

Spooner Middle School



Teacher Handbook

2011-2012

SPOONER MIDDLE SCHOOL

TEACHER HANDBOOK

Young adolescents in the Spooner Middle School reflect the variety of family backgrounds and community influences that exist within our society. They represent diverse economic backgrounds, differing family circumstances, and unique social/emotional conditions. As responsive middle school teachers and professional adults, you make an effort to recognize and meet the distinctive needs of each of your students. Always be aware that the relationship you have with your students may be critical to each child's life, now and later.

This handbook is designed as a resource to assist you with the many duties you encounter daily. Being an educator is an awesome responsibility and a true joy.










Sincerely,

A handwritten signature in cursive script that reads "Lynnea A. Lake".

Lynnea Lake
Middle School Principal

2011/12

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SPOONER MIDDLE SCHOOL

Building Level Goals 2011/12

1. In concert with district planning and a prioritized curriculum, we will implement a plan that addresses the facility requirements necessary for a stimulating and safe learning environment as called for in the mission, belief and objectives.
 - a. Provide a school-wide safety in-service with local law enforcement on September 23, 2011.
 - b. Continue working with all staff to support a behavior management program that emphasizes restorative practices.
 - c. School Wide Health Day during Middle School Week.
 - d. Practice fire and lockdown procedures on a regular basis.
2. Re-establish trust and effective communication with the community by considering all viewpoints on how to best meet the needs of our children as identified within the strategic plan.
 - a. A change in Parent/Teacher Conferences will occur this year. All teachers will be available for parents to meet, rather than only the student's advisor.
 - b. Continue to support local PTA efforts in the Spooner Middle School.
 - c. Provide timely communication with parents through e-mail, phone calls, face to face meetings, and on-line grade books.
3. Initiate, develop and coordinate a program to promote community and family involvement that improves communication, volunteerism and school/community interaction.
 - a. Utilize Americorps to promote volunteerism at the Spooner Middle School.
 - b. Open House/Parent Teacher Conference September 1, 2011.
 - c. Promote after-school programming for students, with both academic support and healthy leisure time activities.
 - d. Continue our Service Learning Project in April.
 - e. Continue our School Garden Project.
4. Prioritize programs and seek and mobilize additional resources necessary to fulfill the mission statement, objectives and beliefs of the Spooner Area School District.
 - a. October 14 AODA application due to DPI.
 - b. Continue to explore additional resources to support programs, particularly Character Education activities.
5. Develop and implement a curriculum coordination model that emphasizes aligned curriculum and opportunities for students to apply learning to real life situations.
 - a. Focus on Math and Language Arts to complete a full curricular cycle.
 - b. Develop goals for all other curricular areas with time lines.
 - c. Continue to work with the school wide RTI team. This provides ongoing support for all staff.
6. Promote the use of technology as a tool to support building partnerships and facilitating communication with the community and support teaching and learning by working with curriculum assessment and instructional leaders.
 - a. Staff development opportunities will be provided during early release on technology use to all staff.
 - b. Additional support will be provided to new staff at the beginning of the year in the use of classroom technology.
 - c. 95% of all classrooms will have Smart Boards installed. All classrooms will have projectors.

SCHOOL DISTRICT OF SPOONER - SPOONER MIDDLE SCHOOL

STATEMENT OF PHILOSOPHY

We, the faculty and staff of Spooner Middle School, are committed to the belief that early adolescents are at a unique and critical stage in human growth and development. Students 10-14 years of age differ greatly from elementary and high school age students due to the rapid growth and maturation exhibited by early adolescents.

Teachers, administrators, support staff members, board members and parents will work cooperatively to develop a middle school program that is designed to meet the physical, emotional, social and intellectual needs of early adolescents.

The emphasis of our middle school program should be on developing learning skills, interests, and values, while keeping in mind the early adolescents' fragile self-concept.

BUILDING MISSION STATEMENT

THE STAFF OF SPOONER MIDDLE SCHOOL IS COMMITTED TO PROVIDING AN ENVIRONMENT OF LEARNING AND GROWTH WHICH INCLUDES A PROGRAM APPROPRIATE TO THE YOUNG ADOLESCENT'S INTELLECTUAL, EMOTIONAL, PHYSICAL AND AESTHETIC NEEDS.

