

Silver Lakes Middle School Faculty Handbook 2015-2016

Welcome and Introduction

Welcome to Silver Lakes Middle School and to the 2015 – 2016 school year. As a member of this faculty and staff, you are one of the most vital parts of our school. It takes a special kind of person to be a successful teacher: a person who earnestly cares about children, is patient creative and versatile. We feel confident that you will do everything possible to meet the high standards required for teaching and wish to extend our most sincere and best wishes for a prosperous school year.

This handbook is designed as your guide for a successful year as a Teacher at Silver Lakes Middle School in North Lauderdale, Florida. The contents are arranged to guide you through established school and district policies, processes, and procedures and help you find answers to questions that may arise throughout the school year.

Please be encouraged to share your experiences, fresh approaches to teaching and variety of teaching styles and strategies to support and enrich our expectation of academic excellence. We sincerely hope this handbook will be used as a guide and a tool to stimulate and enrich your goals as a teacher and help you become familiar with all that Silver Lakes Middle School has to offer.

Again, welcome to Silver Lakes Middle School and have a “Everything Is Awesome...” school year!

SCHOOL INFORMATION

Silver Lakes Middle School
7600 Tam O'Shanter Blvd.
North Lauderdale, Florida 33068
Phone (754) 322-4600
Fax (754) 322-4685

Broward Schools Location Number: **2971**

School Website: <http://silverlakes.browardschools.com>

School Hours

| | |
|-----------------|--|
| Students | 9:15 a.m. – 3:45 p.m. School Day <i>(Students can begin entering school doors at 8:30 a.m.)</i> 8:30 a.m. – 9:10 a.m. Breakfast Served |
| Teachers | 8:20 a.m. -3:50 p.m. Work Day 8:20 a.m. – 9:10 a.m. Professional Learning Communities <i>(1 Day Per Week)</i> 8:20 a.m. – 9:10 a.m. Department Meetings <i>(1 Day Per Week)</i> 8:30 a.m. – 9:10 a.m. Morning Duty <i>(1 Day Per Week)</i> |

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PERSONNEL

ADMINISTRATIVE PERSONNEL

| | |
|------------------------|---|
| Alison Trautmann-Lopez | Principal |
| Nichele Williams | Assistant Principal; 2 nd in command |
| Jeff Williams | Assistant Principal |
| Clarissa Coddington | Assistant Principal |

GUIDANCE PERSONNEL

| | |
|----------------|--------------------|
| Jill Mostal | Director |
| Terese Haupert | ESE Specialist |
| Tamela Starks | Guidance Counselor |

SUPPORT SERVICES

| | |
|----------------|--------------------------------|
| Suze Jean | School Social Worker |
| TBA | ESE Program Support Specialist |
| Tova Mitzner | School Psychologist |
| Timothy Gore | Magnet Coordinator |
| Leslyn Porter | Reading Coach |
| D'Andrea Brown | NESS Liaison |
| Peter Tulloch | Athletic Director |

DEPARTMENT HEADS

| | |
|----------------|-----------------------------|
| Reading | Akesha Rawls/Leslyn Poitier |
| Language Arts | Michelle Robinson |
| Math | D'Andrea Brown |
| Science | Ernst Alexis |
| Social Studies | Joshua Jamieson |
| STEM | Timothy Gore |

**SILVER LAKES MIDDLE SCHOOL
LEADERSHIP TEAM DUTIES & RESPONSIBILITIES
2015 -2016**

| <i>Tarissa Coddington, Asst. Principal</i> | <i>Jeff Williams, Asst. Principal</i> | <i>Nichele Williams, Intern Principal</i> | <i>Kelly Pesce, Office Manager</i> |
|--|--|--|---|
| 8th Grade | 6th Grade | 7th Grade | |
| <i>Reading, Language Arts, ELL, Clerical (17)</i> | <i>Science, ESE, Unified Arts Facilities, Paras, Media Center (20)</i> | <i>Math, Social Studies, Guidance, Magnet Security, Cafeteria (19)</i> | <i>Clerical</i> |
| Anti-Bullying Liaison CEO Liaison Faculty/Staff Handbook Lease Agreements Student Activities/Field Trips/ TDA's Internal Accounts/Fundraisers School Pictures/RFPs Keys Surveys/Annual Customer Survey Supplements IEP 3 Grant/Induction Coaches/New Teachers Professional Development | Assemblies/Mentoring Programs Partnerships/ Volunteers/Career Day Transportation 6 th Grade Orientation Title I Monthly parent nights Technology/D6 OIC Student/Staff of the Month Textbook Inventory Hurricane Preparedness Attendance/Tardies/Detention Discipline/Behavior Plans IBM Rules and Procedures RTI Athletics | Student Agendas/Planners Open House Safety/Security/Radios/Emerg Drills School Opening/Preplanning/Closing Prep SAC/SAF/PTSA School Improvement Plan Master Schedule/Enrollment/CSR Certification/Out-of-Field Property & Inventory Testing Substitutes/IDs/Handbook School Wide Duty Stations AP Coverages/Schedules Schedule Pick-up Credit Recovery | Website Facebook Twitter Payroll Human Resources Budget BSC Support First Week Parent Packets Free and Reduced Lunch Marquee Faculty/Staff/Office Supplies Assist with Field Trips |
| <i>Amela Starks, Guidance Counselor</i> | <i>Jillian Mostal, Guidance Director</i> | <i>Terese Hauptert, ESE Specialist</i> | <i>Peter Tulloch, Behavior Specialist</i> |
| <i>Attend Parent/Teacher Conferences</i> | <i>Attend Parent/Teacher Conferences</i> | <i>Attend Parent/Teacher Conferences</i> | <i>Attend Parent/Teacher Conferences</i> |
| <i>Registration, Monitor credits, GPA, attendance</i> | <i>Registration, Monitor credits, GPA, attendance</i> | <i>Registration, Monitor credits, GPA, attendance</i> | <i>Registration, Monitor credits, GPA, attendance</i> |
| Grade Level Honor Awards Scheduling Small Groups Career Education Tuancy Foster Care Liaison/Designee Homeless Liaison/Designee ELL RTI/Behavior/Data plans and collection Monthly parent nights Character Education Credit Recovery | Testing Coordinator Grade Level Honor Awards Master Schedule/Enrollment/CSR Small Groups Suicide Liaison/Designee Child Abuse Liaison/Designee Anti-Bullying Liaison/Designee Title I RTI/Behavior/Data plans and collection Annual Guidance Plan 8 th grade Promotion Ceremony Substitutes Credit Recovery | Classroom Accommodations/Interventions Scheduling Small Groups Assist with scheduling 504 Plans Hospital Homebound IEP's RTI RTI/Behavior/Data plans and collection Inservice Facilitator Monthly parent nights | Discipline – all grade levels 6 th grade Orientation - assist Grade Level Assemblies – assist Athletics RTI Small Groups Health Screenings Character Education |
| <i>Tim Gore, Magnet Coordinator</i> | <i>Leslyn Poitier, Literacy Coach</i> | <i>D'Andrea Brown, Math Coach</i> | <i>Neena Grosvenor, Media Specialist</i> |
| <i>Attend Parent/Teacher Conferences</i> | <i>Literacy Program</i> | <i>FSA Mathematics Program</i> | <i>Learning Commons</i> |
| <i>Registration, Monitor students' credits, GPA, attendance</i> | <i>Common Core/FSA Resource</i> | <i>Common Core/FSA Resource</i> | <i>Tech Tuesdays/Professional Development</i> |
| Assist with scheduling Innovative Curriculum Monitor Student Progress/Conferences Magnet Reports Marketing magnet program Recruit students Monthly parent nights Field Trips (magnet and grade level) STEM Implementation | Develop CFA assessments ELO Camps/Enrichment IFCs Monitor assessments Teacher Support/Coaching/Modeling Grade Level Academic Awards Professional Development Monthly parent nights USA TEST PREP Liaison | Develop CFA assessments ELO Camps/Enrichment IFCs Monitor assessments Teacher Support/Coaching/Modeling Grade Level Academic Awards Professional Development Monthly parent nights USA TEST PREP Liaison | Research Resource Daily Announcements/Student News Monthly parent nights Newsletter/Video or Podcast Accreditation |

MISSION STATEMENT

Silver Lakes Middle School

Silver Lakes Middle Magnet School will ensure that all students achieve success while preparing them for college to meet tomorrow's global challenges in science, technology, engineering and math (STEM) within a safe and civil environment.

The Broward County School Board

The School Board of Broward County, Florida is dedicated to meeting the educational needs of all students in a safe learning environment.

CHARACTER EDUCATION

- **Cooperation - September**
- **Responsibility – October**
- **Citizenship - November**
- **Kindness - December**
- **Respect - January**
- **Honesty - February**
- **Self Control - March**
- **Tolerance - April**

ENCOURAGING TEAMWORK

We know that effective teams are far stronger than the sum of their individuals. We continue to encourage the “out of the box” thinking that will insure individuals, departments, grade levels or parent groups will not develop policies that safeguard their own interests. We are a TEÂM and as such real improvement comes from improving systems and processes that cross the lines of all self-interest groups. Effective teaming requires a culture of respect and trust and a system for effective interactions. Interaction as well as teaching and learning should be personalized to the maximum feasible extent. We are all role models for others. We are the coaches, encouraging and advising, not just the students but also all our stakeholders.

In living these goals we work with our faculty, staff, students, parents and community to continue to provide the finest of educational institutions. It has been said that “it takes a village to raise a child” and as we come together as stakeholders in this educational institution we work together for the goal of sending well-educated young people of quality with high values into our community.

COCONUT CREEK INNOVATION ZONE

Silver Lakes Middle School is an integral part of the Coconut Creek Innovation Zone. Schools in this zone include:

Atlantic West Elementary
Coconut Creek Elementary
Liberty Elementary
Margate Elementary
Morrow Elementary
North Lauderdale Elementary
Pinewood Elementary
Margate Middle
Silver Lakes Middle
Coconut Creek High

COMMITTEE AND STAKEHOLDER INVOLVEMENT

PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee is made up of four member of the School Advisory Council and four members of the Faculty Council. The Professional Development Committee is charged with working collaboratively to examine the utilization of the 27 hours allotted for professional development on the 10 planning days and the 2 early release days that are not devoted to grades.

DISCIPLINE COMMITTEE

“Each school’s School Advisory Council (SAC), working with teachers appointed by the school’s Faculty Council, shall develop a comprehensive student discipline plan.” The plan should include the principles of progressive discipline and be voted on by the faculty. The plan will be developed and submitted as a component of the School Improvement Plan. (per BTU Contract 11-3-F)

LITERACY LEADERSHIP COMMITTEE

The Literacy Leadership membership includes Department Chairpersons, both academic and elective, as well as the principal, media specialist, coaches, ESOL Coordinator, ESE Specialist, Magnet Coordinator and assistant principals. Primary responsibilities are the sharing of common concerns, articulation between subjects, maintaining an academic dialogue, and the development of curriculum. The Leadership Committee meets monthly, and meetings are open to all faculty and staff.

FACULTY COUNCIL

Faculty Council is composed of bargaining unit members and at least three elected grade-level representatives. The council meets periodically to offer input from the faculty to the principal concerning any matters pertaining to the operation of the educational program of the school.

SUNSHINE COMMITTEE

The duty of this committee is to determine and collect faculty dues at the beginning of each school year. It also assumes responsibility for arranging and promoting special events. Contact committee members for input toward social activities, weddings, births, deaths, or hospitalizations.

PARENT TEACHER STUDENT ASSOCIATION

Silver Lakes Middle School has always enjoyed the fine support and cooperation of an active Parent Teacher Association (PTSA). SLMS PTSA supports teachers and students through various means, including classroom volunteers and monetary support.

SCHOOL ADVISORY FORUM (SAF)

The School Advisory Forum (SAF) meets on a monthly basis. The mission of SLMS SAF is to foster and promote communication between its stakeholders, the school and the North Area Advisory Council. The SAF shall bring forth recommendations, concerns and interests to and from the North Area Advisory Council.

SCHOOL ADVISORY COUNCIL (SAC)

The purpose of the SAC is to facilitate the development of the School Improvement Plan (SIP) through a continuous process of school improvement, to monitor implementation of the SIP, and to evaluate its effectiveness. The SAC will actively participate in the preparation of the school's budget, and make recommendations as to instructional staffing and aligning instructional materials to support the SIP.

MEMBERSHIP

A majority (50% plus 1) of SAC members must not be employed at the school site. The SAC will be balanced with members from the various stakeholder groups including ESE, ESOL, parents, teachers, support personnel, the community, and students. (Student participation is optional at the middle school level).

Required members are the school principal, BTU steward, SAF chairperson or designee, community school representative, ESE and ESOL representatives, and students (optional). Teachers or parents can be designated as the ESE or ESOL representative. One SAC parent member will be elected as an Innovation Zone (IZ) representative.

The SAC membership will reflect the ethnic diversity of the school's student population. If the elected team is not representative of the school community, as determined by the principal and/or the Instructional Cadre Director, the SAC must devise and implement a process, which insures proper representation.

Membership will run from August 1st to July 31st of each school year.

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

MEETINGS

Meetings will be scheduled once per month from August to May. The SAC can vote to cancel a meeting by majority vote. Additional meetings will be scheduled as necessary.

