

Wakulla Middle



Faculty Handbook

2022-2023

PHILOSOPHY

At the heart of Wakulla Middle School is the belief that the focus of all educational programs and school practices should be centered on the student in order to meet the unique needs of this age. Wakulla Middle School strives to meet the physical, social, emotional, and intellectual needs of students in grades six through eight by utilizing instructional practices and learning activities that take into account differences in learning styles. With the understanding that developmentally appropriate activities enhance learning at all levels, we believe that all the programs and practices of WMS should be based on thorough knowledge of the developmental characteristics of middle school students and focused on meeting their needs.

While congruent with the educational philosophy of Wakulla County schools, K-12, this school is unique in that it provides a learning environment where middle school students are actively engaged in the learning process. This school should not be an elementary school or a mini high school but possess the components that will provide a smooth transition from the elementary to the high school level.

Wakulla Middle School should be student-centered rather than subject-centered and should provide a structured, safe, and physically comfortable environment to promote student learning. Recognizing the critical role of a middle school in the development of a student's self-concept, we would attempt to enhance students' self-esteem by creating an atmosphere of positive relationships and mutual respect among and between students and staff.

Curriculum and instruction should appeal to the exploratory nature of middle school students. It must provide a rigorous and appropriate education; the challenging expectations needed to increase individual student performance and increase success for all students. We believe that mastery of basic communication, mathematics and technology skills is of primary importance in the middle school so that students will have the life skills needed to be successful in future studies and in job-related experiences. We realize that exceptional students will require special services and resources to facilitate learning. Given a supportive and challenging learning environment, we would hope to see all students utilizing appropriate decision-making processes.

Believing that successful educational endeavors must include the home as an integral part, we encourage the community to be involved in all aspects of the school program in an advisory as well as an operational role. We strongly believe that a successful school is one in which teachers, parents, and community members share the responsibility for the students' education through the support of the school's mission.

OUR STAFF BELIEVES

1. All educational programs and school practices should be student-centered rather than subject-centered in order to meet the unique needs of this age.
2. Educational programs and school practices should be based on a thorough knowledge of the developmental characteristics of middle school students.
3. All curriculum and instruction should appeal to the exploratory nature of middle school students.
4. Mastery of basic communication, mathematics and technology skills is of primary importance so that students will have the life skills needed for future studies and work experiences.
5. The home is an integral part of any educational endeavor, and should be involved in all aspects the school program in both advisory and operational roles.
6. A structured, safe, and physically comfortable environment promotes student learning.
7. A student's self-esteem is enhanced by positive relationships and mutual respect among and between students and staff.
8. Students learn best when they are actively engaged in the learning process.
9. Students learn to make appropriate decisions given a supportive and challenging learning environment.
10. Developmentally appropriate learning activities enhance learning at all levels.
11. Teachers, parents, and the community share the responsibility for the support of the school's mission.
12. Challenging expectations increase individual student performance.
13. Exceptional students require special services and resources.
14. Middle school students have unique physical, social, emotional, and intellectual needs.
15. Instructional practices should incorporate learning activities that take into account differences in learning styles.

GENERAL FACULTY INFORMATION

1. **Absences:** Teachers who know a day or more in advance they will need a substitute should make arrangements with the principal at school. Teachers who realize a need for a **substitute** before or after hours should call Mr. Griffin at 294-6456 at the earliest possible time. If your absence is going to be extended, call the school before 2:00 in order to retain the same substitute.

The substitute teacher should have from you:

- A. lesson plans
- B. schedule of the day, including any extra duties
- C. attendance information
- D. seating chart
- E. extra notes the substitute might need to have a successful day
- F. names of team or other teachers who could help.
- G. tell the secretary whether these things are on your desk or in your mailbox.
- H. Emergency Drill Plans

*Upon your return to school, be sure to complete the leave form and return the form to the principal's secretary **that day.***

2. **Announcements:** Announcements will be given, as much as humanly possible, during homeroom period and at the end of the day. Teachers are to turn on their T.V.'s promptly and have students quiet and listening to the announcements. **It is important for all teachers and students to hear the morning announcements.**
3. **Calendar:** Check the calendar and the bulletin boards in the office area and lounge as well as mailboxes **daily.** Suggested times are during signing in or out, during planning periods, or during lunch times. The calendar, bulletin boards and mailboxes are for communication purposes. **Please keep up with events and schedule changes daily.**