CHANGES / ADDITIONS

Staff & Room

2011/12

New Additions:

• Mark Asleson	Grade 6 Science	313
• Emily Butorac	Grade 5 Math	131
• Joni Campbell	Art	205
• Dan Haughian	Boys Physical Education	BLR
• Kurt Kunkel	Computer 7, Music 5	
• Chelsey Matthes	Grade 8 Math	103
• Rich Meaux	Special Education	203
• Andrew Rappel	Grade 5 Social Studies ½ time	133
• Katie Schleife	District Psychologist	
• Jeremy Vogler	Tech Ed ½ time	105
• Stacy Wiener	District Nurse	
• Rachel Schumacher	Secretary	

Room Changes:

• Tracy Bassett	Special Education	302
• Maria Nelson	Spanish	102
• Dan Rosenbush	Grade 7 Social Studies	201
• Will Stewart	Grade 7 English	211
• Janet Weiberg	Special Education	104

Staff Position Changes:

• Tammy Ackerson	Grade 8 Computer & Grade 5 PE once per week
• Emily Butorac	Grade 5 PE once per week
• Joni Campbell	Grade 8 Careers
• Lana Harding	Grade 5 PE once per week
• Holly Larsen	Grade 8 Reading Remediation
• Andrew Rappel	Grade 5 PE once per week

FIELD TRIPS:

Many worthwhile field trips can be taken by your classes throughout the school year. Consider the local possibilities that are within walking distance of the middle school, along with opportunities outside of our school district.

To have your field trips more meaningful to your students, a suggested general outline to follow for the trip is listed.

1. Have an Evaluation Before the Trip
 - a. Would the trip enhance the learning situation?
 - b. Is there classroom material that can be covered before the trip?
 - c. Plan your trip to insure enough time for what you want to accomplish.
 - d. Can this field trip be correlated with other classroom work?
 - e. What benefits will the children receive from the trip?

2. Your Preparation Before the Trip
 - a. **If you use a school bus, send a written request to the principal's office one week prior to the trip. Plan your route thoroughly. This is not a service to be expected of the river.**
 - b. Do not surprise some local industry with 35 youngsters and inform them you wish to visit their particular industry. Contact them at least two weeks prior to the trip.
 - c. Plan a list of objectives you hope to cover on the proposed trip.
 - d. Ask a few parents to go along to help supervise your students. (Optional)
 - e. Contact other teachers who might be interested in going along with you.
 - f. **If you are going to be gone over the lunch hour, plan your day accordingly. It is your personal responsibility to inform the cafeteria supervisor a day or so ahead of time in order for adjustments to be made in the number of meals that are to be prepared on the day your students will not be eating hot lunch.**
 - g. Be sure you request permission for the trip before venturing off for some place.
 - h. If at all possible, visit the place before the trip so you will be acquainted with the area or place.
 - i. Try to estimate how long the trip will take. Do not overstay...this will cause transportation problems for other students or area schools.

3. The Pupil's Preparation Before the Trip
 - a. Stimulate pupil interest through bulletin boards, slides, lectures, or pupil research work.
 - b. Have your students discuss the trip beforehand.
 - c. Let the students know the purpose of the trip. List the objectives of the trip on the boards.
 - d. Establish a code of conduct before the trip.
 - e. Furnish the children with any aids that might make the trip more educational and enjoyable.
 - f. Have the students bring along note pads to jot down things of interest or questions to be discussed later.

FIELD TRIPS: (continued)

4. The Trip Itself
 - a. Have a list of questions (pupil/teacher prepared) made ahead of time to ask as you are visiting.
 - b. Make sure that all students can see and hear what is taking place.
 - c. Have a period planned to ask questions.
 - d. Have the necessary provisions made so that students can write down what was talked about or observed.
 - e. Plan for drinks and lavatory periods.

