilitate as needed. Repeated instruction may be necessary for certain students; small group instruction can be utilized during this time for those needing further guidance/support. <u>This task links to the content & language objective.</u>		
Closure: Make sure the lesson is: This can be done orally, tangibly, and/or anonymously. *Summarized (summarize the day's lesson) *Purpose emphasized (check for understanding) *Understanding checked (give feedback...make sure students understand the purpose of what was taught and practiced)		
Teacher Reflection: Utilize this as needed for future planning. Suggested: 3, 2, 1 → What did you like? What will you do again? What needs to be practiced more?		
Spiral Review: Utilize this when needed to integrate TEKS and skills students have struggles with in previous lessons. Can be integrated into any portion of the lesson.		

Department Heads

Department Heads will work with teachers in their department to create similar and consistent rules and regulations. Department heads will conduct weekly departmental meetings and turn minutes in to their departmental administrator. At the end of the three weeks, administrators will check grade books.

Department Meetings & Teacher Collaborative Learning Communities (TCLCs)

Communication is very important. All staff members are expected to attend meetings and make sufficient contributions. The information gained during all meetings will help all of us be more effective. Place all meetings on your calendar and make the necessary plans to attend. All meeting cancellations will be communicated in a timely manner. All teachers are **required** to attend weekly department meetings (Thursdays) and TCLCs (Wednesdays). If a problem arises that will prevent you from attending, you **must** discuss it with Mr. Peña or the departmental assistant principal.

Conferences	
Dept./Grade Level	Conference Time
7 th Grade	1 st Period
Electives & Fine Arts	2 nd Period
Reading Language Arts	3 rd Period
Social Studies	4 th Period
8 th Grade	5 th Period
6 th Grade	6 th Period
Science	7 th Period
Spanish	8 th Period
Mathematics	9 th Period

Planning/Conference Periods

The major part of the planning periods should be spent in constructive work. The work should be related to planning for instruction. **The planning period is not designated for you to handle personal appointments, business, errands, or to be on your phones. Teachers are required to remain on campus during the planning period.**

Teacher Collaborative Learning Community (TCLC) Meetings

All teachers are required to attend weekly TCLCs and be prepared with the materials necessary for discussion.

Teachers are required to bring lesson plans and be ready to discuss:

- TEKS/ELPS objectives
- Academic vocabulary
- Verbs of the TEKS
- Level of Bloom's Taxonomy
- Instructional implication
- Distractor factor
- Essential questions
- Instructional strategies
- Evidence of learning/Exit Tickets

Parent Conferences

Teachers should keep detailed records of all parent contact made throughout the year. This includes documentation of parent contact logs, documentation of opportunity to redo an assignment or quiz/test and failing grade records. Parent conferences should be held before school, during conferences, and/or after school. Teachers should preferably meet as a team so that parents may address all concerns with their child's assigned educators. As always, remember to exemplify the Spirit of PSJA & RYMS when meeting with parents/guardians.

Professional Development (T-TESS 4.3)

All teachers are required to attend staff development when scheduled. Anyone missing professional development is required to make it up after school or on other designated days. Do not schedule personal appointments, business, or errands on required professional development days.

Professional Conferences

A teacher who wishes to attend a professional conference at the school district's expense should first discuss the matter with the principal. Employees/travelers must secure written approval for travel on the appropriate District form. Items purchased during trips that have not been preapproved are subject to denial of reimbursement. A request to attend should be discussed with the campus principal at least 21 days prior to the date of the planned meeting and 45 days if Board approval is needed.

Immediately upon return, an Itemization of Expense should be completed and given to Mrs. Calderas. This report must include hotel bills, registration fee receipt, and meal receipts. Advance approval must be secured if air travel or rental car service is planned. The Superintendent of Schools must approve all out-of-district trips. The Board of Trustees acts on any overnight trip. When a requested trip has received full approval, a copy of the request will be given to the teacher. Teachers who make trips without written approval will be responsible for their expenses.

Detaining Students from Another Class

All classes are important; therefore, do not detain a student and cause him/her to be late for the next class. Teachers WILL NOT write tardy passes for students who they detained or give students passes to go to another teacher's class.

Keeping Students After School

If students remain after school longer than 3:20 p.m., parents must be acquainted with the rationale the day before the student is required to remain after school.

Non-Instructional Activities

Teachers are required to sit with and monitor their students during non-instructional activities such as pep-rallies, assemblies, grade level meetings, etc.

10/10 Initiative

No students will be allowed in the hallway without a pass 10 minutes after class begins and 10 minutes before the end of the period unless it's an emergency. With everyone's cooperation and support, this rule will become a part of our culture at Raul Yzaguirre Middle School. All students once allowed to go to the restroom or any place on campus with the teacher's permission should have a hall pass or a nurse's pass with the teacher's signature, time, and date.

Classroom Management (T-TESS Dimensions 3.1, 3.2, 3.3)

Since we, the staff, recognize the impact of the classroom experience on student achievement, we agree to do the following:

1. Ensure students are on-task for the entire period and engaged in challenging work.
2. Ensure classes start in a timely fashion and maximize learning time.
3. Ensure students are warmly welcomed with assignments of the day to be completed in the first few minutes of every class session.
4. Ensure attendance is recorded daily. Report suspicion of an unauthorized absence (skipping) to the assistant principal immediately.

5. Ensure students are loved, treated with respect, and informed of expectations daily. As a result, students will meet your expectations.
6. Ensure student inappropriate behavior is documented and communicated to the parent. All teachers should have an effective method of documenting student behavior and parent contact.
7. Ensure the student code of conduct is followed within the classroom.
8. Ensure students have rewards for appropriate behavior and consequences for inappropriate behavior.
9. Ensure students are referred to administration only when all classroom and parental notification avenues to correct inappropriate performance and behavior have been exhausted and no improvement has been observed.
10. Ensure student work is properly graded and communicated to students in a timely manner with an opportunity to discuss grades in private.
11. Ensure work is curriculum based and not just busy work that does not support the curriculum and student achievement.

Classroom Discipline Plan (T-TESS Dimension 3.2)

Effective schools must have good discipline. In order for a school to function properly, a climate must exist where teachers can teach, and students can learn. Therefore, rules, regulations, and policies must be consistently enforced and followed by everyone. Each teacher must post a copy of his/her classroom rules. It is suggested that teachers work with their departments to create similar and consistent rules/procedures. These should be explained and discussed with your students. The rules should be consistently always enforced, and infractions of the rules should follow the guidelines of handling minor infractions of school rules.

The administrative staff is committed to being available, visible, being fair, consistent, and decisive in dealing with discipline problems. The responsibility of the teacher, however, is as great, or even greater than that of the administration. Everything that a teacher does should be planned and implemented in a way that will minimize the possibility for potential problems. Each teacher must assume some responsibility for the whole school. **It is imperative that teachers be at their doors during transition periods.** Students who are noticed misbehaving or breaking a rule, even though he/she may not be one of your students, should be corrected.

Consistency is the key to successful classroom management. Be consistent!

If you find yourself needing to contact parents, document it. It is important to document phone calls, conferences, and letters sent home. Include dates, results and outcomes in the Parent Contact Log. All teachers should maintain a Contact Log and are expected to contact parents as soon as incidents occur.

Research has shown the following to be detrimental to a student:

- Degrading, sarcastic remarks
- Line writing "I will not..." one hundred times
- Overuse of definitions or researching material in reference books
- Sitting the child outside the classroom
- Needling the child with minor things until you have created a discipline problem.
- Sending the student out stating he's not welcomed in the classroom. (Follow protocol and use Discipline Management Plan.)

In dealing with your discipline problems, the following is suggested:

- (a) Remain calm and professional
- (b) Follow the appropriate steps in dealing with discipline
- (c) Set up a cool-down area in the room
- (d) Enforce rules consistently and fairly
- (e) Establish a routine so the students know how you want them to behave

(f) Be prepared. Idle minds breed boredom which creates discipline problems

NOTE: You set the tone of discipline in your room the very first day of class. It is easier to maintain discipline than try to regain it.

Discipline Management Plan

Teacher and Support Staff Expectations

- Always demonstrate a professional demeanor and self-control,
- Teach and model positive behavior,
- Establish clear rules and expectations in your classroom,
- Be consistent in implementing rules,
- Maintain a positive and safe classroom environment,
- Acknowledge positive behavior,
- Keep students actively engaged and provide differentiated instruction,
- Maintain consistent channels of communication with all stakeholders,
- Be punctual and always on task,
- Always remember, you are the professional!

Student Expectations

- Respect yourself, the teacher, and others,
- Exercise self-control and take responsibility for your actions,
- Follow all school and classroom rules, procedures, and directives,
- No profane or obscene language,
- Respect all school and others' property,
- Be honest and do your best!