Any activity *or* event that changes the normal flow of students to and from your team must be placed on the school calendar, located in the mailroom. In order to be placed on the school calendar, you must turn in your request to the Activities Coordinator ten **(10) days prior** to the day of the event. If there are no conflicts and it's approved by the principal, it will be placed on the calendar. **If there are any changes to the event,** the Activities Coordinator should be notified as soon as possible. When an event is placed on the school calendar it does not alleviate the teacher of the responsibility of letting the appropriate personnel know of your intentions to take students from their classes (refer to the FIELD TRIP CHECKLIST FORM). This should be done by a list distributed to the attendance clerk, teachers, and the lunchroom supervisor.

4. **Classroom Care:** Teachers are responsible for the physical appearance of their classrooms. Also, they are responsible for the materials and equipment assigned to them. Please remember that our custodial staff are not maids. Students should be taught to clean up and respect others.
Teachers are to lock their classroom each time they leave the classroom empty.
5. **Classroom Rules:** Team policies or rules should be consistent with board policy, school administration policy and philosophy. **A copy of team rules should be sent to and approved by the assistant principal during pre-planning.**
6. **Cumulative Records:** All cumulative records must be checked out through the guidance secretary. **Under no circumstances should cum-folders be taken from school.** A list is provided to denote teacher responsibility as to record keeping of cum-folders.
7. **Correspondence Sent Out:** All correspondence sent to students, parents, community, etc. must be approved by the principal before being sent out or duplicated.
8. **Dress Code:** Teacher's attire is to reflect a professional status. Faculty dress helps establish the school's image and reputation with the public. No shorts are to be worn except if needed for special field trips. Dress on planning days or non-student days can be more casual. **JEANS are not acceptable unless worn on "casual Friday." and "Home (football) Games"**
9. **Focus:** To improve communication with parents and keep up with technological advances, all teachers are required to update grades/information on Focus every Tuesday of each week.
10. **Faculty Meetings:** During the school year, most faculty meetings will be held on Wednesdays from 2:30 - 3:00. Emergency meetings may be held on other days as the need arises.
ATTENDANCE IS REQUIRED AT ALL MEETINGS UNLESS YOUR ATTENDANCE HAS BEEN WAIVED BECAUSE OF AN EMERGENCY BY THE PRINCIPAL. You must let the principal know that you will not be attending and why. You are responsible for finding out what was covered at the meeting.

11. **Field Trips:** All field trips must be initially approved by the principal. A field trip request form should be completed by the sponsor and signed by the principal. **This form must be turned in to Ms. Crum ten (10) days prior to the field trip to assure that you have a bus.** Upon approval of your field trip, you also need to complete a field trip checklist. Chaperones for all field trips must be approved by the county. All chaperones must fill out a Volunteer Form at least **ten (10) days prior** to the field trip. You will need to let the Volunteer Coordinator know who your chaperones are **ten (10) days prior** to the field trip. The Volunteer Coordinator will let you know if your chaperones are approved or not. If any students are not allowed to accompany their team on a field trip for disciplinary *or* academic reasons, one of the team teachers will remain with the students. Your students are not the responsibility of other teachers.
12. **Fund Raising:** All fund raising by teams or individual teachers must have **prior approval from the principal** before proceeding with plans.
13. **Guidance:** The guidance program's intent is to support and supplement the efforts of the classroom teacher in helping our students become all that they have capabilities to be. Some of the services available through the guidance office are:
 - a. Individual and small group counseling.
 - b. Classroom guidance instruction.
 - c. IEP meetings.
 - d. Individual and group testing and test interpretations.
 - e. Referrals to supportive services--psychologist, social worker, health center, speech and language clinician, attendance worker, etc.
 - f. Parent-Teacher conferences.
 - g. Student records keeping.

Referrals to the guidance office may be made by the students, teachers, parents, administrators, or counselor.

- a. A student may request an appointment by completing the guidance forms displayed in each classroom. The homeroom teacher should send the request to the guidance mailbox.
- b. The student shares the counseling appointment with the team teachers who initial approval of the appointment at the designated time. The student reports at the set time to the guidance office with the approved appointment slip.
- c. When the conference has terminated, the counselor signs the slip and returns it to the student who takes it back to his team teacher who checks the date and student time of departure from the guidance office.
- d. In an emergency, a student may come immediately with a pass from the teacher.