The SAC and School Advisory Forum (SAF) will schedule a joint meeting semi-annually.

All meetings will be open to the public, scheduled and advertised in accordance with Florida's Sunshine law. Minutes will be recorded at all meetings. All scheduled meetings, meeting times, and places will be announced at least one week in advance.

A quorum (the minimum number of members who must be present at a meeting for business to be conducted) of 51% SAC members must be present to conduct official business.

Meetings will follow the approved agenda. Each item on the agenda will be discussed to the satisfaction of the members present. The SAC will generally conduct business by consensus. When the Chairperson feels that consensus has been reached, the next item of business on the agenda will be considered.

A member can ask for an official vote to approve any business on the agenda. The member requesting the vote will make a motion for a vote on the item of business. A second is required to move a vote. A period of discussion will follow any second. Voting will be by a show of hands, and a count will be taken. Official votes will become part of the minutes.

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 PTO/PTA, or the principal. The Chairperson (with the advice of the principal) will determine the appropriate referral

PARTNERS IN EXCELLENCE

- | | | |
|--------------------------|-----------------|-----------------|
| Boomer's | Office Depot | Subway |
| City of North Lauderdale | Galaxy Skateway | McDonald's |
| Ritter's | Staples | Broward Meat |
| Wal-Mart | FAU | Dollar Tree |
| Dunkin Donuts | Publix | Godfather Pizza |
| Hungry Howie's | | |

Silver Lakes' partners have provided various services, such as opportunities for community-based instruction, participation in SAC, and materials/supplies donations.

SAFETY PROCEDURES

Emergency Evacuation Procedures

An Emergency is an unstable or crucial situation that requires immediate action to prevent or minimize a highly undesirable outcome. Critical Incidents are events that will most likely require the initiation of a school wide “Code Alert.”

CODE RED - Threat / Incidents within the facility. (Full Lockdown)

No movement in the building other than Police / Fire Officials and authorized personnel.

Teacher Responsibilities:

All students and staff should remain in classrooms.

Check outside room and admit student/staff.

Lock classroom doors, close blinds, turn off lights, move away from windows and doors (sight line).

Take Attendance.

DO NOT allow ANYONE to leave classroom, unless notified otherwise, classroom must be silent.

CODE YELLOW - Threat / Incidents within the facility. (Lockdown and Lockout)

No movement in the building and no exiting or entering other than by Critical Response Team (CRT) members and other authorized personnel.

Teacher Responsibilities:

Same as Code Red except, members of the CRT / SAFE Team report to their designated areas.

CODE BLACK - Bomb Threat

Turn off all walkie-talkies, cell phones, pagers, and radios immediately. Leave all electrical appliances, including lights, in their current on-or-off state. Use of Public Announcement System, bells and tones will be discontinued. Depending upon the situation, a bomb threat will be followed by full lockdown, CRT activation or evacuation.

Teacher Responsibilities:

Check outside room and admit student / staff.

DO NOT allow anyone to leave.

Take attendance (Note late arrivals)

SAFE Team report to designated area when called.

CODE ORANGE - All persons must leave the building according to established routes or as per specific instructions provided by Command Post Coordinators.

CODE BLUE -Medical Emergency

CODE GREEN-ALL CLEAR- Return to classrooms and resume normal activities.

All schools are required to have at least one fire drill per month and two tornado drills throughout the year. Additional drills may be called if necessary. It is vital that students know the evacuation route from the classroom. Please review the fire drill and tornado drill information with your students the first day of school. The classroom teacher must take attendance after exiting the building and lining up during a fire drill. You should remember to take your attendance roster with you as you leave the classroom and immediately report any missing students.

Fire Drill /Bomb Threat/Tornado Watch

Rehearsing building evacuation procedures is required by law. Upon hearing the evacuation alarm, teachers shall escort their students in an orderly fashion from the building in accordance with the plan posted on the classroom wall. Room lights should remain on, but all windows and doors should be closed. The first teacher to pass through a set of doors should assign two students to hold the doors open for their classmates since all door latches are disarmed during an emergency situation. Upon exiting the building, teachers shall remain with their classes, take roll, and maintain order. Do not return to the building until a signal is sounded. (See Fire Exit Map).

Before leaving your room and as you walk to the appropriate exit, look for anything “unusual” or “suspicious.” Report the “suspicious” object to the principal or designee at the flagpole. Be specific as to location and description of object.

NOTE: During a bomb threat, note that an announcement will be made to evacuate. Have students take their book bags with them.

Student Injury Procedures

When a student is or appears to be injured, or has been involved in any type of accident in your classroom, it is required that you complete a Student Accident Form and send the form to the Front Office. This form must be completed to protect you in any future legal action. In the case of an emergency, notify the Front Office or an administrator immediately.

Child Abuse

Child Abuse and Neglect are serious social problems which are found in all communities and have implications for the school system. There are four main types of child abuse: Physical abuse, neglect, emotional maltreatment and sexual abuse. The School Board policy (6G X G-52.3) upholds Florida Statue 415. 504 making mandatory the reporting of child abuse and or child neglect. “Any teacher or other school employee who knows or has reasonable cause to suspect that a child has been subject to abuse/neglect should immediately report such knowledge or suspicion to the Department of Health and Rehabilitative Services at the statewide toll-free hotline: 1-800-96-ABUSE.” Jill Mostal, our school’s Child Abuse and Neglect. Upon any suspicion of abuse, report to Jill Mostal and make the official report to 1-800-96-ABUSE.

Classroom/Teacher Emergencies

It is the teacher’s responsibility to be in the classroom at all times except in cases of extreme emergency. In these cases, teachers are to first buzz the Front Office. If there is no response, contact a neighboring teacher. If the classroom is located where another teacher cannot provide coverage, send a reliable student to the office for assistance.

Hall Traffic

Running in the hall is not to be tolerated and should be corrected by any staff member. When change of classes is taking place, teachers shall help supervise the traffic in the immediate area of their classroom doors. It is expected that all teachers will stand in their doorway before and after class and during class change.

Rainy Day Procedures

Students are not to be dismissed during a thunderstorm. Teachers will be apprised via the intercom as to when it is safe to release children in a threatening situation. When the weather poses a threat to students in the morning prior to the bell, students will be allowed to enter the building. At that time, an announcement will apprise teachers of supervisory arrangements. During these uncontrollable situations, we appreciate your cooperation and flexibility.

School Visitors

According to State Statute, **all visitors must sign in at the front office**. No visitor should be in the school building or on the school grounds for any reason without notification of the principal's office. All school personnel should politely challenge any unfamiliar people in the halls of the school or on the school grounds. All visitors should display an SBBC picture i.d. or a visitors pass with a picture. Those who have not checked into the office should be asked to do so. No student from other schools should be in the school building for any reason at any time without permission of the office. If you see an "intruder" please buzz the office and state there is a Code Green.

Volunteers

Volunteers in the building are to wear a name tag and sign in on the volunteer log at all times. Volunteers are not allowed to be alone with students and all volunteers must register with Volunteer Services at K.C. Wright.

Duty

Teachers and/or paraprofessionals on duty are expected to supervise their assigned areas and assure a safe and an orderly loading and unloading of the buses in this area. They are also to help direct students who are waiting to get into school in the morning and those waiting for late buses in the afternoon. They are to direct the students to the front of the building and walk in the east door. All teachers are expected to stand in the classroom doorway if they are not assigned a location, both before and after school, as well as during class change.

Transporting Students

Teachers shall not transport students in their private vehicles. If one chooses to disregard the suggestion and transports students in one's car, one should be cognizant of the importance of insurance coverage for students and their personal liability.

TEACHER PROCEDURES

Announcements

Each morning, following the second period tardy bell, there are short announcements considered an important part of the student's total educational experience. When announcements start, please have your students **stop** and **listen**. Everyone in the school shall stand quietly with respect for our Pledge of Allegiance. All announcements must be approved by an administrator and submitted to the Media Center the day before the announcement is to be made. Blank announcement forms are available in the Administrative Office.

Appearance

Your appearance says a great deal about your readiness to work and to get the job done. Our district has a strong emphasis on dress code for students (Code of Conduct Pages 18-19). All employees can help make these policies a success by modeling good choices through appropriate and professional attire. Dress as you expect your students to dress. Remember that every faculty and staff member serve as role models for our students. Our Committee has stated that school staff should dress as we expect students to dress as outlined in the Student Code of Conduct. This is an expectation at SLMS.

Assembly Procedures

All teachers will follow the procedures outlined below so that consistency is maintained.

1. Teachers will be called over the intercom when it is time to proceed to assembly.
2. Students should quietly line up outside their classroom. Teachers should walk at the front or side of the line rather than at the rear.
3. Students must sit with their class/team.
4. Classes must be supervised at all times during assemblies.
5. If any problem develops with a student's behavior, he/she should be removed by security. During the assembly, all students should refrain from any loud outburst such as whistling, yelling, feet stomping, booing, etc. If this should occur, teams should have a plan for removal of the student(s) as well as a consequence.
6. Administration will be in charge of dismissing students from the assembly. He/she will direct each class when to leave; the teachers' responsibility is to insure that their students leave in an orderly fashion.

Attendance Procedures

The following attendance procedures must be followed every day:

1. Pinnacle attendance must be taken every period and will be checked by Ms. Roni Desorda and Mrs. Williams.
2. Students are not permitted to take the attendance.

Note: If you have not entered your attendance in Pinnacle after 15 minutes, Ms. Desorda is directed to inform Mrs. Trautmann.

Cafeteria/Lunch

All teachers are **required** to **walk their class to the lunchroom in a line**. After seeing that your class is seated, you may buy a lunch. If you prefer to bring your lunch,

refrigerators, microwave ovens, soft-drink and snack machines are available in the teacher planning area. Teachers **are expected to escort/pick-up students at the designated time in the cafeteria.** Teachers and their classes will be dismissed by the administrator supervising that lunch.

| | | | |
|---------------------|------------|----------|--------------------------------|
| MEAL PRICES: | Breakfast: | Students | Free to all students this year |
| | | Adults | \$1.80 |
| | Lunch: | Students | \$2.35 |
| | | Adults | \$2.75 |

Classroom Expectations

- Standards of conduct, classroom rules, must be clearly established and posted. The enforcement of the rules should be done pleasantly, firmly and consistently with kindness and respect.
- Know your students. Teachers should review cumulative records and student data to identify information about the student that might lead to a better understanding of the student. Virtual counselor is a valuable tool.
- Be firm, fair, patient, and calm. All faculty and staff should be professional at all times.
- Communicate regularly with the parents to prevent and/or discuss student concerns.
- Good classroom management is often synonymous with good planning. The successful teacher recognizes the need for careful thought and planning before each class. Varied instructional strategies incorporated into your lessons will also hinder misbehavior.

Grade level administrators will make daily classroom visits either after school or before school and will expect to see the elements of the common board configuration.

Administrators will expect to examine lesson plans during all classroom observation (formal or informal) visits.

Classroom Management

Each teacher takes pride in the individual management of his/her classroom, knowing that its total organization reflects on him/her as a teacher. Since classroom management is an individualistic team expression, hard and fast rules governing the management are kept at a minimum. A few suggestions that bear consideration are:

1. An orderly student entrance helps establish good control. The teacher shall be stationed at the door to observe the room, the hall and supervise all students.
2. Students who are not scheduled to be in your class should not be allowed in your class unless you have verified their presence with their scheduled teacher. If you ask the student to leave and they do not comply, you should call security.
3. Class dismissal should be orderly and at the direction of the teacher. **DO NOT** hold students after the bell! Students should not be lined up at the door awaiting the dismissal bell.

4. A seating chart helps expedite the procedure of taking roll while students complete a warm-up activity. Teachers are expected to maintain accurate up-to-date seating charts.
5. A definite routine is needed for the distribution and collection of materials. Allowing reliable students to help can make your system work more efficiently.
6. Before the end of each class period, students should check the area around their desks and dispose of the trash in the waste paper basket.
7. An attractive classroom sets a positive example for the students to follow.
8. Neither food, gum, nor candy is allowed to be consumed in the classroom or hallway. Please refrain from using candy or gum as a reward.

Clinic

Students who are not feeling well and need to go to the clinic, must have an escort from their teacher. Students will be allowed to call home and will be sent back to class until a parent picks them up. Extenuating circumstances will be handled on an individual basis. Students will not report to the clinic or front office without an escort at any time, unless it is an extreme emergency.

Code Of Ethics And Professional Standards

6B-1.001 CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA.