Referral Steps for Misbehavior

- | | |
|-----------------|-------------------------------|
| 1 st | Verbal Warning |
| 2 nd | Teacher-Student Conference |
| 3 rd | Parent Conference |
| 4 th | Conference with the Counselor |
| 5 th | Referral to Admin |

The following behaviors warrant immediate referral to Administrator

- Violent threats/verbal and physical confrontations/belligerence/fighting
- Drugs, tobacco, alcohol, weapons, vaping devices
- Sexual misconduct
- Stealing
- Skipping
- Other Level 3 offenses

Hallway Expectations

- No students in the hallway 10 minutes before or after a bell,
- Walk on the right side of the hallway during transitions,
- Keep noise level to a minimum,
- Do not stop the flow of traffic; "KEEP IT MOVING"
- Students must have school approved hall pass during instructional time,
- No food, drinks, or littering

Restroom Expectations

- Students may only use the restroom at designated times,

- No vaping or socializing in the restroom,
- Report any spills or leaks to a teacher or administrator,
- Students will keep all areas and fixtures as clean as possible,
- Students will always respect the privacy of others,
- Students will report problems to the closest adult.

Cafeteria/Lunch Time Expectations

- Students will enter the cafeteria in an orderly manner,
- Keep noise level to a minimum,
- Use good manners and respect the cafeteria employees and custodians,
- Place trash in trash cans,
- Leave cafeteria only when dismissed,
- No food or drinks may leave the cafeteria or recess area.

Bus Riding Expectations

PSJA ISD provides bus transportation for qualified students. Riding a school bus is a privilege a student may enjoy as long as he or she follows rules and regulations that have been established by PSJA ISD. However, if it becomes apparent that the student is not cooperating, the following steps will be initiated:

- First Offense: The student will be warned, and the parents will be informed that the student is not meeting stipulations of the PSJA ISD Agreement. Depending on the seriousness of the offense, a student may lose bus privileges or receive other appropriate sanctions.
- Second Offense: Meeting with parent-student-administrator with appropriate action to follow. Depending on the seriousness of the offense, a student may lose bus privileges or receive other appropriate sanctions.
- Third Offense: The student will be suspended from riding the bus.



RYMS Discipline Management Plan



T-TESS Connection: Learning Environment – Dimension 3.1 to 3.3

Texas Teaching Standards Connection:

- Standard 6: Professional Practices and Responsibilities

Initiation: Discipline is a tool that when used with fidelity will help alleviate major distractions in your classroom. It is our goal to empower you, the teacher, to create an environment that is safe & conducive to learning. In order to establish these parameters, it is recommended that teachers be the primary disciplinarian in their classrooms. Students should only be sent to the office when all other resources (phone calls, parent/team conferences, counseling, etc.) have been exhausted or behavior potentially brings immediate danger to the student or others. The best line of defense to detour misbehavior in your classroom is to build meaningful relationships with your students and create a positive classroom culture.

1. Targeting tardies: (p7-8, PSJA attendance policy)

- All teachers will be visible in the hallway up until the next period begins. Teachers will stand by their doorway to keep visibility of both inside and outside of the classroom area.
- 3 hall passes per period will be provided to students per six weeks. Passes not used by the end of the six weeks will be worth extra credit to be assigned at the teacher's discretion. Students in the hall during class periods must wear a Hall Pass at all times.
- Truancy: student may be marked tardy 10 minutes after the start of class (use teacher discretion and your best judgement), student may be marked absent 15 min after start of class. Contact parents via Remind or Dojo of student truancy on a daily basis.
- Refer to Attendance / Tardy Policy (Staff Handbook p24) to follow appropriate Chain of Command.

2. Discipline Protocol System:

- For minor offences listed in the first section of the referral (73 to 100): Teacher will make contact with parents and document the conversation / conference via Online behavior System <https://bif.psjaisd.us/> and/or BMP Plan. After 3 repeated offenses for the same or similar offense, refer to admin w/ a paper referral and copies of documented parent contact to be submitted by the end of the day. Depending on severity, follow BMP chain (Teacher-Team-Admin). (p.11-13, student code of conduct)
- No tolerance and possible referral to DAEP will include the following: terroristic threat as outlined on p4 of Texas Board Policy, illegal drugs, violence including assault. Refer student to admin with security, paper referral & witness affidavit. (p18-19, student code of conduct)
- Zero tolerance and immediate campus removal for the following: weapons of any kind, students in possession of, caught selling/distributing large amounts of, and/or under the influence of drugs - follow all safety measures appropriate to district protocols. (p29, student code of conduct)

3. Additional Discipline Management techniques to be initiated week 2 of the school year: (p11 to 12, student code of conduct)

- **Lunch detention:** for repeated or major infraction **at teacher discretion w/ viable reason for consequence.** Parent must be contacted about infraction prior to assigning detention by the teacher assigning detention. Teacher must submit a list of students via text to their grade level admin for lunch detention 1 hour prior, on day of scheduled detention.
- **Students participating in extracurricular activities** with 3 paper referrals or 1 major incident (fighting, insubordination, bullying, etc.) and **supported documentation** of parent contact & conferences with the teacher and administration, may be removed from extracurriculars for a designated amount of time agreed upon by coaches and admin. (p13, student code of conduct)

Possible rewards: When preparing to reward students, teams MUST come up with criteria that is realistic and does not target specific subgroups: BE FAIR! **All students deserve the opportunity to be recognized for their efforts. Remember, they may be tall - BUT - they are still kids.**

•• As a grade level come up with incentives for the end of each 6 weeks for students following all rules and protocols. Please make sure to budget for incentives using your grade level funds. This will be initiated at the end of the 1st S.W. All incentives must be discussed with your assigned grade-level administrator and approved by Dr. Montelongo••

NON NEGOTIABLES:

1. **Every teacher must establish realistic rules and expectations** for student behavior in their classroom. Stick to no more than 5 rules and discuss daily for the first 2 weeks.
2. When setting consequences – **SAY WHAT YOU MEAN & DO WHAT YOU SAY!** Set consequences that you know you will be able to follow-through on. Students will be able to know your limits when you set clear boundaries.
3. **UNDER NO CIRCUMSTANCES** should students be sent outside or kicked out of the classroom for disciplinary reasons. Lianna's Law mandates that students be supervised at ALL TIMES.
4. No type of physical activity such as push-ups, sit-ups, running laps, etc. may be used for disciplinary tactics.
5. All students sent to the office must be escorted by either security, admin, or a staff member. All students sent to the office must have a paper referral.

•••This is a working document, changes may arise as needed. •••

Discipline Management Plan: Levels of Infractions

Infractions and Consequences

Infractions of PSJA I.S.D.'s Code of Conduct will be grouped into four levels, depending on the seriousness of offenses.

Level I infractions are those which are normally handled by the classroom teacher using the Level I Discipline Management Report as a form of documentation and that does not necessarily reflect the student's permanent folder.

Level II infractions are handled by the teacher (if appropriate) or with assistance with an administrator.

Level III & IV are very serious offenses, often leading to alternative placement or expulsion; infractions are facilitated by an administrator.

Consequences for each level include but are not necessarily limited to those listed. Consequences may be applied alone or in combination, depending upon the circumstances and the judgment of the administrator.

Level I

1. Being tardy to class
2. Running or making noise
3. Neglecting to bring materials or work to class
4. Failing to follow classroom/cafeteria rules
5. Failing to participate in classroom activities
6. Violating the dress code
7. Eating or drinking in an undesignated area
8. Chewing gum or consuming food/candy
9. Throwing objects or passing unauthorized notes
10. Talking back/arguing or name calling
11. Violating the telecommunication device guidelines (first and second minor offense)
12. Horse-playing (not fighting)
13. Spitting (without bodily contact)
14. Violating bus conduct/safety rules not covered elsewhere

Level II

1. Persistent offenses from Level I (minor acts of misconduct, including repeated bus infractions)
2. Inappropriate language (verbal or written)
3. Inappropriate use of food
4. Noncompliance with directives; disrespectful
5. Truancy, skipping class, leaving school/class without permission
6. Repeated tardies
7. Physically contacting student creating a disruptive environment
8. Encouraging or promoting a fight
9. Violating dress code
10. Creating/participating in inappropriate activity
11. Failing to serve detention
12. Abusing the use of a hall pass
13. Possessing banned materials such as lighters, matches, Vape, or tobacco/drug paraphernalia, laser pointer
14. Possessing a current prescription (student's own medication); or possessing or using one's own nonprescription drug, natural or homeopathic-like

- substances, dietary substances, or energy pills
15. Possessing toys/nuisance items, including paintballs, stink bombs
16. Violating the guidelines for telecommunication devices (third and subsequent minor offenses)
17. Possessing a look-alike weapon
18. Telling a falsehood to an adult (not associated with an investigation)
19. Forging or altering school records, parent notes, forms, or other school/home communications
20. Defacing or damaging library or classroom materials or textbooks, including removal of bar codes; defacing/damaging another's property
21. Possessing or using a skateboard, roller blades, shoes with wheels, or other similar devices
22. Possessing unauthorized electronic device(s)
23. Being present in an area without authorization
24. Cheating or copying the work of another
25. Engaging in an act of familiarity with another and/or inappropriate public display of affection
26. Loitering on school campus before or after school
27. Selling or soliciting for sale unauthorized merchandise
28. Posting or distributing unauthorized publications