14. **Hall Passes:** Each student who leaves class must have a pass containing the date and time of departure from class and the teacher's signature. Students should not be in the halls during class time without a pass.
15. **I.D. Badges:** All teachers and staff members are required to wear ID Badges at all times when on any school board property or campus.
16. **Injuries:** Any accident or injury occurring to students or staff members should be reported to the office immediately. Accident reports must be filled out by the teacher in charge at the time of the accident.
17. **Leaving Early/Leaving Campus:** If you need to leave early or leave campus for any reason, you must clear this with the principal. A leave form must be completed and turned into the principal's secretary by the next day.
18. **Lockers:** Each teacher is to prepare a list of locker assignments and routinely check lockers for neatness, etc. Students do not share lockers unless assigned to do so by the teacher. Students should be taught to check the locker areas for belongings and to pick up any dropped papers or items.
19. **Lunch Procedures:** Teachers are responsible to see that their students are in the lunchroom on time daily and that students are picked up on time at a designated area.
20. **New Students:** All new students must enroll through the guidance office for proper registration, orientation, and team placement. Teachers **DO NOT** accept a student if he/she is *NOT* on your master list or unless someone from the office brings the student to you.
21. **Para-professionals:** Para-professionals (teacher assistants) are a part of support services to the teacher. They have work schedules with specific teachers and work areas. Assistants exist to help teachers do a better job of teaching students. Teachers should become aware of the strengths and weaknesses of their assistant. Communication is necessary in order to arrive at expectations. ESE assistants can be used in clerical duties as well as instructional roles that are directed by the teacher. Grading of papers should not be the primary responsibility of the assistant. Para-professionals are not to be used to supervise students for teachers to take a break except in emergencies approved by the administration. **Para-professionals may not be used to cover classes without checking with the principal first, this includes in the classroom where the para-professional is assigned to.**
22. **Parties:** You may hold one team party during the school year. It is recommended that you coincide this with a holiday. There will be **NO** parties during the last week of school.

23. **Phone Calls:** *No personal long distance calls may be charged to the school.* School business long-distance calls must be approved by the principal. **All long distance calls must be logged in.** The phone log should be in the phone book or near the phone. **PERSONAL PHONE CALLS, EMAILS, TEXTING AND USE OF SOCIAL NETWORKING SITES ARE TO BE TAKEN/MADE ON PLANNING TIMES OR LUNCH ONLY.**
24. **Planning Periods:** Planning periods are provided to give us time to communicate, organize, and plan the educational programs *or* activities of the school. Teachers are expected to use this time wisely.
25. **Progress Reports:** Progress reports are sent out approximately 4 1/2 weeks into each nine week grading period. Please refer to the PROGRESS REPORT memo. These reports are sent to parents to let them know how the student is doing so that appropriate steps can be taken to insure good grades at report card time.
26. **Report Card Schedule:** See District Calendar and refer to memos from the administration.
27. **Sick Leave:** Teachers accumulate one day per month of sick leave. The total for a school year is ten days. A portion of your sick leave may be used as personal leave (see your contract for the correct number). Personal leave is not cumulative from year to year as is sick leave. **Personal leave must be approved in advance** of the absence. Leave forms are on the Wakulla County School Board web page. You will need to fill out the form, print, sign, and give it to the principal's secretary.
28. **Sign-In / Sign-Out:** Normal working-hours are from 7:30 a.m. till 3:00 p.m. Teachers should get in the habit of signing in at the exact time of arrival and departure.

Month:	AUGUST									
Date:	11		12		13		14		15	
	Mon.		Tues.		Wed.		Thurs.		Fri.	
	IN	OUT	IN	OUT	IN	OUT	IN	OUT	IN	OUT
John Smith	7:23	3:00	7:30	3:20	7:35	3:05	7:30	3:00	7:20	3:00

29. **Student Absences:** Teachers should be aware of and follow the attendance policy set by the Wakulla County School Board.
30. **Student Tardies:** Routine student tardies to class should be handled by the teacher through the team or class discipline plan. Students who continue to be tardy after class disciplinary measures have been exhausted should be referred to the Assistant Principal with a note detailing number of tardies and previous consequences. **Teachers may not hold students from their next class without prior notification and permission from those students' teachers.** Teachers that release students late are responsible for writing passes for all students for their next period class.

