

Lauderdale Lakes Middle School

EMPLOYEE HANDBOOK 2015 - 2016

LAUDERDALE LAKES MIDDLE SCHOOL
International Baccalaureate Organization

The Middle Years Program

JAMES F. GRIFFIN II,
PRINCIPAL

3911 Northwest 30th Avenue
Lauderdale Lakes, Florida 33309
754-322-3500



Broward County Public Schools
www.browardschools.com

August 17, 2015

Dear Faculty and Staff Members,

Welcome to the 2015-2016 school year! This handbook will serve as a blueprint to a successful school year. Our intention this year is to achieve greatness by earning an A as a school grade meeting the states A+ plan.

Consider your handbook as one of the many resources necessary to continuously increase student achievement. Keep it accessible and refer to it frequently regarding issues for which you may have questions or concerns. Use the handbook in conjunction with the additional resources that Administration has provided you with.

Sincerely,

James F. Griffin II

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SECTION I

GENERAL INFORMATION

The School Board of Broward County, Florida

www.browardschools.com

K. C. Wright Building
600 Southeast 3rd Avenue
Fort Lauderdale, Florida 33301
754-321-0000

School Board Members

Ann Murray.....District 1
Patricia GoodChair – District 2
Heather Brinkworth.....District 3
Abby Freedman.....District 4
Dr. Rosalind Osgood.....District 5
Laurie Rich LevinsonDistrict 6
Nora RupertDistrict 7
Donna Korn.....Vice-Chair – At-Large Countywide
Robin Bartleman At-Large Countywide

Superintendent’s Office..... 754-321-2600
Robert RuncieSuperintendent

Area Office..... 754-321-3800

Valerie Wanza.....Interim Chief of School Performance and Accountability Officer
Christine Flynn-Semisch.....Director, Office of School Performance and Accountability
Instructional Staffing 754-321-2324
Non-Instructional Staffing 754-321-2430
Professional Standards and SIU 754-321-0735
Certification 754-321-2348
Benefits 754-321-3100
Leaves 754-321-3130
Employee Assistance Program (EAP) 754-322-9900
Employee Relations 754-321-2140

LAUDERDALE LAKES MIDDLE SCHOOL

KEY PERSONNEL

PrincipalJames F. Griffin II
Principal’s SecretaryJeana Louis
Assistant PrincipalCassandra Adderley, 8th Grade
Assistant PrincipalArmando Alejo, 7th Grade
Assistant PrincipalJill Slesinski, 6th Grade
IB/MYP CoordinatorRoshieka Rolle
Student Services Department..... Marsha Monroe, Counselor, 8th & 7th (N –Z)
Simone Miles, Counselor, 6th & 7th (A-M)
School Social Worker.....Regina Durand Francois School
Social Worker, Creole..... Marie Jussome School
Social Worker, Spanish..... TBA
School-Based Counselor, Starting Place.....TBA
School Psychologist.....TBA
ESE Family Counselor.....TBA
EEO Liaison.....TBA

Curriculum Specialists

ESE Specialist Wilna Justilien
Reading Coach.....Jasmine Mayers Hodge
Mathematics Coach..... Beatrice Baptiste
Science Coach..... Javeshnev Azua
Media Specialist.....TBA

Clerical Staff

..... Jeana Louis, Office Manager
TracyAnn Smith, Secretary
Gerald Jones, Information Management Technician
Vanaviaier Woody, Registrar
Teresa Johnson, Micro Computer Technician
Crystal Nelligan, Receptionist

Custodians Charles Hickson, Head Custodian
Marva Farquarson, Assistant Head Custodian

CafeteriaKathy Patterson, Manager

SecurityBenny Wyche, Security Specialist

INTRODUCTION

This Handbook has been assembled to supplement the most recent edition of the Broward County Policy Handbook. Its purpose is to acquaint faculty and staff members with the policies and procedures of Lauderdale Lakes Middle School.

Consistent operational procedures must be maintained in the school environment to create positive educational experiences for students and staff. Therefore, this handbook was designed to serve as such a guide. It is also a legal document for ensuring adherence to school and district policies.

All staff members are required to be aware of these contents and to keep abreast of State Laws, School Board Policies, and School Procedures. **YOU ARE RESPONSIBLE FOR THE IMPLEMENTATION OF THESE GUIDELINES INTO YOUR INSTRUCTIONAL PROGRAM.**

Consult this handbook on a regular basis to help resolve any issue that may occur. A general rule to follow would be to refer any questions or concerns to your grade level administrator or counselor.

PHILOSOPHY

The Lauderdale Lakes Middle School Staff believes that: In accordance with the basic Broward County Middle School Philosophy, “Each middle school child is unique, and he/she has the potential to become a creative, responsible, and productive person in a changing world.”

In recognition of the individual differences and developing abilities of all students, the school should provide a varied curriculum to promote academic, social, physical, emotional, and perceptual growth.

In keeping with academic principles, the school should continue and extend the general educational program of the basic skills.

In an attempt to establish a maximum learning environment, the school should create a climate of communication at all levels among students, parents, teachers, and administrators.

In an effort to provide a transition between childhood education and education for middle school adolescents, the school should offer exploratory experiences utilizing community resources to prepare students for the more varied secondary level programs.

In order to help prepare students for future life, the school should provide experiences that aid individuals in the development of democratic values designed to promote good citizenship.

We, the Lauderdale Lakes Middle Staff, realize the middle school years to be the most important transitional period between the structural elementary years and the demanding high school years ahead.

LAUDERDALE LAKES MIDDLE SCHOOL

VISION

Educating today's students to succeed in tomorrow's world.

MISSION

Shaping global citizens to build a better tomorrow.

CORE BELIEFS AND ACTIONS

- To create an equitable, risk-free environment, which facilitates the development of students' individuality and self-confidence in order to increase student achievement.
- We will provide all students with literacy and problem-solving skills to increase student achievement in all content areas.
- We believe that all students can achieve in a culturally diverse, student-centered learning environment that incorporates a quality, real-world, technologically-advanced experience, in a safe and civil setting.
- We believe that the development of communication skills is a central part of all disciplines.
- We believe that a holistic education that addresses all areas of a student's development leads to student success.
- We believe that curriculum that allows students to explore topics of intercultural awareness permits students to become true global citizens.
- We believe that Lauderdale Lakes Middle School is a learning community in which all staff members are dedicated to the advancement of student learning, as well as our own professional growth and development.
- We believe an ongoing partnership between the home and community is vital to student achievement.

MAGNET PROGRAM

THE MIDDLE YEARS PROGRAM

INTERNATIONAL BACCALAUREATE ORGANIZATION

The Lauderdale Lakes Middle School Magnet Program is authorized to implement the Middle Years International Baccalaureate Program. This program is a part of our program to pursue recognition as a National School of Excellence. The curriculum is one of the educational components of the Lauderdale Lakes Middle School Achievement Academy. We share your interest in making the right choice for your student's middle years' education. We look forward to working with students and parents in an effort to make this accelerated curriculum a success. This program is designed for students in the 11-16 age range. It is a complete and coherent program that provides a framework for higher academic challenges and includes life skills appropriate for this stage of adolescence. All students are placed on a five-person team in which they are taught Language Arts, Mathematics, Science, Social Studies, and a Foreign Language. Reading and Technology are integrated into the curriculum. **Students also take Fine Arts and Physical Education on a wheel that changes each semester.**

The Middle Years International Baccalaureate Program, of which sixth grade is the first year, is designed to help prepare students for the academic rigors which lie ahead in high school. Students are encouraged to develop intercultural awareness along with a genuine understanding of their own history and traditions. In stressing communication, the program places fundamental importance on achieving firm command of one's own language and the exposure to a foreign language for effective conversation. It also aims to develop awareness of the media and competence in information technology.

The student's intellectual and social development is the focus of this honors program. The Academy of Liberal Arts Magnet School is modeled after the Middle Years IB Program to help prepare students for the International Baccalaureate Program at Boyd Anderson High School. Five ideas known as the *Areas of Interaction* give the octagonal curriculum model its distinctive core. These are not academic subjects but common themes embedded within the curriculum. The five areas are approaches to learning, which concentrate on developing effective study skills; community service; health and social education; environment; and Homo Faber (man the maker) which is concerned with the products of the creative and inventive genius of people. These themes are addressed throughout the five-year middle year's cycle, principally through the subjects.

