

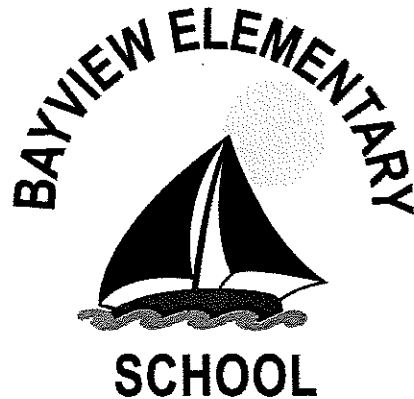


School: BAYVIEW ELEMENTARY Committee: SAC

9/13/18 2:10

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	BILOWICH, PATTY	Teacher	No	Yes	<i>[Signature]</i>
2.	FERENCE, DEIDRE	SAF-DESIGNEE	No	Yes	<i>[Signature]</i>
3.	FROST, TONYA	Principal	Yes	No	<i>[Signature]</i>
4.	GREEN, NANCY	BTU Steward	<u>Yes</u>	No	<i>[Signature]</i>
5.	HORTON, ROB	Community Rep	No	No	<i>[Signature]</i>
6.	JORDAN, JEAN	IZ Rep	No	Yes	<i>[Signature]</i>
7.	KHAN, ADRIENNE	SAC Secretary	Yes	No	<i>[Signature]</i>
8.	LARKIN, ANDREA	Non-instructional	Yes	No	<i>[Signature]</i>
9.	MICHAELS, ROBBIN	Teacher	Yes	No	<i>[Signature]</i>
10.	RODGERS, LESLEY	Gifted Rep	No	Yes	<i>[Signature]</i>
11.	STEPHENS, MARY	SAC Chair	Yes	No	<i>[Signature]</i>
12.	TANNER, NANCY	ESE Rep	No	Yes	<i>[Signature]</i>
13.	VICINO, FRANK	ESOL Rep	No	Yes	<i>[Signature]</i>

Print



**School Advisory Council – General Meeting
Thursday, September 13, 2018, 2:15 p.m.
AGENDA**

Call to Order

Administrative Report

SAC minutes/review

Nomination of new officers

Bylaws

Future meeting dates

Adjourn

Next Meeting: TBA

SAC Minutes- May 17,2018

- Meeting called to order at 2:27 by Mrs. Larkin, 2nd by Mrs. Michaels
- April 2018 minutes reviewed, and motion to approve by Mr. Horton and 2nd by Mrs. Jordan
- Mrs. Stephens SAC chair
- Mrs. Ferenc SAF representative
- Mrs. Khan SAC secretary
- Mrs. Larkin Non-Instructional representative
- Mrs. Michaels teacher representative
- Mrs. Rodgers gifted representative
- Mr. Vicino ESE representative
- Mrs. Green BTU representative

Administrative Report- No report at this time.

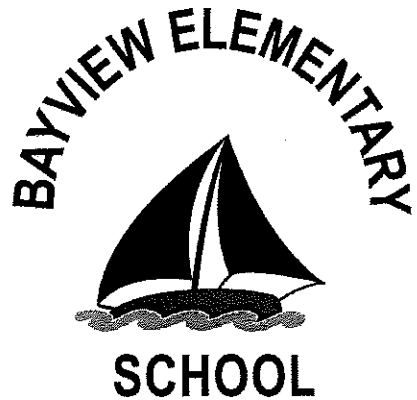
Accountability Funds

- Proposal made to pay SAC chairs 2017-2018 \$500 each. SAC committee voted unanimously on this proposal.
- Proposal made to pay Mrs. Pfeffer for her work setting up ELOP. The amount to be \$500. This proposal passed unanimously.

Proposal made to add SAC/SAF information to parent first day packet.

Next SAC meeting to be held August 23, 2018.