31. **Student Supervision:** For the welfare of our students, it is most important that we provide responsible supervision before school starts, during the school day, and at dismissal. **We must be on time and at our stations** as students enter the building and classrooms. **No class should be left unattended.** Teachers may not leave class for a smoke, a coke, or coffee, nor send students for cokes, coffee, or other food items to be brought into their room, lounge, or planning area. **Students are not allowed in the teacher's lounge.**
32. **Student Withdrawals:** A student who wishes to withdraw from school should be sent to the guidance office for proper forms to be signed by his/her teachers. Parents must be contacted if possible, before a legal withdrawal takes place. Teachers should not officially withdraw students from their roster until the guidance secretary gives an official verification of withdrawal.
33. **Teacher Office and Lounge:** Teacher offices and the teacher's lounge are reserved for teachers and staff only. Students **are not allowed** to enter teacher offices or the lounge **for any reason.**
34. **Teacher-Parent Conferences:** Conferences are important. Teachers should initiate them. When possible, all team members and other involved parties should attend the conference. Do not presume that conferences should be held only with parents of problem students. Often it is the parent of the average or above average student who is most interested in the school's programs and policies and his child's success. Document all parent conferences in the communications tab on FOCUS.
35. **Textbooks and Library Books:** Teachers should check out their grade level texts from the textbook chairperson. Accurate **record keeping procedures of books and book numbers are essential.** (See Textbook Procedures). You are responsible for the care and return of the texts to the textbook chairperson. Remind students that damaged textbooks and library books will be paid for. Due to the rising cost of textbooks the use of **book covers are a must.**

TEACHING TIPS

DISCIPLINE:

The management and control of the classroom is the responsibility of the teacher. (Florida Statute 232.01)

I. General Ideas: *

You will have to work at maintaining good discipline every minute you are in the classroom. There is no one way to do it. What works today may not work tomorrow. To aid in solving discipline problems:

1. Understand that correction is the purpose of discipline. Discipline is not chastisement. Discipline is a systematic training for the improvement of the student's actions and attitudes.
2. Make all reprimands with **justice and tact**. It is wise when you are feeling unwell or angry to refrain from any action until you feel better or cool off.
3. Be consistent in disciplinary actions.
4. Don't be influenced by a student's reputation.
5. **Control order** through an interest in work.
6. Students must be able to hear and see clearly.
7. Provide sufficient working materials.
8. Handle all disciplinary cases yourself whenever possible. A good teacher is one who seldom needs to call upon higher authority to maintain discipline in his or her class. Discipline is your responsibility, not the job of the supervisor or principal. Report only major infractions to higher authority.
9. Stop disorder at its origin.
10. Recognize that a student's work is just as important to him as your work is to you.
11. Employ positive procedures. Give instructions and make corrections positively, not negatively. Say "Do this," Avoid saying "Don't do that!"
12. **Make only** necessary rules and enforce them.
13. Avoid assigning school work as punishment.
14. **Do not** discipline an entire class for the acts of an individual.
15. *Avoid* arguments with students.
16. **Avoid** using abusive language.
17. Cooperate with others in maintaining discipline. The maintenance of discipline is not only the individual job of the teacher, but a collective one embracing all of the instructors of a school.
18. Make the disciplinary action fit the deed.
19. Refrain from using "third degree" methods.
20. **Refuse** to get excited over misdeeds.

II. Specific Suggestions:

The positive approach suggests prevention rather than cure of discipline problems. Do *you* invest in teaching habits that pay high discipline dividends? The list below is recommended as a guide to good classroom control.

