

CENTRAL MIDDLE SCHOOL

FACULTY HANDBOOK

2008-2009

Central Middle School Master Schedule 2008-2009

		8:00-8:50	8:55-9:45	9:50-10:40	10:45-11:35	11:40-12:03	12:06-12:29	12:32-12:55	1:00-1:20	1:20-2:10	2:15-3:05
		1st hour	2nd hour	3rd hour	4th hour	1st lunch/5th	2nd lunch/5th	3rd lunch/5th	SSR	6th hour	7th hour
110	Gremminger	Comm. Arts	PLAN	Comm. Arts*	Comm. Arts		Comm. Arts	Lunch	*****	Comm. Arts	Comm. Arts
104	Hinkle	Pre-Algebra	PLAN	Pre-Algebra	Pre-Algebra		Pre-Algebra	Lunch	*****	Pre-Algebra	Algebra
212	Barnes	Science	PLAN	Science	Science		Science	Lunch	*****	Science	Science
108	M. McFarland	Soc. Studies	PLAN	Soc. Studies	Soc. Studies		Social Studies	Lunch	*****	Soc. Studies	Social Studies
203	Neff	PLAN	Reading	Reading	Reading		Reading/Split-lunch		*****	Reading	Reading
112	Hicks	PLAN	Comm. Arts	Comm. Arts	Comm. Arts		Comm. Arts/Split-lunch		*****	Comm. Arts	Comm. Arts
106	Mahoney	PLAN	Math	Math	Math		Math/Split-lunch		*****	Pre-Algebra	Math
115	Daugherty	PLAN	Science	Science	Science		Science/Split-lunch		*****	Science	Science
109	D. McFarland	PLAN	Soc. Studies	Soc. Studies	Soc. Studies		Social Studies/Split-lunch		*****	Soc. Studies	Soc. Studies
205	Warwick	Reading	Reading	PLAN	Reading	Lunch	Reading		*****	Reading	Reading
208	McDowell	Comm. Arts	Comm. Arts	PLAN	Comm. Arts	Lunch	Comm. Arts		*****	Comm. Arts	Comm. Arts
206	Jennings	Math	Math	PLAN	Math	Lunch	Math		*****	Math	Math
113	Hulsey	Science	Science	PLAN	Science	Lunch	Science		*****	Science	Science
204	D.Jenkerson	Soc. Studies	Soc. Studies	PLAN	Soc. Studies	Lunch	Social Studies		*****	Soc. Studies	Soc. Studies
Gym	B. McFarland	P.E. 7/8	P.E. 7/8	P.E. 6	PLAN		P.E. 7/8	Lunch	*****	P.E. 7/8	P.E. 7/8
Gym	K. Harlow	P.E. 7/8	P.E. 7/8	P.E. 6	P.E. 6		P.E. 7/8	Lunch	*****	PLAN	P.E. 7/8
103	Aholt	Study Skills 7	Study Skills 8	Study Skills6	*****	*****	*****	*****	*****	*****	*****
129	L. Jenkerson	Choir 7	Choir 8	Choir 6	Music 6	*****	*****	*****	*****	*****	*****
102	A. Jones	FACS 7/8	FACS 7/8	FACS 7/8	PLAN	*****	*****	*****	*****	*****	*****
132	Glore	*****	*****	Band 7	Band 7	Lunch	Band 6		*****	Band 6	Band 8
213	P.J.Jones	*****	*****	*****	Woods 7/8		Woods 7/8	Lunch	*****	Woods 7/8	PLAN
114	Burgess	Art 7	Art 8	Art 6	Art 8		PLAN	Lunch	*****	Art 7	Art 6
207	Casey	Physics	Chemistry	Scan Lab 7/8	Scan Lab 7/8		Scan Lab	Lunch	*****	Scan Lab 7/8	PLAN
116	Whitener	PLAN	KB/Com.Ap	Keyboard 6	Key/Comp. Apps		Keyboard/Com. Apps	Lunch	*****	Publications	Keyboard