5. Follow-Up Period
 - a. Class discussion of trip.
 1. Good and bad points
 2. Introduction of new material, ideas, thoughts, etc.
 3. Could a better trip have been planned?
 - b. Class projects resulting from trip
 1. Sketches
 2. Bulletin board displays
 3. Stories
 4. Poems
 5. Thank you letters
 - c. Pupil reports:
 1. Overall trip reports
 2. Special pre-assigned reports on specific aspects of the trip
 - d. Evaluation of the trip:**
 1. Was the trip successful in accordance with the objectives?
 2. What new activities have started as a result of the trip?
 3. Has the trip developed ideas in the children to stimulate interest for or against the Place visited?
 4. Are field trips of this nature worthwhile?
 5. And finally, would you recommend this trip to other teachers and groups of students? Why? Why not?
 - e. Major field trips are a part of the school year budget and preliminary plans need to be made in the spring, prior to the starting of the school year. As a rule, one grade level field trip is encouraged, per school year, with the above mentioned outline followed. Additional field trips will be reviewed closely prior to approval.**

RTI

Response to Intervention

The RTI framework implemented at the Spooner Middle School includes universal, selected and targeted options. The GOALS include:

- Implementation at grades 5, 6, 7 and 8.
- Students struggling academically will improve their grades, gain self-confidence, and improve attitude toward school.
- Students struggling behaviorally will be able to utilize interventions to reduce the amount of behavioral referrals.
- Staff will be trained in a variety of instructional interventions monthly.
- Staff will implement alternative instructional strategies as a result of on-going assessment.
- Parental involvement will be strongly promoted.

2011/2012

Holly Larsen
Support Staff

Lynnea Lake
Administrator Contact

Lana Harding
Grade 5 Contact

Ryan Smith
Grade 6 Contact

Michelle Burns
Grade 7 Contact

Brooke Marienfeld
Grade 8 Contact

SCHOOL DISTRICT OF SPOONER

Special Education Referrals

All referrals for special education must be in writing. Written referrals are given to the building guidance counselor who documents the date of receipt. If a person other than the child's parent(s) makes the referral, the person who receives the referral verifies that the parent(s) was (were) informed that a referral would be made. District IEP Coordinator acts as case manager unless otherwise specified.

Based on information available in the referral and from other relevant sources, the IEP team case manager, along with the Director of Special Education, determines the initial composition of the IEP team to conduct the evaluation. The IEP team, at a minimum, includes the child's regular education teacher, a special education teacher with recent experience and training in the area(s) of suspected disability, an LEA representative, and the child's parent(s).

The case manager completes and sends to the parent(s) a Notice of Intent to Evaluate. That notice identifies the purpose of the evaluation and the members of the IEP team.