Motion to adjourn by Mrs. Khan, 2nd by Mrs. Larkin



SAC & SAF Admin Report
Thursday, September 8, 2018

Achievement Results: 2017-2018

Categories, results and rankings:

- #1 in district
- #11 in state

Enrollment: 580

- Staff: 28 K-5 teachers; 8 non-classroom teachers; 56 staff total
- Class Size: Avg 20, K-4; Avg 24 @ 5th grade

New Educational Initiatives

- iReady: standards mastery and ongoing monitoring
- Cambridge International Innovative Program

Budget: under enrolled; folded one class

Playground Status

Safety & Security

- Daily FLPD, 7AM – 3 PM
- No news regarding officer vs guardian
- Regular campus checks for locked doors and gates
- Rear and side gates being installed
- Visitors compliant
- Safe Haven International Analysis: 3 phases
- Video surveillance

School Level Characteristics		Updated: 7/2/2018 School grade	SCHOOL GRADE INDICATORS	2016	2017	2018	Change 17 to 18	Change 16 to 18	2018 COUNT
LEVEL All	CHARTER All	School Grading Percentages A=62% or greater B=54% to 61% C=41% to 53% D=32% to 40% F=31% or less	CALCULATED GRADE	A	A	A	1	11	288
SchoolName BAYVIEW ELEMENTARY SCH...	School Number All		PERCENT OF TOTAL POINTS	70	80	81	4	5	288
BoardMember All	Cadre All	FDOE Grade is only valid when the school is selected from the filter.	ELA ACHIEVEMENT %	85	86	90	-1	14	199
Title No	TIFS No		Grade Level All	ELA LEARNING GAINS %	58	73	72	-10	4
Student Level Characteristics		FDOE GRADE 2016 A	ELA LOW 25 GAINS %	58	72	62	1	5	288
Gender Female Male	Race_Ethnicity All	FDOE GRADE 2017 A	MATH ACHIEVEMENT %	87	91	92	5	12	199
FRL No Yes	ELL No Yes	FDOE GRADE 2018 A	MATH LEARNING GAINS %	71	78	83	-2	21	50
	SWD No Yes		MATH LOW 25 GAINS %	57	80	78	4	16	92
Note: Calculated Grade is determined from an average of all the components shown on this page. Calculated grade will change based on the filter selections. Note: this grade may differ from FDOE reported grades, as it does not take into account cases where counts are below 10 for a component.			SCIENCE ACHIEVEMENT %	71	83	87	(BL...)	(BL...)	0
			SOCIAL STUDIES ACHIEVEMENT %	(BL...)	(BL...)	(BL...)	(BL...)	(BL...)	(Blank)
			MIDDLE ACCELERATION %	(BL...)	(BL...)	(BL...)	(BL...)	(BL...)	(Blank)
			HIGH ACCELERATION %	(BL...)	(BL...)	(BL...)	(BL...)	(BL...)	(Blank)
			GRADUATION RATE %	(BL...)	(BL...)	(BL...)	(BL...)	(BL...)	(Blank)

What is Cambridge Global Perspectives?

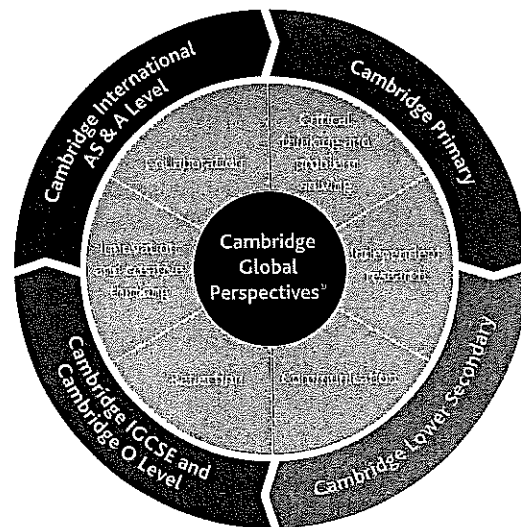
This innovative and stimulating skills-based programme places academic study in a practical, real-world context. It gives students aged 5 to 19 the opportunity to develop transferable skills such as critical thinking, problem solving, research, communication and collaboration that they need to be successful at school and university as well as in their future careers.