SECTION II

SCHOOL OPERATIONS

Accidents

In compliance with School Board Policy, when a student is injured on school property, the teacher or person in charge may render such first aid as is advisable under the circumstances and within the limits of his knowledge for treatment of such injury. The Principal or an Administrator shall be notified as soon as possible after the student's accident. **A written Accident Report SHALL BE MADE BY THE TEACHER OR STAFF and MUST BE submitted to the Data Processor for input;** a copy should also be submitted to the grade level administrator.

Accident Procedure – In the event of serious or extensive injury, the teacher of the student, or in the event that injury occurs when the student is not under specific teacher observation, the first teacher upon the scene shall adhere to the following procedures:

1. DO NOT move the injured person.
2. Render first aid ONLY if necessary.
3. Notify the administration by the expedient and practical methods possible.
 - Give student's name and grade
 - Possible extent of injury
 - An Accident Report must be filed in the student affairs office for accidents, whether the student has school insurance or not. The Accident Report MUST BE COMPLETED BY THE TEACHER OR STAFF WHO WAS IN CHARGE OR WITNESSED THE ACCIDENT OCCUR. The insurance company will not honor claims unless this form has been completed.

If any employee of the School Board is injured in school, please report this accident immediately to the Principal's secretary so proper Workman's Compensation forms may be completed and proper medical authorization forms may be issued. This applies to all accidents, no matter how insignificant.

Activities / Vikings 411 Master Calendar

The school's master calendar includes all school events for the entire year. Sponsors of events, coaches, clubs, and teachers must email Mr. Alejo for approval of an event. This includes field trip requests.

Send the "Vikings 411 Request Form" as an EMAIL attachment to Mr. Alejo. It includes the following information and is located in the appendix.

- 1) Sponsor/Organizer
- 2) Date of event/field trip
- 3) Location
- 4) Grade, group, or club involved
- 5) Time (include departure & return times)
- 6) Number of students participating
- 7) Equipment/Transportation needed
- 8) Number of chaperones (include names)

If the activity/field trip is approved you will receive an email. Then, you must see the Bookkeeper to obtain a “Project Approval Form” (on-campus activities/events) or “Field Trip Authorization” (field trips). This form must be approved by Mrs. Adderley. The approved Field Trip Authorization Form must then be returned to the Bookkeeper to receive a Field Trip Packet.

All teachers/staff are expected to follow the proper timeline for events.

<u>Field trips</u>	<u>Activities</u>
In county – 4 weeks	2 weeks
Out of county – 2 months	

*See the “Field Trip” section for more information on field trips.

Administrative Approval By Grade Level Is Required For The Following:

- All learning activity packages, units or questionnaires. This does not include short, daily “handout” sheets.
- All forms or letters to parents that are not supplied by Administration or Guidance Counselors.
- All tests that are not teacher-made subject matter tests or standardized tests administered by the Student Services Department.
- Field Trips.
- Movies/Videos.
- Any activity occurring away from the classroom except for the media center.

Announcements

Public announcements are read each day. The daily routine includes the pledge to the flag and the reading of daily announcements. Announcements must have prior approval by Mr. Alejo. A copy of the “Announcement Request” form is located in the appendix. Student announcements and other organizations wishing to have an announcement read must submit an “Announcement Request” to Mr. Alejo by noon the day before the announcement is to be read. Teachers are responsible for maintaining an orderly environment during the morning routine.

Administrative announcements are made whenever the need arises; however every effort will be made to communicate information to you in writing and prevent class interruptions.

Assemblies

Assemblies are to be considered as a classroom activity and are to be supervised accordingly.

1. Teachers are to advise students, prior to each assembly about acceptable behavior:
 - sitting properly
 - listening

- not talking
 - respecting others as they speak.
2. Teachers are to escort classes to the assembly area.
 - Classes are to sit together, where possible.
 - Teachers are to remain with and supervise their classes during the assembly.
 - If a student's behavior becomes disruptive during the assembly, he/she will be removed from the area.

Attendance Procedures

- It is **mandatory that attendance is done accurately by every teacher every period.**
- Teachers are responsible for entering all tardies in Pinnacle.
- These responsibilities must not be designated to a student.
- Instructions for logging into Pinnacle are located in the appendix.
- The Pinnacle Manual is located in the appendix. This will include instructions on how to print rosters and reports.

Bomb Threat

A bomb search team will search the building and report to the administrative office when it is completed. The building will be evacuated by utilizing the procedures for emergency evaluation. Be advised that the School Board permits personal area searches where reasonable suspicions exist of a violation. Teachers must always have an awareness of classroom contents and routinely look for unusual packages.

BOMB THREAT PROCEDURE

1. In the event that a bomb threat is received, the following procedure should be implemented:
 - Evacuate and clear the school immediately. Students should be moved as far from the building as safety permits.
 - Dial 911 and report a bomb threat. Notify your area superintendent who shall be responsible for informing the Special Investigative Unit.
 - Each school should arrange for voluntary members of the staff – instructional and non-instructional – to visually scan a pre-assigned area. Any strange object or information of interest should be called to the immediate attention of the police officer in that area.
 - As soon as possible, return the students to their classes and advise the area superintendent of the results.
2. Log the bomb threat calls with as much information as possible, i.e. date, time, male or female voice, possible age of the caller, exact wording and any other pertinent information.
3. It is imperative to report as much information as possible so that the necessary investigation to identify the caller can be instituted by the respective law enforcement agency, the security representative of the telephone company and the Board's Special Investigative Unit investigators.

AUTHORITY: F. S. 230.22 (1) (2)

Bookkeeping Procedures / Money Collection

- Documentation of all school activities involving monies are presented to the Principal on a daily basis for his/her final approval to either incur the expense, authorize payment, sign the check, or approve the fund raising.
- All purchases made for school-use are tax exempt and we do not pay tax on these purchases; consult the bookkeeper regarding tax number.
- All requests for consumable supplies must be submitted to the department chair for approval by the Principal.
- **Teachers are not to collect monies without receiving PRIOR APPROVAL from the grade level administrator and principal. Both request and reply should be executed in writing.** All monies collected on school campus and under the school's name **MUST BE TURNED INTO THE BOOKKEEPER ON A DAILY BASIS PER SCHOOL BOARD POLICY.**
- The person responsible for collecting the funds MUST obtain either a money collection envelope or receipt book from the bookkeeper, **PRIOR TO COLLECTING MONEY.** The collected money is the responsibility of the teacher in charge of it until it is deposited with the school bookkeeper and a receipt is obtained. **No money is to be left at anytime in any classroom, desk or office locked or unlocked. Money left in these areas is a temptation for other persons.**
- Monies collected from students cannot be used for anything other than the students' benefit. **Check with the bookkeeper and the principal prior to collecting monies.**
- All requests for audio-visual materials should be submitted to the principal through the media specialist.
- All purchases made must be properly documented on a School Activities Purchase Order obtained from the bookkeeper's office signed by the activity Sponsor and turned in to the bookkeeper. Any purchase not authorized by a School Activity Order may become the financial responsibility of the purchaser.
- All requests for personal reimbursement or authorization for payment of invoice of expense must have prior approval by the principal. Minutes from club meetings must be attached to the Check Requisition Form to support expenses. Plans for the use of activity/club funds should be discussed with the bookkeeper prior to the expenditure.
- All moneymaking activities and fundraisers must be have prior approval by the grade level administrator and principal.
- All monies to be deposited with the bookkeeper should be counted between depositor and bookkeeper. If this is not convenient, either report back at a later time, or you may leave the funds for accounting later. This may be done only if left in an envelope marked with the amount enclosed on the outside. If there is a difference of opinion regarding funds receipted, it is the depositor's sole responsibility to report it to bookkeeper immediately.
- Tickets for admissions must be recorded in the bookkeeper's office before the sale with a ticket torn from the roll for each unit of admission. Programs, refreshments, and other items are to be accounted for separately. Policy regarding all aspects of a moneymaking activity must be clearly outlined in advance and approved by the grade level administrator and principal.