Level III

1. Persistent offenses from Level II, including bus infractions
2. Intentionally or knowingly making libelous or slanderous remarks (verbal or written) about others
3. Using ethnic, racial, or gender-related slurs (verbal or written) or inappropriate acts towards others
4. Fighting
5. Possessing or using tobacco or a Vape
6. Using a laser pointer

7. Violating the guidelines for telecommunication devices (such as taking photos/videos, uploading, cheating, etc.)
8. Stealing or unauthorized possession of another person's property, theft; committing burglary
9. Forging or altering school records, parent notes, forms, or other school/home communications
10. Vandalizing, defacing or damaging school property, including non-felony graffiti
11. Engaging in behavior that is illegal that does not constitute a removeable or expellable offense
12. Making sexual comments or engaging in sexual behavior
13. Sexual harassment (verbal or written), including stalking
14. Engaging in inappropriate behavior on overnight trips
15. Gambling
16. Interfering with school activities, including trespassing, boycotting, and group demonstrations, falsifying a "safety net" report; or making a 9-1-1 call that does not constitute a mandatory removeable offense
17. Tampering with a fire extinguisher, an automated external defibrillator (AED), or their storage cabinets
18. Gang activity
19. Expellable offenses occurring on another district's property in Texas

Level IV: Removals to DAEP or JJAEP
Mandatory Placements

1. False alarm/report; terroristic threat
2. Conduct punishable as a felony
3. Assault
4. Marijuana or controlled substance (non-felony)
5. Dangerous drugs (non-felony)
6. Alcohol (non-felony)
7. Abusable volatile chemicals
8. Public lewdness/indecent exposure
9. Retaliation against any school employee (regardless of location)
10. Public intoxication other than alcohol, marijuana, controlled substance, or dangerous drugs
11. Possession of a device designed to propel a projectile (BB-guns, pellet guns, air soft guns, slingshots, etc.)
12. Assault of another student or an adult
13. Hazing; harassing or stalking (non-sexual); bullying; cyberbullying
14. Exhibiting, delivering, using, or selling look-alike weapons
15. Attempting to sell/purchase a prohibited substance through verbal or written communication without being in possession

16. Selling, giving, or delivering to another person a non-prescription drug; possessing or using a nonprescription drug other than one's own; or possessing, transmitting, selling, attempting to sell, or exhibiting what is represented to be a prohibited substance
17. Possessing, distributing, or concealing a weapon not included as a removeable or expellable offense
18. Mooning, streaking; other forms of nudity; exposing or attempting to expose one's undergarments or those of another
19. Possessing, distributing, or creating pornographic or sexually oriented material or material that promotes violence or other illegal activities, including sexting
20. Possessing ammunition
21. Creating a potential health or safety hazard or a situation that may result in possible injury
22. Hacking (illegal or unauthorized entry or attempted entry into computer system)
23. Possessing drug paraphernalia, aerosol paint, or fixative spray
24. Possessing, distributing, or using fireworks, stink bombs, smoke bombs, other noxious chemicals, or "shock" pens
25. Using lighters or matches
26. Using profane, vulgar, obscene, or threatening language, including hit lists (written or verbal); or obscene gestures
27. Committing extortion, coercion, or blackmail
28. Disrupting the school environment or educational process
29. Title V felonies or aggravated robbery (off-campus)
30. Breach of computer security
31. Firearm
32. Illegal knife
33. Club
34. Prohibited weapon
35. Aggravated assault, sexual assault, or aggravated sexual assault
36. Arson
37. Controlled substances (felony)
38. Dangerous drugs (felony)

Permissive

1. Criminal mischief (felony)
2. Expellable offenses occurring on another district's property in Texas
3. Title V or aggravated robbery under 37.0081

Consequences for Level I, II, and III

1. Verbal reprimand
2. "Timeout" in the classroom
3. Confiscation of item
4. Behavioral contracts
5. Loss of privilege(s)
6. Telephone call/note to parent or conference
7. Change of seat assignment
8. Grade penalty for copying or cheating
9. Correct dress code violation
10. Restitution of damages/restoring to order
11. Exclusion from extracurricular activities
12. Withdrawal or restriction of bus privileges; bus probation
13. Detention, including Saturday detention
14. Temporary removal from class
15. Lunch detention
16. In-school intervention (Reflection Room)
17. Out-of-School Suspension
18. After-school community service

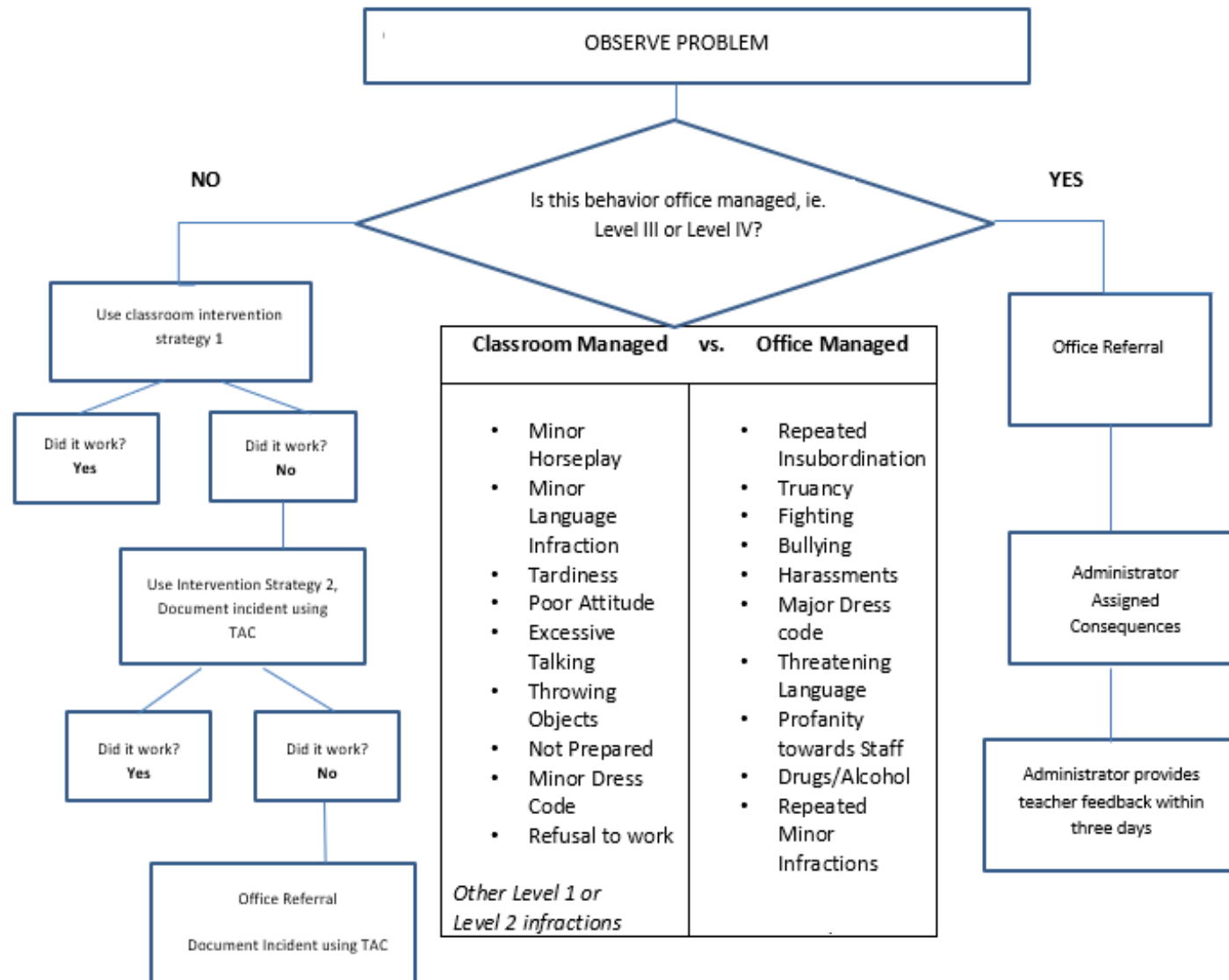
Consequences at all Levels

School officials shall notify local law enforcement authorities any time it is suspected that a criminal act occurred on school or District property or at a school sponsored or school-related event. These individuals also have the authority to involve law enforcement in any discipline or campus situation where it is deemed necessary.

Conduct Before and After School

Teachers and administrators have full authority over student conduct at before- or after- school activities on district premises and at school-sponsored events off district premises, such as play rehearsals, club meetings, athletic practices, and special study groups or tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Student Code of Conduct or any stricter standards of behavior established by the sponsor for extracurricular participants.