Central R-III Mission Statement

Central R-III School District strives to involve students, parents, staff and the community as partners in the educational process to develop life-long learners and responsible citizens in an ever-changing society. The district will provide varied opportunities to increase skills, broaden knowledge, enhance application skills and develop work habits necessary to successfully:

- Attend an academic college or university
 - Further education through a trade or technical school
 - And/or seek and maintain employment.
-

CMS STAFF

*Laura Kile Counselor, Honor Society
Jessica Barnes 8th Grade Science, STUCO
*Kim Gremminger 8th Grade Communication Arts, JV Volleyball
*Mark McFarland 8th Grade Social Studies
* David Hinkle 8th Grade Math, 7th boys Basketball
Sarah Daugherty 7th Grade Science
*Deb Whitener Key boarding, 7th Volleyball
*Denise McFarland 7th Grade Social Studies
* Kim Mahoney 7th Grade Math
*Sandy Neff 7th Grade Reading
Derrick Hulsey 6th Grade Science, Wrestling
*Zach McDowell 6th Grade Communication Arts, Football
*Marie Jennings 6th Grade Math
Dustin Jenkerson 6th Grade Social Studies, JV boys basketball, Track
*Joy Warwick 6th Grade Reading
*Tracie Casey 7th Chemistry, 8th Physics and Scan Lab, Volleyball
*Kim Harlow Girls PE, Track
Anne Hicks 7th grade communication Arts
Leslie Burgess Art, H.S. Softball
*Brad Gloré Band, Golf
Lindsey Jenkerson Choir
Ashley Jones FACS
*Scott Aholt Supplemental Math and Lang. Arts, H.S.
Wrestling, Football
Brian McFarland Boys P.E., 7th girls Basketball
*Melissa Thurman 8th LD, Quiz Bowl
*Kay Wampler 7th LD
Kellie Murray 6th LD
Kyle Kimball BD
Katrina Luna EMH
*Shara Weiss Library Media Specialist
P.J. Jones Industrial Technology, H.S. Football
Cathy Cockrum Secretary
Linda Politte Secretary

Paraprofessionals:

Chastity Manion
Dorothy Allen
Pam Saunders
Della Buxton
Kim Reed
Kelsey Politte

Nurse: Lisa Gray

School Based Social Worker: Kim Buckley

School Resource Officer: Craig Newberry

Custodians:

Jeff Burgess
Bob Wright
Gene Asbridge
Tami Maxwell

Cooks:

Dawn Raynor
Becky DeBlois
Charlotte Lupkey
Mary Lee Merritt
Tracie Boyd

*Indicates Tenure

FIRST DAY SCHEDULE

8:00-8:10 ALL STUDENTS/STAFF REPORT TO THE GYMNASIUM
*Welcome/Introduction of new staff
*Instructions

8:15-8:50 6th Grade orientation in the cafeteria
7th & 8th—1st hour class

8:55-9:45 7th Grade orientation in the cafeteria & 2nd hour class
6th & 8th —2nd hour class

9:50-10:40 8th Grade orientation in the cafeteria & 3rd hour class
6th & 7th —3rd hour class

10:45-11:35 4th hour class

11:40-12:55 5th Hour Class

Lunch A: 11:40-12:03

Lunch B: 12:06-12:29

Lunch C: 12:32-12:55

1:00-1:20 SSR Time

1:20-2:10 6th Hour Class

2:15-3:05 7TH hour Class

Bell Schedule 2008-2009

7:55	Warning Bell
8:00	Tardy Bell
8:00-8:50	1 st Hour
8:55-9:45	2 nd Hour
9:50-10:40	3 rd Hour
10:45-11:35	4 th Hour
11:40-12:55	5 th Hour/Lunch
1:00-1:20	SSR
1:20-2:10	6 th Hour
2:15-3:05	7 th Hour

Lunch Schedule:

A Shift	11:40-12:03	Hulsey, Jennings, D. Jenkerson, C. Mitchell, Warwick, L.	Jenkerson, Glore
B Shift	12:06-12:29	Neff, Daugherty, Mahoney, Hicks, D. McFarland.	
C Shift	12:32-12:55	Barnes, Gremminger, M. McFarland, Hinkle, Burgess, K. Harlow, McFarland, Jones.	Whitener, Casey, B.