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

6B-1.006 PRINCIPLES OF PROFESSIONAL CONDUCT FOR THE EDUCATION PROFESSION IN FLORIDA

1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.
2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
3. Obligation to the student requires that the individual:

- a. Shall make reasonable effort to protect the student from conditions harmful to learning or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background exclude a student from participation in a program; deny a student benefits; or grant a student advantages.
 - h. Shall not exploit a professional relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purposes or is required by law.
4. Obligation to the public requires that the individual:
- a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall not accept gratuity, gift, or favor to obtain special advantages.
 - e. Shall offer no gratuity, gift or favor to obtain special advantages.
5. Obligation to the profession of education requires that the individual:
- a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not intentionally make false or malicious statements about a colleague.
 - e. Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - f. Shall not misrepresent one's own professional qualifications.
 - g. Shall not submit fraudulent information on any document in connection with professional activities.
 - h. Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

- i. Shall not knowingly withhold any information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- j. Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- k. Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- l. Shall report to appropriate authorities any known violation of Florida School Code or State Board of Education Rules as defined in Section 2312.28(1), Florida Statutes.
- m. Shall seek no reprisal against any individual who has reported a violation of Florida School Code or State Board of Education Rules as defined in Section 231.28(1) Florida Statutes.
- n. Shall comply with the condition of an order of the Educational Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- o. Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Conferences

Parent-Teacher Conferences are scheduled by a designated office person and are scheduled for a whole team to meet with a student's parents. Students are requested to attend, and they must bring their Planner with them to the conference. Parent conferences are held on Thursdays and Fridays at 8:20 a.m. One member of your team is to report to the Parent Center and to escort the parents to the conference meeting place in the media center. All teachers are expected to attend the conference, be on time, and begin each conference with a "positive" about the student. Please complete the "Parent/Teacher Conference Form." One copy of the form should be given to the parent. One copy of the form should be given to your grade level guidance counselor. One copy of the form should be retained by the Social Studies teacher for future reference. To set up a conference, call or e-mail:

Roni Desorda ext. 322-4600

A parent/teacher conference is necessary for any student who is experiencing difficulty or who may fail.

Social Studies teachers will be responsible for meeting parents and escorting them to the conference along with completion of the conference form.

Custodial Services

If a custodian is needed in an emergency, notify the office. For room repairs fill out a Custodial Work Request form available in the metal drawers in the planning area. After the form is completed, place it in the custodial box. The custodians make every effort to provide us with an attractive learning environment. You can do your part by establishing team consequences for destructive behavior. We encourage teamwork between all faculty and staff members. Teachers are asked to assume the responsibility for the neatness and attractiveness of their rooms. The teacher who uses a room the last period of the day is responsible for **turning off the lights**, assuring that all paper is off of the floor, and materials are in their proper place.

Communication

Every attempt will be made to use electronic communications as much as possible, and thus reduce paper waste. **The Silver Lakes Middle School Conference as well as your personal e-mail should be checked daily.** A communication bulletin will be distributed to all staff members daily via the SLMS CAB Conference.

Each teacher will be assigned a mailbox in teacher planning. **Mailboxes should be checked daily.** The Principal shall approve special questionnaires, checklists, campaign material, etc. before placement in mailboxes. Mailboxes should be kept clear so that there is room for necessary materials.

Employee Attendance/Payroll Information

All absence information is reported through SmartFind (Sub Central). It is your responsibility to report your absence via SmartFind first. Our substitute/attendance person at school is Jill Mostal. Kelly Pesce will prepare your Certificate of Absence for you to sign when you return to school. A permanent employee of the Board, required to be absent from duty by reason of provable "illness" as defined, shall be granted a sick day. "Illness" with the respect to provisions for sick leave is defined as:

1. Illness of the employee.
2. Illness of a member of the employee's household.
3. Illness or death of employee's father, mother, brother, sister, husband, wife, child or other close relative requiring the employee to be absent from duty on a workday.

Each permanent full-time employee shall be entitled to four [4] days of sick leave as of the first day of employment and one at the end of each additional month, not to exceed the number of months of employment for that fiscal year. **It is not permitted to take a personal day on the day preceding or following a holiday, or during the first or last week of school.** If you need to be out for sickness the day before or after a holiday, please bring a medical note from your doctor. (Note: A holiday on the official School Board calendar is any date marked as a *holiday* or a *day off*.) All teachers at Silver Lakes Middle School are employed under a ten-month contract entitling them to a total of ten cumulative days per year. Any days not used are automatically carried over to the following year.

Title XLVIII **Chapter 1012**
K-20 EDUCATION CODE PERSONNEL

1012.67 Absence without leave.—Any district school board employee who is willfully absent from duty without leave shall forfeit compensation for the time of such absence, and his or her employment shall be subject to termination by the district school board.

You must take sick or personal time in increments of 1/2 day. If you need to come in a few minutes late, or leave a few minutes early, you must get written approval from your principal or assistant principal (form available in mail room and on CAB Conference; be prepared to indicate how your class will be covered). This year, you will be allowed six personal days. This means that out of the ten sick days you are given, six “may” be designated as personal. Personal days are not cumulative; i.e., if you do not designate any days as personal this year, you do not get 12 personal days next year. All unused personal days roll over as sick days the following year.

If you have any questions regarding your paycheck, see Kelly Pesce. The payroll department will not speak with anyone regarding paychecks, except the payroll contact person. If the amount of your check is different from the usual, please check your previous pay stub to see exactly where the difference is (e.g., Withholding Tax, FICA, Insurance Deductions, etc.) before seeing Ms. Pesce.

Equipment

If you need a piece of equipment, from a tape recorder to a computer, to complete some work, it is essential to complete a property pass and obtain the principal’s signature **prior** to removing the item from campus. It is also essential to return the property and have the principal sign the property pass that it has been returned in good condition.

If any equipment is to be moved within the building, Mrs. Trautmann-Lopez must approve the move. A “Property Movement Request” form (found in teacher planning and on CAB Conference) must be filled out and approved by Mrs. Trautmann-Lopez. Once Mrs. Trautmann-Lopez has approved the request, it will be given to Mr. Kirkland or Mr. Fisher to make the appropriate move and document the move within the SLMS database. **No one else should be moving any equipment!**

ESOL

As an inclusion school we meet the needs of a diverse population. ESOL students are an integral part of our SLMS family and are assigned throughout teams. Due to the legal mandates, ESOL students impact all teachers from certification to daily lesson plans. If you need to obtain the ESOL endorsement on your certificate, watch the pink bulletin for dates and times of available classes.

Federal Drug-Free School Act

THE FEDERAL DRUG-FREE SCHOOLS AND COMMUNITIES ACT (PL 101-226) REQUIRES THE SCHOOL BOARD TO NOTIFY ALL EMPLOYEES ABOUT THE FOLLOWING FACTS:

1. School Board Standards of Conduct for its employees prohibit the unlawful possession, use, manufacture, or distribution of illicit drugs and alcohol on school premises or as part of any of its activities.
2. Any employee who violates the Standards of Conduct listed in #1 above will be subject to immediate disciplinary action up to and including termination of employment and referral for prosecution. Disciplinary action may include the completion of an appropriate rehabilitation program.
3. Information about drugs and alcohol counseling and/or rehabilitation is available through the School Board's Employee Assistance Program (797-4535).
4. School Board employees must report any drug related arrest within 48 hours. See Page 36 for Self - Reporting Rule.

All of the above provisions are also required pursuant to School Board policy #2400 (Drug-Free Workplace).

Field Trips

Field trips provide the opportunity for our students to receive an enriching experience often not available from basic classroom instruction. A sample Field Trip Form is provided in the Forms section of this handbook. Silver Lakes Middle School encourages teachers to plan field trips with their classes providing that the purpose of the trip is **educationally** sound. Selection of the place to be visited should be based on its **educational** value in terms of it being an appropriate supplement to classroom activities. A TDA (Temporary Duty Authorization), which may be obtained from the form file located in the bookkeeper's office, must be completed at **least two weeks** before the trip. This TDA must be filed in the field trip folder, with student permission slips after it has been signed by the Principal. The teacher should check out the feasibility of the trip (permission of the owner or manager, facilities, transportation, cost, time, chaperones, class coverage, conflicts in the school calendar, etc.) A written proposal (plan and purpose) of the trip should be submitted to the team's assistant principal for official approval. This should include any transportation arrangements that may be necessary. Only after this written proposal has been approved, should the teacher begin planning with students. A parent authorization is needed for each student, and if money is to be collected a receipt book must be checked out from the bookkeeper. All money must be receipted and turned in daily. After "Field Trip Forms," and any other necessary forms are completed, a folder should be completed and turned into the team's assistant principal prior to departure. A typed list of the names of all students participating should be distributed to all teachers, administrators, student office, guidance office, and the secretary in the attendance office. On this list of names, please include the time of departure and the expected time of return. **NOTE: Students who participate in field trip activities are not considered to be absent from school. The symbol for noting a field trip in the attendance book is FT.**

An Activity Request Form outlining the purpose and plans (including transportation and money collection) for the field trip must be filled out and submitted to Mrs. Coddington for administrative approval. Once you have received an approved copy of the Activity Request Form, you may meet with Timothy Gore to begin planning the field trip.

PLEASE SEE TIMOTHY GORE, FOR A FIELD TRIP PROCEDURAL STEPS PACKET.

Fire Incident Reporting

All fires, no matter how small, even if extinguished must be reported. If you see a “fire,” smoke, spark, or smell smoke, please let your administrator know as soon as possible.

Grades For Students

GRADES FOR 6TH, 7TH AND 8TH GRADE STUDENTS:

The grading system for all middle school students and the interpretation of the letter grades, which represent the equivalent numerical grades, are as follows:

| | | |
|----|----------------------------|--------|
| A | Superior progress | 90-100 |
| B+ | Outstanding Progress | 87-89 |
| B | Commendable progress | 80-86 |
| C+ | Above Average progress | 77-79 |
| C | Average progress | 70-76 |
| D+ | Below Average progress | 67-69 |
| D | Lowest Acceptable progress | 60-66 |
| F | Failure | 0-59 |
| I | Incomplete | |

TOTALING GRADES

The final grade for the school year for each full-year subject at grades six, seven, and eight is determined by totaling the points earned for each of the four grading periods as follows:

| | <u>Full year</u> |
|-------------------|------------------|
| | <u>Subject</u> |
| Yearly grade of A | 14-16 pts. |
| Yearly grade of B | 10-13 pts. |
| Yearly grade of C | 6-9 pts. |
| Yearly grade of D | 4-5 pts. |

- Limited English Proficient students may be permitted to demonstrate mastery of skills in their native languages. Successful completion of all work will be in accordance with the Standards of Service (Policy 6000.1)) and Accountability (Policy 1403).

Guidance/ESE Records

Florida Cumulative Guidance Record

This record is available in the Guidance Office for teacher use. It contains pertinent information from the elementary school and middle school development.

Individual Files For The Following Students

All students who have qualified and have been staffed into the Exceptional Student Education program have an ESE folder. It is noted in the cum folder as there can only be one folder on each child.

Escorts

Students are not allowed out of class without an escort. Teachers must call the office and ask for an escort to report to their room.

Homework Policy

The School Board recognizes the important of assigning meaningful and quality homework to students. Homework is defined as meaningful and quality work assigned to students that is intended to be completed during non-instructional hours. Homework may be used for preparation, practice, extension and creativity. The amount of homework should depend upon the learning level and individual needs of the student. A general rule of thumb is 20 minutes per subject per day.

Honor Roll

The Honor Roll is published quarterly at Silver Lakes Middle School. Students receive a letter from the Principal and an Honor Roll Certificate. Each quarter's honor roll is determined by that quarter's grades, not by a cumulative grade point average. The requirements for the designated honor rolls are as follows:

Straight "A" = 4.0 GPA – No negative conduct marks
Honor Roll = 3.5-3.9 GPA – No negative conduct marks

Interim Reports

No later than midway between marking periods an Interim Report is sent to parents of all students. All interim reports will be completed on Pinnacle, by 3:15 the day before Interims are handed out.

Teams should develop a plan to contact parents if this Interim is not returned signed. If a student's grade drops by one or more letters after the Interim is sent home, teachers should personally notify the parents. Parent conferences are encouraged.

Internal Accounts

Internal accounts and finances will be handled by the Business Support Center. Ms. Pesce and is the Business Support Center Liaison. If you have any questions regarding internal accounts, finances, and/or money collection please see Ms. Pesce for direction. School Board Policies require that without exception receipts must be issued for all collections. Proper receipt books or forms will be issued by the bookkeeper. The receipt books or forms will be issued only to the teachers who are delegated with the responsibility of making such collections as field trips, library book fines, etc.

When depositing with the bookkeeper, the teacher shall submit the departmental receipt book along with the funds that are being deposited. The bookkeeper will count the money, and give the teacher an official receipt acknowledging the deposit. Deposits must be made in person with the bookkeeper, and this responsibility should never be delegated

to a student. Money must not be left on the bookkeeper's desk during her absence, nor at anytime in a classroom desk or office locked or unlocked. The teacher-in-charge is responsible for collected money until it is deposited with the bookkeeper and receipt obtained. Monies are not to be collected by any teacher unless the collection and disbursement of the money has been previously discussed, planned and **approved** by Mrs. Trautmann-Lopez.

Receipting Money

Anyone who wishes to collect money must attend the principal's money collection training and sign off on the statement of understanding prior to collecting any money. If the amount of money to be receipted is under \$15.00, a "Monies Collected Envelope" is used. It is imperative that the envelope is filled out completely, noting the team number, date, reason, recipient and the amount. **The envelope must be signed and turned in daily.** If the amount of money to be receipted is over \$15.00 it is to be receipted in a receipt book. The receipt is to be filled out completely - department, date, reason and the recipient. The white copy is given to the recipient; **yellow and green copies are to be left in the book. The money collected must be turned in daily.** Money should not be collected for more than 5 school days. Receipts are not to be written and names are not to be listed on money collection envelopes until the student has actually paid. Changes can not be made to receipts or envelopes. Information going home to parents should state beginning and ending date for collection. If a recipient needs a refund, give a written request from parent with the reason to the bookkeeper along with the white receipt. Requests for checks needed for payment for buses to be used for field trips, admission fees, etc. should be requested at least five (5) days before they are to be paid. All checks are signed by Trautmann-Lopez.

