

Cecil Elementary School #7

A Place to Know

A Place to Go

A Place to Grow

Virtual Staff Handbook



2020-2021 School Year

BALTIMORE CITY
PUBLIC SCHOOLS

Mission

To ensure the academic and social success of all students through high quality instruction and educational experiences to prepare students for the 21st Century.

Vision

To provide academic excellence, a nurturing environment, and enrichment experiences to meet the needs of all students to become life-long learners.

What is #experience007

Experience

Exposure

Enrichment

Excellent Education

School Song

Sing out loud and clear
For the school we love dear
All the rest is the best anywhere
For in all we do, it will be true

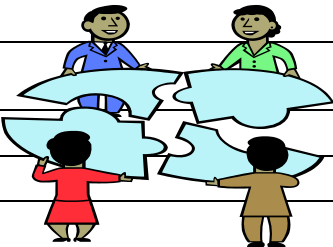
And hold high our standards so fair
We will do what's right
Striving with all of our might
Wearing proudly our gold and blue

Dear Cecil Elementary
#7we sing to you

(Shouting) #7!!!



Teacher Classroom List

Grade	Class Section	Teacher Name	Special Educator/ Assistant/Paraeducator
Pre-K3	93-01 (AM) 93-02(PM)	Ellrich, Jill	Luma, Lakesha
Pre- Kindergarten	92-01	Mrs. Shive	Lyles, Francine
	92-02	Ms. Miles	Washington, Sherri
	92-03	Mrs. Dixon-Lee	Dye, Delynda
Kindergarten	91-01	Ms. Iwancio	
	91-02	Mrs. Jenkins	
1 st	01-01	Ms. Hilton	
	01-02	Ms. K. Brown	
2 nd	02-01	Mr. Cannon	
	02-02	Mr. Doherty	
3 rd	03-01	Ms. Saulsbury	
	03-02	Mrs. Lipscomb	Brown, Renee
4 th	04-01	Ms. Walther	
	04-02	Mr. Campbell	
5 th	05-01 TRT	Ms. Gerald	
Opportunity Culture	Multi-Classroom Lead	Ms. Fort	
Special Education	Self-Contained 02 thru 05-99	Ms. Kaszas	
Special Education	Resource	Mrs. Wallace	
Resource	Physical Education	Mr. Kiel	
	Music	Mrs. Mills-Bonincontri	
	Visual Arts	Mrs. Monterroso	
	Yoga/Dance	Ms. Holley	
School Counselor		Mr. Walker	
Office Staff	Administrative Assistant	Mrs. Samuels	
Special Education Clinicians	Ms. Bailey (social worker), Mrs. Kiewra (psychologist), Ms. Thames (occupational therapist), Mrs. Andrea Crosby (IEP Chairperson) Ms. Disierto (speech pathologist)		
Custodial Staff	Ms. Lynette Boyd Ms. Barbara Cypress Ms. Wayna Robinson		
Nursing Staff	Ms. Mack, SHA and Darlene Black, RN		
Food Services	Anita Rennick, Brenda Pleasant, and		

School Policies and Procedures

Teacher Attendance

- Teachers and paraprofessionals are requested to indicate their presence for duty by placing their initials in the appropriate column of the faculty sign-in log.
- Staff reporting time is 8:00. Any staff member signing in after 8:10 am is LATE. If you sign in after 8:10, your name will be highlighted in the attendance log to represent that this was a day when you logged in late. Beginning the first full week of school, all lateness procedures as outlined by BCPSS will be fully enforced.
- Clinicians and other resource personnel may be working on flexible schedules; prior arrangement must be approved by the principal.
- Any teacher leaving for an early dismissal or arriving late **MUST** send an e-mail or text message to the principal or assistant principal letting them know that you will be arriving late or that you must leave prior to the conclusion of the school day.
- All absences, early dismissals, half days, and late days will be recorded, and a monthly report will be disseminated to each staff member tracking their attendance record.