Duty Schedule

<u>Duty</u>	<u>Mon</u>	<u>Tues</u>	<u>Wed</u>	<u>Thur</u>	<u>Fri</u>
B'fast	Mac	A. Jones	Hinkle	L. Jenkerson	D. Mac
Lunch A	Warwick	Jennings	Glore	D. Jenkerson	Murray
Lunch B	Neff	Wampler	Luna	Mahoney	Whitener
Lunch C	Thurman	Barnes	Gremminger	K. Harlow	Casey
Bus	B. Mac	Daugherty	Hicks	Hulsey	Burgess
A.M. Det.		Aholt			
P.M. Det.		P.J. Jones			

Breakfast duty: Be in the cafeteria no later than 7:15am. Monitor student behavior until 7:55am.

Lunch duty: The first shift will report to the cafeteria immediately after the 11:35am bell. The second shift duty teacher should bring his/her class to the cafeteria at 12:00pm. The third shift duty teacher should bring his/her class to the cafeteria at the 12:29 pm bell. The duty teacher should eat & monitor students at the same time.

Bus duty: Bring your students to the cafeteria at 3:00pm. Students should sit at the appropriate table while waiting for their bus. Do not allow students to run to the bus. Snack/Drink machines are off limits at 3:15 pm.

A.M. Detention: This duty will be from 7:15am until 7:55am. Students will report to your room with material to work on. This should be ran like ISS.

P.M. Detention: This duty will be from 3:10pm until 4:00pm. Students will report to your room with material to work on. This should be ran like ISS.

***Kyle Kimball will monitor the bus situation outside daily until 3:20 PM.**

Three Year Rotating Schedule PBTE Evaluations

All teachers are evaluated according to the state recommended “Performance-Based Teacher Evaluation format (PBTE). All staff with less than three years experience and/or new to the district will receive at least one formal (scheduled) observation, one informal (unscheduled) observation and a summative evaluation each year. The summative evaluation includes any and all observations and data since the prior summative, as well as the evaluations from the walk-through process. All other staff will receive a summative evaluation along with the evaluations from the walk-through process.

Please find below a schedule for formal observations. You may choose the exact time and date. The date listed indicates which week the observation should be scheduled:

<u>Week Of</u>	<u>Teacher</u>
Sept. 8	Kelly Murray
Sept. 15	Sarah Daugherty
Sept. 22	Anne Hicks
Sept. 29	Lindsey Jenkerson
Oct. 6	Ashley Jones
Oct. 13	Derrick Hulse
Oct. 20	Leslie Burgess

PROGRESS REPORT DATES FOR 2008-09

	<u>Due</u>	<u>Mailed Home</u>
1 st Quarter	Sept. 12	Sept. 17
2 nd Quarter	Nov. 14	Nov. 19
3 rd Quarter	Feb. 4	Feb. 6
4 th Quarter	April 9	April 16

You should be able to explain a grade to a student, parents, and the administration. If a student is doing poorly in your class, contact the parent by telephone or email early during the quarter. Follow with another call if the poor work or poor attitude continues.

All teachers will use the SIS grading program to record all grades and attendance in class. Parents will have access to this information through Parent Link.

FACULTY/DEPARTMENT MEETINGS

When we have a faculty and/or department meeting you will be expected to make every arrangement to attend the meeting. During faculty meetings, we will discuss topics that will require all teachers' attendance. These meeting dates and times will be announced as far in advance as possible. All faculty members must attend faculty meetings.