Teacher/Team Supplies

Teacher supplies from the bookkeeper's office are to be ordered on an In-School Supply Form. These orders will be filled ASAP. PLEASE DO NOT SEND STUDENTS FOR SUPPLIES.

Petty Cash Reimbursement

Prior approval from Trautmann-Lopez is needed before utilizing your own personal monies for purchasing supplies or equipment. The Petty Cash Reimbursement Form may be obtained from the bookkeeper. Remember: **"Prior approval is needed before reimbursement!"** Any purchases made by a staff member that they wish to be reimbursed for must be the only purchase on that receipt. **You can no longer pay for things for yourself and the school on the same receipt.**

Purchases for which you will be requesting reimbursement can not be made with credit cards. You must use cash or a debit card that does not provide any rewards.

Interschool Mail-Pony

The Pony is used to send materials to other schools or the county offices. The Pony envelopes are in the mail room. Place Pony envelopes in the out-going canvas Pony bag outside the bookkeeper's office. Use blue or black ink only on pony envelopes.

Keys

In maintaining safety and security at Silver Lakes Middle, keys are to be closely monitored. Room keys are to only be in the possession of the classroom teacher, and master keys are only in the possession of administrators and the head custodian. Master keys are not to be “borrowed,” “loaned” or “copied” for any reason to anyone. If you need access to a secured area, please see an administrator for entry.

Each staff member has signed out a key to his/her designated classroom. Your signature indicates that you have signed out the key and are responsible for the area that the key locks. If for any reason another key is needed, it can only be obtained with approval of the principal. Therefore, no additional keys are to be made or duplicated.

If for some reason you lose your assigned key, it is necessary to inform the principal and/or designee immediately. There are definite steps that need to be taken regarding lost keys.

If someone wants to access your room, you should **not** give the person your keys. Remember you are ultimately responsible. You should either walk with the person(s) and let the person(s) in your room and/or ask the person(s) to contact an administrator to unlock your room. This includes other staff members and students. Students should **NEVER** be in the possession of a teacher’s keys.

Leave Of Absence

According to county policy and the teacher agreement the following leaves are available. Please refer to the County Policy Handbook or the Teacher Agreement for more specific information.

Board Approved Leaves:

| | |
|------------|---------------|
| Sabbatical | Personal |
| Military | Professional |
| Maternity | Child Rearing |

Non-Board Approved Leaves:

| | |
|-------------------|-----------------------|
| Disability Income | Workers’ Compensation |
|-------------------|-----------------------|

Family And Medical Leave:

All qualified employees are entitled to take the Family and Medical Leave (available for 60 working days) for any of the following reasons: (1) childbirth and care for the child; (2) adoption or placement of a foster child; (3) to care for a seriously ill child, spouse, or parent (in-laws are not covered by the FMLA Act); and (4) if a serious health condition of the employee makes the employee unable to perform the duties of his or her job. (To qualify for this leave, you must have worked at least 1,250 hours during the preceding twelve month period, and have been employed by the school board for at least a twelve month period.)

The benefit of using this leave of absence is that the School Board will pay your benefits for the length of the leave. If you plan to take any leave of absence, please see Kelly Pesce.

Leaving School Grounds

Whenever a teacher needs to leave school during contract hours, there is a procedure to be followed. This procedure should be followed on regular school days and on workdays so that we are in accordance with Worker's Compensation stipulations.

1. Notify your administrator and complete the "Sign Out/Coverage Request" form in Administrator's office
2. On the form, indicate the time, date, and reason for leaving.
3. Have the form signed by an administrator.

Lesson Plans

Planning for effective classroom instruction is a task required of all teachers. Classroom management is virtually impossible and learning is difficult for students if the teacher approaches a lesson in a disorganized manner. Lesson plans should be located in the classroom during instruction and prepared at least one week in advance. These are subject to inspection by administrators. The need for emergency lesson plans are discussed in the section under "Substitute Teacher."

Each teacher will be provided a three ring binder and dividers for organizing the documents which should be in the lesson plan book. These include ESE and ELL strategies, Common Core/Sunshine State Standards, IEP and Accommodations; Virtual Counselor reports, and daily lesson plans

Make-Up Work

Students have a responsibility to ask teachers for, and to complete make-up assignments. Students have a right to attend educational field trips or educational school-sponsored activities. However, non-educational field trips are a privilege. Students on field trips will have the same rights, as it pertains to make-up work, as students with excused absences. Any student with an excused absence has 48 hours to complete any missed assignments.

Master Calendar

In making plans and preparing student activities, you should refer to the master calendar of events located on CAB. When needing to place a date on the master activity calendar, fill out and submit the "Activity Request" form to Mrs. Coddington.

Ordering And Purchasing Materials

Orders and purchases will process upon prior approval from the principal. **IMPORTANT:** Remember all expenditures must have prior approval of the Principal. See Mrs. Pesce for the order form. Complete and return form to Ms. Pesce for principal approval. Examples of such requests to be made to the Ms. Pesce are as follows:

1. Purchase orders
2. Warehouse orders
3. Requisitions
4. Travel vouchers

Please make sure that when completing these forms, they are completed in their entirety.

Ordering

All purchase orders, warehouse orders, and requisitions must be put on a Request for Supplies and Equipment form and given to the department head for approval. The department head is to consolidate the items ordered (books, equipment, periodicals, etc.) from the teachers in the department. The order form is to be turned in to Ms. Pesce for administrative approval.

Board Approved Vendor

There are proper procedures to follow when purchasing materials and equipment. Make sure that the vendor has been approved by the School Board. Ms. Pesce will be able to let you know if the vendor is board approved

Trial Basis Ordering

Many companies send flyers in the mail. These flyers allow you to receive an item for a short time, on a trial basis, without any payment. Such items are video tapes, books, etc. School Board Policy does not allow purchasing on a trial basis. The school will not pay for return postage.

Travel Vouchers

Travel vouchers can be obtained from the Ms. Pesce. When turning in your travel voucher for reimbursement, please remember to hand in your trip report, original receipts, the program and your original TDA.

Teacher Reimbursement

Written approval by Mrs. Trautmann-Lopez is needed prior to making any purchase. Use a Request for Supplies and Equipment form. After the purchase is made, original receipts should be given to Ms. Pesce. These must be turned in to the Ms. Pesce within 5 working days of purchase. It will then be sent to the county accounting department for processing. She will check the status of your reimbursement and hurry the process. Please be patient!

Packaging Slips

All packing slips must be turned into the Ms. Pesce indicating merchandise was properly inventoried. This will allow her to pay the vendors. It is imperative that you open your packages and make sure all your merchandise is in satisfactory condition and nothing is deleted. Please turn in the packing slip immediately. We don't want to lose any money out of next year's budget.

Parking Lot

County policy dictates that the Board of Public Instruction shall not be responsible for fire, theft, or other damage to automobiles or other vehicles while parked or operated on school property.

Planning Area

The teacher planning area is reserved for staff use only and is off-limits to students. Computers are available for use by teachers. The bulletin board outside the mailroom is reserved for professional information, and should be scanned frequently by each teacher. It is important that the furniture and equipment found in the planning area be left there.

Planning Period

Each teacher will have a period during the day free from teaching. The time could be used for:

- Developing integrated curriculum
- Reviewing student folders in the Guidance Office or ESE Office
- Reviewing student data
- Contacting parents of students for problem-solving
- Checking students' work
- Parent conferences
- Team meetings
- Meeting with Support Facilitator

Promotion/Retention Policy

General requirements for middle grades promotion (S. 1003.4156, F.S.).

(1) Beginning with students entering grade 6 in the 2006-2007 school year, promotion from a school composed of middle grades 6, 7, and 8 requires that:

(a) The student must successfully complete academic courses as follows:

1. Three middle school or higher courses in English. These courses shall emphasize literature, composition, and technical text.
2. Three middle school or higher courses in mathematics. Each middle school must offer at least one high school level mathematics course for which students may earn high school credit.
3. Three middle school or higher courses in social studies, one semester of which must include the study of state and federal government and civics education.
4. Three middle school or higher courses in science.

Raising Student Scores

Research says that students are more likely to learn and increase test scores when teachers use as many of the 9 High Yield Strategies as possible. The following are categories of instructional strategies that affect student achievement in order of effect size:

1. Identifying Similarities and Differences
2. Summarizing and Note Taking
3. Reinforcing Effort and Providing Recognition

4. Homework and Practice
5. Nonlinguistic Representation
6. Cooperative Learning
7. Setting Objectives and Providing Feedback
8. Generating and testing Hypotheses
9. Questions, Cues, and Advanced Organizers

Marzano, Robert, Pickering, Debra, and Pollock, Jane. Classroom Instruction that Works: Researched Based Strategies for Increasing Student Achievement. Association for Supervision and Curriculum Development, Alexandria, VA. 2001

Referrals

Referrals should be used after all other avenues of discipline have failed, or in the case of excessive classroom disruption.

- Online referrals are available through Virtual Counselor’s discipline Management System.
- Referrals may be used to refer a student to the Guidance Office or to the Grade Level Administrator. **NOTE:** students come up to the office, with security for immediate offenses, but the administrator or guidance counselor will call for the student otherwise.
- When filling out the form online, be sure to indicate at least 2 “previous teacher actions” taken, one of which must be a parent contact.
- A response will be visible in Virtual Counselor with the administrative action noted.
- All students involved in a specific incident should be listed on the same referral.
- Contact with the parents regarding the referral is a good practice. Only the teacher can clearly convey the sequence of events.

Resignation

Employees who desire to terminate a duly authorized contract of employment with the Board shall submit a written letter of resignation and complete the district forms. The principal receives the original and a copy is sent to Personnel Department.

Response To Intervention (RtI)

Silver Lakes Middle School is proud to endorse **Response to Intervention/ Instruction (RtI)** as our research-based process utilized to circumvent the challenges associated with teaching students who have academic and/or behavioral difficulties.

Rationale: As a result of legislation associated with No Child Left Behind, teachers are mandated to implement research-based curriculum, strategies and interventions to ensure all students make academic progress. RtI is a model designed to equip new and seasoned teachers with the resources they need to comply with federal and state guidelines while ensuring that all students make academic progress. The Response to Intervention/Instruction Model will assist teachers in the identification of struggling students and empower them to implement appropriate research-based interventions.

Definition: Response to Intervention/ Instruction is a process that provides interventions and educational support to all students at increasing levels of intensity based on their individual needs (Tiered Interventions). The goal is to prevent problems and intervene early so that students can be successful. RtI is a process designed to help schools focus on interventions that are matched to student needs and monitored on a regular basis. The information gained from the RtI process is used by school personnel and parents to adapt instruction and to make decisions regarding the student's educational program.

A major concern for teachers at Silver Lakes Middle School is how to help children who are experiencing difficulty learning or behaving in school. Every teacher and parent wants to see their student/child succeed, and it can be very frustrating when a student/child falls behind in learning to read or do math, struggles to achieve in other subjects, or experiences problems with behavior in school. Children learn in different ways. Some children need more help or supervision than others. Examples of educational concerns include:

- Reading (mechanics, vocabulary, comprehension)
- Math (applied math, calculation, facts)
- Written language (spelling, organization, grammar)
- Attention (listening, following directions)
- Behavior (following rules, complying with teacher requests, socializing with peers)
- Work quality (task completion, homework completion)

If a classroom teacher has a concern about a student's progress in a certain area, he or she will employ interventions intended to improve the student's performance and **complete the corresponding Intervention Record** using ***BASIS***. There are a variety of methods a teacher may choose to accomplish this result. If the student continues to have difficulty, the teacher will meet with other school staff and with parents to discuss the child's needs, consider other interventions, and outline a method to carefully monitor the student's progress **while continuing to complete the corresponding Intervention Record in *BASIS***. Once a child has been identified and the teacher **completes the corresponding Intervention Record**, the child's teachers will meet the next available Thursday at 8:20 AM. Then, depending upon the intervention level or intensity of the behavior, learning or other problem of the student(s), the insight and expertise of various school staff members and parents is brought together on Thursday mornings in what is called the Silver Lakes Middle School RtI Weekly Support Staff Meeting.

Teachers are encouraged to utilize the Response to Intervention/ Instruction Checklist and Academic and/or Behavior Intervention Record whenever they feel their student is not responding to their academic or behavioral instruction (pages 33, 34 & 35). Teachers are also encouraged to reference the following interventions developed by Silver Lakes Middle School Teachers: Tier 1, and Tier 2 Mathematics Interventions (page 36) and Tier 1 and Tier 2 Behavioral Interventions (page 37). Please contact Terese Haupt: ESE Specialist or Jill Mostal: Guidance Director with any questions or concerns!