Behavior Support Flowchart



Classroom Interventions Level 1:

- In a respectful way, redirect student
- Ask, "What are we supposed to be doing?" wait until they respond with the correct classroom directions
- Talk to student

Classroom Interventions Level 2:

- | | |
|------------------------------|-----------------------------------|
| a. Call Parents | c. take away classroom privileges |
| b. Parent Teacher Conference | d. change seating assignment |

Grade Changes

Grade change forms may be obtained from the PEIMS clerk. The only situations in which a student's original recorded failing grade may be changed to passing and the student's eligibility restored are as follows:

1. There was a mechanical error in averaging or recording of the original grade.
2. The teacher's grading procedure violated either local policy or state rule, and the student would have received a passing grade if the correct procedure had been followed.
3. Other with Mr. Peña's approval.

Grade Rebuttal Policy

In order to ensure students share and discuss report grades with parents in a timely manner, the following policy is being established:

Parents and/or students must file a discrepancy of grade appeal form within seven school days from the first day the report card was issued. Only grades from that marking period will be considered.

The process will be as follows: Mr. Peña or designee will review the discrepancy of grade form. This information will then be communicated to the teacher. The teacher will prepare student record of grades for the time period in question and submit all documentation to administration. Administration will review teacher documentation with teacher and parents, and a decision will be determined.

Make-Up Work

A student will be permitted to make up tests and to turn in projects due in any class missed because of absences. The teacher may assign the student-make-up work based on the instructional objectives for the subject or course, and the needs of the individual student to master the essential knowledge and skills, or to meet subject or course requirements.

A student will be responsible for obtaining and completing the makeup work in a satisfactory manner and **within the time specified by the teacher**. A student who does not make up assigned work within the time allotted by the teacher will receive a grade of zero (0) for the assignment.

Nurse

Teachers should refer students with health problems to the school nurse. Any student sent to the nurse's office should have a properly executed pass to see the nurse. Any injury incurred by a teacher or student in a school-related activity should be reported to the nurse and Ms. Calderas immediately. Teachers must call the nurse for students who are too ill to remain in the classroom. Unless it is an emergency, please do not send students to the nurse's station during the lunch transition period.

To comply with the school districts medication administration guideline and Texas State Law, please review the following changes regarding medication administration at school:

1. All medication must be brought to school and kept in the school nurse's office and kept in a locked storage unit.
2. Both prescription and non-prescription medications must be brought to the school in their original, properly labeled container. Prescription medication must contain a current pharmacy label.
3. **NEW - A medication authorization form must be signed for all medications that are to be administered to the student by a parent/guardian and U.S. licensed healthcare provider. (including OTC medication)**

4. School personnel will not give any medicine, including over-the-counter medications and products, to students except as authorized by the district guidelines and with a signed medication authorization form. This guideline is necessary to protect the health and safety of your child. We appreciate your cooperation in this matter for those reasons.

Contact must be made with the nurse before 911 is called unless it is an absolute emergency. Any person contacting 911 must let Ms. Calderas and Mr. Peña know.

Fundraising

Club/organization funds must be submitted to the bookkeeper **daily**. Activity account transactions must be conducted by the sponsor. All fundraising projects and events must be approved by the administrator in charge **prior** to the event. A Financial Recap Application must be completed for the approval. Fundraising reports must be maintained and turned in to the bookkeeper. Money must be counted, and a deposit form must be filled out before turning it in to the bookkeeper. All purchases must be made with a school check and receipts must be turned in to the bookkeeper within a day.

***Teachers are not allowed to sell items in their classrooms for personal financial gain. All selling must be approved by an administrator and should only take place after school.**

Field Trips

Field trips must be approved at least two weeks in advance. A field trip request form must be submitted to the secretary and approved by the principal and central office administrator **prior** to making any trip arrangements. Once the field trip has been approved, a check request must be submitted to the bookkeeper at least 2 weeks in advance. A check will not be written without trip approval. The attendance clerk must be given a list of students attending at least 3 days in advance so that they are coded in the system and not marked absent. If the trip will include a lunch for more than 25 students, you are also required to submit notice to the cafeteria manager.

*All accompanying sponsors must be approved by the grade level administrators.

Check Requests

All check requests must be made at least one week in advance. See the bookkeeper for a check request form.

Professional Daily Work Ethics (T-TESS Dimension 4.1)

The staff of Raul H. Yzaguirre Middle School agree that our students deserve the very best.

We agree that we will exemplify the following in a consistent manner.

1. We will arrive at work on time and sign in anytime by 7:35 a.m. or the required reporting time.
2. We will stand at our doors and welcome students at the ringing of each bell.
3. We will value our students as our customers and assist them; quality student work is the product we agree to produce daily.
4. We will ensure that students are supervised during instructional time.
5. We agree that we are the best teachers for the teaching of our students. Therefore, we will not regularly leave campus. When leaving becomes necessary, we will follow the proper procedure of signing out and obtaining administrative approval. If checkout is needed, we will take responsibility for ensuring that our assigned duties are covered.
6. We will implement the lesson plans provided for us using the curriculum guide.
7. We will inform our Department Heads when we plan to be absent at least a day in advance.
8. We will leave the appropriate Substitute Folder and ensure that the Substitute Folder has all the information listed on the substitute folder checklist.
10. We will faithfully fulfill all morning, hall, lunch, and after school duty assignments that are determined and agreed upon by this staff.

11. We will work with the administration team and inform them of any concerns or problems that might hinder the fulfillment of all professional work responsibilities.
12. We will demonstrate professionalism in all we do.

Certification Renewal

It is your responsibility to keep up with your certificate renewal. For more information, visit <https://tea.texas.gov/texas-educators/certification/certification-renewals>

Raul H. Yzaguirre Middle School

POLICIES



Student Section

Attendance/Tardy Policies

RYMS student class time is designated from **7:45 A.M. to 3:25 P.M.** daily. Do not release students before the designated release time or keep students during unscheduled class times. To facilitate the flow of the students after school the following dismissal has been designated:

6th grade-3:15 pm 7th Grade: 3:20 pm 8th Grade- 3:25 pm

Section 25.092 (Senate Bill I) of the Texas Education Code states in part: A student may not be given credit for a class unless the student is in attendance for at least **90%** of the days the class is offered. The bill makes no distinction between excused and unexcused absences. Consequences: Failure of school year; **MUST** attend summer school for promotion.

A student **must** attend school 90% of school days to pass to the next grade level. 90% attendance is **mandatory** regardless of whether absences are excused or unexcused.

Absences are verified daily by phone contact from the attendance office.

Attendance Liaison: Ms. Ronnie Rodriguez

• 1st Absence:	Phone contact by attendance office.
• 2nd Absence:	Teacher/Student Conference
• 3rd Absence:	Teacher will make parent contact. 1 st warning letter issued by Attendance Specialist.
• 4th Absence:	Teacher/Parent/Student Conference
• 5th Absence:	Referral to Administrator.
• 6th Absence:	2 nd warning letter issued by Attendance Specialist.

Tardy Policy

Teachers should set expectations and address students who arrive late to their classrooms. When addressing students, do so in a respectful manner that does not place them on display.

• 1st Tardy:	Verbal warning.
• 2nd Tardy:	Verbal warning and parent contact.
• 3rd Tardy:	Student/Teacher conference.
• 4th Tardy:	Parent/Teacher conference.

Grading Policy

In accordance with District policy, a student's grade for the reporting period will be determined by the following:

For Middle School Courses:

Description	Assigned Weight
Classwork	80%
Homework	10%
Tests	10%
Each reporting period must include at least 2 test grades. In the absence of homework, the weight distribution will default to 90% for classwork.	

For High School Credit Courses:

(Algebra I, Art, Spanish, Drama & selected CTE courses)

Description	Assigned Weight
Six Weeks Exam	15%
Classwork/Homework	20%
Tests	40%
Projects	10%
Quizzes	15%
Each reporting period must include at least 2 test grades. In the absence of projects and/or quizzes, the given weight(s) will be evenly distributed among the classwork and tests categories.	

* In accordance with campus policy, all teachers will post a minimum of 12 grades for marking periods that have between 5-6 weeks, and 14 grades for marking periods with 7 weeks. The maximum number of grades that can be posted are 18.

Six Weeks Report Cards

If at the end of the six-week progress reporting period, a student's average is lower than a 70, parent conferences are required to be held. If at the end of the six weeks reporting period, a student's average is still failing, the teacher of records must submit supporting documentation no more than 3 days after report cards are issued to prove that all attempts have been made to help the student succeed. (SEE DOCUMENTATION NEEDED P. 28-30)

No Pass No Play!