CSIP/SCHOOL IMPROVEMENT COMMITTEES

All School Improvement Committee assignments have been assigned by the administration. Each **School Improvement Committee** will meet on an as needed basis (at least once quarterly) in a designated location as listed below. Committee chairpersons are indicated in **bold**. Committee chairpersons will work to call a meeting for a time that is convenient for committee members. Each committee will elect a co-chairperson and recorder. Minutes should be typed and emailed to my office within one week of the meeting. These minutes will be posted in my office and sent to Dr. Mayberry for inclusion in the MSIP report. Attendance and participation at committee meetings will be included in your PBTE. The following committee assignments include the Making Middle Grades Work committee that will be combined with the Student Performance committee.

STUDENT PERFORMANCE/MMGW

Mike Harlow

Don Huff	Mark McFarland
Laura Kile	Kay Wampler
Dave Hinkle	Debbie Whitener
Tracie Casey	Sandy Neff
Shara Weiss	Jessica Barnes

***Meets in Library.**

SCHOOL CLIMATE/FACILITES

Mike Harlow	Katrina Luna
Don Huff	Kay Wampler
Dave Hinkle	Sarah Daugherty
Marie Jennings	Jessica Barnes

***Meet in Mr. Hinkle's room**

PARENT/COMMUNITY

Mike Harlow	Kyle Kimball
Don Huff	Laura Kile
Derrick Hulsey	Sandy Neff
Colleen Mitchell	Kim Gremminger

***Meet in Mrs. Gremminger's room.**

TECHNOLOGY/LIBRARY

Mike Harlow	Deb Whitener
Don Huff	Ashley Jones
Shara Weiss	Tracie Casey
Missy Thurman	

***Meets in Library**

ATTENDANCE COMMITTEE

Don Huff	Lindsey Jenkerson
Leslie Burgess	Brian McFarland
P.J. Jones	Brad Glore
Kim Harlow	Kyle Kimball

*** Meetings scheduled by Mr. Huff**

GOVERNANCE/ADMIN.

Mike Harlow	Kyle Kimball
Mark McFarland	Scott Aholt
Dustin Jenkerson	
Denise McFarland	

*** Meets in Mr. McFarland's room**

TEACHING AND LEARNING

Mike Harlow Joy Warwick
Ann Hicks Kim Mahoney
Shara Weiss **Kim Gremminger**
Kellie Murray

*Meets in Mrs. Gremminger's room

FACULTY ADVISORY

Mike Harlow Deb Whitener
Don Huff Kellie Murray
Dave Hinkle Tracie Casey
Mark McFarland Laura Kile
Marie Jennings

*Meetings scheduled when called by any member or Mr. Harlow.

CRISIS INTERVENTION

Mike Harlow Brian McFarland
Don Huff Missy Thurman
Laura Kile
Kay Wampler

*Meeting called by Mr. Huff

MAP TEAM

Mike Harlow Dave Hinkle
Don Huff Ann Hicks
Laura Kile Sarah Daugherty
Kim Gremminger Jessica Barnes
Colleen Mitchell Marie Jennings
Kim Mahoney

DEPARTMENTAL MEETINGS

Departmental chairpersons have been selected by the administration. A departmental chairperson is responsible for leading the department in the development and implementation of curriculum, developing quarter-final exams, scheduling, departmental budgets and textbook selections. Each departmental chairperson should lead the department in these discussions on a monthly basis. Each department will meet on the specified days and times listed below. Each meeting should last about 30 minutes with minutes taken and turned into my office. Department chairs are in **bold**.