Classroom Maintenance

In compliance with the professional standard mandate that emphasizes the care and maintenance of the classroom area, the following guidelines are recommended:

- Display areas and bulletin boards should be up to date and planned around current class lessons.
- At the close of each period, the teacher should supervise the picking up of all paper from the floor and desks.
- Desks and chairs should be left in an orderly manner
- In case of breakage, it is the responsibility of the teacher in charge to report the matter via email immediately to the grade level administrator.
- Teachers' and students' desks and chalkboards should be cleared for the use of other classes, when necessary.
- Requests for additional service and removal of broken furniture must be given in writing via email. Teachers are not to make requests directly to the head custodian.

Clinic Procedures

- The school clinic is maintained for two purposes: (a) emergency situations, and (b) contacting parents to send students home who are too ill to remain at school.
- **STUDENTS WILL NOT BE PERMITTED IN THE CLINIC WITHOUT A CLINIC REFERRAL** from the teacher or person in charge of their activities at the time of entry into the clinic.
- No medication including aspirin can be distributed to students, except when the proper Health Department Forms have been completed and are on file in the office.
- Clinic visits shall not exceed 15 minutes. The student will then be returned to class or picked up by a parent.
- Students **MUST** have a security escort.
- Students will not be permitted in the clinic during class changes.

Copy Machine Procedures

All teachers may use the copier in the back of the media center. Teachers are assigned a number with a designated number of copies each month. Each teacher is responsible for making his/her own copies. Once you have exhausted your allotment of copies, you will have to wait until the next month to have your number replenished. Use textbook, overheads, and class sets of materials whenever possible. If the machine becomes jammed while you are using it, get assistance from the media specialist. All staff members are expected to adhere to copyright laws. In addition, all staff are advised that copying operations are monitored and counted. Personal copying without approval will result in a severe disciplinary action and a letter of reprimand may be forwarded to the Area Office.

Correspondence to Parents

ANY WRITTEN COMMUNICATION TO PARENTS MUST HAVE PRIOR APPROVAL OF THE PRINCIPAL (indicated with initials).

Disciplinary Guidelines

It is imperative that teachers familiarize themselves with the Student Code and Conduct Book, and the Discipline Matrix.

Class management should be based upon the fairness, firmness and impartiality. Each teacher is expected to handle discipline problems that arise within the classroom. It is also the teacher's responsibility to promote discipline in the buildings and on the school grounds, as well as in the classrooms. For the most part, students will respond in a cooperative manner. However, in spite of your best efforts, situations will arise in which other sources should be utilized in maintaining an optimum learning climate.

Security Escort System

- A Security Monitor will escort any student who needs to be out of class for an emergency situation. No passes will be used. Teachers will press the button to call the switchboard or call 322-3500 to let the switchboard know that a security monitor is needed to escort a student.
- No teacher should detain a student or cause him to completely miss another class.

Dismissal Procedures

Teachers should dismiss all bus riders and HANDY students at 2:25pm when the announcement is made. All other students will be dismissed when the bell rings at 2:30pm. Dismiss students in an orderly fashion and monitor the hall outside your door for students running or other misbehavior. Walkers and car riders should exit through the south doors. Bus riders should exit through the east doors. No student should be in the hallway after dismissal for any reason. No staff member should keep students in the building after the bell has sounded thereby causing them to miss their bus. If you detain students, you are responsible for their safe transport home.

E-Mail/ CAB

All staff has e-mail accounts with CAB. You are expected to check your e-mail daily to keep abreast of school communications. You are responsible to check your mailbox, Vikings 411, and Lauderdale Lakes Conference. Broward County's internal communication system is subject to scrutiny and is a public document. Please be mindful of this when you communicate through CAB. CAB is a good communication tool to be used within the public school system as well as with parents. CAB allows teachers to send an email to any address by entering the address in the "To" section of the new message and clicking "Enter". CAB can be accessed from home via the internet at: webcab.browardschools.com

Important “Do’s and Don’ts”

DO:

- Be familiar with Section 6 of School Board Policy 5306 (School and District Technology Usage).
- Be aware that e-mail are records and subject to disclosure according to the Public Records Law and are subject to subpoena.
- Review each e-mail that you send or receive to determine its record retention value and take action to retain a record copy of e-mail messages when appropriate under state records retention guidelines.

DON’T:

- Don’t include any confidential information in e-mail messages (including local e-mail and Internet mail).
- Don’t assume that paper documents are the only type of communications subject to records retention/disposal requirements and public records requirements. Electronic records and e-mail are also subject to these requirements.
- Don’t assume that your e-mail messages are being retained and preserved by the e-mail system or off-site by the school district.
- Don’t put anything in an e-mail message that you wouldn’t normally include in a paper document.
- Don’t download files from unknown sources.

SUNSHINE LAW AND PUBLIC RECORDS CAUTION: Most E-mail communications made or received by District staff are considered public records that must be retained and, upon request, made available to the public and media. All staff members are required to check their CAB accounts a minimum of two times per day.

Emergency Dismissal and Procedures

In the event an emergency dismissal becomes necessary due to a power failure, hurricane, or other reason beyond the school’s control, the following dismissal procedures will be implemented.

- All students will be dismissed by announcements. Bus transportation will be provided for transported students after the emergency dismissal has been made.
- Parents who do not wish their students to go home if early dismissal takes place, must notify the Principal in writing and indicate where the child is to report. This information is also recorded on the child’s registration form.
- It is also the parent’s responsibility to indicate to the student where he/she is to report if an emergency dismissal occurs.

Emergency Evacuation Procedure

1. The signal to evacuate is as follows: a series of five short rings on the school’s bell system, repeated several times, or the fire alarm ringing. The signal to return to class is as follows: one long ring, extended in length, on the school’s bell system.

2. When the evacuation signal is made, teachers will instruct students to proceed in an orderly manner to the designated area on the outside the school building.
3. Evacuation charts and fire drill procedures indicating the evacuation route students and teachers will take must be posted in each classroom. Teachers must familiarize students with this information at the beginning of the year and periodically during the school year.
4. Before leaving classrooms, remind students to bring personal effects such as purses.
5. **Teachers MUST bring gradebooks and class rosters for the purpose of accountability.**
6. Office staff will be responsible for turning off regular bell system immediately at the start of the drill to prevent confusing students.

Supervision of Students in Designated Area

1. All teachers are responsible for their students and are required to keep them together and under control.
2. Immediately upon arriving in designated area, a roll check is to be made and rechecked at intervals. Teachers must raise their red card if students are missing, and raise the green card if everyone is accounted for.
3. Assistant Principals will assist in the supervision of students.

Return of Students to Teaching Areas

1. Upon hearing the all clear signal (one long ring) teachers are to escort students back to their respective areas.
2. A roll check will be made at this time to make certain all students are safe and accounted for. The names of any missing students should be sent to the Assistant Principals immediately.

Fire Drill Procedures

According to Florida Law and district policy, we are to conduct 10 fire drills throughout the school year. Teachers are to review the route and the evacuation procedures (posted on the wall) with their students prior to the drill. Once again, it is imperative that we treat this drill as a real emergency. Ideally, we would like to have the entire school evacuated and located in the designated areas in less than two minutes. Furthermore, please remember to bring your class rolls with you when evacuating. All teachers are required to take roll once they have arrived at their designated area, and once again, upon returning to class. If you plan to be absent on this date, please inform your substitute that a fire drill will be taking place and review the procedures. We ask that all staff members help substitutes with this procedure.

Power Failure Guidelines

When there is a power failure, teachers should open classroom doors leading to the outside or corridor. This should be enough light for a temporary period. If the power is off for an extended period of time, additional directions will be issued by administrators. This inconvenience should not affect positive classroom control by the teacher.

Tornado Drill

The following procedures are to be followed:

- ❑ All students and staff are to report to their assigned areas when prompted to do so by an announcement over the intercom system.
- ❑ All portable and modular classroom teachers report to the cafeteria with their classes. Please remember to bring your class rolls with you when evacuating. Portable/Modular teachers are required to take roll once they have arrived at their designated area, and then, once again, upon returning to class.
- ❑ All P.E. classes stay in the gymnasium.
- ❑ All other classes remain where they are and follow safety procedures.
- ❑ All students are instructed by their teachers to assume protective postures, facing interior walls, as close to their desks as possible, when danger is imminent.
- ❑ When everyone is in their assigned area, a second announcement will be made over the intercom system, prompting teachers to give the following command: **“Everybody down! Crouch on elbows and knees, with your hands over the back of your head.”**
- ❑ It is crucial that this command be instantly understood and obeyed. You may want to inform your students that most tornado deaths are caused by head injuries.
- ❑ The drill will be terminated by three short bell sounds, followed by an **“All clear”** announcement over the intercom system.