The programme taps into the way today's students enjoy learning, including group work, seminars, projects and working with other students around the world. The emphasis is on developing students' ability to think critically about a range of global issues where there is always more than one point of view.

Students study global topics they are interested in – for example, urbanisation, artificial intelligence or gender issues.

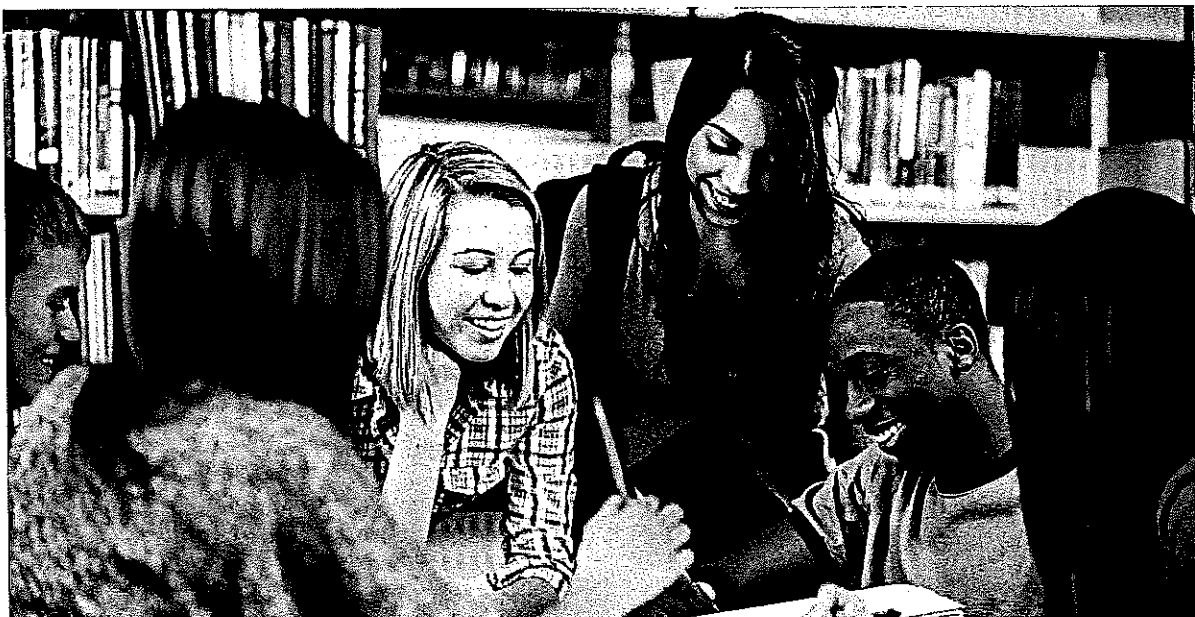
Who is it for?

The programme is for students aged 5 to 19 years, leading seamlessly from primary through to Cambridge Advanced. Each stage builds on the learners' development from the previous one or from other educational systems. Our flexible approach means schools can offer every stage of the Cambridge Global Perspectives programme, or just focus on specific stages. Progression through the different stages enables skills to be developed by revisiting and engaging with concepts at deeper levels and in different contexts.



The skills pathway

The curriculum is aligned with clear progression at each stage. The same skills are developed and assessed throughout the Cambridge Global Perspectives programme for learners aged 5 to 19 years.



Cambridge Pathway

The four stages of Cambridge Global Perspectives lead seamlessly from primary to secondary and Cambridge Advanced. It is a coherent curriculum with clear progression at each stage, from age 5 to 19. At each stage, students build on their previous learning – and our syllabus design reflects a 'spiral' approach, where each stage follows the previous and leads to the next.