MATH

Dave Hinkle
Kim Mahoney
Marie Jennings
***7:30 a.m. last Wednesday**

SCIENCE

Tracie Casey
Jessica Barnes
Sarah Daugherty
Derrick Hulsey
***7:30 am last Thursday**

SOCIAL STUDIES

Mark McFarland
Denise McFarland
Dustin Jenkerson
***7:30 a.m. last Wed.**

COMM. ARTS/READING

Kim Gremminger
Ann Hicks
Colleen Mitchell
Sandy Neff
Joy Warwick
Shara Weiss
***7:30 am last Monday**

SPECIAL NEEDS

Melissa Thurman
Kay Wampler
Kellie Murray
Katrina Luna
Kyle Kimball
Scott Aholt
***7:30 a.m. last Tuesday**

FINE ARTS

Brad Glore
Lindsey Jenkerson
Leslie Burgess

P.E./HEALTH

Kim Harlow
Brian McFarland

FAMILY/CONS. SCI.

Ashley Jones

INDUSTRIAL TEC.

P.J. Jones

KEYBOARDING/COMPUTER APPLICATIONS

Deb Whitener

***Fine Arts, P.E./Health, Industrial Tech., Keyboarding and Family Consumer Science will meet with me on an as needed basis.

Lesson Plans/Class Preparation

Teachers should be prepared daily for class. Teachers are required to keep a lesson plan notebook with updated daily and/or weekly lesson plans, copies of all assessments(study guides, quizzes, and tests), GLE's if appropriate, curriculum guide, and the course syllabuses. A course syllabus should be turned into me by the start of school. Teachers should provide substitutes with thorough daily lesson plans. It is your responsibility to see that the substitute teacher has lesson assignments, lesson plans, class rosters, and all essential information needed to teach the class. **Teachers are required to turn in an emergency lesson plan to my office by Aug.31. This lesson plan should include activities that could be used in case of an emergency absence.**

Substitute Preparation

When a teacher is going to be absent from school, the earlier it can be reported the better the opportunity to secure the best possible substitute. Teachers should notify Mr. Harlow or Cathy Cockrum as soon as you can for a prearranged absence. In cases of an illness or emergency, please notify Mr. Harlow (518-1050 or 701-6853) by 6:15 a.m. to secure a substitute. If you cannot reach Mr. Harlow, please call Mr. Huff (431-0471).

If you must be absent, please provide your substitute with the following detailed items:

1. A folder including:
 - a. class roll
 - b. seating chart
 - c. absentee forms
 - d. bell schedule
 - e. emergency procedures
 - f. Lunch information
 - g. SSR information
 - h. The name of a trusting student in each class

2. Detailed lesson plans including:
 - a. objectives
 - b. teaching methods used
 - c. use of audio/visual-make plans for equipment to be delivered to the room or already there.
 - d. Tests and worksheets to be administered.

***Please read the Board Policy located on the school website regarding staff attendance and short term leaves and absences.**

Charge for Damaged/Lost Books

Lost Books:

New Book-	100%
1 yr. old-	80%
2 yrs. old-	60%
3 yrs. old-	40%
4 yrs. old-	20%

Damaged Books:

Water damage-	\$1.00 ea. page
Torn pages-	.75 ea. page
Ink-	.50 ea. page
Pencil-	.25 ea. page

Homework Policy 2008-2009

1. Students who miss less than two days should receive assignments from friends. When students know in advance that he/she will be absent then he/she should request assignments from the teacher.
2. Upon returning to school the student will be given the amount of time equal to the number of days absent to complete and turn in assignments. If assignments are given prior to the absence then assignments are due upon the student's return to school.
3. Homework for students who are absent for two or more days shall be given upon request. The teacher will make the assignments available no later than his/her first conference period following the receipt of the request. Each teacher will receive an individual request form for his/her subject.
4. Work assigned at least ten days in advance of the absence is due upon the assigned date. It is the student's responsibility to see that long-term assignments are handed in on time. Only under extenuating circumstances will an exception be made.
5. It is understood that some work cannot be made up. Lab work, etc. which cannot be made up is the student's responsibility. Teacher discretion should be used in this instance.
6. Students are encouraged to request homework assignments if/when they know in advance that they will be absent.
7. Students who miss a test while absent will have an amount of time to make-up the test equal to the number of days absent. This does not include unscheduled pop quizzes. It is the student's responsibility to schedule a time to take the test within the allotted time period.
8. Students may not be penalized for work missed if a request for homework assignments was made and not received from the teacher.
9. A student who receives an incomplete on his/her grade card has one quarter to correct the grade before a final grade is issued. It is the student's responsibility to see that all assignments and tests are completed in the allotted time. It is the teacher's responsibility to ensure that the proper grade is recorded by the end of the allotted time period.