Equipment Circulation Procedures

Staff members must secure the approval of the person in charge of the specific equipment desired before checking out any school property. The checkout procedure involves a signature (indicating who is accountable) and the date the equipment will be taken from its usual storage. **Any School Board equipment that leaves the building MUST have a property pass signed by the Principal.**

Faculty and Staff Communication

Faculty and staff communication is of vital importance in the successful operation of the school; the following communication systems will be utilized for networking at Lauderdale Lakes.

- CAB Email System – available on all computers and can also be accessed from home via the Internet
- Broward Teacher Union (BTU) Bulletin Board – located in the teacher’s lounge (Labor Group Use)
- Public Address Announcements – Available to all staff members (a request form is located in the appendix)
- LLMS CAB Conference – the most current announcements and information will be placed in the conference area daily
- Grade Level and Department Meetings – held regularly
- School Advisory Meetings – third Wednesday of each month at 4:30pm

Field Trips

Student trips shall be permitted which have value in meeting educational objectives, or which are necessary to the fulfillment of obligations to the interscholastic athletic and other interscholastic activity program(s), and which do not seriously interfere with the educational routine of students who must remain in school. Field trips will be taken as an enrichment part of the curriculum. These trips will be scheduled throughout the school year. They will include local and out of county trips.

Field Trips - General Information

Below are procedures designed to assist the teacher in taking all the steps necessary before a field trip is taken. Pick up a field trip packet from the Bookkeeper, which contains all the necessary forms and directions.

- Discuss tentative plans with the appropriate grade level Administrator before discussing with students.
- E-mail details of the trip to Mr. Alejo to put on the Vikings 411 calendar.
- Complete the Administrative Special Request Form and have it approved by your Grade Level Administrator a minimum of 4 weeks (in-county), 2 months (out-of-county), or 1 week (in-school) before the trip. No staff member will be able to pick up a Field Trip packet until the Grade Level Administrator and the Principal sign this form.
- Arrange for transportation. Call field trip vendors or sign up for the activity bus with the transportation coordinator.
- Send home a letter approved by the grade level Administrator. This letter should include the following:
 - √ Name of organization, firm and/or owner of property to be visited.
 - √ Educational purposes of the trip.
 - √ Type of transportation to be used.
 - √ Lunch plans (bag or buy).

- √ Cost, including transportation and entrance fee, and when monies are to be collected. Checks should be made payable to Lauderdale Lakes Middle School.
- √ Students are to wear appropriate school clothing.
- Obtain from parents of all pupils who are to participate in a field trip, written permission on county approved Authorization for Trip forms; for their child(ren) to be away from school during the time required for the trip.
- Notify cafeteria manager and head custodian regarding the number of students participating in field trip a minimum of 3 weeks before the trip. Submit the appropriate forms to each of them.
- Secure class coverage for students not going. Students who stay back must be covered by teachers on the team or grade level. Teachers from other grade levels should not be used. DO NOT call a substitute.
- Pick up receipt book from bookkeeper and give her a copy of the letter sent home to parents. White receipts should be given to students and all other receipts left in the book for the bookkeeper.
- All monies collected (for any reason) must be turned in to the Bookkeeper before the end of the day.
- All monies and completed packet must be submitted to Bookkeeper a minimum of 5 school days before the field trip.
- Class schedules of students not going on trip must be given to the same Administrator before the end of the day preceding the trip. Administrative approval is necessary before any student is excluded from participation in a field trip.
- An alphabetical typed list of all students going on the trip must be e-mailed to the CAB Conference the day before the trip.
- Updated attendance for students going on trip must be given to the Administrator on the morning of the trip in order to obtain check for admissions.
- DO NOT call a substitute for the day of a field trip.

Transportation

The Principal/Administrator of the school may apply to, and be granted permission by the Transportation Department for the use of school buses providing:

- Use of buses for the school activity Field Trips shall not interfere with regular bus schedules.
- Use of school buses shall be confined to the counties adjoining Broward County and/maximum distance of 100 miles.
- Expenses for use of school buses for such activities or trip shall be paid by the sponsoring organizations with rates to be determined by the Supervisor of Transportation.
- Sponsoring organizations under the directions of the school principal shall be responsible for the general conduct of students while riding on school buses.
- Application for use of school buses for the aforementioned purposes must be made to the Supervisor of Transportation but not later than ten days prior to the anticipated trip. Forms for application are available in the Transportation Department.

Vehicles Other Than School Buses

The use of school buses is the preferred method of transporting students on Field Trips. The second preference (at least for out-of-town trips) would be P.S.C. or I.C.C. Common Carriers. A third preference, when the above means of transportation are not available,

would be the use of other vehicles which may be permitted by the Principal provided that vehicle has been State safety inspected, insured for bodily injury and property liability damage limits as defined by Florida Statute 324.021, and as subsequently amended, and is operated by a licensed driver. These conditions are to be certified by the owner of the vehicle.

Chaperones

When the student is co-educational, there shall be at least one (1) chaperone of each sex. On all such overnight out-of-county trips, K-12 students shall be accompanied by chaperones in accordance with the following formula:

- 10 students or fewer2 chaperones
- 11 – 20 students3 chaperones
- One (1) additional chaperone for every additional twenty-five (25) students or major portion thereof.

Out-of County-One-Day Field Trips

Follow the same rules for Local one-day field trips. The Principal shall send the Area Superintendent notification and information about all such out-of-county field trips prior to the event. For out-of-county, one-day field trips to such distant places as Disney World and Everglades National Park, the required number of chaperones shall be the same as those for overnight out-of-county field trips.

Over-night Field Trips

See School Board Policy Handbook, maybe secured from Principal’s Secretary.

Hall Duty

Teachers should stand at the doors during change of classes and assist with student movement, monitoring of running, and student behavior. They are also expected to direct students to move to their next class. Teachers and staff with specific duties are to report to their assigned areas at least 5 minutes before the students arrive (sounding of first bell).

All teachers are responsible for helping to maintain proper conduct in the school and on all school property.

Leaving Campus

Should you find it necessary to leave the campus during the day for an emergency situation, lunch, or any other reason, consult with an Administrator. Then sign out, in person, filling all blanks completely. The Grade Level Administrator must approve and sign the Sign-out book. This procedure covers the Workman’s Compensation requirement. The “sign-out” book is located upstairs with Ms. Smith.

Lesson Plans

Teachers are required to record student attendance and grades in Pinnacle. Lesson Plan Books are provided for teachers to record lesson plans. These books are official documents. They will be checked periodically by the grade level administrator and

collected at the end of the school year. It is essential that they be kept neat and complete. All entries should be made in indelible black or blue ink.

Lesson plans should contain the following components:

- Daily Objective – An objective is what you want your students to know and be able to do. It may be for one day or several days and should align with the Instructional Focus Calendar. It should also be written on your board or posted along with your daily agenda.
- Benchmark – Include the FCAT benchmark that is the focus for the lesson. The same benchmark for the entire week may be written once across the top of the weekly plan.
- Lesson – Your plan should outline what specifically you will be teaching and what assignment(s) you will give your students to reinforce/practice what they learn. Lessons should be student-centered.
- Methodology – You should specify what teaching strategy or strategies you will use to teach the objective. It is expected that Marzano’s 9 High Yield Strategies will be used. ESE and ESOL strategies should be included when appropriate.
- Assessment – Your lesson should include how you will assess whether your students mastered the objective.

NOTE: Every student should have a minimum of 2 grades per week. It is mandatory that all grades be entered in Pinnacle regularly.

Lunch Applications

The application for free/reduced meals is located on the School Board website. Teachers are expected to encourage our students to have their parents complete the form.

Lunchroom Procedures

Teachers are to escort their students in an orderly line to the cafeteria and seat them at the appropriate table. Teachers are expected to remain until all of their students are seated at their assigned table. Students are to restrict eating to the cafeteria.