SILVER LAKES MIDDLE SCHOOL
RTI CHECKLIST

1. ____ Student displays Academic or Behavioral concerns.
2. ____ Teacher begins the documentation process utilizing the **RTI** Checklist and Academic/ Behavior Intervention Record.
3. ____ Teacher implements Tier 1 Intervention (Monitored for 4 weeks-whole group).
Student responds to interventions. Process ends.
Or
Student is a non-responder. Continue Process.
4. ____ Teacher completes and shares Tier 1: Academic/ Behavior Intervention Record information with **corresponding** support staff (supporting data included): reading coach (reading concern), math coach (math concern), science coach or guidance counselor (behavior concern) ESE Specialist (ESE concern).
5. ____ Support staff contacts guidance counselor and shares Tier 1 data. Next steps are determined.
6. ____ Guidance counselor schedules an initial **RTI** meeting with teachers and corresponding support staff to review Tier 1 intervention data, identify Tier 2 intervention, referral forms distributed.
7. ____ Teacher implements Tier 2 Interventions (Monitored for 4 weeks-small group).
Student responds to intervention. Process ends.
Or
Student is a non-responder. Continue to next step.
8. ____ Teacher contacts support staff and **completes** Tier 2 "Review Outcome of Tier 2 Interventions" of the Academic/ Behavior Intervention Record.
9. ____ Support Staff shares Tier 2 data with **RTI** Support Team (Thurs. Morning). **RTI** Support Team **completes** Tier 3 "Implementation of Intensive Academic Interventions" of the Academic/ Behavior Intervention Record.
10. ____ Support Staff assists teacher with/ implements Tier 3 Interventions.
(**monitored** for 4 weeks, 4 data points).
11. ____ Support Staff assists teacher with documentation and graphing of intervention including student's **responses** to intervention(monitored for 4 weeks, 4 data points).
12. ____ Support Staff shares Tier 3 interventions with **RTI** Support Team. **RTI** Support Team **completes** "Review Outcome of Tier 3" of the Academic/ Behavior Intervention Record.
13. ____ **RTI** Support Team reviews all other referral data.
Data indicates student responds to tier 3 interventions and fading begins.
Or
Student is referred to receive a comprehensive educational evaluation or referred for disciplinary center placement consideration.

The School Board of Broward County, Florida
Intervention Record – Academic

Student: _____ DOB: _____
 School: _____ Grade: _____
 Teacher(s): _____

Review of Tier 1 Intervention(s): Core Curriculum and Strategies

Targeted Skill(s)/Area(s) of Concern: _____ Describe Concerns/Difficulties: _____
(Provide data comparing student to grade benchmarks, e.g. FCAT, BAT, DAR, STAR, FAIR, etc.)

- Reading _____
- Mathematics _____
- Writing _____
- Other _____
(e.g. science, social studies, etc.)

Strategies Used for this Student in the General Education Classroom:

- | | | |
|--|--|--|
| <input type="checkbox"/> differentiated instruction | <input type="checkbox"/> direct teaching | <input type="checkbox"/> modeling |
| <input type="checkbox"/> paraprofessional assistance | <input type="checkbox"/> parent volunteer | <input type="checkbox"/> peer tutoring |
| <input type="checkbox"/> core curriculum interventions | <input type="checkbox"/> small group instruction | <input type="checkbox"/> team teaching |
| <input type="checkbox"/> technology support | <input type="checkbox"/> volunteer assistance | <input type="checkbox"/> ESOL strategies |
| <input type="checkbox"/> other: _____ | | |

Skill(s) taught by: _____ (Name/Title) _____ (Date)

Parent contacted to discuss area(s) of concern for this student by: _____ (Name/Title) _____ (Date)

- Tier 1 strategies were not successful:
 Percent of students in this class achieving grade level benchmarks _____
 Percent of students in this grade level achieving grade level benchmarks _____
- Review cumulative folder, test scores, IRIs, parent conferences, etc. Interview previous teachers. Confer with parents. Check for recent vision and hearing screenings—refer for screening if needed. Check for recent (within one year) language classification, if applicable.
- Request assignment of case manager to assist with interventions.

Case manager assigned: _____ Name (print) _____ Position _____

Administrator checklist:
 Tier 1 is effective with approximately 75% to 80% of this class. Yes No*
 Tier 1 is effective with approximately 75% to 80% of this grade level. Yes No*

Administrator Signature Date

***Tier 1 should be effective for approximately 75% to 80% of the class/grade level. If not, CPS and/or school administration need to review and make necessary adjustments to the Tier 1 curriculum and/or implementation.**

The School Board of Broward County, Florida
Intervention Record – Behavior

Student: _____ DOB: _____
 School: _____ Grade: _____
 Teacher(s): _____

Review of Tier 1 Interventions: School-Wide Positive Behavior Plan

CHAMPs Other _____

Behavior(s) Targeted for Intervention:

- Destruction of property
- Failure to follow adult directions
- Incomplete assignments
- Off task
- Physical aggression
- Running away/out of assigned area
- Throwing objects
- Verbal aggression
- Yelling/screaming
- Other: _____

Expectations Taught:

- Handle property appropriately
- Follow directions after one reminder
- Complete academic tasks
- Remain on task
- Keep hands and feet to oneself
- Remain in assigned area
- Handle objects appropriately
- Speak in non-aggressive terms
- Speak in a normal tone of voice

Baseline data for each target behavior identified. (e.g. # of referrals for target behavior or # of incomplete assignments per week, etc.)

Strategies Used in the General Education Classroom to Address Student's Targeted Behaviors:

- | | | | |
|---|---|--|---------------------------------------|
| <input type="checkbox"/> breaking tasks into steps | <input type="checkbox"/> contracting | <input type="checkbox"/> allowing breaks | <input type="checkbox"/> point system |
| <input type="checkbox"/> positive reinforcement | <input type="checkbox"/> problem solving | <input type="checkbox"/> direct teaching | <input type="checkbox"/> time out |
| <input type="checkbox"/> token economy | <input type="checkbox"/> verbal instruction | <input type="checkbox"/> role play | <input type="checkbox"/> modeling |
| <input type="checkbox"/> differentiated instruction | <input type="checkbox"/> other: _____ | | |

Expectations taught by: _____ (Name/Title) _____ (Date)

Parent contacted to discuss area(s) of concern for this student by: _____ (Name/Title) _____ (Date)

Tier 1 Intervention(s) were not successful:
 Student has accessed the school-wide positive behavior plan (i.e. earned Broward Bucks, etc.)
 Yes No If no, explain: _____
 Percent of students in this class achieving behavioral benchmarks _____

Request assignment of case manager to assist with interventions.

Case manager assigned: _____ Name (print) _____ Position _____

Administrator checklist:

- Student had access to the school-wide positive behavior plan.
- The behavior plan has been effective with approximately 75% to 80% of the class.

 Administrator Signature Date

Tier 1 should be effective for approximately 75% to 80% of the class level. If not, CPS and/or administration need to review and make necessary adjustments to the school-wide discipline plan and/or its implementation.

Tier 1 Math Interventions

Integer Operations
Rational Numbers (fractions, decimals, percents)
Multiplication and Division of Fractions
Functions
Algebraic Equations
Solving Equations
Math Connects Plus
Addition and subtraction real numbers
Coordinate Planes
Practice Workbook
IFC 9 week
Math Counts
Fractions, multiplication, dividing decimals
Intensive classes
Think Pair Share
Reteach booklet
Promethean Board
Online Text (personal tutoring, vocabulary games, interactive chalk board)
I do, You do, We do
Discovery Methods
Modeling
Problem Solving Strategies
Bingo
Manipulatives (integer chips, algebra tiles)
United Streaming
Quia.com
Project Based Learning
Jeopardy
Foldables
Power Point Presentations
HW Review
Allow Students to Explain Problems
Virtual Manipulatives
Video Tutor /Practice
Brain Pop
White Boards
NLVM

Tier 2 Math Interventions

Use Assessment Results to Drive Instruction
Small Group (15 minutes beginning or end of class)
Extended Time
Differentiated Instruction
 White boards, foldables, kinesthetic activities, and real world connections
Reteach
Teacher Repeats
Student Repeats

Tier 1: Behavior Interventions

Classroom Procedures

Seat Assignment – Grouping
Posted expectations and consequences
and rewards
consistent teacher enforcement of
consequences and rewards
Dismissal and Entry Procedures
Assignment Collection Policy
Transition Policy
Rewards

Proactive/ Positive Tier I Interventions (monthly)

Anonymous grade posting
Catch the student doing the right thing
(following directions, task avoidance)
Certificate
Classroom Reward System
Computer time
Contingency Contract (Ballard buck)
Dolphin Dollars (posting)
Drawings/ Raffles
Extra Credit
Friday choice activity
Grouping
Guidance Referral
Lesson Accommodation – Alternative
Assessment
Music
Pivot Praise (praise the correct
behaviors)
Prizes
Positive Phone Call
Repeat Directions
Reverse Referral
Seat Change
Student Praise/ Positive Reinforcement
Teacher – Student conference
Teacher Helper
Weekly game reward

Punitive/ Negative Tier I Interventions (monthly)

Administrative Referral
IBM
Lunch Detention
Phone Call home/ Parent conference
Referrals
Seat Change
Time Out
Warning

Tier 2 Weekly Behavior Interventions

Contingency Contract (If you do..... then you
get....)

Dolphin Dollars
PE Pass
Media Pass
HW Pass
Computer
Shopping
Notes in planner paired with reward
Extra Credit
Praise
Prizes
Special Privileges
Special Jobs
Weekly Contract Paired with Reward
Seat away from distracters
Phone call home
Redirection
Small group social skills building
Weekly anger management group
Weekly group counseling

Section 504 Update

1. **PLAN REVIEW:** Review of 504 Plans and the documentation that accompanies them, by Psychological Services staff, helps insure compliance with OCR requirements. A plan review is not an approval process, but more an advisory one. Plans that are returned indicating missing, incomplete, or confusing documentation suggest the need to provide missing information, to clarify the data that support the school team's decision, or to rethink the need for a 504 Plan.

Probably the most significant concern related to plan reviews is that plans are being written for students who do not have a documented need for accommodations (i.e., a substantial limitation in the area of learning or some other major life activity). When we review such a plan, we return it to the 504 liaison indicating that the required documentation of a substantial limitation of a life activity "needs clarification." Sometimes, this response has been misinterpreted as denial of the student's eligibility for a plan by "the district office." Whether a student meets the eligibility requirements for a 504 Plan, is solely determined by the school support team (CST or IAT) and no plan should be developed until it is clear that both elements required for eligibility have been clearly documented. (See the next section for more information about documenting eligibility requirements.)

Recognizing that everyone is busy and that our purpose is to provide guidance rather than approval, we are asking that only initial plans be submitted for review.

MEETING ELIGIBILITY: There are two prerequisites for students to qualify for a 504 Plan. Both prerequisites must be met, i.e.:

There must be a documented disability. (Usually, there is the easier requirement to meet since the majority of cases are supported by a medical or other professional diagnosis).

There must be documentation that the identified disability substantially limits a major life activity. Most often, this documentation is accomplished by having the student's teacher(s) complete the *Academic/Social/Behavioral Information* form. A majority of the check marks must indicate an area of weakness in order to document a limited life activity.

There may be instances in which the *Academic/Social/Behavioral Information* form does not capture the area of substantial limitation. In these cases, a narrative description of the limitation can be included on the Comment Sheet. Clearly, the accommodations on the plan should be linked to the limitation. For example, a student with attention difficulties might have them addressed through providing advanced organizers or repeating instructions.

IDEA/504: THE DUAL PLAN ISSUE: The questions of whether, and under what circumstances, a disabled student would have one disability addressed by an IEP and another by a 504 IAP (Individual Accommodation Plan) are currently being addressed by Florida Department of Education staff and we hope to have some "answers" by the time the next *Update* is published. Until that time, we suggest that you continue with the approach that you are currently using.

TEST MODIFICATIONS: Support teams should use the same criteria in determining the need for test modifications for 504 students as they use with ESE students, i.e., testing procedures for state or county-wide tests are only modified if those same modifications are part of the student's 504 Plan and are in place for teacher-made tests administered in

the classroom. The modifications allowed are test specific and this information is available from Student Assessment.

ADHD: By far, the most common disability leading to a 504 Plan is ADHD. It is critical that all parties involved with making decisions about 504 eligibility understand that, because a student is diagnosed as having ADHD, it does not necessarily follow that he is eligible for a 504 Plan. The ADHD student must also have a substantial limitation of one or more life activities (usually learning).

There are three methods for determining that a student is eligible for a 504 Plan because of ADHD, only one of which requires school personnel to gather and evaluate their own assessment data. The three methods are as follows:

1. Securing a report, medical confirmation form, or Authorization for medication form from a physician diagnosing ADD/ADHD (with or without medication being prescribed).
2. Securing a report from a psychiatrist, a licensed psychologist, or licensed school psychologist that diagnoses ADD/ADHD.
3. Making an “educational diagnosis.” This route requires that we follow the steps outlined in the Procedures for ADHD Assessment at the front of the ADHD section of the Section 504 Procedures manual. These procedures require that data be collected via parent interview (psycho-social history) and checklists, review of records, teacher checklists and rating scales, and classroom observations. If analysis of this information leads to the conclusion that the student has significant attention problems and a substantial limitation of a major life activity is also demonstrated, the student can receive a 504 plan.

BEHAVIORAL ACTION PLANS: When listing behaviors considered to be manifestations of a student’s disability, it is best not to use broad general descriptors. For example, given a student who is diagnosed as ADHD it is not particularly informative to list “impulsivity” as a behavioral manifestation. The plan should list instead, those observable and disruptive activities the impulsivity might lead to, e.g., blurting out answers, difficulty awaiting turn, interrupting or intruding on others’ conversations. Examples of behaviors that would not be manifestations of ADHD include bullying, threatening, or intimidating.