This grading scale and homework policy was adopted by the B.O.E. on October 18, 1988:

A	95-100	C	73-76
A-	90-94	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

Crisis Intervention Procedure

When any staff member makes a determination that a situation exists whereby there is potential for violence you should immediately call the office. The office will announce **“Code Red”** and give the location. Members of the Crisis Intervention Team should immediately report to the location. The members of this team are Melissa Thurman, Kay Wampler, Kyle Kimball, Laura Kile, Don Huff and Mike Harlow.

Guns/Weapons Crisis Procedure

Should a person or persons be observed to have in his/her possession (on campus) a weapon we as a staff will respond in accordance with the following procedure:

1. Immediately contact the office to report the location.
2. The office will announce the following code message: “Mr. Green, Please report to the office.”
3. When you hear this message all teachers should lock your classroom doors and keep all students inside until you receive the all clear message: “Mr. Green, You have a phone call.”
4. The office will immediately contact the police and report the location of the weapon.
5. Administrators will report immediately to the location and clear the area.

Central Middle School Literacy Initiative Plan

Goal 1: Read the equivalent of 25 books per year across the curriculum

- Students will read the equivalent of: 6th grade 12-14 books 7th grade 15 to 18 books, and 8th grade 19-25 books.
- Provide resources for teachers to expand their classroom libraries (book and magazine donations, purchase newspapers and magazines for classrooms).
- Continue implementation of a daily 20 minute Silent Sustained Reading program (SSR).
- Provide reading lists for Social Studies classes. (update yearly)
- Provide reading lists for Science classes. (update yearly)

Goal 2: Write weekly in all classes

- Provide teachers training in writing for learning, writing to demonstrate learning and authentic writing. (utilize the high school Literacy Coach)
- Revise and continue to use a common rubric for evaluating student writing in all classes.
- Implement a periodic school-wide writing prompt program.

Goal 3: Write research papers in all classes

- All English students will write at least one research paper/project.
Length and complexity will increase each grade level.
- All Science students will write a research paper/project.
- Use MLA style of research.

Goal 4: Use reading and writing strategies to enhance learning in all classes

- All classes will require at least one paper (one to two pages) each year.
- Provide professional development to help teachers learn strategies to use in their classes that will enable students to get more out of their reading.
- Emphasize connecting and questioning throughout the year. Provide training in the use of these strategies.
- Social Studies and Math teachers should participate in MAP training with other core area teachers.
- Utilize experienced teachers to provide Professional Development for new staff.

Goal 5: Teach language arts to all students using honors English strategies

- Explain to parents and students the new higher standards and why they are important.
- Begin 8th grade Honors English class
- Provide collaboration time for communication arts teachers.

Sustained Silent Reading Guidelines

- Students must read for the entire allotted reading period.
- Teachers are expected to read along with students.
- You can not do homework. SSR is NOT a study period.
- You may read anything as long as it is school appropriate and the text does not compete with the pictures.
- You must have a book in your possession when SSR time starts; this is the main responsibility involved in coming prepared to your SSR class.
- You may not talk or disturb others.
- Please don't ask to leave the room during SSR time.
- Disruptions will be kept to a minimum. This means students will not be called out of class; messages will not be distributed, etc.
- Students are to log the number of pages read daily.