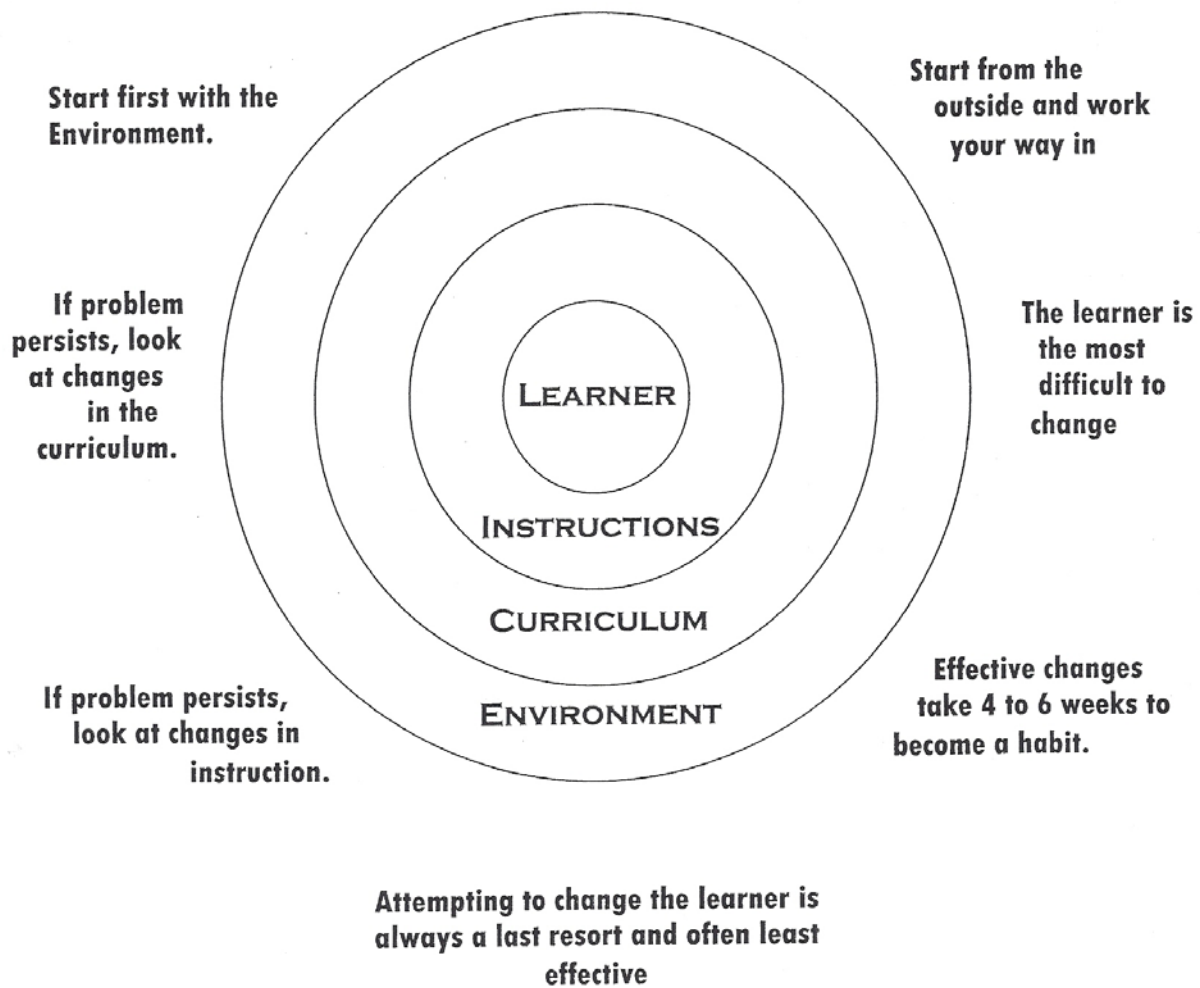
The case manager facilitates communication among all members of the IEP team to determine what assessments need to be done to make a determination of the child's eligibility for special education. The determination is based on available existing reports and records. The IEP team may meet or the case manager may facilitate communication among the team members to make the determination. Parent(s) will be involved through either an in-person meeting, by telephone, or in written communication as appropriate.

If the IEP team determines that no additional tests are needed, a Notice That No Additional Tests Are Needed for Evaluation is sent to the parent(s).

If the IEP team determines that additional tests are needed, a Notice and Consent Regarding Need to Conduct Additional Tests is sent to the parent(s) seeking his/her (their) consent for the evaluation. If there is not a response within one to two weeks, another copy of the notice is sent to the parent(s) and a telephone call is made, if appropriate. If there is no response within another one to two weeks, another copy of the notice is sent to the parent(s) and a telephone call is made to the parent(s), if appropriate, to see if there is a problem and to remind the parent(s) of the need for their consent.

Upon receipt of parental consent, the IEP team members conduct the necessary assessments. If, during the course of the evaluation, members of the IEP team determine that additional assessments are needed, that information is provided to the parent(s) on a revised copy of the earlier notice or it is documented on the current form and sent to the parent(s).

Effective Problem Solving Ways to Bring About Change



What Is Your First Step?

DAILY PROCEDURES

Faculty Room:

The faculty room is provided for your R & R. Use it professionally, socially, and positively. **“NO KILLER STATEMENTS ALLOWED.”** Help keep it clean and let it help you recharge. Coffee should not be brought back to your rooms during the student day.

Payday:

Payday for all teachers is twice a month...the 15th and the last working day of the month. If you have any questions concerning your pay, contact the superintendent's office. We want your paycheck to be correct. All pay checks are direct deposit. An electronic history can be found by going to the districts ERMA site.

Closing of School:

I would like to remind you of our system of making up inclement weather days. This system applies to teachers, aides and secretaries working less than 12 months. An excerpt from the N.U.E. Master Contract reads...

Teachers will make up three hours per inclement weather day to be scheduled with the building principal. That time may be made up on the inclement weather day or as arranged with the principal.