Students will be dismissed from the cafeteria when their teacher arrives to pick them up from their assigned tables. Teachers are to escort their students in an orderly line from the cafeteria to their classroom. Teachers are expected to explain the procedures and expectations to their students for their cooperation.

Planning Period

Teacher planning periods and areas are provided to implement the following:

- Individual teacher planning
- Departmental planning

- Keeping plan book up-to-date
- Preparing instructional materials
- Preparing reports
- Grading papers
- Keeping permanent class records up-to-date
- Conference with parents
- Parent phone calls
- Consulting with Administrators
- Consulting with guidance personnel and checking permanent records for additional information about students in class

Smoking is not permitted within the school premises.

- Eating and drinking coffee or soft drinks should be limited to the cafeteria, planning area and/or teacher's lounge. NO food is to be carried into the teaching areas.
- Please do not smoke, eat, chew gum, or drink coffee/soft drinks in the presence of students. We must set an example for the students if we have rules and regulations prohibiting them from indulging in these activities. REMEMBER: Students have more need of models than critics. (If there is a personal need to take exception, feel free to discuss it with an administrator.)
- The implementation of these guidelines will assist the custodial staff in their control of insects and their effort to keep the building clean.

Professional Meetings

- Staff members are requested to attend all professional meetings as scheduled by the Administration, Department Chairs, and Coaches.
- The notes from meetings will be recorded and submitted to the Principal. Attach a copy of the attendance list or sign-in sheet. This posture affords official documentation of events and professional accountability for our colleagues.

Self Reporting

All personnel shall self-report in writing to the Director of Professional Standards and Special Investigative Unit within forty-eight (48) hours of any arrests, citations or charges involving the abuse of a child or the sale and/or possession of a controlled substance or charges involving Sexual Misconduct, Sexual Battery, Possession (includes e-mail transmissions) or Sale of Pornography Involving Minors, and Sexual Relations with students. The complete School Board Self Reporting Policy 2405 is located in the appendix.

Staff Absence/Substitute Teacher Procedures

Teachers MUST call Sub-Finder for a Substitute in case of absence.

SUB SEARCH 754-321-0050

Help Desk 754-321-2340

Failure to report substitute teachers into Sub Search will result in the Substitute not being paid. The reporting system Broward County uses is Sub Search; therefore, **teachers are responsible for entering their own absences into Sub Search.** A teacher is not required to secure his or her own substitute; however, the option to prearrange a specific substitute is available. Instructions for Sub Search phone and internet access is located in the appendix.

- **All** teacher absences must be reported into Sub Search even those **not** requiring a substitute teacher.
- Teacher absences that have been prearranged with a substitute teacher, must be reported into Sub Search.
- Teacher applicants being used in unfilled/vacant positions and waiting for final full-time clearance must be reported into Sub Search using the vacancy option.
- If you do not have a pin number, see the office manger to fill out a Teacher Data Sheet.
- If there is a problem, please call as soon as possible. If possible, staff members should notify Administration and the Department Chairperson/Team Leader the day before the absence before leaving for the day.
- If you are going to be absent for a second day, call the office manager before 2:30 pm to secure the same substitute for the additional day(s).
- If you do not know how to use Sub Search, see the office manager.
- Utilize the Teachers' Quick Reference Guide.
- Review your PIN, the recording of your name, and your location in Sub Search.
- **Report absences into Sub Search immediately. The earlier....the better!**
- **An approved TDA is required at least one week BEFORE the event. A TDA form with training information attached MUST be submitted to the bookkeeper at least one week in advance.**

The following teacher preparation will prove invaluable to your Substitute:

- Create a Substitute Folder; on the cover put the Teacher's Name, Grade(s), and Subject(s) taught.
- On the inside front cover: Letter to the substitute listing standard class procedures and names of students who can be relied on for help in each class. Add any other pertinent information. Be sure to include the lunch procedure.
- On the first page: Write in your Schedule of classes, including grade and course, with the bell schedule and lunch period noted. Texts used in each class should be indicated.
- Lesson Plans: Brief outline of learning activities that should be completed during the course of each period.
- In stating assignments, give titles and authors of texts and laboratory manuals, as well as the number of pages, problems and experiments. Be sure to leave copies of texts,

answer books, and lab manuals for the substitute. Do not rely on, “The students know where everything is located”.

- Include meaningful assignments in your lesson plans. Busy work often results in a wasted period for the students and the substitutes.
- Keep an up-to-date seating chart that gives the full name of each student. Insist that students always occupy their assigned seats.
- Prepare your students for a substitute by instilling good work habits and a code of conduct that is conducive to order and accomplishment of tasks.
- Many substitutes have a long record of successful teaching and will conscientiously carry on with the classwork when you are absent. Be prepared for the day a substitute may take over your classroom. Your earnest cooperation along the lines of the above noted points will keep your classroom running smoothly during your absence.

Student Attendance

All children between the ages of six (6) and sixteen (16) are required to attend school regularly during the entire school term. (F. S. 232.01)

Rules

1. All students are considered “present” when they are:
 - Present in an assigned class
 - Participating in a school-sponsored function on or off campus
 - On a field trip
 - In internal suspension
 - Participating in a suspension abeyance program (AES)
2. Excused absence is one of the following:
 - Illness of the student and/or member of the immediate family (medical evidence may be requested)
 - Death in the family
 - Medical/Dental appointment
 - Absence requested by parent/guardian provided prior arrangements have been made with and approved by the Principal or Designee (examples: family trips, appointments, etc.)
 - Religious holiday(s) of the child’s faith
 - Subpoena by any law-enforcement agency
 - Communicable disease

Student’s Responsibility

1. A student must be present in school and in each class every day unless the absence is covered by rules #1 and #2 above.
2. A student shall be responsible for obtaining and making up all assignments missed while absent for legitimate reasons (rule #2). Make-up work is due two days after the student returns to school. Middle school students are permitted make up work for ALL absences.
3. A student shall arrive at school and in each class on time each day unless the tardiness is covered in rules #1 and #2 or unless the student has been detained by a school official.
4. Four (4) unexcused tardies in any one class shall be equal to one (1) unexcused absence in any forty five (45) day marking period.

Parent's Responsibility

1. A parent of a middle school student must phone the school on the first day of the absence. After 48 hours, the absence cannot be changed to excused.
2. Upon request of school personnel, parent(s) must furnish a medical excuse that includes the date(s) of the illness.
3. Failure on the part of the parent to do any of the above where appropriate, may result in the student at any grade level, receiving an unexcused absence. The Visiting Teacher/Social Worker may be requested to verify the cause of the absence(s).

School's Responsibility

- If a parent has not contacted the school after three (3) absences from the school during a forty five (45) days marking period ETS will send letters home at three, five, and 10 days informing the parent to contact the school. The services of the Truancy Liaison/Social Worker may also be used at this stage of absenteeism.
- Attendance must be taken each period by the teacher. In cases where students have one (1) unexcused absence or displays truancy from individual class(es) within a forty-five (45) marking period, the teacher(s) shall contact the parent(s) by phone or letter and inform them that the student has received zeros for unexcused absences. At this stage, the teacher must advise the grade level administrator of the student's status.
- In cases where the student has four (4) unexcused absences or is truant from school or individual class(es) within a forty-five (45) day marking period, the Counselor and /or Administrator will refer the case to the Truancy Liaison/Social Worker for appropriate action. This may involve referral of student(s) and/or parents to other community agencies, including circuit court.
- All assigned work (homework, classwork, and/or tests and exams) missed during unexcused absence(s) and/or truancy(ies) will receive a zero grade. On days where there are no specific classwork assignments, a zero must be recorded for the day. All such zeros must be reflected in the average of the final grade of the marking period.
- Students who are externally suspended are permitted to make up all work per School Board Policy. Make-up work is due on the day of return from suspension.
- The school attendance clerk has only two days to update an absence to excused. After 2 days, the absence will be locked out of TERMS.

Student Return After Absence

- Upon a student's return to school after being absent the previous school day, he/she must report directly to class.
- In cases of excused absences, the student must be allowed two days for each day absent (not including the first day back) to make up the work and teachers should give the student reasonable assistance.

Student Visitors

Absolutely no student visitors are allowed to attend classes. If there is a need for contacting any of our students, this must be done through the grade level Administrator.