Clubs

The inclusion of clubs at Central Middle School is encouraged. Meeting should take place during the following periods of time:

- Before school 7:30-7:55
- After school 3:15-4:00

Misc. Information

- **Cell phones**—If you bring a cell phone with you to school, it should be turned off during the day.
- **Time on Task**—We have added time to the daily schedule with the intention of improving the amount of instruction time that is available. **All faculty members should be at the doorway of their classroom and begin promptly when the first bell rings. Teachers should use the entire period for educational purposes.**
- **MAP Preparation**—It is the job of every teacher to assist in the improvement of test scores. **Each teacher will be required to give a mid-term final and quarter final that is designed like the MAP test.** During the regular day to day instructional process, students should be doing things that will prepare them for the test.
- **Use of technology**—Students should be using technology on a regular basis. Each teacher should incorporate lessons that include Internet research, PowerPoint, smart board, etc. As part of the PBTE, I want to observe each teacher using a form of technology.
- **CMS Web Page**—Each teacher is to update his or her web page at least one time per week. At a minimum the page should inform parents as to when you are testing & tutoring.
- **Supervision**—During the course of the day it is the responsibility of each classroom teacher to supervise the hall immediately outside their individual room. **At no time should students be in the classroom without adult (teacher or assistant) supervision.**
- **Faculty Dress Code**—Faculty members are to dress in a *professional* manner as a representative of the CMS staff. Classroom teachers are not permitted to wear shorts. Blue jeans are permitted on Friday only.
- **Student Planners**—It is the responsibility of the teacher to ensure that the students are using the planners properly. Students are to have their planners with them at all times.

REBEL PRIDE

Rebel Pride is a student organization involving exclusive membership based upon good citizenship. The faculty will choose those students who qualify for the group according to a list of criteria. Students must earn membership into the organization on a quarter by quarter basis. For example, students who meet the established criteria for membership as determined by their conduct during the first quarter will become members beginning with the second quarter. The benefit to the student in earning membership in Rebel Pride is receipt of several privileges and rewards.

I. Selection Process

At the end of each quarter faculty members will receive a copy of the student roster. Faculty members will be asked to “mark off” the names of students who do not meet the criteria (requirements) listed below, sign the roster, and return it to the principal. Because some disqualified students will ask why they are disqualified it will be necessary for teachers to indicate beside the student’s name why the student is disqualified. This information will also enable the student to be aware of the deficiency and provide him/her an opportunity to remove the deficiency prior to the end of the present quarter. The principal will also review the list and may disqualify students due to failure to meet the criteria for attendance and/or discipline.

II. Appeals Process

Disqualified students will have one week to appeal if he/she feels his/her name was unnecessarily omitted from the membership list. Students will not be permitted to appeal a disqualification due to a discipline matter that was referred to the office and disciplinary action was taken. A student may appeal a disqualification due to attendance only for the purpose of proving that a reporting error has been made. All appeals must be made to the principal.

III. Rewards and Privileges

1. At least one major reward per quarter which may include but not limited to a pizza party, movie, special assembly, bowling or a Cardinal baseball game.
2. Free admission to athletic contests and other extra-curricular events.
3. Participation in club and/or class field trips.

IV. Criteria for Selection

Students are ineligible to participate as members of Rebel Pride if any of the following statements are true about them for the preceding quarter:

The student:

- A. was referred to the office for disciplinary reasons;
- B. was a discipline problem in class, the problem was handled by the teacher, and the teacher feels it should disqualify the student from consideration for membership;
- C. failed to conduct himself/herself in an appropriate manner in the halls, at lunch or at extra-curricular events;
- D. failed to make an honest effort to do required assignments in an acceptable and timely manner;
- E. was habitually tardy to school or to class;
- F. has at least one unexcused absence for the quarter. (Truancy)
- G. fails to maintain an average daily attendance of at least 95%.