Notice of school closings will be given over the following seven local radio stations by 6:30 a.m.:

WCSW-AM 940-Shell Lake
WJMC-AM 1240- Rice Lake
WAQE-FM 97.7- Rice Lake
WHSM-AM 910- Hayward

WGMO-FM 95.3- Shell Lake
WJMC-FM 96.3- Rice Lake
WRLS-FM 92.3- Hayward

Mailboxes:

Mailboxes have been provided for your convenience. All middle school teachers should check their mailboxes regularly. If any changes are to be made in class schedules, lyceum programs, or class cancellations, they will be in your mailboxes at that time. You will also want to check your email on a regular basis for updates, etc.

Keys:

Middle school room keys may be checked out from Mrs. Swan in the office.

wp/th4

DAILY PROCEDURES: (continued)

Public Releases:

Before disclosing a public release to the newspapers, please have your principal's approval.

Many times you have worthwhile classroom projects that would be of interest to our local citizens. It is hoped more of these will be released during the coming school year.

Solicitors:

If you are approached by an agent or solicitor, request them to inform you as to whether or not they have permission from the principal to speak to you. If not, direct them to the principal's office at once. Having your whole-hearted cooperation in this matter may save you embarrassment and will no doubt save encroachment upon your time and resources.

Teacher Liability (Pupil) (A simple reminder.)

Remember, you personally are responsible for the students under your direct supervision at all times. If you leave your students unattended during a supervised period (for other than an emergency) and an accident occurs, you leave yourself wide open for a charge of negligence. This also is the case when you let children congregate in the halls, toilets, in your classroom before school, noon hours, after school, etc. Therefore, if you see children unsupervised, either supervise them or report this to the office immediately.

Lyceum Programs and/or Assemblies of any Kind:

Middle school teachers are particularly reminded if you have a class during a scheduled lyceum program, you are to accompany and remain with your students during the program. If a lyceum program falls during your prep period, you are not required to attend the program. Teachers are discouraged from leaving during a lyceum program due to a scheduled prep hour. In most cases, students will attend lyceum in their connection groups.

Parental Visitation:

Make every possible effort you can to encourage parents to visit our schools. Once we truly sell our program to them they will be with us all the way. All parents must check in to the office and register. Name tags are provided.

LESSON PLANNING

All teachers are expected to make plans for each class for at least one week in advance. A copy of these weekly plans should be submitted to the principal by Friday afternoon. Please indicate what is being studied. Do not merely list page numbers. Your lesson plans are needed for the following reasons. A simple, straight-forward format for planning is:

1. What am I going to teach?
2. How am I going to teach it?
3. How will I know I taught it?

LESSON DESIGN

Below is the lesson design all K-12 teachers will follow in the planning of their daily lessons. The purpose of this lesson design is threefold:

1. To establish a K-12 common language about teaching.
2. To pinpoint specific areas you and I can talk about either before or after a supervisory visit.
3. To create the best learning environment possible for our school district youngsters.

The lesson design may consist of the following seven (7) basic parts:

1. Lesson Opening: How do you get your students ready for learning?
2. Lesson Objective(s): Discuss with students and explain what they will be learning in class today and/or this week and maybe even longer.
3. Presentation: What you need to do to teach the objective(s).
4. Checking for Understanding: Student response should reflect basic understanding of objective(s).
5. Supervised Practice: Student work time during which you personally observe to insure the objective(s) has been learned. This can be accomplished by walking around the room, observing each student's progress, etc.
6. Closure (Summary): Review of lesson with students.
7. Independent Practice: Student work time during which learned objective(s) is put into use ... assignment – test.

TEACHER ABSENTEEISM

When you know ahead of time you are going to be absent for a funeral, doctor appointment, etc., please notify the principal as soon as possible by completing a leave request form (located online in ERMA). If needed, arrange for your substitute via Aesop. When sudden sickness or an unforeseen emergency takes place, the sooner your absence is known, the sooner a substitute can be provided. Leave requests should be completed for any staff absence, including conferences, school business, etc.

On the day you return from an absence, you must complete a staff absence form (located online). It is the teacher's responsibility to obtain these forms and complete them in a timely manner.

PURCHASE ORDERS

ABSOLUTELY NO ORDERS ARE TO BE PLACED WITHOUT A SIGNED PURCHASE ORDER IN YOUR POSSESSION. The policy on purchasing is outlined below. This is not a new procedure, only a reinforcement of the current policy.