Tardy Procedure

Teachers are expected to follow the tardy procedures outlined in the Lakes Discipline Plan located in the Appendix.

Temporary Duty Authorization (TDA)

On some occasions, teachers are assigned to attend workshops, conferences, or to do other duties in the school (i.e. Department Chair release days). When this occurs, teachers **MUST COMPLETE A TDA FORM.**

- A TDA FORM MUST BE COMPLETED AND SUBMITTED A MINIMUM OF TWO WEEKS (in-county) OR 2 MONTHS (out-of-county) IN ADVANCE.
- THE TDA MUST BE APPROVED BY THE PRINCIPAL TO BE VALID.
- If you want to attend a local staff development activity during school hours, first get verbal approval to attend from the principal or your grade level administrator.
Complete the TDA form and return to the Office Manager for Principal's approval and signature.
- If you want to attend an out-of-town conference or staff development activity, submit your TDA at least two month in advance for approval. Submit to the Bookkeeper for processing.
- Once the TDA has been approved, the teacher **MUST CALL IN THE ABSENCE IN SUB SEARCH** with the reason being TDA. The earlier this is done...the better the chance of acquiring a substitute. **DO NOT WAIT UNTIL THE LAST MINUTE.** Write the Sub Search number at the top of the TDA so the coding will be done appropriately.
- **Failure to submit a completed TDA may result in a cancellation of the TDA.**
- **If you attend the workshop/staff development activity and have not completed your TDA with the Principal's signature, your leave time may be reduced for that day.**
- **TEACHERS ON A LOCAL TDA MUST REPORT TO SCHOOL TO ENSURE SUBSTITUTE COVERAGE FOR THEIR CLASS. IF A SUBSTITUTE HAS NOT BEEN SECURED, THE TDA MAY BE CANCELLED.**

Your cooperation in adhering with this process will ensure a smooth day when you have to be absent.

Textbook Policy

Textbook distribution and collection are coordinated by a staff member who works with the Department Chairpersons in the following areas:

- Ordering Textbooks
- Distribution of Textbooks
- Collection of Textbooks
- Compiling lists, by teacher, of missing textbooks
- Assisting teachers in assessing costs of lost or damaged textbooks

Textbooks will be issued to teachers by the Department Chairpersons and the Textbook Coordinator. The student's name, grade, date of issue, section numbers, and condition of the book must be written on the inside cover of each textbook. (Suggestion: To expedite book-checking time, teachers should sign their names after the student's name.)

- Teachers are required to submit a list of all students and their textbook numbers to the Textbook Coordinator by the end of the third week of school.
- Quarterly book checks are required.
- Withdrawing students are to return books to the teacher and obtain the teacher's signature on the withdrawal form.
- Teachers should collect textbooks at the end of the year and submit names of students who do not return them to Textbook Coordinator. Additional specific directions will be issued by the Textbook Coordinator.

Video Policy

ONLY AGE APPROPRIATE VIDEOS ARE TO BE USED AT LAUDERDALE LAKES MIDDLE SCHOOL.

TV's, VCR's, DVD's, TV/VCR's, and TV/DVD's:

- Must be picked up and returned the same day by teachers (not students) unless the teacher is using it the next day.
- Substitutes will not use them unless the teacher has reserved one for them. The sub must pick-up and return all equipment to the Media Center the same day.
- Teachers and substitutes working in portable classrooms must return equipment each day before leaving the school.
- On Friday or a day before a holiday all equipment must be returned to the Media Center by the close of school.

Videos and CD's:

1. All videos and CD's must be **rated appropriate with your students' age** (Students should not bring in videos or CD's from home).
2. Videos/CD's are to be picked up and returned by the teacher the same day.
3. During class, the teacher is responsible for the tape/CD.
4. Videos/CD's need to be written into the teacher's lesson plans and should be approved by the grade level administrator if they are not from our Media Center.

The Media Department has had to initiate this policy due to theft of equipment and videotapes. They have also had a problem with students damaging equipment.

We wish to thank all staff members for their cooperation with regard to the new Media Center policy. With your help, we can insure that you will have equipment and quality videotapes at Lauderdale Lakes Middle School for everyone to enjoy.

Voice Mail

All teachers/staff are required to set up voice mail. All non-emergency phone calls will be sent to your voice mailbox. Phone calls to parents should be returned within 24 hours. Instructions for setting up and/or changing your voice mail can be found in the appendix.

SECTION III

CURRICULUM AND

STUDENT

SUPPORT SERVICES

Lauderdale Lakes Top 20 Non-Negotiable Items

Environment

- Instruction should begin on time.
- Teacher materials should be prepared in advance.
- Student friendly objectives, essential questions, and agenda should be clearly posted on the board.
- What is posted on the board should reflect what is being taught.
- Print rich environment.
- Activities should be timed and monitored.
- Students should be actively engaged and on task.
- Student-centered instruction by incorporating cooperative learning.
- Incorporate movement, technology, and evidence of differentiated instruction.

Academic

- Maintain a portfolio/notebook with a collection of student work samples.
- There should be reading and writing activities in each class period and each subject area on a daily basis.
- Evidence of high yield strategies.
- Post samples of student work.
- Use varied assessment strategies including peer and self-evaluation.
- Homework assigned should be reasonable and relevant.

Behavioral

- Teachers should abide by the 10/10 rule for students needing to use the bathroom or leave class.
- Teachers should be visible and interacting with students in the hallways during class change.
- Teachers need to adhere to the tardy policy and procedures.
- Classroom rules must be posted, then reinforced with reasonable and consistent consequences.
- Teachers must monitor their students as they walk in the hallway.

*** These items are from “Broward’s Effective School K-12 Non-Negotiable Instructional Blueprint”.**

Classroom Discipline

Class Rules

- Enter the classroom quietly and on time and be seated in your assigned seat.
- Come prepared for class by bringing paper, pencil, pen, books, and other needed supplies.
- Restroom passes will not be issues during the first 10 minutes and last 10 minutes of the class period.
- Remain in your seat unless the teacher gives you permission to be up.
- Raise your hand and be acknowledged by the teacher before speaking.
- There will be no eating or chewing gum or any other items during class.
- Respect the rights of your classmates to learn.
- Use class time wisely.

Behavior problems may be greatly reduced, or perhaps eliminated, through the following steps:

- Well planned work
- Interesting class periods
- Definite objectives
- Worthwhile learning experiences
- Appropriate classroom supplies and materials
- Work built around the interests, needs, and abilities of students
- A happy classroom with a teacher sincerely interested in the well-being of the students
- Consistency in dealing fairly with students
- Use of de-escalation principles

Each teacher is expected to take care of discipline problems that arise within the classroom. When symptoms of disturbing and unusual behavior occur, the following steps are suggested:

- Consult the cumulative record for information.
- Contact the parent to discuss the problem.
- Confer with other teachers who teach the student.
- Arrange to have a conference with student outside of class, either before, after school or during planning time.
- Discuss the matter with the Guidance Counselor.
- Refer the student to Child Study.
- Make a referral to the grade level Administrator. If an emergency arises and it becomes necessary to send students directly to their Administrator, call for security. Complete a referral in DMS stating the nature of the case and the steps already taken. Send it to the Administrator. **DISCIPLINARY ACTION WILL NOT BE COMPLETED UNTIL A REFERRAL IS SENT.**

Class Supervision

A teacher is responsible for the students for the entire period and should leave the class for only an extreme emergency, such as illness. Errands should be done during your planning period before and/or after school, rather than when class is in session.

Get Off To A Good Start

Good teaching requires careful planning; it does not happen otherwise. At the beginning of each school year, it is important to take a good look at the year ahead. Pinpoint what must be covered in your subject. WRITE IT DOWN. List the major concepts involved, the activities, and the special resources that will enrich your lessons. Check your projected plans weekly. How nearly “on schedule” are you? Is the essential material being covered, or were you sidetracked along the way? Vary your lessons and assignments. There are many ways to explore and solve the same problem.

READING

written work
oral reports
experiments
demonstrations
drills
worksheets

RESEARCH

visual aids
physical therapy
projects, exhibits, displays
field trips
interviews
games

Keep a weekly plan book. It provides a flexible framework for daily lessons and assignments. A simple color code tells what was accomplished weekly and helps make it easy to plan for next week.