Absences

- Whenever a teacher is absent, one of the following symbols will be placed under the date:
 - S - Sick leave
 - PL - Personal Leave
 - PB/SL - Personal Business Charged to Sick Leave
 - P - Professional Meetings
- If a teacher knows he/she is going to be absent, the teacher must submit a leave request form (included in the forms section) to Mrs. Samuels at least one day prior to the absence. You must also submit your lesson plan and virtual work for the day you plan to be absent with your leave request form in order for the leave to be approved. You must also send an e-mail to the principal and assistant principal notifying them of the absence and what type of time (sick, personal, professional, etc.) you would like to take.
- If an emergency arises and a teacher must call out the night before or the morning of an absence, the teacher must call the school and text/email the Admin group.
- Please notify the admin team if you alter your live teaching time. Changes in schedule must be approved prior to the change.

Length of School Day

Pre-K Scheduling Model in Virtual Learning:

- No more than 110 minutes per day in online instruction
- 90 minutes per day reserved for hands-on, experiential learning, purposeful play, and physical development at home
- Resource will be delivered asynchronously on a rotating schedule
- Lunch (45 minutes) and breaks will be incorporated into the schedule
- See Appendix for Non-Negotiable parts of the schedule

K Scheduling Model in Virtual Learning:

- No more than 160 minutes in synchronous online instruction
- Resource could be spread throughout the day as breaks between ELA and Math as opposed to distinct times
- Lunch (45 minutes) and breaks will be incorporated into the schedule
- See Appendix for Non-Negotiable parts of the schedule

Grades 1-5 Scheduling Model in Virtual Learning

- Lunch (45 minutes) and breaks between subjects will be incorporated into the schedule
- 230 total minutes or just under 4 hours of screen synchronous screen time
- See Appendix for Non-Negotiable parts of the schedule

Teacher Dress Code for Live Instruction

Although BCPSS does not have a dress code, teachers should be dressed professionally at all times. We want to set a good example for our students and often times we are the ones who set an example for professional attire. **Let's be role models for our students.** One important way that we can help our students is by adhering to a dress code that exemplifies appropriate attire each working day.

1. Garments that are thin or transparent should be not be worn.
2. Ties are recommended for male teachers.
3. Professional attire should **NOT** include the following:
 - Pajamas
 - Torn or inappropriate tshirts
 - Halters or tank tops (see through, transparent, lace)

As we transition into the virtual space, please be cognizant of your virtual backgrounds and space, as well as, color tones and setting for your synchronous learning experience. Please prepare all synchronous teaching to be done in an environment conducive to school. Please exempt the following places as conducive: bedroom, bathroom, in a car driving, doctors' offices and noisy environments.

Monitoring Student Attendance

- ★ Please utilize Infinite Campus to track and monitor student attendance.
- ★ Student attendance for synchronous learning should occur by (time) for grades 1-5 and **SHOULD BE** recorded for Early Learners tice daily, once before lunch and once after lunch. Attendance for Early Learner scan be recorded as a half-day for those learners that do not participate in both synchronous learning opportunities.

TARDINESS

- ★ Teachers are encouraged to call parents/guardians of students who are consistently late (2-3 times in a week). **Teachers should document these calls on the parent communication log.**
- ★ If the student's tardiness does not improve and extends to 10 days or more, the educator should ensure that there has been a formal conference with parent. **This action should be documented.**

ABSENTEEISM

Cecil follows the procedures outlined by the Baltimore City Board of School Commissioners for attendance for all students. These procedures are the same for students receiving special services (except as noted below in the School Board Rules). This includes steps taken to make our parents aware of the compulsory attendance law and to get students logged on. We begin this yearlong process in September with a descriptive letter to parents. This is followed with a parent meeting at Back to School Night in September. At Cecil, we will follow a timeline of progressive steps to get students into school. Individual parents are notified:

- ★ After three (3) absences the homeroom teacher will communicate with the student's home to determine the reason for absence and whether additional assistance is needed. This communication will be done by telephone or via letter sent to the home. In the absence of a telephone, a home visit will be made. Homeroom teachers should document this action. These students should also be identified for referral and discussion during the weekly Academic Planning Meetings.
- ★ After five (5) unexcused absences for the year, the attendance team will notify the parent via phone call or home visit to discuss the excessive absences. The parent will be asked to take steps to correct this pattern.
- ★ After ten (10) unexcused absences for the year, the SST will send a formal letter requesting a conference.
- ★ After fifteen (15) unexcused absences for the year, a third and final letter will be sent to parents notifying them that if the student continues to be unlawfully absent, the case may be referred to the Office of Attendance and Suspension Services for possible court action. Parents will be required to meet with the principal and/or principal designee to conference about the habitual absenteeism.
- ★ Students and parents will be assisted with services or programs that support regular attendance.
- ★ In the case of a student with a disability, repeated absences (e.g., more than ten days in a school year, consecutively or cumulatively) may require the IEP team to convene to renew, and revise as appropriately, the student's IEP.