1. Be business-like. Make good use of time.
 - a. Begin classes promptly and with real enthusiasm.
 - b. Keep students busy. Provide a full period of work, yet include variety.
 - c. Be firm. (Keep rules short and simple and adhere to them.)
 - d. See that classes are busy before meeting the needs of a few.
 - e. Make assignments clear (mimeographed, duplicated, or on board).
 - f. Grade in terms of assignments.
 - g. Hold every member of the class responsible for all class work.
 - h. Know what each pupil is doing at all times. (Pupils can help at the chalkboard, for example.)
 - i. Use lesson plans that will not be upset by restlessness at such times as before vacations.
2. Provide the best possible physical environment.
 - a. See to it that ventilation and air circulation are good.
 - b. Provide best lighting possible.
 - c. Be sure supplies and equipment are conveniently located.
 - d. Reduce unnecessary traffic and congestion in room.
 - e. Keep the classroom orderly. Share housekeeping responsibilities with students.
 - f. Study the seating of students carefully with an eye to possible necessary changes.
 - g. Divide too large classes into smaller work and study groups.
 - h. Strive to keep the room pleasant and attractive with displays and other materials that are both decorative and educational.
3. Know your students.
 - a. Learn names quickly. Call students by their first name.
 - b. Notice the attendance record. If it is poor, find out why.
 - c. Discover student interests and special abilities.
 - 1) Attend intramural events and note participation.
 - 2) Study cumulative records.
 - 3) Read local papers.
 - d. Note acceptance of individuals by classmates.
 - e. Know vocational plans.
 - f. Be aware of personality habits.
 - g. Find some quality to honestly admire in each student and tell him.
 - h. Try to see that each student experiences some success daily.
 - i. Use student activity, discussion and exhibits to create interest.
 - j. Determine and try to correct the cause of extreme under-achievement.

4. Cultivate helpful personality traits and habits yourself.
 - a. Be friendly. Smile and greet students by name.
 - b. Carefully observe all rules expected by the class.
 - c. Be enthusiastic but do not monopolize class time.
 - d. Watch your voice. Keep it audible but quiet, firm but low pitched.
 - e. Look alert - even if
 - f. Develop a sense of humor (ability to have real fun and laugh at anything humorous).
 - g. Be fair and consistent. Stress desirable standards for the group in discussing problems.
 - h. Be healthy (watch nutrition, sleep, recreation).
 - i. Be confident. Do not ignore small things. Be aware of them.
 - j. Be self-controlled.

WAKULLA MIDDLE SCHOOL

“SEVEN DEADLIES”

The State of Florida has outlined specific offenses for which teachers may be suspended or dismissed. (They are found in school board policy.) These have come to be known in educational circles as the "Seven Deadlies". The following is a list of school level "Deadlies" that will insure a conference with the principal.

1. **Do not** commit money in the name of Wakulla Middle School without the principal's approval.
2. **Do not** leave inadequate lesson plans for substitute teachers. Remember emergency lesson plans should be kept with the principal's secretary.
3. **Do not** let the principal first hear about unusual occurrences in your class from students or parents.
4. **Do not** make complaints about the school to the community without first having shared them with the principal.
5. **Do not** request to disrupt the school day without going through the proper channels.
6. **Do not** engage in unprofessional talk in front of visitors or students.
7. **Do not** place the principal in the position of defending your indefensible actions.

NEGLIGENCE

The omission to do something which a reasonable person, guided by those ordinary considerations which ordinarily regulate human affairs, would do, or the doing of something which a reasonable and prudent person would not do...

MAJOR POINTS OF NEGLIGENCE

1. The three kinds of liability are:
 - a. **negligence** - not carrying out teaching duty with reasonable care.
 - b. **intentional interference** - infringement upon the rights of people to have a certain amount of freedom.
 - c. **constitutional infringement** - interference with a person's rights as guaranteed by the U.S. Constitution.
2. The duties of a teacher are:
 - a. proper instruction
 - b. proper supervision
 - c. proper maintenance
3. There are three criteria to determine Negligence or that support a demand or threat of suit:
 - a. was there a duty to the student?
 - b. was the duty breached?
 - c. did the breach cause injury?
4. Proper instruction includes: Did the teacher act to cause the child to gain in skill?
Did the learning task involve unreasonable risk?
5. Proper supervision includes: Was the teacher there when he/she should have been?
Did the teacher properly oversee and act?
6. Proper maintenance includes: Was the broken, disassembled, or malfunctioning equipment reported?
Were the students cautioned from using the equipment?