Hints To Good Discipline

Excellent teachers generally are effective disciplinarians. Good discipline is imperative for the establishment and development of the successful teacher’s career, and it is also imperative to the success of the school. Good discipline requires more than a “bag of tricks”. It requires a basic philosophy from which specific techniques emerge. Good discipline is best thought of as being positive—not negative. It is helping a student adjust to the requirements of his environment rather than punishment for his not having adjusted. Good discipline may be described as a friendly yet businesslike rapport in which pupils and teachers work cooperatively. The ultimate, unique achievement of good discipline is self-discipline on the part of the students.

- Be Orderly
 - √ The first requisite of discipline is ORDER.
 - √ Maintain a pleasant educationally motivating class environment.
 - √ Maintain a neat classroom.
 - √ Establish set procedures.
 - √ Use seating arrangements as specific tools to achieve good discipline.
 - √ After two warnings, break up “talky” combination groups of pupils who are inattentive and/or bent on sabotaging class progress.
- Develop Classroom Procedures and Expectations
 - √ **Set Procedures and Expectations immediately.**
 - √ Post the Expectations.
 - √ Insist on the general rule of only one voice at a time in your classroom.
 - √ Train the students to follow the classroom procedures using appropriate desists.
- Keep Them Busy And Motivated
 - √ Commence class activities as soon as the bell sounds. Make sure students have work to do immediately.
 - √ Prepare your lesson beforehand (evidenced by an up-to-date planbook).

- √ Be decisive. Students are usually quick to sense the indecision of the teacher.
- √ Set class goals.
- √ Sell your subject matter.
- √ Motivate your classes and individual pupils by every technique at your command.
- Be An Adult
 - √ Much of the good morale and good discipline of the best classrooms results from the tone set by the teacher. You must model the behavior that you expect.
 - √ Be yourself.
 - √ Act your age.
 - √ Insist at all times on respect for adults and for authority in general.
- Keep A Positive Attitude
 - √ Be Positive.
 - √ Be kind but firm.
 - √ Be consistent.
 - √ Be fair.

Classroom Management and the Administrator, The Guidance Counselor, and The Teacher

- The administrators and guidance counselors are here to help you—BUT their offices should not be considered an automatic dumping ground for every child who makes you feel trapped, threatened, or frustrated.
- The administrators' and counselors' major responsibility concerning student's discipline is implementing the total overall procedures and policies of the school; just as teachers are responsible for procedures and policies in their classrooms. In addition, as time allows, they can be very helpful on an individual basis by:
 - √ counseling students
 - √ arranging home visits or mentors
 - √ arranging conferences with the teacher, parents, etc.
- But, before you call in the Administrator and/or Counselor or send a student to their offices, stop a minute and consider: Is this trip really necessary? It means that someone OUTSIDE your classroom is being asked to discipline a student for behavior INSIDE your classroom. Effective classroom management is one of the ten evaluation performance indicators.
- Remember the boy who cried "Wolf!" Don't use the Administrator and Counselor so often that the tactic loses its effectiveness. If you send students for minor infractions, what will you use in major ones?
- In referring students to the Administrator and/or Counselor, as in all disciplinary matters, an ounce of prevention is useful. If you are having disciplinary problems, discuss them frequently with the Counselor and Administrator. Keep them informed. They can offer some very helpful suggestions.
- Where possible, inform your Counselor and/or Administrator before sending students to them. To be forewarned is to be prepared. Nothing is more disconcerting to students than to find when they arrive at the offices on referral, that full information concerning their activities and attitudes has preceded him and that the Administrator/Counselor is already well aware of the problems they have been creating.

- If a situation demands that you immediately remove a student from class, send him/her to the office (with a referral) to wait until you are able to be there, too. The Administrator needs to know immediately WHY this student has been sent.
- You need the support and cooperation of the Counselors and Administrators and they need yours. Be sure you understand the school's policies regarding classroom management and discipline—and follow them. Support these procedures even when they may be a little out of line with your ideas. No situation is perfect but if you use your administrators/counselors, students will benefit too.

Teacher's Discipline Resources

1. Parental Contact (helps in 90% of cases)
 - Telephone
 - Note written by teacher (Personal or form letter)
 - Note written by student (Read and send it home for parent signature)
 - Face-to face conference
 - Team strategies
2. Student Conferences
 - Before or after school
 - During period while class is working (in private)
 - During your planning period with counselor and/or administrator
3. Guidance Counselors
 - Refer to counselor
 - Refer to Child Study Team
 - Refer to any teacher who has child's confidence
 - Use cumulative folders to secure overall background information
4. Assistant Principals
 - Review class practices that enhance disciplinary control
 - Review lesson planning strategies
 - Discuss class procedures
 - Refer individuals with problems that you have not resolved
5. Principal (*Refer after utilizing #1 to 4*)
 - Schedule time to discuss issues and/or concerns with the principal

County and Community Agencies That Are Available (see Guidance Counselor)

- Community Liaison/Social Worker
- Broward County School Family Counseling Program
- Juvenile Court
- Subject Supervisor
- Psychologist
- School nurse
- Starting Place (in school)
- Henderson Clinic
- Communities in Schools

Eight Step Instructional Process

Lauderdale Lakes Middle School has implemented the Eight Step Instructional Process which allows the school to systematically monitor and make improvements in their curriculum and instructional programs.

1. Data Disaggregation – All testing and other pertinent data is disaggregated to allow the school staff to analyze the data a variety of ways. The data can be disaggregated by teacher or by differing ranges of scores. These are a few of the ways that data is commonly disaggregated. After analyzing the data the instructional programs at the school can be developed or adjusted to best meet the needs of the present students.
2. Timeline – The instructional program is built by identifying the content to be taught and an explicit timeline in which to teach it. This allows more time to be built in for areas that are weaknesses for the students. At Lauderdale Lakes Middle, the leadership team has calendarized the content for Reading, Language Arts/Writing, Math, Science and Social Studies.
3. Instructional Focus – The benchmarks that can have the greatest impact on testing results are identified and shared with the instructional staff. This allows the staff to zero in on exactly what they need to be teaching. At Lauderdale Lakes Middle the benchmarks have been placed on an Instructional Focus Calendar using the timeline discussed in number two.
4. Assessment – One of the key features of the Eight Step Process in the development of continuous, regular set of assessments in all major areas of the program. At Lauderdale Lakes Middle the assessments are also calendarized.
5. Monitoring – The results of the regular assessments are collected and analyzed in a variety of ways such as by grade level, teacher, strand, and achievement level. This allows the leadership team to monitor student progress and teacher effectiveness.
6. Tutorials – By monitoring the assessments that are regularly given, some students will be identified who are not making adequate progress. Those students should then be put into tutorial programs to catch them up to their peers.
7. Maintenance – Short maintenance activities that encompass topics already mastered are sprinkled throughout the week. This assists students to retain what they have already learned. This also allows the teacher to monitor if a student regresses, a teacher can catch it quickly and remedy the situation.
8. Enrichment – The curriculum program should be enriched with other activities which offer a variety to the instructional program and keep the students interested and motivated to achieve.

Guidance/Student Personnel Services

It is the philosophy of the Broward County Schools that guidance is the process of helping all students through their own efforts, to discover and develop their best talents for their personal happiness and social usefulness. It is an effort to develop further in the students a desire and ability to think and act in the best interest of themselves and society. Guidance aims to help all students develop personally, socially, and physically, as well as

intellectually. We, the counselors at Lauderdale Lakes Middle School, believe the following:

- All students come to school with physical bodies, emotions, and intellect; and must be accepted as they are—with their strengths and weaknesses; and their good points and faults.
- All students have resources within themselves to help themselves. It is the strength within the counselor that must be relied upon in guidance.
- All students will develop much of their potential if given the opportunity and guidance to do so.

Lauderdale Lakes Middle School has a staff of three guidance counselors, with the primary function is to counsel with students, parents, and teachers. Each grade level will be assigned a guidance counselor who will meet with them on a regular basis. The counselor will then be better informed on all phases of the student's school experience and be better able to help each individual student.