REWARDS / INCENTIVES

Teachers are encouraged to maintain an attendance motivation chart or program in their classroom in order to attain higher levels of student attendance. Grade level teams should develop monthly or quarterly "competitions" and rewards for students with good attendance. In addition:

- ★ A list of students with monthly perfect attendance shall be recognized each month by the classroom teacher.
- ★ Students with perfect attendance for the quarter will receive a certificate and special recognition.
- ★ Monthly P.R.O.U.D. dates

"Every moment invested in teaching routines is time well spent because it will save hours of instructional time later."

~ Fountas & Pinnell

IN CASE OF AN ONLINE INTRUDER

If an intruder is sighted in the online setting, the teacher should immediately block the user. The teacher should then report him/her immediately to the administration team. The principal or assistant principal will notify ITD of the need for immediate assistance.

IN CASE OF A DISTURBANCE

If an out of control situation occurs online, it will be reported immediately to the admin team.

1. circumstances are children to behave in such a way as to cause panic or confusion. These procedures also apply when students are in the auditorium.
2. During auditorium activities, all exit doors must be unlocked. The staff member in charge must inform the office immediately if any door is locked.
3. If classes are passing through the hall, use the nearest exit when the fire bell sounds.

Student Support Team (SST) Referrals

The goal of the Student Support Team (SST) is to provide additional assistance to students who are not meeting grade level expectations. It is important to refer a student to the SST early in the school year, particularly those students who are not achieving at grade level. Students can be referred to the SST for academic, behavioral or attendance issues. We have worked to streamline the SST process to remove any hurdles to referring a student by empowering teachers to have the first SST meeting in your classroom with the assistance of an administration team member (of your choice), if needed. Please do not hesitate to refer a child but please be advised that proper documentation **must** include the data from the first meeting in the classroom. Early intervention is the key to making this process work.

When you refer:

- SST Referral forms and SST Meeting Protocol information can be found in Collaborative Team Meeting Room (Room 130) or could be obtained from Ms. Goines and from any member of the Administration Team. Complete the SST referral in it's entirety, including making sure to provide crucial data points that will be a point of team discussions and progress monitoring. We have intentionally revised the form to make it as least cumbersome as possible with the intent of ensuring that kids who need help are referred.
- Come to the SST meeting prepared with documentation, including (but not limited to): outcomes of classroom interventions, outcomes of parent conferences, anecdotal information, formal/informal testing results, work samples.
- Be prepared to focus on one issue at a time.
- Prepare for follow-up meetings by presenting verbal and written documentation regarding suggested intervention(s).

Curriculum and Instruction

Core Curriculum Programs

1. Wit & Wisdom Literacy Curriculum
2. Foundations
3. Geodes
4. Eureka Mathematics
5. SABES
6. Great Body Shop
7. Great Minds In Sync and Affirm
8. Great Minds Equip

Intervention Programs Utilized:

9. Zearn
10. Reflex
11. Teacher Assisted Instruction (TAI)
12. Wilson Reading
13. SEL

Lesson Preparation

Teachers responsible for the instruction of students shall **prepare** Wit and Wisdom and Eureka lesson plans as an essential part of their teaching responsibility. The quality of instruction and children's success depend in large measure on good planning. Each teacher is expected to maintain a daily written plan. Preparation will be checked periodically and discussed in-depth during the lesson study component of academic planning. The suggested lesson preparation format is included in the forms section. If you would like to implement one of the suggested formats, please see Mrs. Manning, Mr. Cofer, or Mrs. Lester for an electronic version. Provisional, probationary and/or teachers on a PIP must use one of the suggested lesson plan formats. If you choose not to use one of the suggested templates, there are **certain essentials that should be included in your typed plan (listed below).** We are also highly encouraging this year for teachers to use the Common Curriculum online lesson planning module to plan their lessons. This is a free resource available to Cecil teachers.