2024-2025 Progress Report and Report Card Schedule

Progress Report Schedule

<u>ENDING DATE</u>	<u>SEND HOME</u>
September 13, 2024	September 18, 2024
October 25, 2024	October 30, 2024
December 6, 2024	December 11, 2024
January 24, 2025	January 29, 2025
March 14, 2025	March 26, 2025
May 9, 2025	May 14, 2025

Report Card Schedule

<u>ENDING DATE</u>	<u>SEND HOME</u>
October 4, 2024	October 9, 2024
November 8, 2024	November 13, 2024
December 20, 2024	January 8, 2025
February 21, 2025	February 26, 2025
April 17, 2025	April 23, 2025
June 6, 2025	June 6, 2025

Re-Teaching – Retesting - Make-Up Work

Re-teaching and remediation are important parts of instruction. Throughout a daily lesson, the teacher should monitor student understanding. Such monitoring alerts both teacher and student to the possible need for remediation or re-teaching. Instruction that provides student practice with teacher assistance before students work independently also helps to prevent failures in understanding. In addition, formal or informal assessment may identify some students who did not understand the concept presented. The teacher should then select re-teaching activities that present the content in a new or different learning modality. If the initial instruction was primarily visual, the corrective activity might use an inductive approach. In this way, the student will gain a new perspective on the task. Documentation that re-teaching has occurred may consist of entries in the teacher's lesson plans and **MUST** be indicated in the grade book. There **must** be documentation of at least one instance of re-teaching when the teacher has determined that the student has not mastered the grade level skills on each assignment being used as a recorded grade (**grades below 70**). **In addition, any student that is absent or attending school sponsored events must be provided with the opportunity to make-up missed work for full credit in a timely manner.**

The decision as to how to reassess skills that are re-taught is the option of the classroom teacher. Reassessment methods include, but are not limited to:

- Observation
- Oral questioning
- Demonstration
- Re-teaching in another unit
- Correcting tests
- Class discussion/review
- Retesting
- Documentation of reassessment for individual students will be shown with a numerical grade in the grade book.
- All retest grades will be recorded
- When posting grades for a reporting period, a passing **retest** grade cannot be higher than a 70.
- If the retest grade is failing, the higher of the two grades (original and retest) will be used.



RYMS School Policy-III Phase Plan

SUCCESS FOR ALL STUDENTS

GOAL: 100% Pass Rates

At Raul Yzaguirre Middle School, we believe that we are committed to seeing that ALL our students succeed. I know we have high expectations for ALL of our students and do an awesome job working with them.... after all, we love to TEACH! Therefore, we will be instituting a 3-phase plan that will help all children reach their fullest potential as evidence in all schoolwork.

PHASE I

In Phase I we will be instituting an academic alert system. During this phase, teachers will identify those students who are failing 3 weeks before the marking period ends. Teachers will complete the academic alert form and submit a copy to the grade level supervisor. Prior to submitting this document, the teacher will have a conversation with students and or parents regarding their progress.

PHASE II- INTERVENTION FORM

In Phase II, students may not have heeded the warning during the academic alert given three weeks into the marking period. As a result, they have now failed the course. Both teacher and students will complete the following procedures.

Teachers:

1. Typed list of all students who failed your class.
2. Intervention form for each student with a description of individualized interventions. (**T-TESS... Differentiation (Dimension 2.4)**: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.)
3. Copies of tests given, including copies of retests for students who failed and needed reteach. For special education students, include a copy of the modified tests that were given. (**T-TESS... Monitor and Adjust (Dimension 2.5)**: The teacher formally and informally collects, analyzes and uses student progress data and makes necessary lesson adjustments.)
4. A copy of parent logs, phone calls and conferences, highlighting the students who failed. Make sure that you account for every student. (**T-TESS...School Community Involvement (Dimension 4.4)**: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.)
5. You will provide RtI/tutoring to the students that failed the 6 weeks. You can do this throughout the day or 30 minutes after school. (**T-TESS...Achieving Expectations (Dimension 2.1)**: The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Students will complete a SMART Goal form which must be signed by parent and teacher.)

PHASE III-STUDENT TEACHER ACADEMIC REVIEW

During this Phase the teacher and the school administrator will sit and discuss those students failing in order to create viable solutions to enhance both teaching and learning. All documents collected during Phase II will be brought to the academic review for a discussion around next steps.

1. Place all documents in a manila folder with your name and submit them to your grade level administrator no later than 3 days after report cards are sent out by 3:30 p.m.



Raul H. Yzaguirre Middle School 3-Phase Plan
SUCCESS FOR ALL STUDENTS

Academic Alert Form – Phase I

The Academic Alert Form is designed to enhance student success at Raul Yzaguirre Middle School. In an effort to assist students at risk of failing the marking period, we have established an Academic Alert Program to reach these students and offer the supportive services necessary for them to be successful. This form will be sent directly to the grade level Assistant Principal. The student will be contacted to make an immediate appointment with his or her teacher. The parent or guardian will be notified of the AAP (Academic Alert Program) process.

Date: _____

Student's Name: _____

Student ID Number: _____

Marking Period: ☐ 1st ☐ 2nd ☐ 3rd ☐ 4th ☐ 5th ☐ 6th

Teacher's Signature/Subject: _____

Student Signature: _____

Grade Level Administrator: _____

Please check all areas that are barriers to the student's Academic Success:

- ☐ Absences
- ☐ Tardiness and/or leaving early
- ☐ Does not bring textbook or other needed materials to class
- ☐ Missing and/or incomplete assignments
- ☐ Other non-academic distractions, concerns, etc.
- ☐ Homework

Course Grade: _____ Date Parent was Contacted: _____

Instructor Comments

Please describe the interventions you have provided for the student:

Has it been successful? Yes No

List two recommendations for improvement:



Raul H. Yzaguirre Middle School 3-Phase Plan
SUCCESS FOR ALL STUDENTS

Checklist – Phase II

The following documentation is required for students who failed the marking period. Please provide your administrator with a typed list of the students who failed your course with their corresponding grade. In addition, please provide the artifacts listed below for each students and use this form as your cover page.

Student Name: _____

1. _____ Academic Alert Form with individualized interventions (Phase I)
2. _____ Copies of retest/modified tests, if applicable
3. _____ Parent Contact Log (highlighted student who failed)
4. _____ RtI/504/Sped Accommodations
5. _____ Tutoring Schedule and Logs

Teacher Signature_____

Grade Level Administrator Signature_____

Student Dress Code

Students shall always adhere to the following uniform policy while on campus. Students will wear district-approved school uniform shirts with the school's logo that will be sold at the school campus:

6th Grade: Black Polo
7th Grade: Light Grey Polo
8th Grade: Maroon Polo

- The uniform policy is mandatory: students must wear the required uniform. If the school administration determines that the student's grooming violates the uniform policy, the student will be subject to disciplinary action.
- Students must wear the appropriate size shirt. Oversized shirts will not be allowed and must be tucked in if worn.
- **Pants / Bottoms:** blue jeans, black jeans or khaki pants are allowed. Denim shorts to the knee and capri pants are also allowed. Warm-ups, joggers, leggings, and/or bottoms with an elastic band are **NOT** allowed. Gym shorts, leggings, and warm-ups may only be used during PE. Clothing that is torn, too baggy or more than 2 sizes too large will not be allowed. Pants/trousers and shorts must be worn to the waist. **Denim/Jean may only have tears or holes beneath the knee. Students who have tears above the knee will be required to wear leggings that cover the holes underneath their pants.**
- Uniform shirts must cover the midriff area. Students are not to roll up, knot, or alter shirts.
- Students will wear appropriate undergarments which should **NOT** be visible.
- Long overcoats, bandanas, head gear (hats/caps etc.) and sunglasses are prohibited.
- **Long sleeve undershirt will be allowed only if it matches the color of uniform.**
- Body piercings or body clips are prohibited.
- Hoodies sold by the campus may be worn as part of the uniform any day of the week. Hoodies issued through athletics will be permitted on Spirit days & Fridays only. **(Hoods are NOT ALLOWED to be worn while inside the building.)**
- Hoodies that are not sold by the campus are **NOT** allowed. Jackets, windbreakers, coats and sweaters with zippers are permitted. When worn inside the building, outer garments will be unzipped or unbuttoned so that the uniform is visible. **(Hoods are NOT ALLOWED to be worn while inside the building.)**
- District policy on footwear will be followed: shoes with metal taps or noisemaking devices are prohibited. **Flip-flop sandals, slides, or any other footwear deemed unsafe will not be allowed.**
- **Shaved hair or shaved hair designs may not be inappropriate, offensive, or distracting.** Boys' hair shall not extend beyond the bottom of the shirt collar. **Hair color that is bright or not a natural hair color is NOT allowed. *Administrators will determine if hair color or style is disruptive or distracting to the learning environment.**
- Sideburns will not extend beyond the bottom of the earlobe. Mustaches shall be neatly trimmed. Beards are not permitted.