V. Comments

Rebel Pride is an organization for good school citizens. It is not based upon grades. The teacher must determine if the student is making an honest effort to do his/her best in class. The student’s behavior in school and community is important. Disqualification because of behavior in the community cannot be based upon rumor (fact only).

CENTRAL MIDDLE SCHOOL
WALKTHROUGH OBSERVATION CHECKLIST

Teacher's Name _____

Date _____

Class Period _____

1. Characteristics of a Good Learning Environment

- _____ Samples of exemplary work are displayed.
- _____ Criteria charts, rubrics or expectations are clearly visible.
- _____ Learning activities/posters are in the classroom.
- _____ There is evidence of students making choices about what they write, read and investigate.
- _____ Written expectations for behavior and subject mastery are displayed.
- _____ A course syllabus is used and on display.
- _____ Objectives are listed for the lesson and on display.
- _____ MAP objectives, activities and assessments are used.
- _____ There is evidence of the use of lesson plan notebooks with curriculum usage.
- _____ There are a variety of materials and activities to address different learning styles.
- _____ There are discussions that involve many different students and points of view.

2. Characteristics of Good Teaching

- _____ Content and standards are being explicitly taught.
- _____ A variety of instructional strategies are integrated into all lessons.
- _____ Individual progress is monitored.
- _____ There are intervention strategies for students not demonstrating mastery.
- _____ A variety of assessment techniques are used.
- _____ There is evidence of staff development impact.
- _____ There is evidence of higher-order questioning.
- _____ There is evidence of the use of critical thinking skills and strategies.

3. Patterns of Teacher Behavior

- _____ Gender and racial equity are observed in interactions with students.
- _____ There is recognition and positive reinforcement of effort as well as achievement.
- _____ Students are respected and treated as individuals. Students display respect of teacher.
- _____ Teachers require students to use student planners for assignments and check the planners on a regular basis.
- _____ Literacy and Numeracy program initiatives and professional development are effectively utilized.
- _____ There is evidence that the Advisement period is utilized to teach the assigned lessons and activities with teacher led discussion and SSR (Sustained Silent Reading) time utilized by all students and the teacher.

4. Characteristics of Student Learning

- _____ Students communicate ideas clearly, orally and in writing.
- _____ Students plan and organize their own work. Student planners are in use.
- _____ Students use a variety of resources.
- _____ Students create projects and demonstrate the use of new ideas.
- _____ Students use prior knowledge to solve problems.
- _____ Students collaborate with peers and adults on projects and assignments.

5. Questions To Ask Students Who Are On Task

- _____ What are you learning?
- _____ Why do you need to know this information?
- _____ How is this like other things you've learned?
- _____ What will this help you do in the future?
- _____ Do you ask and receive extra help if needed?
- _____ How do you know if your work is good enough?
- _____ If you want to make your work better, do you know how to improve it?

6. Observing Individual Students Who Are Not On Task

- _____ What is the student doing while others are learning?
- _____ Where is the student sitting?
- _____ How often does the teacher make contact with the student?
- _____ How often does the student make contact with the teacher?
- _____ What is the nature of the interactions?

Ask the student:

- _____ What do you think this lesson is about?
- _____ What would help you understand this better?
- _____ What would make it more interesting?
- _____ What do you do if you don't understand something?
- _____ How do you get help?

RATING SCALE:

- 8-10** **Above Average**
- 4-7** **Average**
- 1-3** **Below Average**
- NO** **Not Observed or Not Applicable**

This form is to be completed if your room is not properly cleaned. Please fill this out and return to the building principal.

Classroom: _____

Area of Concern:

Teacher's Signature

Principal's Signature

BELL RINGERS

Every teacher in every class must write down the daily objective(s) and assignments for that class in the right hand corner of the board, projector, etc. Students should be required upon entering class or at a time designated by the teacher to copy the objective(s) and assignments. Student planners can be used for these purposes. Once again, students without planners or students who fail to follow these directions should be sent to the office. This bell ringer exercise will insure that our students have their assignments written in their planners.