When listing consequences for specific behavioral infractions, general or “all purpose” consequences are probably not appropriate. It is important that the consequences and the infractions be related. For example, in response to “blurting out” in class a student might receive instruction in hand-raising and use of a silent signal for times when he needs to gain the teacher’s attention.

RE-EVALUATION: Every three years, we provide students who are 504 eligible with a reevaluation. Earlier re-evaluation may be triggered by request (e.g., by the teacher or parent) or by events such as suspension. In many cases, re-evaluation may not require more than what might be done for an annual review.

At a minimum, a re-evaluation should provide documentation that the student still has a disabling condition and that the condition either continues to cause a substantial limitation, or would cause a limitation were the 504 Plan not in place. Documentation of

the disability can be done in any of a number of formats including a current Authorization for Medication form. Documentation of a continuing limitation can be done on the Academic/Social/Behavioral Informational form or through some other written reporting of performance deficits by staff who know the student. As in initial assessments information from all sources must be documented and considered by the school support team.

HEALTH PANEL DATA ENTRY: Please continue to update and correct the A06 health panel information on your school's 504 students

IN PROGRESS: A committee has begun work on development of an infrastructure to provide support to school teams that encounter students with complicated conditions. This infrastructure will also address how aides and related services can be secured for students via their 504 IAP's.

Self Reporting Rule-Arrests/Charges And Final Dispositions **School Board Policy 2405**

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. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial. All other arrests must be reported within 48 hours of the disposition even if the disposition is "not guilty."

Special Performances

If you are planning a special performance, please see your grade level administrator for an "Activity Request" form to complete for approval. The "Activity Request" form must be signed by Mrs. Coddington prior to any announcements, money collections, etc.

Student Accident Reports

When a student is or appears to be injured, or has been involved in any type of accident in the classroom, it is required that the teacher complete a student accident form and send it to the office. Parent should be notified by teacher, front office or administrator.

"Student Accident" forms can be found in the mail room and in the CAB Conference.

Student Schedule Change

Team changes should be discouraged except under extraordinary circumstances. See your administrator when these circumstances may arise. **All student schedule changes must go through guidance!**

Substitute Teachers

The number of professional employees in Broward County makes the availability of substitute teachers critical. Therefore, it is imperative that teachers arrange for their own substitute at the earliest possible time. Reporting an absence the night before will not guarantee substitute coverage, the earlier you can report, the better.

1. Sub Central is asking everyone to go on-line to report absences at <https://sems.browardschools.com>. **Please bookmark this page on your computer.** Your access ID is your personnel number (located on your check stub). Your PIN # is your personal pin that is known only by you. Please see Angela Johnson if you need assistance.
2. Each teacher will be provided with a substitute notebook. These notebooks are to be kept current with seating charts, attendance rosters, schedules, and emergency plans at all times. Please make sure that your substitute notebook is easily located in your desk area and that your department head is aware of its location.
3. Additionally, two sets of emergency plans should be filed with the department chairperson. One set of plans for one day absence and one set for up to five days. These will be used in the event that your substitute teacher is unable to follow your regular class plans. Regular class plans should be prepared at least one week in advance.

Summer School Eligibility

There has been no summer school offered to middle school students in many years. It is, therefore, very important that you stay in close contact with parents so they may be aware of academic progress throughout the year. The determination regarding summer school is made by the School Board in the spring at a District level.

Telephones

At Silver Lakes Middle School each classroom is equipped with a standard telephone for emergency use. Teachers may use the telephone during their lunch or planning time. SBBC lines can be accessed by dialing 9 and the 7 digit number. An outside line can be accessed by dialing 99 and the local number. Long distance and directory information services cannot be accessed from the classroom telephones.

In order to maintain the instructional momentum of the classroom, at no time will calls be forwarded to the classroom from the main switchboard. **Personal telephone calls and texting during class time are not permitted.** Students are not permitted to use the classroom telephones for any reason. Additional telephones are available for teacher use in the planning area. Please model the behavior you expect; leave your cell phones and earpieces in a secure area and do not access them during class time.

Please refrain from calling a student's parent in front of or during a class as it violates the Professional Code of Ethics.

Long Distance Telephone Calls

The telephones in the teacher's planning area are the telephones suggested for use by teachers. **ALL LONG DISTANCE CALLS AND FAXES MUST BE MADE FROM THE BOOKKEEPER'S OFFICE AND CAN ONLY BE MADE FROM THAT OFFICE WITH APPROVAL FROM THE PRINCIPAL.** All long distance calls must be recorded on the long distance telephone log.

School Board Policy 3201 states that “all long distance calls made for School Board and/or school business shall be properly logged and accounted for at each administrative location.” These procedures are also outlined in Standard Practice Bulletin A-448.

Personal long distance calls are prohibited by School Board Policy.

Telephone logs and copies of each month’s phone bill shall be retained at the facility as back up to the bills for audit purposes.

TDA Procedures

TDA requests must be submitted at least two weeks prior to the date requested.

Once the TDA is approved it will be recorded in CAB on the calendar labeled “TDA/Out.” Please confirm that your TDA is approved prior to requesting a sub. If you do not report to school and your TDA has not been approved, you may be charged for a personal day. All classroom teacher TDAs for training and/or meeting purposes must be confirmed with Ms. Pesce between 7:30 and 7:45 a.m. on the morning you are scheduled to attend the event. **If your class is not covered due to a shortage of substitute teachers, the TDA is considered canceled, and you must report to school.** Even if a substitute has been assigned to your class, we may need to move that person to cover for someone who is absent due to illness or other official leave, rendering your TDA null and void. Mrs. Sullivan will make the final decision concerning who must stay, based upon what she thinks is in the best interest of our students. This does not apply to TDAs issued for purposes of accompanying students on field trips or attendance at professional conferences out-of-town for which you have made previous travel arrangements.

- **WHEN YOU REQUIRE A SUB/AND OR MONEY IS INVOLVED** (e.g. registration fee, travel expenses, etc.):
 - Complete TDA form. This form must be submitted at least 10 days prior to your TDA. Report the absence to Sub-Central and record the job number in the upper right hand corner of the TDA.
 - Give the completed TDA to the Ms. Pesce.
 - If you are going to request money for a TDA, be sure you get prior approval before you commit to spending any money for airfare, registration, etc. that you want to get reimbursed.
 - The TDA will be returned to you with Mrs. **Trautmann-Lopez’s** signature for approval.
 - When you return from your TDA, you need to turn in receipts for reimbursement **within 10 days**. If you wait weeks or months, there is the possibility that no money will be left in the budget to cover these expenses.
 - To be reimbursed, you must turn in your approved TDA as well as completed Travel Voucher and Trip Report. All original receipts must be attached as well as program from the conference you attended.
 - Any time you are off campus for school business, a TDA must be completed.

For A Field Trip:

- Obtain specific TDA Field Trip form from Timothy Gore. Complete, sign and return the form to Timothy Gore at least two weeks prior to trip.

- If a sub is required for a field trip TDA, please fill out regular TDA form, obtain a job number from SmartFind (Sub Central) and record the job number in the upper right hand corner of the TDA. Field trips out of the country require standard TDA forms, as they must be sent to the deputy superintendent for signature. Note the turn around time on these forms.

When A Sub Is Not Required (Other Than Field Trip) And No Expenses Involved:

- Complete the TDA form and give it to Ms. Pesce. It will be returned to you after Mrs. **Trautmann-Lopez** has signed it.

NOTES: As per school board policy, you are not to leave for your TDA if you do not have a signed form in hand. This is not only the Principal's approval; it is also your insurance coverage should an accident occur while you are on your TDA. If you do not follow procedure, and do not have an approved TDA in hand before you leave, you run the risk of being charged a personal day. Above procedures must be followed for all TDAs (including in-house). All forms mentioned above (except Field Trip TDA) can be found in the drawer files in the planning area.

Textbooks

Before issuing texts to the students, obtain textbook sign-out sheets from the textbook coordinator. (One for each class.) Teachers are to list the number and condition of textbooks on this sheet along with the name of the student receiving the textbook. Student names should be written in the textbook with the school year that the book was issued to that student. In addition, teachers are to write their name (teacher's name) and year the book is being used (example 03-04) on page opposite inside cover. This insures the return of lost textbooks to correct teacher of student. Every nine weeks, teachers should conduct a textbook check for proper ownership and to check the condition of the issued textbooks. Students using a class set of texts should use the same text every day. Please number and code class sets and assign to students.

Lost Textbooks

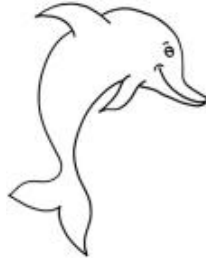
When a student loses a textbook, he/she reports the loss to the teacher who issued the book. The teacher refers to his textbook price list giving the student the amount owed to replace the lost textbook. When the student brings in the amount owed, he/she is sent to the bookkeeper with a pass from that teacher's class. The title and amount are to be written on a sheet of paper for the bookkeeper. The student is to be issued another textbook upon showing the teacher his receipt.

Textbook Ordering

A teacher wishing to order new textbooks should first get a textbook request form from textbook coordinator. After filling out the form and having it signed by his department head, the teacher should turn it over to the textbook coordinator. The textbook coordinator will submit the form to the Principal for her approval. For information

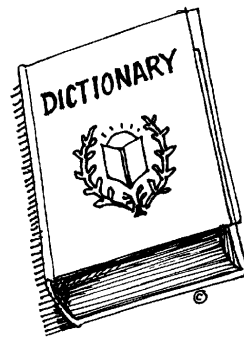
concerning the ordering of used textbooks, the teacher should contact the Textbook Coordinator.

MEDIA CENTER PROCEDURES



MEDIA CENTER PROCEDURES

Mrs. Neena Grosvenor, Media Specialist



Dear Faculty and Staff,

Welcome to the Silver Lakes Middle School Media Center. The media center is available daily to all faculty, staff and students.

The media center staff is committed to providing access to information that can enhance your curriculum. We want to provide lessons that will ensure that students will become life long learners.

Teachers, we encourage you to bring your classes to the media center often so that they will have every opportunity to utilize and practice information literacy skills that we provide.

In addition, we will provide training in new and current technology. We offer many resources in print and multimedia formats that are readily available.

We look forward to working with you and your students. We believe that academic gains can be made if we invest in lessons that require using information on a regular basis. Remember, if we can work collaboratively, our students will be the benefactors of huge academic progress.

We are delighted to do our part to make your curriculum as exciting and engaging as possible. Our goal is to ensure that you and your students to shine.

Sincerely,

Mrs. Neena Grosvenor
Media Specialist

Class Scheduling

Orientation:

At the beginning of each school year the media specialist will provide an orientation to the media center to the incoming sixth graders and students new to Silver Lakes Middle. Students will be able to check out books at this time.

Group and Class Scheduling

A sign-up book is located in the media center office for the purpose of scheduling classes or groups to visit the media center. The purpose of these visits is varied. A list of potential reasons follows:

| | |
|-------------------------|---------------------------------|
| Location of Services | Viewing of Multi-Media Material |
| Book Check Out | Book Talks |
| Use of Computer Catalog | Information Literacy |
| Research and Reports | Skills Instruction |
| Committee Work | Access to Electronic Resources |

Please advise media center staff in advance of the purpose of your visit so that necessary materials can be prepared. An introduction will be provided to each class scheduled. **It is suggested that a meeting between media specialist and teacher be arranged ahead of the visitation especially if the skill development is in conjunction with a particular unit being taught. Many times the information literacy skills we cover in the media**

center can support your academic goals and often tie into FCAT and Sunshine State Standards/Common Core in the area of reference and research.

A maximum of two classes can be scheduled in the media center at one time. Please note and discuss the need for the computers with the media center staff. Please be courteous to your peers by keeping a watchful eye on your students at all times.

PLEASE NOTE: SUBSTITUTE TEACHERS ARE NOT ALLOWED TO BRING CLASSES TO THE MEDIA CENTER.

Circulation Procedures

In an effort to encourage the utilization of the media center materials, we extend an opportunity to students and faculty to check out as many materials necessary to support the school curriculum.

Teachers:

Books: Teachers and staff may checkout books for an unlimited period. If a teacher should request a book that has been checked out by another teacher, a request for an equitable arrangement will be made.

Periodicals:

Teachers may check out magazines for a two-week period only so that titles are available to everyone.

Multi-Media Materials:

Multimedia materials such as videos, filmstrips, study-prints, cassettes, etc. are available on an unlimited basis. It may be necessary for the media specialist to request the return of the material should another teacher request a like item when the resource is in limited supply. We will do our best to accommodate both parties.

Equipment:

Equipment such as DVD/CD players, LCD projector, digital camera, may be used on an unlimited basis but must be returned to the media center at the end of the school day. These items are available on a first come first served basis. It is therefore advisable to plan ahead. Please sign up to use equipment in the equipment schedule book located in the media center middle workroom.

Other Equipment

Laminating Machine

Two GBC Laminators are housed in the media center. We ask that you make requests for laminating materials through the media clerk. Make sure your name is written on the materials you want laminated then place the item(s) in the lamination request box located in the middle workroom. Completed jobs will be returned to you as soon as possible. Laminating materials increases their longevity. It is recommended that only those materials that are to be kept for future use be laminated. Student work should not be laminated.