Cell Phone/Electronics Policy

Cell phones or electronic devices may only be used throughout the school day for academic purposes. Devices used for personal purposes during the day will be confiscated and turned into the appropriate office administrator. Cell phones **MUST** be maintained in the **OFF/or SILENT** position during school hours. Use of cell phones in restrooms, during testing, or during the instructional day for socializing is prohibited. **No earphones and/or AirPods are allowed to be worn/used during class time.**

- | |
|--|
| <ul style="list-style-type: none">• 1st Offense: Devices will be confiscated until the end of the day. |
| <ul style="list-style-type: none">• 2nd Offense: Device will be confiscated until parent picks it up at the end of the day. |
| <ul style="list-style-type: none">• 3rd Offense & On: Device will be confiscated, and a \$15 fine will apply. Device will be returned to parent after fine is paid. Student will no longer be allowed to bring a device to school unless it is left at the front office each morning and picked up at the end of each day. |

Confiscated items submitted to the front office may only be picked up between **3:25 and 4:15 P.M.**

***School personnel are NOT responsible for stolen or lost items which have been confiscated! ***

Profanity/Bullying Policy

The use of vulgar or profane language is strictly prohibited. Texas Education Code Section 37.123. Bullying, as defined by Texas House Bill 283, Section 3, will not be tolerated.

Zero Tolerance on Bullying

Consequences:

- | |
|--|
| <ul style="list-style-type: none">• 1st Offense: Administrator will investigate, document and notify parents of both bully & victim. |
| <ul style="list-style-type: none">• 2nd Offense: Counselor Intervention/Peer on Peer Harassment Form/Counselor will notify parents of both bully & victim. |
| <ul style="list-style-type: none">• 3rd Offense: Referral to office/PSJA Bullying/Harassment Form submitted to Student Services for further action. |

Raul H. Yzaguirre Middle School



Teacher Tips

Tips on Dealing with Angry or Difficult Parents

You probably never imagined contending with difficult parents when you dreamed of becoming a teacher. Managing difficult parents can be one of the hardest parts of teaching.

1. Let upset parents know that your goal is to help every child succeed. Look for ways to find common ground. Tell parents that both of you want what's best for their child and that you want to find ways to work together. When parents are able to look at the big picture and realize that you are on the same side, you can begin to work together to help their child succeed.
2. Be sensitive! No matter how tense a situation becomes, always remember that your student is someone's precious baby. Open your conversation with parents by acknowledging the child's strengths before you focus on areas of concern.
3. Be proactive! Contact parents as soon as you see academic problems or negative behavior patterns develop. You'll have a better chance to change these patterns if you catch them early.
4. Good records that document dates, times, notes and decisions about students can be invaluable if problems arise. Keep track of communication you've had with parents throughout the school year. If you respond to a parent's note in writing, make a copy of your response and staple it to the parent's note. After making phone calls to parents to discuss problems, take a few minutes to record any important information that was discussed. A parent communication file comes in handy if you ever need to document how you've involved and informed parents after an incident at school.
5. Be prepared to give specific examples to illustrate the points you make. Show parents examples of average and above average work for your grade level.
6. If a parent asks you a question that floors you, don't be put on the spot. It's fine to let parents know that you need some time to reflect on their question before you respond. Let them know that you'll get back to them in a day or two.
7. Don't be afraid to end a meeting with parents who become confrontational. Sometimes, the best thing to do is to provide an opportunity for all parties to cool down and reflect on the issues at hand by bringing the meeting to a close. Set a time and date to meet again. If you feel threatened, ask your principal, vice principal or school counselor to attend the next conference.
8. Don't let yourself get dragged into disputes between families of children in your class. Let parents know that you're receptive to their thoughts and ideas about their child, but you must stay out of personal issues between the families.

PHRASES TO AVOID WITH PARENTS

- **"I have 25 other students. I can't ____."**
* It's not about you! Parents will always prioritize their child.
- **"You need to take your child to the doctor."**
* Saying this can get your school into major trouble and could even put them in a position to have to pay for any medical bills the child incurs. Be very careful about suggesting outside services and check with the principal regarding how they would like you to handle these situations.
- **"In my years of teaching I have never seen a student ____."**
* This shifts focus onto you and away from the child. It also doesn't convey a lot of confidence to the parent that you'll be able to help their child, which can be very frightening and discouraging.

Always be sensitive to parents. They are their child's most valuable advocate.

Tips For Successful Parent Conferences

- 1) Avoid surprises (especially unpleasant surprises) by preparing parents in advance of meetings through letters and phone calls.
- 2) Be prepared, have an agenda for parents and have documented facts available. Be prepared with information that relates to your concern, i.e., homework samples, tests, conference notes, etc.
- 3) Establish a mutual agenda for the meeting, based on what you wish to cover and by asking the parents what they wish to cover.
- 4) Be honest, especially when you are struggling with a child, and encourage parental honesty. (In a nice way)
- 5) Use descriptive language, cite specific examples, and avoid judgmental terms.
- 6) Get parents to talk about their hopes, their worries, and their expectations for this child.
- 7) Be an active listener. There are always two sides to every situation. Your perspective may not be the most accurate one.
- 8) When possible, hold the conference in a comfortable, circular arrangement (no sitting behind a desk). Shake hands, make introductions, get everyone's last name right.
- 9) Recognize your own level of expertise. Don't take on more than your training and level of experience can support.
- 10) Use humor. Let your criticisms be constructive.
- 11) Try to remember that the child's well-being is the purpose of the meeting.
- 12) Know the child, "claim" the child, know his or her interests and personality outside your classroom.
- 13) Don't be afraid to check with parents on the progress of the conference; ask whether it meets the parents' hopes and needs.
- 14) End on a positive note.

NEVER, under any circumstances, discuss a child with anyone other than his/her parent/guardian (If grandmothers/grandfathers want to discuss a child they need to be the legal guardian.). A biological parent has the right to information about his/her child even if he/she does not have legal custody. Let the administration know if this request occurs.

SUBSTITUTE PLAN/FOLDER

A Substitute Plan should be filed in the Substitute Teacher Folder that includes the following:

- Teacher's name, grades, and room number
- Map of the school with highlighted areas showing specific areas of most need (ex: your classroom, restrooms, cafeteria, nurse's office, music room, teachers' lounge, etc.)
- General schedule of the day
- Early morning activities (Breakfast)
- Beginning class activities (attendance, lesson plans, teacher's editions, etc)
- Restroom procedures
- Lunch procedures
- Health room procedures and passes
- Library procedures, if applicable
- Management plan/discipline procedures
- Names/room numbers of helpful teachers
- Dependable students who can be helpers
- Resource and/or speech students (include time, location and teacher with whom the student will be working)
- End of day procedures (clean-up, dismissal, etc.)
- Fire drill procedures (include map)

Substitute plans should be completed by the **first Monday in September** of each school year. Please remember to update this information as needed throughout the school year. Place this information in a folder and inform substitutes and colleagues where this folder is located. You may leave messages for the substitute on the teacher access website. Emergencies do happen. Please be prepared.

Raul Yzaguirre Middle School

POLICIES



District Policies for ALL Employees



Protecting the Unprotected

Texas Department of Protective and Regulatory Services

Information on Reporting Child Abuse or Neglect

Report Abuse or Neglect of children, the elderly, or people with disabilities.

1-800-252-5400 or www.txabusehotline.org

- Child abuse and neglect are against the law in Texas, and so is failure to report it.
- If you suspect a child has been abused or mistreated, you are required to report it to the Texas Department of Protective and Regulatory Services or to a law enforcement agency.
- Professionals are required to make a report within 48 hours of first suspecting abuse, neglect or exploitation of children. *Texas Family Code 261.101*
- An elderly or disabled person is in the state of abuse, neglect, or exploitation requires reporting immediately. *Human Resources code Chapter 48 (48.051)*

What if my report is an emergency?

Call 911 or your local law enforcement agency if the situation is an emergency.

Call the Texas Abuse Hotline at 1-800-252-5400 if:

- You believe your situation requires action in less than 24 hours.
- You believe a child, adult with disabilities, or person who is elderly faces an immediate risk that could result in death or serious harm.

The website is only for reporting situations that do not require an emergency response.

Reports made through the web site take up to 24 hours to process www.txabusehotline.org (you must create an account)

What is Abuse?

Abuse is mental, emotional, physical, or sexual injury to a child or failure to prevent such injury to a child.

What is Neglect?

Neglect includes (1) failure to provide a child with food, clothing, shelter and/or medical care; and/or (2) leaving a child in a situation where the child is at risk of harm.

How do I make a report?

1. When you make a report, be specific. Tell exactly what happened and when. Be sure to record all injuries or incidents you have observed, including dates and time of day and keep this information secured.
2. Reports should be made as soon as possible but no later than 48 hours before bruises and marks start to fade. It is important for the investigators to be able to see the physical signs.
3. Give the agency person any information you have about the relationship between the child and the suspected abuser.
4. Please provide at least the following information in your report.
 - Name, age, and address of the child
 - Brief description of the child
 - Current injuries, medical problems, or behavioral problems
 - Parents names and names of siblings in the home

Will the person know I've reported him or her?