1. Include the date and grade in your daily plan.
2. State the subject areas and their time allotments.
3. Clearly state the objectives of each lesson in the *Know & Do* format, according to the District and/or Common Core Curriculum.
4. If the lesson is taught in groups (such as workshop & intervention), the specific skills focus for students in each group should be identified. In addition, data reports used to group

students and design activities should be indicated (ex. DIBELS, Guided Reading, Benchmark assessments).

5. Pupil references and IEP objectives should be included.
6. 504 Accommodations Matrix (if applicable)
7. Any special materials should be designated.
8. Procedures and assessments for each subject should be evident in the lesson plan.
9. Keep all plans together in one plan book with the most current plan on top or a copy on your desktop.
 - ☺ Be polite.
 - ☺ Share.
 - ☺ Whisper.
 - ☺ Take only the materials you need.
 - ☺ Return materials to proper place.

A clearly defined management system for workshop **MUST** be in place. Students must know exactly what they **MUST DO** and what **MAY DO** when they finish. A workshop board showing groups and assigned activities should be clearly posted. Please ensure that students are aware of the workshop station and activity and why they are completing the activity.

Teacher Responsibilities

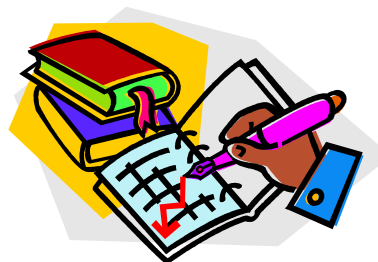
Grading

Accurate and adequate grading procedures are essential to ensure all children receive grades that are fair and a true reflection of their performance in the classroom. The following procedures outline the requirements for student grading at Cecil Elementary.

1. All teachers will keep a grade book to record student grades. Teachers will be required to enter at least two grades per week into the Infinite Campus grading portal.
2. Please be reflective on how a student's grade performance corresponds to his/her ability. Make sure that the students' grade is an accurate reflection on their ability to complete the work with mastery and not tied directly to non-academic factors (effort, attendance, behavior).

The grading scale below should be used to determine the final quarterly report card grade.

E (Excellent)	= 90% - 100%
G (Good)	= 80% - 89%
S (Satisfactory)	= 70% - 79%
P (Poor)	= 60% - 69%
U (Unsatisfactory)	= Below 60%



Categories:

Test and Projects - 35%

Classwork - 35%

Quizzes - 25%

Homework - 5%

When constructing comments for the report cards, please provide at least three sentences for each student in their overall comments. The first sentence should describe a strength of the child, the second sentence should identify a quantitative data point, the third sentence should include a growth area for the child. It is highly recommended that the Guided Reading level of each child be included in the report card and progress report comments.

Progress Reports

1. Progress reports are to be given to parents in between the quarterly grade reporting periods. These reports are used to further engage parents and make them aware of the academic progress of their child(ren).
2. If a child's progress is less than satisfactory, it must be reflected on the progress report. **A child's progress, or lack thereof, should not be a surprise to his/her parent.** Send work home every week for parents to review. Please ensure that you have made every effort to inform parents of their child's academic progress throughout the grading period.

Report Cards

1. Report cards will be distributed quarterly. The progress of the child should not be vastly different from what the parents should expect based upon the progress report. Parents should be kept abreast of a student's ongoing progress throughout the year.
2. Report cards are generally sent home with the children in their backpacks after the quarter ends. Notification about distribution procedures are typically provided to teachers a few weeks prior to the report card period.
3. Report cards will be checked by the instructional leadership team for completeness and accuracy prior to distribution. Please check the school's calendar for dates regarding distribution of report cards.

Award Criteria

This year we are working to develop a system for recognizing student achievement. Teachers are responsible for filling out the Quarterly Awards certificates (included in the forms section) and turning it in to the Achievement Committee on the same day report cards are due each quarter.