Some specific ways in which the guidance counselors may assist the teachers are:

- Counseling students, both individually and through skilled use of the group process, on problems of educational, personal, social, and vocational development.
- Familiarizing teachers with the results of various testing programs, assisting and counseling them in the use of test results.
- Assisting in orienting students to become familiar with their new school, its purposes, facilities, rules, and activities.
- Assisting with small and large group instruction—in academic areas that require group counseling situation.
- Assisting with any suspected medical situation by referring students and/or parents to the school health coordinator and/or community agencies.
- Referring students to the visiting teacher/social worker for assistance with school/home related problems.
- Assisting in determining the appropriate level of learning for all students.
- Communicating with all support personnel within the school system for the maximum benefit to students (diagnostic center, psychologists, visiting teachers, specialists, supervisors, and other resource personnel).
- Assisting in determining, administrating, and subsequent follow-up of appropriate diagnostic tests for use in a particular discipline.
- Initiating and providing leadership for parent-team progress to parents when necessary.
- Relating students' needs and interpreting their progress to parents in conferences that will facilitate communication.
- Assisting Administration with any preparation of forms or related documentation.

Lauderdale Lakes Middle School Instructional Model

This is the instructional delivery system for all teachers at Lauderdale Lakes Middle School. This model also includes all components of the Eight Step Instructional Model.

- Homework, daily objective, and test dates should be posted on board. Sunshine State Standard and benchmark should be written in plans. FSA materials must be available.
- Start class promptly. Handle tardies (receive any passes or mark unexcused tardy). Avoid lost time; schedule for **NO DOWN TIME** within the class.
- All classrooms should follow these approximate times:
 - Do Now – This could include a skill reinforcement question, quick journal write, or short reading quiz. Allow 8-10 minutes.
 - Review – Review “Do Now”, homework, and previous day’s lesson. Allow 5-7 minutes.
 - Lesson Development – Orient students to the day’s activity. Include a reading preview. Use direct instruction and other high-yield strategies. Allow 10-15 minutes.
 - Independent Practice or Group/Pair Activity – Have students read to find answers using the high-yield strategies. Include the use of centers, problem solving activities, and a writing assignment. Allow 10-15 minutes.
 - Culminating Activity – Include a lesson summary, feedback, reflection, and assessment. Discuss/Explain homework assignment. Allow 10 minutes.
- Relate concepts to current, daily living issues of students as well as Sunshine Standards.
- During class work, move about for interaction; use proximity control and behavior tactics to stop misbehavior
- Use technology, audio-visuals, learning centers, manipulatives, and/or concrete examples to support instruction. Appeal to all 5 senses (sight, sound, touch, smell, taste). Coordinate a class rotation on computers to increase technology usage.

Interim Reports

Not later than midway between marking periods, an interim report shall be sent to ALL parents. At any other time during the quarter, an interim report should be sent home if students who are experiencing difficulty including but not limited to the following:

1. Failing
2. A drop of two or more grades
3. Unacceptable behavior
4. Excessive absences

Make Up Work

A parent may request that assignments be sent home for any time missed. This is handled through the guidance department and teachers will be given at least a day's notice to prepare such assignments. School Board Policy must be adhered to without question.

Media Center Information

The Media Center includes a well-rounded collection of books, magazines, pamphlets, audiovisual materials, equipment, and facilities for production of materials. Teachers and students are encouraged and invited to use all our materials and facilities. The procedures listed below are designed to facilitate this use. Please be sure to observe them.

- Teachers are invited to bring class groups to the Media Center and are requested to sign up for a class visit in advance. At this time, please discuss the purpose of your visit with the Media Specialist to assure that the materials you wish to use will be available. Classes must be accompanied by their teacher who must remain with them and maintain order.
- Individual students may be sent to the media center to take Accelerated Reader Tests. The students must have a security escort. The Media Specialist must be notified in advance.
- Individual students may be sent to the Media Center for research, reference, use of audio-visual materials. They will be limited to ten (10) minutes. No more than five (5) students per class can be sent to the Media Center unless special arrangements have been made in advance. The students must have a security escort.
- Classroom collections of Media Center materials will be assembled upon request. Please specify the length of time the materials will be needed and return them promptly.
- The professional staff will be happy to prepare bibliographies, give library lessons or book talks, or work on special projects with students. Please make your request no less than one week in advance.
- Please do not send students to the Media Center to request supplies such as staples, scissors, crayons, drawing paper, etc. We cannot supply these items.

- Before giving research assignments, please investigate to see if sufficient materials are available. This will minimize student frustration. If a topic is poorly represented in the collection, please inform the staff. We want our collection to grow to meet your needs.
- The County Materials Center houses a large number of 16mm films, videos, laser disks, etc. which may be ordered for the classroom use. A catalog of available films and order forms are available in the Media Center. Please submit all copies of film order forms to the Media Specialist at least ten (10) days before the film is needed. You will be informed of the arrival date of your films. They may be picked up in the Media Center and should be returned to the Media Center on the day before they are due.
- Other audiovisual materials (filmstrips, records, etc.) are available in the Media Center and listed in the Catalog. Audiovisual equipment should be requested in advance to avoid disappointment. Teachers are responsible for the operation of this equipment and should not allow students to operate it unless they have been trained by a Media Specialist.
- Equipment should not be taken off campus without permission from the principal. Forms for this purpose are available in the Media Center.
- A limited budget is provided for photography and media production. Please confine your requests to classroom related activities only.
- Request audio-visual equipment needed for instructional purposes and/or assemblies and special events at least one day in advance. A sign-up sheet is posted in the Media Center.

Report Cards – Middle School

The grading system used and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:

A	.....	90 – 100
B+	.....	87 – 89
B	.....	80 – 86
C+	.....	77 – 79
C	.....	70 – 76
D+	.....	67 – 69
D	.....	60 – 66
F	.....	0 – 59
I	.....	Incomplete

A = Outstanding Progress (4 points) – Does work of superior ability

- The child does the work exceptionally well.
- The child demonstrates the ability to think critically.
- The child exercises a high degree of initiative.
- The child assumes responsibility for extending and originating related learning experiences in school projects that contribute to his/her growth.

B = Above Average Progress (3 points)

- The child completes the work in good quality.
- The child shows some growth in critical thinking.
- The child does extra work with guidance and supervision.
- The child participates in class discussions and enriching experiences.

C = Average Progress (2 points)

- The child completes the work in good quality.
- The child shows some growth in critical thinking.
- The child develops work - study skills needed in the particular academic area.
- The child shows willingness to participate in, and contribute to group work.
- The child becomes more aware of the ability to work independently.

D = Lowest Acceptable Progress (1 Point)

- The child performs his assignments in poor quality. These assignments have been adapted to his instructional level and are commensurate with his ability to achieve.
- The child exercises poor judgment in planning and organizing for study.
- The child does not assume responsibility for completing assigned tasks.
- The child does not participate in class discussions and group activities.

F = Failure (0 points)

- The child has not assumed the responsibility for his/her own learning.
- The child has not developed work-study skills, attitudes, and understandings needed for satisfactory progress in school in an instructional program commensurate with his/her ability to achieve.

I = Incomplete

- An incomplete is given when a student has been unable to complete a prescribed amount of work because of absence from school.
- Each "I" should be made up by the student before the next marking period ends. The "I" is then changed by the teacher to a letter grade.

N = No Grade

- The child has not been enrolled in school long enough to receive a grade for the marking period.

Comments

The comments column allows for further communication between the teacher and parent. This column is optional. The codes are:

I	Completes work / class participation
II	Follows directions / uses time wisely
III	Courteous / respects others

S	Satisfactory
N	Needs Improvement
U	Unsatisfactory

Parent Conferences

Parent/Teacher conferences are encouraged. Use the following code to request a conference:

Y	Request for Parent / Teacher conference
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Change of Grades

If an error is made in recording a grade on a student's report card, or if an incomplete grade has been given, the teacher is responsible for completing a Grade Change Form. These can be obtained from the Data Processor and **MUST** be approved by the principal.



**Faculty Handbook
Acknowledgement Form**

- 1. Please complete this form .**
 - 2. Print the completed page.**
 - 3. Sign and return to Ms. Jeana Louis, Office Manager, on or before _____**
-

Signing below indicates that you acknowledge having received, read, and understood the 2015-2016 Lauderdale Lakes Middle School Faculty Handbook.

Name (Please Print): _____

Department (Please Print): _____

Signature: _____ **Date:** _____