1. Staff member completes an on-line requisition, including accurate catalog numbers, pricing, company address, correct account number, and then submits it to the building principal for approval.
2. If you do not have access to the account you are purchasing from, contact business manager regarding this matter.
3. Principal will then approve or deny. If approved, it will be forwarded, electronically, to the business office
4. If approved by the business manager, a purchase order will be printed and returned back to the requesting staff member. **Only when you have received the signed purchase order may you actually place the order.** Make sure your requests are made in a timely manner to allow for processing time.
5. After receiving purchase order and if purchasing from a local vendor and picking up item(s) yourself – please turn cashier receipt in to Pat Reijo – for processing.

School Day

Flex Schedules:

Staff members are accorded the right to adjust their schedules within the following parameters:

1. All staff will be at their workstations at the beginning of their workday - 8:00 a.m.
2. Keep all appointments outside your scheduled workday.
3. In the event an emergency arises, contact the principal for permission to alter your schedule. Anytime away from your work will be made up at another time.
4. There is no provision for compensatory time.
5. Flex scheduling will continue throughout the 2011/12 school year. Have your schedule on file in the office no later than Friday, September 9. The flextime work day is from 7:45-3:30 p.m.

Remember, schedules are to be strictly adhered to.

Any staff member leaving the building throughout the workday, except for lunch, must have administrative approval before signing out in the logbook located in the office. Personal appointments should be made for non-school hours.

Dress

Please allow your attire to reflect your professional status as a teacher. Jeans are not appropriate dress for school except on special days.

Movies in the Classroom

No movie is to be shown in your classroom that does not pertain to what you are teaching without administrative approval. **Movies should be limited in use.** They are not intended to replace direct instruction.

Hallway/Restroom Supervision

Hallway and restroom supervision is expected by all staff. This is an opportunity to develop connections with many students along with defusing potential problems.

wp/th11

Substitute Teacher Plans

ALL STAFF, TEACHERS AND AIDES MUST HAVE A SUBSTITUTE FOLDER ON FILE IN THE MIDDLE SCHOOL OFFICE. THIS SHOULD CONTAIN:

- a. Seating arrangements or student roster for each class
- b. Name of a student helper for each class
- c. Special plans or instructions i.e., location of needed supplies/equipment
- d. Procedures to be followed in the classroom
- e. Specific directions as to emergencies and where emergency procedure document is located.

SPECIAL OBSERVANCE DAYS

K-8 Teachers: In keeping with the Department of Public Instruction and the Laws of Wisconsin Relating to Public Schools, the following State Statutes are referred to for your information and convenience for this school year. Incidentally, we must verify on our annual state reports that these were observed and that your classes participated in them.

118.02 Special Observance Days:

September 16 - MILDRED FISH HARNACK OBSERVANCE DAY: Mildred Fish was born in Milwaukee, Wisconsin in 1902. In 1926 she married German lawyer Arvid Harnack. They returned to his native Germany in 1930, where she worked as an editor and writer and he was a member of the German government. They were leaders of the resistance group "Red Orchestra." After their arrests by the Gestapo in 1942, she was sentenced to a six-year prison term, and he was executed. Adolf Hitler personally ordered her case reopened. She was beheaded on February 16, 1943. She is the only native-born American known to have been executed by the Gestapo.

September 16 – POW-MIA RECOGNITION DAY (third Friday in September): An estimated 50,000 former Prisoners of War live among us, including those held captive during World War II, the Korean War, the Vietnam War, throughout the Cold War era, and during more recent military actions. Additionally, the fate of about 10,000 Americans is unknown because they are missing in action. POW-MIA Recognition Day was established on the Friday of the third week of September to recognize those who suffered or suffer captivity in foreign countries while in active service with the U.S. armed forces.

September 17 - U.S. CONSTITUTION OBSERVANCE DAY: The US Constitution was signed on September 17, 1787 by representatives of 12 of the 13 original states. The Constitution, with its 26 amendments, defines our federal system of government and embodies the principles on which this country was founded.

September 21 – WISCONSIN DAY (Wednesday of the third full week in September): In celebration of the assets that make Wisconsin a desirable place to live and work, the Wednesday of the third full week in September is Wisconsin Day. The day falls during Wonderful Wisconsin Week – September 18-24, 2005, which by gubernatorial proclamation, salutes “every important activity in the state from agriculture to industry to tourism, from business to labor to recreation, and from education to good government to the state’s varied products.”