Cambridge Primary	Cambridge Lower Secondary	Cambridge Upper Secondary	Cambridge Advanced
5 to 11 years old	11 to 14 years old	14 to 16 years old	16 to 19 years old
Cambridge Primary Global Perspectives	Cambridge Lower Secondary Global Perspectives	Cambridge IGCSE Global Perspectives ¹ Cambridge O Level Global Perspectives ²	Cambridge International AS & A Level Global Perspectives & Research Cambridge AICE Diploma

¹Available in all administrative zones.

²Available in administrative zone 4 only.

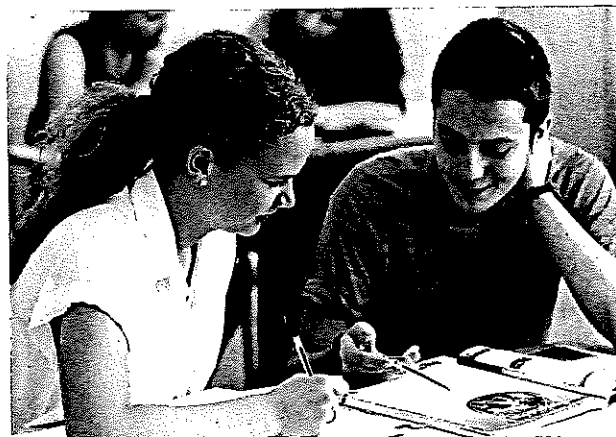
Why teach Cambridge Global Perspectives?

Cambridge Global Perspectives was developed in response to concerns from higher education institutions about the 'college-readiness' of students. Students learn a range of key transferable skills needed for higher education and the workplace.

- It helps students show what they can achieve, helping them to secure a place at their preferred college or university, or to pursue their chosen career.
- Teachers have the freedom to tailor the course to meet the needs and interests of students.
- The flexible syllabus creates opportunities for open debate and discussion.
- Learners develop and apply practical skills in research methodology, critical thinking and reasoning, helping to deepen the academic experience.
- The assessment is innovative, including team projects, reflective papers, research reports and oral presentations.

Students reflect upon how well they are meeting the learning objectives and collaborating with one another. They reflect on new information learned and how it impacts their perspective and personal stance surrounding issues.

Lauren Meunier, Imagine Prep, USA.



NEW

Cambridge Primary Global Perspectives

We are delighted to introduce Cambridge Global Perspectives for 5 to 11 year olds as part of our primary programme. The programme is available for teaching from June 2018 onwards.

We have collaborated with a number of Cambridge Global Perspectives schools to develop the programme. This is to ensure it delivers appropriate progression, assessment of skills and to make sure it is easy for our many diverse schools around the world to incorporate into their existing curriculum.

What will students learn?

The programme develops the skills of research, analysis, evaluation, reflection, collaboration and communication. It strengthens the links across English as a first or second language, mathematics, science and ICT Starters.

Research says that the earlier students start to develop and practise their skills, the greater the impact on their learning. Making Cambridge Global Perspectives available to younger students will develop and embed cross-curricular skills at an earlier age, supporting them in their studies as they progress to Cambridge Lower Secondary and beyond.

Cambridge Primary topics

- Keeping healthy
- Keeping the peace
- Rich and poor
- Obeying the law
- Values and beliefs
- Water, food and farming
- Working with other countries
- Keeping safe
- Moving to a new country
- People – young and old
- The world of work
- The right to learn
- Using energy
- Worldwide companies
- Moving goods and people
- Improving communication
- Understanding belief
- Reduce, reuse, recycle
- Looking after planet Earth
- Sport and leisure
- Families
- Living and working together
- Sharing planet Earth
- Computers and technology

How is the programme taught?

Cambridge Primary is made up of a series of Challenges. There are six Challenges a year. Teachers can integrate the Challenges into their existing teaching or lessons, and do as many as they like.

The programme is flexible so schools can choose how they organise teaching, either as one-hour blocks or as a full day, allowing teachers to focus on the Challenge from start to finish. Flexible delivery options is a key characteristic of the programme.