Lettering Machine

Ellison lettering machines are located in the rear workroom for your use. Student media aides will press out the letters you need for bulletin boards, etc. if requested in advance.

Computers

All students requesting use of Internet computers must be approved at the circulation desk. Students must have their Acceptable Use Policy (AUP) form signed and returned in order to receive a computer pass. An AUP form is available in the forms section of this handbook. Strict rules will apply at all times and they may lose their computer privileges and will be written up on a referral if the computers are misused or they are on inappropriate sites. All computers have access to Accelerated Reader, Online Databases, the Internet, and a variety of software such as PowerPoint, Inspiration, etc.

Students:

Books:

Students may checkout books for a two week period. Books may be renewed at the end of the two week period provided a request has not been made for the book.

Periodicals:

Students are currently not allowed to check out periodicals. They may read them while visiting the media center.

Multimedia:

Students cannot checkout multimedia materials at this time. Students may view multimedia materials in the media center.

Equipment:

Students may not checkout equipment at this time. Accommodations will be made for special projects provided the assigning teacher sends student with an escort, explaining the need. Students will only be able to use equipment in the media center unless a teacher is monitoring the use of the equipment.

Books that are not part of the media center collection can be ordered through the media specialist from other local schools via SAVVYCAT OR SUNLINK.

Overdue Procedure

Overdue notices will be sent to teachers periodically. Assigning one student to hand out the overdue notices is suggested. Students not returning materials on time will receive:

1. 1st overdue notice
2. Final overdue notice
3. Phone call home
4. Letter home
5. Referral

Lost Books

After following the procedures for overdue books and the book is still outstanding and therefore presumed lost, the following procedures will be followed:

Students will be told the cost to replace the book. An alternative is that students will help to tidy the media center in 15 min. intervals to work off their debt. The tasks will be assigned by the media center.

Instructional Services

This media center maintains that intellectual freedom is provided to all. We are committed to providing lessons that will result in information literacy and lifelong learning.

We encourage teachers to take advantage of the many services offered in the media center. Sign up to bring your classes to the media center for lessons in information literacy as it applies to your curriculum. Plan to meet with the media specialist to discuss how we can enhance your curriculum and provide your students with the necessary tools they will need to be successful learners now and in the future.

In-service opportunities are available to provide faculty with the technological knowledge and skills necessary to enhance any curriculum.

This media center also offers a professional collection that can be utilized to prepare lessons.



Reserve Collection

Purpose:

A reserve collection is a collection of media center materials (print or non-print) specifically located and intended for use by a specific group of students over a designated period of time. These materials would be withdrawn from regular circulation. The purpose of a reserve collection is to provide materials on a specific subject or subjects without risking that all the materials would be checked out by a few students leaving none available for the rest of the group.

Reserve Collection Requests—Media Center:

A reserve collection may be kept in the media center upon request of a teacher in conjunction with specific unit. In this case, a student or group of students may visit the media center to use these materials. The students will not be permitted to checkout these materials for the normal two-week circulation period. A specially designated location will be provided for these materials.

Reserve Collection Requests—Classroom:

In many cases, a teacher may desire to keep a certain number of media center materials in the classroom in conjunction with a specific unit of study. This is called a Classroom Reserve Collection. In the event you would find this method beneficial to your unit of study, accommodation will be made. Remember: Careful monitoring of books is a must to avoid costly replacements.

Periodicals

A list of periodicals that are available in the media center is provided below for your convenience. Periodicals are retained in the media center collection for a 3-5 year period. Current publications are placed in the magazine rack for your convenience. Once the periodicals are out of date, they are archived in the middle work room.

The list is as follows:

| | | | |
|------------------------|--------------------------------------|------------------------|-----------------------|
| Arts and Activities | Footsteps: African American Heritage | National Geographic | Technology Counts |
| BMX Plus | Good Housekeeping | Odyssey | Time |
| Connected Newsletter | Instrumentalist | Owl | Transworld Skateboard |
| Consumer Reports | Jet | PC World | |
| Cricket | Library Media Connection | Quality Counts | |
| Criticas | MacWorld | School Library Journal | |
| Curriculum Connections | Motor Trend | Seventeen | |
| Ebony | Muse | Sports Illustrated | |

Student Aides and Volunteers

This media center welcomes assistance from students and from the community. Working in the media center requires training to ensure that tasks are completed in a unified manner.

Workshops will be provided quarterly to train student aides and adult volunteers. Attendees must complete an application prior to the date of the workshop. Applications are available in the media center and are located at the circulation desk.

Students will be selected based on the following criteria:

- **Class Schedule**
- **Teacher recommendation**
- **Desire to assist**
- **Dependability**
- **Attitude**

Adult volunteers must adhere to the criteria set forth by the Broward County School District. The individual should be dependable and willing to assist the media center staff. Volunteers will be furnished with a badge on the final day of the required workshop. A volunteer badge must be worn at all times while working in the media center.

District Services

1. **BECON Programs:** Requests can be made to the media specialist for the taping of any BECON broadcast available on the programming schedule. You can locate the BECON programming schedule online at <http://www.becon.tv/>
2. **ACCESS (formerly Cable in the Classroom):** A copy of ACCESS will be routed through department chairs monthly. If you desire a program to be taped, you will need to fill out a request form (see media center forms). If the channel and time is available, you will receive your taped program after the requested date.

Program Evaluation

The media center wants to be the place students and faculty turn to when they are seeking information. To ensure that this is the end result, the media center must conduct a user survey to make certain that the goals of the facility are being met.

We have established a user survey that will be conducted biannually by students and faculty. Although we must self-evaluate for the district and state levels, we want to know the areas that can be improved upon to ensure that we are offering the best services to our school.

In addition, a suggestion box will be available at the circulation desk. We encourage all patrons to contribute to the box at any time throughout the year.

STUDENT PROCEDURES

Attendance

ATTENDANCE POLICY - The School Board of Broward County Rules

1. All students must hold themselves responsible for their own attendance and attend school regularly unless absent from class for the following reasons:
 - a. illness of student and/or immediate family member
 - b. death in family
 - c. religious holiday of the specific faith of the student
 - d. subpoena by any law enforcement agency
 - e. scheduled doctor or dentist appointment
 - f. students who are suspected of having a communicable disease

The above absences shall be excused provided parent reports the reason for the absence by phone prior to, the day of the absence, or not later than the following school day. Schools have the option of requesting a medical note for extended absences.

Permitted Absences:

1. Reasons for Permitted Absences
 - a. Medical or dental appointments IF prior arrangement has been made with the school or an excuse signed by the doctor indicating the time of the appointment is provided.
 - b. Field trips and school-sponsored functions on or off campus.
2. All students must make up work missed during an excused absence; (for each day of absence students shall have two (2) days in which to make up work, not counting the day of return.) Teachers shall be responsible for providing make-up work to students with excused absences; students who are on field trips or school-sponsored functions must, at the teacher's convenience, make arrangements to obtain make-up work.
3. All students must maintain current assignments while on internal suspension and turn in work daily.
4. All students must be on time for every class. (See Tardy Policy)
5. All students must make up all Incompletes "I's" within the next nine (9) week marking period prior to the 40th day.

Students may not

- be absent from class without permission.
- cut any classes.
- receive an excused absence for missed days due to immunization requirements.

Tardy – Patterns Of Non-Attendance

Parents and students may verify absences at any time at school or at home by contacting the school or by accessing electronic attendance records through Virtual Counselor. If there is a pattern of non-attendance: 1. The principal/designee shall refer the student to the Collaborative Problem Solving Team to determine if early patterns of truancy are developing and provide appropriate interventions (Florida Statute 1003.26 (1)(b), and /or 2) the State Attorney’s office will be notified due to non-compliance with compulsory school attendance laws.

Patterns Of Non-Attendance

Non-attendance for instructional activities is established tardiness, early-sign-outs, or absences for all or any part of the day. The maximum number of days that a student may be absent without acceptable documentation is five (5).

- a. A student who has had at least five unexcused absences or absences for which the reasons are unknown, within a calendar month, or ten (10) unexcused absences, or absences for which the reasons are unknown within a 90-calendar-day period, may be exhibiting a pattern of non-attendance (F.S. 1003.26 (b)).
- b. Unless acceptable documentation is available, an accumulation of daily absences (excused or unexcused), by tardiness, or early sign-outs that equals 5 days (30 hours) in a marking period or 10 days (60 hours) within two marking periods may establish a pattern of non-attendance.
- c. “Habitual truant” means a student who has 15 unexcused absences within 90 calendar days with or without the knowledge or justifiable consent of the child’s parent, is subject to compulsory school attendance under s. 1003.21 (1) and (2) (a), and is not exempt under s. 1003.21 (3) or s. 1003.24, or by meeting the criteria for any other exemption specified by law or rules of the State Board of Education. (F.S. 1003.01 (8)).

Cafeteria

Students should be made aware of the fact that lunch should be a pleasant time of day while consuming food that is important in regards to nutritional needs. The following procedures shall apply to cafeteria:

1. Proper discipline while in line is expected. Students who are already eating should be granted the privilege of enjoying their food. Therefore, loudness, "horseplay," pushing, and nudging of any kind will not be tolerated. (Cafeteria duty personnel will supervise the lines to insure that students wait their turn and do not skip.)
2. Table should seat no more than six (6) students. This maximum number will insure safety and proper space for eating, thereby eliminating discomfort as well as improper eating habits. All food must be eaten or drunk while sitting in the cafeteria.

3. Students should be seated unless they are disposing of waste and exiting the cafeteria.
4. Stress should be put on cleanliness of the tables and floors, so that students eating afterwards will have a clean area. Students are not to throw or play with food. All trays and litter are to be placed in the Somat machine. No food may be taken from the cafeteria.
5. The restrooms near the cafeteria may be used once the student has obtained permission from the administrator on cafeteria duty.
6. At dismissal time, students should know the direction by which they are to leave. Supervising personnel should stand by the tables so as to prevent running, pushing, loudness, etc. Students who disobey these rules are issued a consequence.
7. Students will be escorted to the cafeteria by a teacher. In addition, students will meet their teacher at the designated spot on the patio to be escorted back to class. AT NO TIME will students be permitted to enter the cafeteria or exit from the patio alone. Teachers are responsible for safely escorting their class to and from the cafeteria.

Homework Planners

All students will receive homework planners. Students are expected to write down their homework and class work on a daily basis and have their parents initial as directed by teacher(s) on team.

Lost Physical Education Locks

All students participating in physical education are issued school-owned combination locks. These locks are the property of the school and must be replaced if lost or damaged. (Personal locks are not permitted on P.E. lockers.)

Students must report the loss or damage of any school lock to the physical education teacher. If the lock is not found or cannot be repaired, a replacement fee of \$2.00 is charged. Payment should be made to the bookkeeper and with a receipt to the P.E. teacher in charge of lockers, a replacement lock will be issued.

School Bus Behavior

Misconduct by any student while riding a school bus represents a serious threat to the safety of all occupants of the bus as well as other motorists, pedestrians, and members of the community. All rules that apply to the school grounds and school activities also apply to the school bus. Parents are responsible for their student's behavior on the way to and from school and at the bus stop when the bus stop is not on School Board property. Refer incidents that occur on the bus stop but are not on School Board property directly to law enforcement.