BOOKKEEPING PRACTICES

1. If you are having any activity (selling items, dance, field trips, etc.), please see the principal before making any plans to set up money procedures.
2. All money must be deposited by the next business day. *Do not* leave any money in your desk or room. **It is the teacher's responsibility to replace money that has been lost or stolen.**
3. A **pre-numbered receipt** should be given for any money collected. The bookkeeper will issue a receipt book to a teacher upon request. Use ONLY the receipt book issued to you.
4. When turning in money to the bookkeeper, enclose a REPORT OF MONIES COLLECTED FORM filled out completely. The total amount to be deposited should match the receipts listed. (List receipts in numerical order 1, 2, 3). If you VOID a receipt, list it on the form.
5. Students should be receipted by the teacher for lost or damaged textbooks. **PLEASE WRITE THE TITLE OF THE BOOK ON THE RECEIPT AND THE REPORT OF MONIES COLLECTED FORM.**
6. To make a purchase from a **county account or internal account**, a Request for Purchase Order Form (located in the mailroom) must be filled out and signed by Mr.- Griffin. After receiving written approval from Mr. Griffin, a purchase order must be filled out and approved **before you make any purchase.**
7. When asking for a reimbursement you must have a Purchase Order approved prior to purchase. You will also need an itemized receipt with your signature and date. ONLY items bought for the school should be on the receipt. If you do not use the school tax exempt certificate and are charged for taxes, *you will not be reimbursed* for the amount of the taxes.
8. All money to be spent from accounts must be committed no later than **TWO WEEKS PRIOR** to the last day of school.
9. DO NOT ALLOW students to carry collected monies to the bookkeeper.
10. If you need a money box or tickets, please give the bookkeeper at least one day notice.
11. **DO NOT REFUND STUDENTS** by giving them cash. Fill out a Request for Refund Form (located in the mailroom:).
12. **DO NOT CASH CHECKS** out of money collected.

TEXTBOOK PROCEDURES

All textbooks should be **stamped** and **numbered** with your **room number**, dash, and the number assigned by you.

The student's full name should be written inside the front cover on the property label. **Names should be written in ink.** If it's in your handwriting or your special color of ink, you will easily be able to recognize it as one of your books. Students often rewrite their own name in a stolen book. If you write it, you'll know it's a book you issued.

Indicate the condition of the book and the year issued. It is **hard to justify fines** at the end of the year if there isn't any documentation. If you hand out a book that has damages you should initial that area or keep a record of the damages so that you don't charge that student for damages from the previous year.

LABEL EACH BOOK WITH YOUR ROOM NUMBER. THIS MAKES ALL BOOKS EASIER TO IDENTIFY AND RETURN WHEN LOST.

REQUIRE ALL STUDENTS TO COVER ALL THEIR BOOKS. GROCERY BAGS WORK FINE.

BOOKS THAT ARE COVERED LAST LONGER. THEY ARE ALSO STOLEN LESS OFTEN!!

IT IS VERY DIFFICULT TO RECOVER FINES FOR DAMAGED OR LOST BOOKS. IT IS A WASTE OF OUR TEXTBOOK BUDGET DOLLARS TO BUY REPLACEMENTS. THEY ALWAYS COST MORE! THIS MONEY COULD BE USED FOR DICTIONARIES AND OTHER CLASSROOM RESOURCES.

PLEASE TAKE THE TIME TO FOSTER A RESPECT FOR TEXTBOOKS. IT MEANS A LOT TO ALL OF US.

Please be sure to follow the bookkeeping procedure for collecting money for lost textbooks. Be sure to write on the receipt the name of the book.

TEXTBOOKS: Textbooks which are furnished by the State of Florida and the Wakulla County School Board are issued to students. Students are expected to properly care for their textbooks. In order to prolong the life of textbooks, students are expected to use book covers. If a book is lost or damaged, it **must be paid for** by the student or his/her parents. If a student owes for a textbook or textbook fine from the previous year, he/she is responsible for payment the first week of the school year.