Your report is confidential and is not subject to public release under the Open Records Act. The law provides for immunity from civil or criminal liability, as long as your report is made in good faith. Your identity is kept confidential.

What if I'm not sure?

If you have reason to suspect child abuse, but are not positive, make the report. If you have any doubts call the hotline.

State Mandate

LIANNA'S LAW

The district recognizes that in addition to education, **safety is a priority of every staff member.** Therefore, no student shall be left unattended by staff members who are responsible for supervising them.

The district shall attempt to ensure student safety through supervision of students in all school buildings, at all school-sponsored events or activities, on all school grounds, and through special attention to the following:

- Maintaining a reasonable safe school environment.
- Observing safe practices in those areas of instruction or extracurricular activities that offer special hazards
- Developing age-appropriate safety programs and activities for students at each grade level.
- Emphasizing safety education to students enrolled in laboratory courses in science, industrial arts, health, and physical education.
- Providing first aid for students in case of accident or sudden illness.
- Annually reviewing the adequacy of emergency procedures at each campus in the district and for staff training in such procedures.
- Implementing appropriate crisis management procedures when emergencies occur.

The Superintendent and the principals shall develop plans and procedures for acquainting students with safe conduct and behavior in a variety of conditions and circumstances, including play and recreation, fire, severe weather, use of bicycles and automobiles, and use of school transportation. Teachers and administrators shall promote these procedures among students as appropriate.

State Mandate

SEXUAL HARRASSMENT

Sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature. Such conduct constitutes sexual harassment when submission or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. It includes same sex harassment when the harassment constitutes discrimination because of sex.

Sexual abuse is defined as "illegal sex acts performed against a minor." It may include, but is not limited to, fondling, sexual assault, or sexual intercourse.

The district forbids employees from engaging in conduct that constitutes sexual harassment of other employees or students.

The district encourages employees to come forward with allegations of sexual harassment or misconduct in the workplace. Employees who report sexual harassment will not be subjected to adverse treatment for reporting the harassment.

Three Kinds of Sexual Harassment

- Physical harassment is an unwelcome contact such as bumping, touching, hugging, kissing, groping, or pinching.
- Visual harassment is unwelcome exposure to sexually explicit photos, drawings, cartoons, notes, magazines, posters, graffiti, and starring.
- Verbal harassment consists of unwelcome spoken words or sounds directed toward another, such as lewd or suggestive remarks, off-colored jokes, wolf whistles, or comments on a person's appearance.

Forms of Sexual Harassment

- Sexual advances
- Requests for sexual favors
- Offensive jokes or comments
- Offensive gestures
- Sexist statements
- Offensive pictures or posters
- Hugs, massages, or touching

Types of Sexual Harassment

- Employee to employee
- Student to student
- Employee to student

Employee to Employee

- A **quid pro quo** is when an individual in a position of authority offers a subordinate a benefit in exchange for a sexual favor.
- A **hostile environment** is created when unwelcome advances, requests, or conduct have the effect of interfering with the performance of duties or creating an intimidating, hostile, or otherwise, offensive work or learning environment.

Student to Student

- Student to student sexual harassment includes **unwanted and unwelcome** verbal or physical conduct of a sexual nature, whether by word, gesture, or any other sexual conduct including requests for sexual favors.

Employee to Student

- Employee to student sexual harassment includes any **welcome or unwelcome** sexual advances, requests for sexual favors, and other verbal (oral or written), physical or visual conduct of a sexual nature.

Reporting Sexual Harassment - Level One

- Bring matters to the attention of the principal, immediate supervisor, or Title IX Coordinator. Request a conference or submit a complaint in writing. Principal or supervisor must call a conference within seven days. If the outcome of level one is not to the employee's or student's satisfaction, they may request a conference with superintendent or designee.

Reporting Sexual Harassment - Level Two

- Employee, student, or parent request to superintendent must be in writing and shall be filed within seven days following receipt of a written response. Student must include statement of complaint, evidence, resolution sought, signatures and date of conference in Level One. The Superintendent shall hold the conference within seven days. After the conference is held, the superintendent has seven days to respond. If the outcome is not to the employee's satisfaction, he or she may present a complaint to the school board.

Reporting Sexual Harassment - Level Three

- After request is made to the superintendent, he/she shall place the matter on the agenda for the next regular board meeting. The proceedings for this hearing may be in a closed meeting, unless otherwise required by the Open Meetings Act.

Investigation of Sexual Harassment

- Determine if there is a need for administrative leave.
- Check timetables to determine where to begin.
- Who conducts the investigation?
- Research your parties involved.
- Know the charge.
- Prepare a list of questions.
- Meet with complaining party first.
- Talk with all people who have knowledge.
- Make special provisions for students.
- No parent consent is needed for the interview.
- Parent consent needed for written statement.
- Get complete statements from everyone you interview.
- Determine if charge is valid.

Prevention of being accused of Sexual Harassment or Sexual Abuse

- Educate yourself.
- Be sensitive and perceptive when interacting with others.
- Keep all actions job related.
- Avoid personal relationships with students.
- Touch students only when necessary.
- Try to never be alone with students.

Raul Yzaguirre Middle School

POLICIES



Emergency Response Plans

Emergency Response Team

Purpose: Is a group of people who prepare for and respond to any emergency incident, such as a natural disaster or an interruption of business operations.

Pharr-San Juan-Alamo ISD Health Services

EMERGENCY RESPONSE PLAN

Emergency Response Team

Personnel Trained to Administer First Aid, CPR/Automated External Defibrillator (AED):

Name/Title	Location	Telephone/Ext.	CPR Yes or No
Mariana Santana-Garza, RN	nurse's office	956-354-2632 / 5144	Yes
Justin Villanueva	coach	5120	Yes
Debra Martinez	coach	5121	Yes
Miguel Garcia	coach	5120	Yes
Carlos Villescas	coach	5120	Yes
Jessica Cruz	self contained unit	5150	Yes
Michael Castillo & Ricardo Castillo	6th grade hall		Yes
Sandra Pichardo	7th grade hall		Yes
Jaime Castrejon & Alejandra Rocha Cisneros	8th grade hall		Yes
Alvaro Moreno	fine arts	5144	Yes
			Yes

Personnel assigned to other emergency response team duties and their roles:

Name/Title	Location	Telephone/Ext.	Duty/Role
Front Desk Staff	reception	956-354-2630 / 5100	Call 911
Front Desk Staff	reception	956-354-2630 / 5100	INITIATE CODE: EMERGENCY RESPONSE TEAM
Front Desk Staff	reception	956-354-2630 / 5100	Notify parent, administration, health services, etc.
Front Desk Staff	reception	956-354-2630 / 5100	Assemble Emergency Response Team
Coach responding to emergency	coaching staff	5120 & 5121	Bring AED site
Front Desk Staff Member	reception	956-354-2630 / 5100	Collect student/staff emergency Information
Enrique Salinas & Daniel Muro	security	5123	Control crowd
Enrique Salinas & Daniel Muro	security	5123	Direct EMS to location
Minette Duenas	7th grade asst. principal	5134	Observe/Keep time
Front Desk Staff	reception	956-354-2630 / 5100	Arrange other transportation (if needed)
Roxanna Rodriguez 8am-10am			
Hadassah Ramos 10am-12pm			
Joanna Vela 12pm-4pm			

Personnel who encounter an emergency will notify the front office to announce, “emergency response team report to room _____” and state the nature of the emergency via school intercom.

Team members report to the location with assigned equipment and proceed with their assigned roles.

Campus Safety & Security

As part of the district plan for improving security the following measures will be in place:

Exterior:

- Access to the school – Only one gate will be kept open during school hours. All gates will be opened during morning (7:00 - 9:00 a.m.) and afternoon times (3:00 - 4:30 p.m.) when students are being dropped off or picked up.
- Side entrance doors will be kept locked at all times and will be used for exit purposes only. Students and staff are instructed not to open the doors to anyone. **ALL STAFF MUST ENTER & EXIT THE MAIN ENTRANCE AFTER 7:20 A.M. NO EXCEPTIONS!**
- *All visitors need to enter through the front door of the building and report to the front office.*
- A sign has been posted on the exterior of all side doors advising everyone to proceed to the main doors for entrance.

Access Control:

- All visitors to the school will report to the office where a visitor's pass will be issued.
- Staff has been instructed to stop and question any person inside the school who does not have a School ID or Visitor's Pass visible. Persons without a Visitor's Pass are to be escorted to the front office for the purpose of obtaining a pass.
- **All staff personnel are required to wear their ID badge at all times.**
- Any parent who picks up a student prior to 3:10 p.m. must buzz the office for the student to be called to the office. Teachers do not release any student unless it has been cleared by the office.
- No parents are allowed in the building for the purpose of just waiting around. If there is a need to enter the building, then that person must proceed to the office and obtain a visitor's pass.
- All teachers have been instructed to **keep their classroom door locked at all times.**

School Lockdown

A lockdown is the confinement of people inside secured rooms for safety measures.