September 28 - FRANCIS WILLARD OBSERVANCE DAY: Frances Willard, a teacher and lecturer, grew up in Janesville, Wisconsin. She was influential in the early women's movement and was president of the Women's Christian Temperance Union (WCTU) from 1879 until her death in 1898. Under her leadership, the WCTU became a prestigious world organization, with a membership of two million women.

October 9 - LEIF ERICKSON OBSERVANCE DAY: Leif Erickson was born in Iceland and raised in Greenland. Norse sagas written 300 years after his death describe his explorations, around 1000 A.D., of a land he called "Vinland." The location of Vinland remains unknown, but it is widely believed to be on the North American continent.

October 12 - CHRISTOPHER COLUMBUS OBSERVANCE DAY: Christopher Columbus was an Italian explorer. In 1492 in the service of the Spanish king and queen, he sailed across the Atlantic Ocean and landed in the Bahamas. He is acclaimed for "discovering" the New World. His voyages led to widespread exploration and permanent settlement of the Americas.

November 11 - VETERANS' OBSERVANCE DAY: This observance day began in 1919 as Armistice Day to commemorate the end of World War I. In 1954, President Dwight D. Eisenhower signed legislation changing Armistice Day to Veterans' Day, "a day dedicated to world peace." The day honors all veterans of the U.S. armed services.

January 15 - MARTIN LUTHER KING JR. OBSERVANCE DAY: Martin Luther King Jr. was a leader of the American civil rights movement in the 1950's and 1960's. Before his assassination in 1968, he received the Nobel Peace prize for his efforts to achieve equality for black people using nonviolent resistance. His efforts contributed to passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. The holiday honoring him is celebrated on the third Monday in January.

February 12 - ABRAHAM LINCOLN OBSERVANCE DAY: Abraham Lincoln was elected president in 1860 and was commander-in-chief during the Civil War. In 1863, he signed the Emancipation Proclamation declaring all slaves in the states still in rebellion "shall be forever free." Four months before his assassination in April 1865, the 13th Amendment to the Constitution abolishing slavery was adopted.

February 15 - SUSAN B. ANTHONY OBSERVANCE DAY: Susan B. Anthony, an early suffragette, organized campaigns across the United States advocating the rights of women to vote, to get an education, and to control their own property. In 1872, she voted in a federal election and was arrested, tried, and fined for her action. In 1920, 14 years after her death, the 19th Amendment to the Constitution granting women the right to vote was adopted.

February 22 - GEORGE WASHINGTON OBSERVANCE DAY: George Washington is honored for his efforts to create a new nation dedicated to the rights of the people. He was commander of the Continental Army during the Revolutionary War. In 1789 he was inaugurated as the first president of the United States under the new Constitution. He set a standard of personal integrity and established a model of administrative excellence for all subsequent presidents.

March 4 - CASIMIR PULASKI OBSERVANCE DAY: Casimir Pulaski was born in Poland in 1747. He came to America in 1777 after fighting for Poland's independence and joined forces with General Washington. After saving Washington's life, Pulaski was made brigadier general of the American Cavalry. Pulaski was wounded in battle and died on October 11, 1779.

March 17 – “THE GREAT HUNGER” IN IRELAND: Because the potato was easy to grow under a variety of conditions and a good source of food, it became the dominant crop in Ireland. By 1845, approximately one-third of Ireland’s 8.1 million people ate only potatoes for their diet. An adult would consume between 11 and 14 pounds of potatoes per day; children under age 11 averaged not quite 5 pounds of potatoes per day. When a fungus ruined the potato crop in three out of four seasons between 1845 and 1849, an estimated 750,000 Irish people, weakened by hunger, died from disease and starvation and another 2 million emigrated to Britain, Canada, Australia, and the United States. “The Great Hunger,” also known as the Great Famine or Irish Potato Famine, is considered by many to be the most tragic event in Irish history.

April 9 – PRISONERS OF WAR REMEMBRANCE DAY: Commemorates the date during World War 11 when the largest number of Americans were captured in the Conquest of Bataan. Gubernatorial proclamation shall suitably recognize those who suffered captivity in foreign countries while in active service with the U.S. armed forces and request that some portion of the day be used for solemn contemplation on the plight of those who have been held prisoners of war.