TEXTBOOK PRICE LIST

Teachers: Please be sure to follow the bookkeeping procedures for collecting money for lost or damaged textbooks. Be sure to write *the name of the book* and the publisher on the receipt and on the Monies Collected Form

<u>6th GRADE</u>	Adoption year	<u>NEW</u>
World History (Houghton Mifflin Harcourt)	17-18	71.70
Comprehensive Science 1 (HMH)	18-19	48.75
GoMath Mathematics 1 (Holt McDougal)	15-16	8.30
Collections 6 (Holt McDougal)	15-16	64.25

<u>7th GRADE</u>		<u>NEW</u>
Civics, Economics and Geography (HMH)	17-18	72.95
Comprehensive Science 2 (HMH)	18-19	48.75
GoMath Mathematics 2 (Holt McDougal)	15-16	8.30
Algebra 1 (McGraw-Hill)	15-16	78.99
Collections 7 (Holt McDougal)	15-16	64.25

<u>8th GRADE</u>		<u>NEW</u>
US History (Houghton Mifflin Harcourt)	17-18	79.25
Comprehensive Science 3 (HMH)	18-19	48.75
Integrated Science (Prentice Hall)	11-12	99.97
Algebra 1 (McGraw-Hill)	15-16	78.99
Geometry (McGraw-Hill)	15-16	80.97
Collections 8 (Holt McDougal)	15-16	64.25
Course3/Pre Algebra (McGraw-Hill)	15-16	75.00

<u>ART</u>		<u>NEW</u>
Introducing Art (Glencoe) 2007	07-08	56.50
Exploring Art (Glencoe) 2007	07-08	56.50
Understanding Art (Glencoe) 2007	07-08	56.50

<u>HEALTH</u>		<u>NEW</u>
Teen Health 1 (Glencoe) 2007	07-08	44.00
Teen Health 2 (Glencoe) 2007	07-08	46.00
Teen Health 3 (Glencoe) 2007	07-08	50.00

Money Collected for lost or damaged books; enforcement – The school shall collect from each student or the student's parent the purchase price of any instructional material the student has lost, destroyed, or unnecessarily damaged and to report and transmit the money collected to the district school superintendent. The entire purchase price of the book may be collected if the material is damaged to the point of being rendered unusable. A minimum fine of \$5.00 shall be charged for damaged books that are still usable. The failure to collect such sum upon reasonable effort by the school may result in suspension of the student from participation in extracurricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the school, pursuant to policies adopted by district school board rule.

SAFETY PROCEDURES

BE SURE TO HAVE YOUR CLASSROOM EMERGENCY PROCEDURES GUIDE PREDOMINATELY DISPLAYED AND ACCESSIBLE.

Lock-Down Procedures:

An emergency *Lockdown* is a protective action employed to safeguard students and staff when there is an armed perpetrator approaching the school, on school property, or in the school. Lockdown is employed to keep people away from a violent perpetrator while law enforcement engages the suspect. This type of lockdown is used to dramatically and rapidly enhance the level of security in the facility. By locking all exterior and main interior doors, staff can make it more difficult for a dangerous person(s) in the vicinity of the facility to gain access to staff and students. This type of lockdown further requires that all staff and students seek as much physical safety from an assault as possible by using barriers to block sight of the suspect as well as physical barriers.

Alert Signal

The **alert signal** is given over the PA, "All staff – Emergency Lockdown is in effect at this time."

Emergency Evacuation Procedure: In the event of general threat to the entire school such as a bomb threat, the following steps should be taken: Upon hearing the all-call announcement "Teachers, we need to evacuate the building", you will use the same exit plans as you would for a fire drill. Other procedures used in fire drills will also be observed. Upon exiting the building, move the students as far away from the building as possible and proceed to the following areas:

BE SURE TO TAKE YOUR CLASS ROLL BOOK AND KEYS

- C wing - South End of Football Field
- A wing - West End of Soccer Field
- T wing - Outside Tennis Court Areas
- S wing - North End of Football Field/Picnic Area

Unified Arts, Physical Education and Exceptional Education teachers should divide their students by hall and deliver them to their appropriate teachers. These special area teachers should remain with an area or team to help foster communication between the administration and the school population. Everyone will return to the building upon hearing the all clear signal which will be the same as used in a fire drill.

Fire Drills/Tornado Drills: Check the procedures on the charts in your room. Make sure that all students are aware of the proper procedures to follow during a drill. It is the responsibility of the teacher to insure that fire/tornado drill instructions are posted in their classroom. Assistance with this may be obtained from the assistant principal.