It is used when a serious threat exists or is perceived to exist to the campus that requires students, personnel, and visitors to remain locked facility for safety.

A lockdown is typically ordered by law enforcement, but there may be situations when a lockdown is ordered by the principal or designee as the person responsible for communicating emergency procedures (e.g., intruder on campus). When in lockdown, the principal is designated as the Incident Commander and should follow the duties set forth in the safety plan.

Lockdown / Terminology

Terminology is very important. Plans should clearly identify when “Lockdown” versus other terminology is to be utilized. Terminology used to order a lockdown, should be plain language, clear and leave no misunderstanding as to what is expected. No secret passwords should be used.

Lockdown protocols will consist of 3 phases depending on the severity of the situation. They should **only** be used when there is a major incident or threat of school violence within the school, or in relation to the school. The overuse or misuse of lockdowns will result in staff/students becoming desensitized and they will not take lockdowns seriously.

PHASE 1: “Shelter in Place” should be used for an environmental or weather-related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation. School personnel will secure all gates and doors leading into the campus with only one entry point into the school. Classes will continue instruction as usual. The district’s security director will assign additional security as needed. An example could be a police chase in the immediate neighborhood. Other examples may include chemical spills, blackouts, explosions or extreme weather conditions.

PHASE 2: Also known as “Hold and Secure”. This phase should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g., a bank robbery occurs near a school but not on school property). In this situation, the school continues to function normally, no one is allowed out of the classrooms and instruction continues as usual. No one is allowed in or out of the campus. All exterior doors and gates are locked until such time as the situation near the school is resolved. The district’s security director will dispatch additional security to assist.

PHASE 3: This is a Full Lockdown. This is when there is a confirmed situation of immediate danger to the students and staff of the campus. An example is a confirmed report of a person or persons with weapons on campus, or other extremely dangerous situations.

School Lockdown

Roles and Responsibilities

Clearly defined roles, responsibilities and expectations are critical in emergency situations. This plan includes expectations of staff, students, parents and police.

Principal -The principal is responsible for over-all planning, implementation of content of the plan, scheduling of drills, inviting police, fire and Emergency Medical Services (EMS) to participate in and be aware of planning and drills, training of students and for the overall safety of staff and students. In an actual incident (not a drill), the police (Law Enforcement Agency) are responsible for management of the threat and subsequent criminal investigation, however the principal shall provide full cooperation with police.

Staff – School staff, and in particular administrators, have the overall responsibility for the training, safety and well-being of students. Administrators, during a violent incident have additional responsibilities in terms of working closely with police.

Students – Students have a responsibility to be familiar with the plan and to respond quickly the direction of staff during a crisis situation. Any student with information or prior knowledge of an individual or a potential situation which may result in a violent incident, must come forward with that information as soon as possible.

Police – Police are responsible to respond to and investigate violent incidents. During a violent incident, police will assume command and control of the response and investigation but will liaise and work closely with school administration and other emergency services, throughout the process.

Parents/Guardians – Parents and guardians must be informed of the existence of this plan and should reinforce with their children of their responsibilities to follow directions during a crisis and disclose any information they may have prior to or during a crisis.

Floor Plans

The main office will be the primary command post location, another area within the school to be used as an alternate command post will be the library due to its central location. A third off-site command post location will be as designated by law enforcement as needed.

Police will be provided current, accurate information about the school layout and this information will be available in both electronic and hardcopy in the event of computer malfunctions.

Identification of Buildings, Exterior Doors, Classrooms

To assist police in responding to a major incident or threat of violence, buildings, entrances and all rooms within buildings will be clearly identified. This information is essential to identify the location of buildings and identify safe access routes for responding emergency personnel.

BOMB THREAT PROCEDURES

- 1) Immediately after receiving a bomb threat call, hang up and notify campus administration.
- 2) A '**Bomb Threat Information Form**' should be completed as soon as a bomb threat is called in or immediately after.
- 3) Campus administrator or designee notify 911 (use non-emergency number if it is a drill – state that the campus is having a drill.
- 4) Quickly scan your immediate area of building prior to evacuation. (Devices are more likely to be outside or in a common area.)
- 5) If bomb threat is determined to be real, follow Evacuation Procedure or Lockdown Procedure' as determined by threat.

Note: Radios/cell phones/pagers should be turned off during a bomb threat. Electronic communication signals could trigger certain types of bombs.

BOMB THREAT INFORMATION FORM

(Be calm and courteous; do not interrupt the caller; quietly notify an administrator)

Name of person receiving the call: _____

Time: _____ Date: _____ Length of call: _____

Caller ID # (If known): _____ Race: _____

Check appropriate information:

Caller is: ☐ male ☐ female ☐ adult ☐ youth

Caller's Voice Characteristics: ☐ loud ☐ soft ☐ deep ☐ raspy ☐ high-pitched ☐ persistent

Caller's Language: ☐ English ☐ Spanish ☐ excellent ☐ poor ☐ fair ☐ profane

Caller's Manner: ☐ calm ☐ rational ☐ irrational ☐ angry ☐ nervous ☐ sober
☐ drunk ☐ emotional ☐ incoherent ☐ laughing ☐ voice is familiar

Background Noises: ☐ street ☐ animals ☐ music ☐ voices ☐ work place noises

Sample questions to ask caller:

When will it go off? _____

How much time is left before it goes off? _____

What kind of bomb? _____

Where are you now? _____

How do you know so much about the bomb? _____

What is your name? _____

Why did you plant the bomb? _____

If caller identifies him/herself, gather as much information as possible:

Most important question to ask is: Where is the bomb located?

Emergency Contacts

District Emergency

Superintendent of Schools	354-2000
Assistant Superintendent for Human Resources	354-2000 Ex. 1055
Safety	354-2065

Emergency Management

American Red Cross	787-7851
Pharr- Office of Emergency Management	787-7541
Hidalgo County—Office of Emergency Management	318-2615
State Emergency Management	682-5556

Fire Department Emergency

Dial 911

Pharr	787-2761
San Juan	787-9904
Alamo	787-5787

Police Emergency

Dial 911

Pharr	787-8546
San Juan	787-9904
Alamo	787-1454
Hidalgo Co. Sheriff	383-8114
DPS Highway Patrol	682-5556
FBI	984-6300

Hospitals

Rio Grande Regional	ER - 632-6443 632-6000
McAllen Medical Center	ER - 632-4100 632-4000
Edinburg Regional Medical	ER - 388-6509 388-6000

Raul H. Yzaguirre Middle School



Document Index & Handbook Index



RAUL YZAGUIRRE MIDDLE SCHOOL
ARRIVED LATE TO WORK



NAME: _____

DAY/DATE: _____

TIME ARRIVED: _____

DID YOU CALL TO NOTIFY SOMEONE?: _____ IF YES; TIME: _____ WHO _____

REASON FOR LATE ARRIVAL: _____

EMPLOYEE SIGNATURE: _____

ADMINISTRATOR SIGNATURE: _____

DOCK: _____ SICK LEAVE: _____ PERSONAL LEAVE: _____ NONE: _____

COMMENTS: _____



Request For Leaving During Working Hours

NAME: _____

DATE: _____

TIME LEAVING: _____ TIME RETURNING: _____

TOTAL TIME AWAY FROM WORK: _____

REASON(S): _____

*Secretary is not authorized to grant permission to leave building.

Staff Member's Signature

APPROVED: _____

DISAPPROVED: _____

Administrator's Signature

OFFICE USE ONLY

DOCK: _____ SICK LEAVE: _____ BUSINESS LEAVE: _____

PERSONAL LEAVE: _____ DEATH N THE FAMILY: _____ OTHER: _____

WHITE COPY - Employee

YELLOW COPY - Office

*It is the policy of the Pharr-San Juan-Alamo ISD not to discriminate on the basis of sex, disability, race, color, religion, national origin or age.
Es norma del Distrito Escolar de Pharr-San Juan-Álamo no discriminar en base al sexo, inhabilidad, raza, color, religión, nacionalidad o edad.*

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Raul H. Yzaguirre Middle School

Faculty Handbook 2024-2025

Administration at Raul Yzaguirre Middle School have compiled the information, directives, policies and procedures in this handbook to assist you in carrying out the task of educating our students.

If need to, each Raul Yzaguirre Middle School faculty and staff member is directed to read and become fully familiar with the contents of this manual and to follow the directives contained herein. This handbook is available via the internet on our school's website and will be available on your Google Drive. There is a hardcopy available in the library and front office. A hardcopy is also available for you upon request.

Your signature below indicates that you have read and understand the contents and expectations of the Raul Yzaguirre Middle School Handbook.

Turn in this signed page by Friday, **August 25, 2024**, to Mrs. M. Dueñas.

Print Name: _____

Grade/Assignment: _____

Date: _____

Staff Member Signature

The Staff Handbook is a LIVE document and subject to change. Additional resources not included in this handbook are available on the PSJA District website.