April 13 - AMERICAN CREED OBSERVANCE DAY: The American Creed was written in 1917 by William Tyler Page, a messenger in the US house of Representatives. His essay was the winning entry in a national contest for the best summary of American political faith. The 100-word statement was adopted by the House of Representatives in April, 1918.

April 19 – PATRIOT’S DAY: Patriots were colonists who wanted independence from British rule. Most hoped to find peaceful ways to settle their differences with England. When the British decided to look for Samuel Adams and John Hancock, who were hiding in Concord, Paul Revere and Billy Dawes rode through the night warning other Patriots in New England. The American Revolution began when the first shots were fired at Lexington on April 19, 1775. Each side said the other fired first. Patriot’s Day was established to mark the beginning of the Revolutionary War.

April 22 - ENVIRONMENTAL AWARENESS DAY: The legislature encouraged schools to conduct a day-long program, using all educational subjects, to enhance the pupils’ understanding of the environment and to promote and ethic of environmental stewardship.

Last Friday in April - ARBOR DAY: The arbor Day movement began in the 1800's for the purpose of promoting conservation and beautification of the environment. It is observed in all 50 states, the District of Columbia, Guam, and Puerto Rico with annual tree planting ceremonies. Wisconsin observes Arbor Day on the last Friday in April, and the state tree is the sugar maple.

June 14 – ROBERT LA FOLLETTE SR. DAY: Robert M. La Follette Sr. is widely regarded as Wisconsin’s most distinguished political leader. He served in the U.S. House of Representatives from 1885 to 1891, as Wisconsin Governor from 1900 to 1906, and in the U.S. Senate from 1906 until his death in 1925. He was one of the founders of the national Progressive Party and was that party’s candidate for president in 1924. A national poll of historians and senators in 1957 named La Follette one of five most distinguished nonliving senators. This day is observed if school is in session.

If any day falls on a Saturday or Sunday the observance shall be on a school day immediately preceding or the following day.

Flag and Pledge of Allegiance (118.06)

1. Every school board and the governing body of every private school shall cause the U.S. Flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.
2. Every public and private school shall offer the Pledge of Allegiance in grades 1 to 8 at the beginning of school at least one day per week. No student shall be compelled against his objections, or those of his parents or guardians, to recite the pledge.

I would appreciate your cooperation in fulfilling the above Statutes.

(T/th6 Obs Days)

2009/10
Schedule of Student Fees
Spoooner Middle School

<u>Co-Curricular</u>	<u>Regular Price</u>	<u>Reduced Lunch Elig.</u>	<u>Free Lunch Elig.</u>
*-Athletic	\$35	\$25	\$15
*-Academic	\$20	\$15	\$10
Meal Programs			
Lunch	\$2.20	\$.40	
Breakfast	\$1.30	\$.30	
Milk	\$.30	\$.30	\$.30
General:			
Piano (8 Lessons/Term)	\$80/Term	\$56/Term	\$32/Term
	\$10/Lesson	\$7/Lesson	\$4/Lesson

Band Students:

\$45.00/Year - Charge for School Band Instrument Usage

<u>COURSE FEE LIST:</u>	<u>*-ACTIVITY FEES:</u>
<p>Grade 7: \$5.00 Charge for FACE Projects (FAMRES) \$10.00 Charge for Adventures in Tech (ADTEC7) \$10.00 Charge for Art Class Projects (ART7)</p> <p>Grade 8: \$10.00 Charge for Engineering Tech (ENGTE8) \$10.00 Charge for Manufacturing Tech (MFGTE8) \$10.00 Charge for Fun with Fabric (FWFABS) \$10.00 Charge for Foods & Fitness (FDFIT8) \$10.00 Charge for Art Class Projects (ART8)</p>	<p>Volleyball Girls' Basketball Boys' Basketball Wrestling Track (boys & girls) Football 7/8 (club sport) n/a X-Country (club sport) n/a</p> <p><u>*-ACADEMIC:</u></p> <p>Destination Imagination Forensics Lego League n/a</p>

CONFERENCE FOLLOW-UP PROPOSAL

Staff Member

Conference Name and Date

As a result of attending this workshop/conference, I am proposing the following plan to share and/or implement the information I obtained.

Must be attached with your expense request and returned to your building level administrator and Director of Special Education when appropriate.