Fire Drill Procedures: Fire drills will be held at the different intervals in order to be aware of the correct procedure to follow if an emergency should arise. The following are procedures to implement:

- a. Post fire drill instructions in your class.
- b. Students should form a single line and move in a very quiet orderly manner to the designated area of assembly outside the building.
- c. Teachers located near restrooms should check them.
- d. Teachers should check roll when outside.
- e. The signal to go out is a loud, distinct, continuous fire alarm noise. The signal to come in will be one fairly short ring.

Tornado Drill Procedures: Tornado drills will be held at different intervals in order to be aware of the correct procedure to follow if an emergency should arise. The following are procedures to implement:

- a. The signal is a verbal command given over the intercom.
- b. Take students quickly and quietly to the area designated for your room.
- c. Assume the curled position against the wall at your area.
- d. End of drill will be signaled by a verbal command.

Tornadoes/Hurricanes: Turn to the **Severe Weather** section of your 911 emergency flipchart.

INSTRUCTIONS FOR TEMPORARY DUTY

I. Requests for Temporary Duty

Requests for Temporary Duty to attend conferences, workshops, or other in-service activities are made on the Leave Request Form which is located on the Wakulla County School Board Web Page. This form should be completed and signed by the Principal at least five (5) days prior to the expected departure. A copy of the **agenda must be attached**.

II. Reimbursement

Upon return from Temporary Duty it is the **teacher's responsibility** to complete a Reimbursement for Travel (WMIS-180) form and submit it to the bookkeeper. You will be able to go to the Wakulla County School Board website (www.firn.edu.schools/wakulla) and fill out this form. No reimbursements are made without completing this form. Expenses for approved overnight Temporary Duty Elsewhere will be reimbursed in the following manner:

1. Per diem or hotel plus meals, whichever is the greater amount.
 - a. per diem: \$60.00 per day computed at \$15.00 per quarter or fraction thereof. Quarters are 12-6 and 6-12.
 - b. Hotel plus meals: Actual hotel room expenses, substantiated by a paid bill (not to exceed single room rate), plus meal allowances (\$8.00 breakfast, \$8.00 lunch, and \$20.00 dinner.)

When two or more employees share a hotel room, each employee's name must be written on the hotel bill.

2. Mileage (\$.44 per mile) will be based on the Official State Mileage chart from work center to destination and return. Vicinity mileage for business purposes is allowable, if stated on reimbursement form as a separate line item.

Reimbursement may be requested for tolls, taxis, parking, registration fees and other reimbursable expenses when properly documented.

DISCIPLINE

At Wakulla Middle School, discipline is based upon a positive behavior system. As important as it is to administer consequences for inappropriate behavior, is the willingness to reward appropriate behavior. When correcting middle school students for inappropriate behavior, they require consistency and fairness.

All teachers and teams are required to turn in a **Discipline Plan to the Assistant Principal**. (Designated Administrator). Each plan must have a process in which the teacher takes steps that are progressively severe to handle classroom behavior. The plans need to distinguish between behaviors that disrupt the educational process and all other inappropriate behaviors. As a policy, a teacher should involve the parent(s) of a student in the discipline process well in advance of referring the student on an office referral. All parent contact attempts must be documented in the communications tab on FOCUS.

Refer to the student handbook section labeled “Rule Violations” for the most common disciplinary actions. Refer to the Wakulla County Code of Student Conduct for those that are specifically addressed by the School Board.

NON-DISCRIMINATION STATEMENT

The School Board of Wakulla County, Florida does not discriminate in admission or access to, or treatment or employment in, its programs and activities on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information for applicants and employees, or any other reason prohibited by Federal and State law regarding non-discrimination. See 34 C.F.R. 100.6(d); 34 C.F.R. 106.9; 34 C.F.R. 110.25.

In addition, the School Board provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participating in educational programs and/or extracurricular school activities. See 34 C.F.R. 108.9.

Disabled individuals needing reasonable accommodations to participate in and enjoy the benefits of services, programs, and activities of the School Board are required in advance to notify the administrator at the school/center at which the event or service is offered to request reasonable accommodation. The lack of English language skills will not be a barrier to any opportunity or event associated with Wakulla County Schools.

The designated Equity Coordinator, Title IX and Section 504 Compliance Coordinator as required by 34 C.F.R. 100.6(d) is Angie Walker, Executive Director of Human Resources, 69 Arran Road, Crawfordville, Florida 32327; 850.926.0065; angela.walker@wcsb.us.