Each Challenge is six hours long, subdivided into a range of activities, and covers a range of skills. The skills are taught through a wide range of topics using a personal, local and global perspective.

Teachers help students to look at a variety of global issues or topics that give a range of contexts:

Parents often share how curious and creative their kids have become, that they can't stop talking about the sessions and how they look forward to their lesson, week after week.

Snehlata Alphonso, JBCN International School, Borivali, India.



How is Cambridge Primary Global Perspectives assessed?

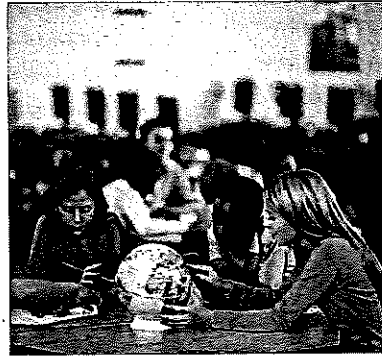
Throughout the programme, teachers focus on formative feedback on the skills they want students to develop. When a Challenge is completed, teachers can discuss with students 'what went well' and how they can improve further, so that students can reflect on, and improve, their performance.

A Cambridge Primary Checkpoint Global Perspectives assessment is available at the end of the final year to assess learner performance. Students produce a team project that is used to assess how skills have developed throughout the

programme. Teachers mark the assessment before they are moderated in Cambridge. Learners receive a statement of achievement at Gold, Silver or Bronze level and the school receives a feedback report.

Where are the teaching and learning materials?

All of the content, tasks and Challenges are available on our Online Learning Area, making it easy for busy teachers to get started. You can find out more about the Online Learning Area on page 11.



School Advisory Council (SAC) ByLaws


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SCHOOL ADVISORY COUNCIL BY-LAWS

ARTICLE I. NAME

The name of this Council shall be the Bayview ES School Advisory Council.

ARTICLE II. PURPOSE

The primary objectives of the School Advisory Council (SAC) shall be to help identify needs and recommend programs of action. Through a community-wide commitment, the team will foster a positive learning environment, which sets high expectations and meets the diverse needs of the student body.

The School Advisory Council shall be a link between the school and the local community and will serve as a means for participatory management through which the various stakeholders in the school community may assist the school and the school may assist the community. The stakeholders are parents, business people, students, other community representatives, professional educators, and other school staff. The School Advisory Council shall be a resource to the school and school principal. School Advisory Council functions shall include:

- A. To facilitate the development of the School Improvement Plan (SIP)
- B. To monitor implementation of the SIP
- C. To evaluate the effectiveness of the SIP
- D. To provide assistance in the preparation of the school's annual budget
- E. To make recommendations as to the alignment of instructional staffing and instructional materials to support the SIP

The responsibilities and duties of the School Advisory Council will be in accordance with Florida State Statutes 1001.452 and Broward County School Board Policy 1403.

ARTICLE III. MEMBERSHIP

The School Advisory Council shall be representative of the ethnic diversity of the school's student population. In order to satisfy this requirement, the minimum standards for representation shall be as follows:

- Principal
- Teachers
- BTU Steward (or designee)
- Parents
- I-Zone Representative (must be a parent)
- SAF Chair (or designee)
- ESOL Parent of a student at the school
- ESE Parent of a student at the school
- Gifted Parent of a student at the school
- Pre-K (if applicable – parent or certified teacher)
- Non-Instructional Support Employees
- Community / Business Representatives
- Students (required on high school & adult/technical centers—optional at the middle school)
- Community School Representative (if applicable)

A majority (more than half) of SAC members must not be employed by the Broward County School District. Required members include the school Principal, BTU Steward, School Advisory Forum (SAF) Chair (Co-Chair) or designee, Community School Representative, ESE, ESOL, and Gifted parent representatives, and students (if applicable). The ESE, ESOL, and Gifted representative must be a parent of a student at the school. One SAC parent member will be elected as an Innovation Zone (IZ) representative.