Who's Who at SLMS

(Quick Reference Guide for Staff)

| AREA | CONTACT PERSON |
|---|---------------------------------------|
| Academic Awards | Leslyn Poitier |
| Academic Competition – Foreign Language | TBA |
| Academic Competition – Language Arts | TBA |
| Academic Competition – Math | TBA |
| Academic Competition – Science | TBA |
| Accelerated Reader Updates/Issues | Neena Grosvenor |
| Accidents, Injuries (Adults) | Kelly Pesce |
| Accidents, Injuries (Students) | Debi Dovgin |
| Athletic Director | Peter Tulloch |
| Attendance-Record Keeping | Roni Desorda |
| Attendance Concerns (non-attendance) | Jill Mostal |
| Attention Deficit Disorder (504 Plans) | Terese Hauptert |
| Basketball (Boys) | TBA |
| Basketball (Girls) | TBA |
| Birthdays | Kelly Pesce |
| Bus Duty | Delia Ford |
| Bus Transportation | Jeff Williams |
| Business Support Center Liaison(s) | Kelly Pesce |
| CAB Assistance | Kevin Kirkland |
| Campus Monitoring (Security) | Andrew Dixon |
| Calendar Items | Clarissa Coddington |
| Certification Contact | Kelly Pesce |
| Chorus/Glee | Adela Hassan |
| Class Lists/Report Cards | Marcia Jackson |
| Common Core Standards | Department Chairs |
| Conflict Mediation/Peer Counseling | Catherine Andre |
| Conventions/Workshops | Department Chair |
| Dynamic Dolphins | D'Andrea Brown |
| Emergency Evacuations | Nichele Williams |
| English Speakers of Other Languages Coordinator | Tamela Starks |
| Exceptional Student Education/504 Plan | Terese Hauptert |
| Facility Maintenance | Head Custodian- Mr. Fisher |
| Family Counseling | Adrian Fabrikant |
| FEA | TBA |
| Field Experience Teachers | Timothy Gore |
| Field Trips | Clarissa Coddington/Timothy Gore |
| Free/Reduced Lunch Coordinator | Kelly Pesce |
| Gizmos | Timothy Gore |
| Grant Information | Neena Grosvenor |
| Homework Planners | Jill Mostal |
| Homeless Education | Tamela Starks |
| IBM | TBA |
| IMACS | Emily Vonderlinden and Edward Farrell |
| NESS/Induction Program | D'Andrea Brown |
| In-Service Credit and Information | Kelly Pesce |
| In-Service Facilitator | Terese Hauptert |
| Insurance Benefits | Kelly Pesce |
| Junior Honor Society | TBA |
| Laminators | Roni Desorda |
| Laptop Property pass | Mr. Kirkland |
| Leave/Resignation | Kelly Pesce |

| | |
|---|--|
| Library Materials/Equipment Checkout | Neena Grosvenor |
| Materials/Supplies | Kelly Pesce |
| Math Counts | TBD |
| Partners in Education | Jeffrey Williams |
| Payroll | Kelly Pesce |
| Petty Cash Reimbursement | Kelly Pesce |
| PGP (Professional Growth Plan) | Administrators |
| Pictures (School/Staff) | Clarissa Coddington |
| Postage Meter | Kelly Pesce |
| Property Pass | Mr. Kirkland/ Alison Trautmann-Lopez |
| PTA | Jeffrey Williams |
| Purchase Orders/Requisitions | Kelly Pesce |
| Reading Resources | Neena Grosvenor/Leslyn Poitier |
| Recycling Program | Timothy Gore |
| Red Ribbon Week | Catheline Andre |
| Registration | Marcia Jackson |
| Release Time For Observation | Department Administrator |
| SAC (School Advisory Council)/SIP (School Improvement Plan) | Neena Grosvenor |
| SAF (School Advisory Forum) | TBA |
| Saturday Camp | Nichele Williams |
| Scheduling of Events | Clarissa Coddington |
| Science Fair | TBA |
| SECME | TBA |
| SIP (School Improvement Plan) | Neena Grosvenor |
| Soccer Boys | TBA |
| Soccer Girls | TBA |
| Social Worker | TBA |
| SRO | Deputy Delozzo |
| STEM Program | Timothy Gore |
| Stemology Club | Timothy Gore/Renette Hawthorne |
| Student Government | Jillian Mostal |
| Student Records | Marcia Jackson |
| Substitute Teachers | Jill Mostal |
| Sunshine Committee | Adela Hassan/Emily Vonderlinden |
| Suspensions (Paperwork) | Debi Dovgin |
| TDA's | Clarissa Coddington/Kelly Pesce/Alison Trautmann-Lopez |
| Technology Concerns | Mr. Kirkland |
| Testing Coordinator | Jillian Mostal |
| Textbook Coordinator | Department Chair/D'Andrea Brown |
| Track Boys | TBA |
| Track Girls | TBA |
| Title I | Jill Mostal |
| Uniform Waivers | Alison Trautmann-Lopez |
| Volunteers | Jeffrey Williams |
| Youth Crime Watch | Andrew Dixon |

TECHNOLOGY

Atomic Learning

The Atomic Learning site will help you learn how to use computer software commonly found in Broward County schools. You will be able to take modules on wireless carts, technology refresh, AppleWorks, Inspiration, Using CAB, Using ESS, etc. To access:

<http://broward.atomiclearning.com>

You will use your CAB username (reynok1234) and your password is “broward”.

Broward Enterprise Education Portal (BEEP)

BEEP is a secure, single point of access to digital resources for teaching and learning. BEEP’s “digital doorways” allow teachers, students, and parents to access current and relevant resources and information focused on student achievement, academic performance, and instructional best practice. Many lesson plans are available. To access:

<http://web/beep> (from school) or <http://beep.browardschools.com> (from home)

To log in: Capital “P” and your SBBC personnel number with no spaces. Ex. P00024689. Your password is your SBBC personnel number. Ex.00024689. See Ms. Romaine if you don’t know your personnel number.

Broward Public Schools Web Site

This site has links to all departments, schools, and numerous resources. To access:

<http://browardschools.com>

Curriculum Maps

The Digital Blueprint for Instructional Success at Broward Virtual University offers a collection of numerous resources for educators of all grades and subject areas. Resources include: curriculum maps, FCAT prep materials, lesson plan ideas, curriculum guides, and numerous instructional strategies. To access:

<http://www.broward.k12.fl.us/ci/ss/blueprint>

Communicating Across Broward (CAB)

CAB is the intra-school and district email system. CAB has the SLMS calendar of all activities. To log on:

Find the CAB icon on your desktop. Type the first 5 letters of your last name, your first initial, and the last four digits of your social security number. Ex. Reynok1234.

For the first time, after you click the “Login” button, the “Change Password” window will appear. Enter your initial password – the first four digits of your social security number. Create a new password – at least 5 characters (letters and/or numbers). Retype your new password. Click “OK”.

To get your technology needs addressed, click on the Silver Lakes Conference icon. Then click on the Technology Request Form icon. All requests will be sent directly to Mrs. Donovan.

Accessing CAB from Home

On internet, type in:

<http://webcab.browardschools.com/login>

Then enter your user ID and password.

Or:

<http://www.firstclass.com>

Then click on “Download Desktop Client”.

Compass Learning Odyssey

SLMS has two computer labs where classes have access to Odyssey web-based student achievement program. Odyssey is correlated to the Sunshine State Standards and assesses individual student achievement, prescribes curriculum, and reports achievement data in both algebra and reading. **To log in:** Capital “P” and your SBBC personnel number with no spaces. Ex. P00024689. Your password is your SBBC personnel number. Ex.00024689. See Ms. Romaine if you don’t know your personnel number.

FCAT Explorer

Derived from the Sunshine State Standards, the FCAT Explorer is an innovative, web-based instructional support tool that gives students independent practice and learning guidance, plus an array of features to promote student progress. To access:

<http://www.fcatexplorer.com>

User ID is the year, last name, first initial. Ex. 06reynoldsk. Your password is the first three letters of your last name, your first initial, and the school number. Ex. Reyk2971.

HRD In-service

This web site also offers district-wide online resources and tools for instructional and non-instructional personnel.

<http://web/hrd> (school) <http://www.browardk12.fl.us/hrd> (home)

PDSS In-service Registration

All employees will have access to Search, Register, Cancel, View Status, and Print Confirmation listings online for their own staff development. Just go to WEB/HRD and click on “Registration PDSS.” From there you can register for In-service classes or manage your in-service account. Your User ID will be the letter “p” with your eight number personnel number (please note that you must add zeros preceding your personnel number to make it eight numbers). Your password will be your year of birth, followed by your month and day (19650417).

Pinnacle

The PINNACLE System from Excelsior is a school-wide program that automates student grading, attendance, and behavior data entry and reporting. This year, parents will be able to access student’s grades and attendance through PINNACLE.

Employee Self-Service (ESS)

ESS is part of the Human Resources Management System (HRMS that provides immediate access to employee: benefits, payroll, personal information, and insurance. To log on:

<http://web/hrms> (school)

Then click on ESS in bottom left corner

Or:

<http://www.broward.k12.fl.us> (home)

Then click on ESS/HRMS/SAP link at the top.

Your user ID is the same as CAB (reynok1234). Click on “Trouble Logging In” to create a password the first time that you enter.

Silver Lakes Middle School Web Site

This extensive web site, has valuable teacher links to resources such as Accelerated Reader, Math Backflips, CNN Education, Discovery, Eduscapes, Partners in Education, etc. To access:

<http://silverlakes.browardschools.com/>

Next Generation Sunshine State Standards and Common Core

The Sunshine State Standards are the expectations for student achievement in Florida. The FCAT Assessment checks which standards each student has mastered. Florida is currently transitioning from NGSS to Common Core. Resources can be found at the following link through CPALM:

<http://floridastandards.org>

Virtual Counselor

Virtual Counselor is a comprehensive web site which will give teachers up-to-date information on the students who are enrolled in their classes including: basic information (home phone#) past and current test scores, exceptionalities, schedule, attendance, grades, etc. To receive your user ID and password:

<http://dwh02/vcportal/bsvc.htm>

USEFUL TEACHER WEBSITES BY SUBJECT

Music:

<http://www.lessonplanspage.com/MusicJH.htm>

<http://lessonplanz.com/>

Technology

<http://www.lessonplanspage.com/Technology>

<http://www.iste.org/>

<http://www.nist.gov/>

<http://lessonplanz.com>

<http://www.lessonplanspage.com/>

Peer Counseling:

<http://www.lessonplanspage.com/sitesearch.html>

<http://www.edhelper.com/health/Tobacco31.htm>

PE

<http://www.lessonplanspage.com/PE>

<http://www.pecentral.org/>

<http://www.cdc.gov/nccdphp/sgr/adoles.htm>

[http://www.eduref.org/cgi-bin/lessons.cgi/Physical Education](http://www.eduref.org/cgi-bin/lessons.cgi/Physical_Education)

<http://lessonplanz.com/>

Reading:

<http://www.reading.org/>

<http://www.edhelpernet.com/cgi-bin/ednet.cgi>

<http://www.readingonline.org/>

<http://www.rif.org/>

<http://www.rhlschool.com/reading.htm>

<http://www.bookspot.com/>

<http://www.readingrockets.org/>

<http://lessonplanz.com/>

Math

<http://www.lessonplanspage.com/Math>:

<http://www.math.com/>

<http://www.edhelpernet.com/cgi-bin/ednet.cgi>

<http://www.aplusmath.com/>

<http://www.maa.org/>

<http://lessonplanz.com/>

<http://www.lessonplanspage.com/>

Social Studies:

<http://www.socialstudiesforkids.com/>

<http://www.ncss.org/>

http://www.lessonplanet.com/search/Social_Studies/

<http://lessonplanz.com/>

<http://www.lessonplanspage.com/>

Language Arts:

<http://www.webenglishteacher.com/>

<http://www.acs.ucalgary.ca/~dkbrown/>
<http://www.bookadventure.org/>
<http://www.ncte.org/>
<http://www.bookspot.com/>
<http://lessonplanz.com/>

Writing:

<http://www.junketstudies.com/rulesofw/>
<http://owl.english.purdue.edu/owl/>
<http://www.edhelpnet.com/cgi-bin/ednet.cgi>
<http://lessonplanz.com/>
<http://www.lessonplanspage.com/>

Science

<http://www.lessonplanspage.com/Science:>
<http://science.nasa.gov/>
<http://www.sciencenews.org/>
<http://www.cellsalive.com/mitosis.htm>
<http://www.nsf.gov/>
<http://www.webelements.com/>
<http://www.exploratorium.edu/>
<http://www.chemicalelements.com/>
<http://whyfiles.org/>
<http://pds.jpl.nasa.gov/planets/>
<http://lessonplanz.com/>
<http://www.nsta.org/>

BROWARD EFFECTIVE SCHOOLS PROGRAM

Broward's Effective Schools Program is an effort to encourage all schools to focus on selected proven processes and strategies. Schools and district offices have already embraced some of these. The training is an initiative to ensure that all staff has necessary knowledge and skills to implement.

The Broward Effective School Program is based on the researched-based tenets of:

• **7 Correlates of Effective Schools**

1. Safe and Orderly Environment
2. Climate of High Expectations for Success
3. Instructional Leadership
4. Clear and Focused Mission
5. Opportunity to Learn and Student Time on Task
6. Frequent Monitoring of Student Progress
7. Home-School Relations

• **Florida Continuous Improvement Model**

Plan

1. Disaggregate and analyze student data.
2. Develop an instructional timeline/calendar in the core subjects.

Do

3. Deliver an instructional focus based on the calendar.

Check

4. Assess student mastery of the standard taught.
5. Provide ongoing maintenance of standards taught.
6. Monitor the process by using classroom walk-throughs, learning logs, grade level and team meetings.

Act

7. Provide additional instruction/tutorials for students who did not master the standard.
8. Provide enrichment for students who have mastered the standard.

9 High Yield Strategies (% of Academic Gains)

1. Identifying similarities and differences among ideas, concepts, and vocabulary. (45%)
2. Summarizing and note taking. (34%)
3. Reinforcing effort and providing recognition. (29%)
4. Homework and practice. (28%)
5. Non-linguistic representation. (27%)
6. Cooperative learning. (27%)
7. Setting objectives and providing feedback. (23%)
8. Generating and testing hypotheses. (23%)
9. Questions, cues, and advanced organizers. (22%)

The Broward Effective Schools Plan incorporates:

• **Sterling/Continuous Improvement Cycle**

A Broward County initiative to focus schools, classrooms, departments, etc. on continuous improvement by empowering employees and creating ownership of processes that yield positive results in student achievement.

- **Classroom Walk-through**

A non-evaluative strategy that provides coaching and reflective thinking for teachers and administrators.

- **Understanding Poverty**

Learning Structures

- **CHAMPS**

Action Research

This program has incorporated a menu of staff development and follow-up support designed and delivered by departments working collaboratively to inform and educate all employees to be able to implement the Broward Effective Schools Plan tenets within their particular roles in the district. The plan includes online as well as face-to-face staff development at foundation, application, and accomplished levels. Ultimately, all district personnel will know about and be able to support the elements of the Broward Effective Schools Plan program.