Criteria for Principal's List

- All E's in major disciplines (Language Arts, Math)
- Nothing less than *G* in other content areas
- Skill Indicators - All 1's & 2's
- Conduct Grade - All S's
-

Criteria for Honor Roll (Pre-3 - 1st)

- P's in all core subjects (ELA, Math, Science, and Social Studies)
- No more than 1 I in a resource or Health/Social Development/Physical Development
- Skill Indicators - All 1's & 2's
- Conduct Grade (Not a factor)

Criteria for Honor Roll (Grades 2nd - 5th)

- All E's and G's in major disciplines (Language Arts, Math)
- Only one S in another content area
- Skill Indicators - All 1's & 2's
- Conduct Grade (Not a factor)

Criteria for Perfect Attendance

- Perfect attendance is just that PERFECT ATTENDANCE. This means the student has not missed a single day of school for the quarter this includes excused absences.

Criteria for Cecilite (2 students, 1 boy and 1 girl)

- Identify two of your students who demonstrate the characteristics of a good citizen: polite, caring, helpful, trustworthy, dependable, etc. (Grades are not a factor)

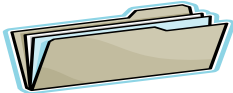
Criteria for Most Improved Award (1 or 2 students)

- ☒ Identify up to TWO of your students who are progressing and have shown great improvement in any academic area or in the area of behavior and/or effort.
- ☒ This is strictly a teacher judgment call and is not limited to report card grades.

Student Work Folders/E-Portfolios

Samples of students' work should be maintained in online folders for reading/language arts, writing, and math to share with students, parents, and school personnel and to assess student growth and performance. This year we are exploring various software that can be used to maintain student portfolios including Google Classroom, Weebly, etc. in an attempt to find an appropriate e-portfolio system. It is recommended that all paper 'writing folders' or portfolios now go electronic and that we use one of the e-portfolio tools to document student progress over time.

Work that substantiates students' grades (quizzes, assessments, end of unit workbook pages, etc.) should be kept in the appropriate work folder. If there comes a point when you think a student in your class may need to be referred to SST or may receive a 'U,' you should file more work as documentation for this particular student.



Parent Contacts

Parents are our partners in educating their children. Actually, they are the child's first teachers. Parents also like to hear POSITIVE comments on their child's day at school. Take time occasionally (time is provided once a week during collaborative planning with your grade-level partner) to call a parent just to let them know how well their child is doing in your room. Positive parent contact should be recorded.

Parents **MUST** be informed if the child is:

- ★ Not working.
- ★ Not turning in work.
- ★ Not performing up to his/her ability.
- ★ Not attending or reporting on time.
- ★ Not coming to school prepared to work with appropriate supplies or completed work.
- ★ Not behaving appropriately.

Phone calls to the home should occur after 8:00 am, before 9:00 pm., or during your grade-level collaborative planning time once a week. Conference requests and in-school conferences will also serve to correct problems. **All parent contacts should be recorded.**



Classroom Management

Thirteen steps teachers can take at the beginning of the year to promote effective classroom management are:

- 1) Develop a set of written expectations you can live with and enforce.
- 2) Be consistent. Be consistent. Be consistent.
- 3) Be patient with yourself and with your students.
- 4) Make parents your allies. Call early and often. Use the word "concerned."
- 5) When communicating a concern, be specific and descriptive.
- 6) Structure your day so there is more time in small groups (workshop, centers, etc.). Students are less likely to misbehave when they are receiving individualized attention.
- 7) Utilize the additional staff members to assist.
- 8) Don't talk too much. Work to make the class student centered (Think-Pair-Share, Turn & Talk, etc.).
- 9) Break the class period into multiple activities. Be sure each activity segues smoothly into the next.
- 10) Keep all students actively involved. For example, while a student does a presentation, involve the other students in evaluating it.
- 11) Discipline individual students quietly and privately. Never engage in a disciplinary conversation across the room.
- 12) Keep your sense of perspective and your sense of humor.
- 13) Know when to ask for help.