SAC members will be elected by their respective peer groups (parents elected by parents, teachers by teachers, etc.) Vacancies will be filled by special elections as needed in the same general manner. Changes in the SAC Composition during the school year must be approved by the Office of Service Quality and noted in SAC meeting minutes.

If the elected team is not representative of the school community, as determined by the Principal and/or the Chief School Performance & Accountability Officer, the district school board shall appoint additional members to achieve proper representation.

All stakeholders are invited to attend SAC meetings as non-voting participants without regard to membership on the SAC.

Section 1. Voting: In accordance with the Sunshine Law, a vote of the membership will be taken. All votes must be conducted orally. All members of the Council shall have one vote each. A voting member must be present in person to vote. (See Section Article VI, Section 9.)

Section 2. Term of Membership: Members of the SAC should attend SAC meetings on a regular basis. A SAC member will be removed from membership after two (2) unexcused consecutive absences from properly noticed SAC meetings. Vacancies will be filled as described above.

Section 3. Length of Term: Members of the School Advisory Council shall be elected for: One year term(s).

Section 4. Announcement of an election must be made to the various peer groups at least one week in advance. Announcements will be distributed in a manner that ensures the widest dissemination possible within the peer group.

Section 5. Election of the faculty representatives will take place at a scheduled general faculty meeting.

Section 6. Election of the parent representatives will take place at a scheduled general meeting of parents.

ARTICLE IV. OFFICERS

Section 1. Officers of this committee will consist of a Chairperson and secretary.

Section 2. The officers shall be elected annually at the May meeting.

Section 3: Installation of new officers will be held at the First meeting of the school year.

Section 4: If for any reason, an officer is unable to complete the term of office, a new election will be held at the next meeting.

Section 5. Nominations of SAC Officers:

A. There shall be a nominating committee composed of three members who shall be elected by the School Advisory Council at a regular meeting. The committee shall consist of at least one, but not more than two, of current elected officers and the remainder from the general membership.

B. The nominating committee will present a slate of candidates for each office at which time nominations from the floor will be taken.

C. Nominations for officers will be made from the floor at a School Advisory Council meeting.

ARTICLE V: DUTIES OF THE OFFICERS

A. The Chairperson shall preside at all meetings of the Council and will be an ex-officio member(s) of all committees except the nominating committee. The Chairperson will prepare an agenda at least 7 days in advance for all meetings. A copy of the agenda shall be provided to anyone who requests it. The Chairperson or designee shall represent SAC at Area Advisory meetings and as a voting member of the school's School Advisory Forum (SAF). The Chairperson will represent the SAC at District meetings and/or workshops and may choose a designee to attend as necessary. The SAC Chairperson will sign the school's annual budget (per District Budget Guidelines) as an indication of SAC participation in both processes.

B. The Secretary shall be responsible for all correspondence and notices of meetings. The Secretary shall keep the minutes of all meetings and assure that copies of the minutes are distributed in a timely manner to Council members. Minutes will be made available to any stakeholder who requests them. The Secretary will keep an accurate record of attendance at all meetings as well as a current roster of all stakeholders.

ARTICLE VI. MEETINGS

The School Advisory Council shall meet regularly and the schedule of meetings for the year will be determined and published in September for the current school year. The SAC and School Advisory Forum (SAF) will schedule a joint meeting semi-annually. Notification of all regular meeting places will be included in the minutes.

Section 1. Guests: All meetings are open to the public under the Florida Sunshine Law; however, nonmembers / guests may not vote on School Advisory Council issues.

Section 2. Attendance of SAC members will be kept for all meetings. The Secretary or a designee will take attendance. Attendance records will be sent to the Area Superintendent.

Section 3. Minutes of all meetings will be recorded by the Secretary or a designee. Minutes will be sent to the Area Superintendent, kept on file at the school and posted for public view. Minutes of the previous meeting will be approved at the next meeting, with any additions or corrections noted.

Minutes will reflect all motions (including: maker of the motion, person seconding and the results of the vote) and any decisions made.

Section 4. Special meetings may be called by the Chairperson or by notice of any three (3) members in writing to the Chairperson.

Section 5. All scheduled meetings, meeting times, and places will be announced at least three days in advance. Any matter that is scheduled to come before the council for a vote requires at least 3 days advance written notice to all SAC members. Members must be advised of a change in the established date, time or location. All special meetings will require notification.

Section 6. SAC meetings will be scheduled at times and locations convenient for all stakeholders (parents, students, teachers, business persons, and members of the community).

Section 7. A quorum is the minimum number of members who must be present at a meeting for business to be conducted and for voting to take place. To establish a quorum, a majority of the membership of the council (more than half the members) must be present at the meeting.

Section 8. SAC meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. SAC meeting discussions will be restricted to those topics on the agenda. Other matters will be deferred to another SAC meeting, to the School Advisory Forum, the PTA/PTO, or the principal.

Section 9. Voting will be conducted orally by asking all in favor to say "Yea" and those opposed to say "Nay". If there is any doubt as to whether or not there is a majority for or against the vote, a roll call must be taken. Voting on high-stakes issues such as

Recognition Funds and Waivers shall be conducted by a roll call. All votes will become part of the minutes. Alternates and proxy votes are not permitted (per Florida's Sunshine Law). All votes will be scheduled early in the beginning of the agenda.

ARTICLE VII. COMMITTEES

- A. The Chairperson shall create such committees as may be required to promote the objectives of the School Advisory Council.
- B. Committees may include other stakeholders not belonging to the SAC.
- C. The SAC Chairperson is an ex-officio member(s) of all committees except the nominating committee.
- D. All committees shall bring recommendations to the School Advisory Council at the monthly Council meeting.

ARTICLE VIII. UTILIZATION OF SCHOOL IMPROVEMENT FUNDS

- A. A portion of the Education Enhancement Trust Fund (lottery money) is distributed to the school (through the District) for the SAC to use for programs and projects to enhance school performance through the implementation of the SIP.
- B. Per the General Appropriations Act, Accountability Funds may not be used for capital improvements or for projects or programs with a duration of more than one-year. A principal may not override the selection of the use of the money.
- C. School-based decisions concerning the distribution of School Recognition Funds will be the responsibility of the SAC in accordance with procedures established by the District.

ARTICLE IX. SAC TRAINING AND ACTIVITIES

- A. SAC members will have opportunities to engage in training activities and workshops to build the team, orient new members, develop skills, assist in the annual budget process, and gain a better understanding as to their roles in the school improvement process.
- B. School-based accountability funds may be used to support appropriate training.
- C. Members of the SAC will take an active role in the development, implementation and evaluation of the School Improvement Plan. Members will participate in monitoring the progress of the SIP and will assist in completing a needs assessment each year to determine how best to revise the current SIP.
- D. The SAC will have access to the necessary data to successfully complete the SIP, including budgets, staffing levels, instructional materials, and test data. School personnel, as directed by the principal, may assist the SAC in gathering and interpreting data.
- E. The SAC and its officers will follow all District policies, state rules, and state statutes in conducting its business.

ARTICLE X. AMENDMENTS

- A. Bylaws must conform to the State of Florida statutes and the policies of the School Board of Broward County, Florida.
- B. Amendments to the bylaws will be approved by a majority of the SAC members. Bylaws will be reviewed and approved annually.

ARTICLE XI. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order, Newly Revised shall govern (Bayview ES) School Advisory Council.

Annual Ratification 09/13/2018

Amended

Save

Cancel

SAC Meeting Dates 2018-2019

- Thursday, September 13th, 2018
- Thursday, October 4th, 2018
- Thursday, November 8th, 2018
- Thursday, December 13th, 2018
- Thursday, January 10th, 2019
- Thursday, February 7th, 2019
- Thursday, March 14th, 2019
- Thursday, April 11th, 2019
- Thursday, May 2nd, 2019