Important Strategies

Once students are settled in the classroom, you'll want to continue with some of these teacher-recommended techniques for maintaining control without confrontation:

- Establish eye contact.
- Move around the room and increase proximity to restless students.
- Send a silent signal.
- Give a quiet reminder.
- Re-direct a student's attention.
- Begin a new activity.
- Offer a choice.
- Use humor.
- Provide positive reinforcement.
- Wait quietly until everyone is on task.
- Ask a directed question.

Calming Routines

Many teachers have found that the best way to start the school day is to greet each student personally. They use the opportunity to establish rapport, and to deal with such minor problems as gum chewing, boisterous behavior, bad moods, or unwanted materials, quietly and discretely -- before

they can erupt into public confrontations that threaten control and disrupt the class. A warm personal welcome sets the tone for the day.

Community Restorative Morning Meetings

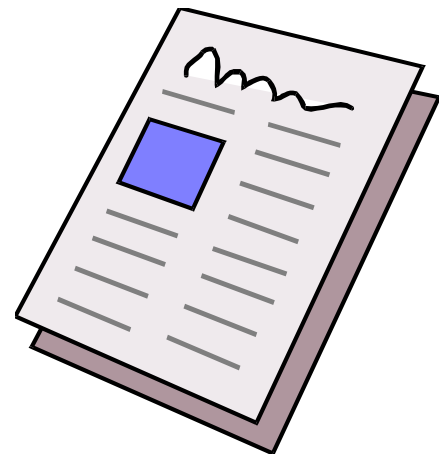
A daily community morning meeting is a great way to restoratively begin the day. Discuss any important notices that are going home, give praise for prior day's work or attitude, etc and utilize Student Support.

Monthly Newsletters

A weekly newsletter will be sent home to parents. The *Owl's Hoot* will contain information about events at the school and notification of upcoming programs of emphasis. Classes may also have the opportunity to contribute to the newsletter. Copies will be put in each teacher's mailbox or delivered by messenger to each class for distribution to students on last Friday of the month.

Topics included in the newsletter may include, but are not limited to:

- Current curriculum themes
- Students with perfect attendance the previous month
- Special activities and/or projects planned for the month
- An invitation to volunteer
- Highlighting a staff or community member



PD and Team Meetings

- ★ The expectation for all PD and team meetings is that teachers will be on time and be actively involved.
- ★ See the school calendar for PD days and staff meetings.
- ★ Each grade level will meet as a team each week for 45 minutes. The Administration Team will attempt to attend as many grade level team meetings as possible. During these meetings, grade-level team members will focus on parent communication, 504/IEP documentation, classroom management strategies, data-entry, etc.
- ★ To document the grade-level team meetings, team members will collaboratively complete a *Grade-Level Team Meeting Note-catcher* which needs to be submitted into the *Grade-Level Team Meeting Binder* after each week.
- ★ During the 90-minute academic team meetings, content teams will focus on lesson preparation. This means reviewing standards to be taught, skills to be covered, anticipating common misunderstandings, and preparing materials for the successful implementation of a successful week of lessons.
- ★ During these meetings, the academic planning facilitator will provide a structured agenda, strategic professional development activities (including exposure to literature, sessions to collaborative review lesson plans, student work, and/or teacher videos, a thorough examination of the most recent formative data, etc.), dissemination of pertinent information, and record keeping around areas required for support.
- ★ We will attempt to set up one school visit each quarter to identify best practices in other local classrooms.

Reporting Child Abuse/Neglect

Child abuse is a felony. The protection of a child from injury and harm is the responsibility of all staff members. It is the mandated responsibility of staff members to report all cases of suspected child abuse or neglect. Such reporting is protected by law from civil liability or criminal penalty.

- 1) All staff members should be aware of the following guidelines: REPORTING PROCEDURES FOR SCHOOL STAFF
- 2) All individuals are legally and morally responsible for reporting suspected child abuse and neglect. PERMISSION IS NOT REQUIRED.

B) DEPARTMENT OF SOCIAL SERVICES RESPONSIBILITY

- 1) DSS social worker or police officer will respond to investigate a report of child abuse. In neglect cases only a DSS Protective Service worker responds.
- 2) If there are any questions or problems, consult with your school social worker or call Educational Specialist, School Social Worker Services at 396-2235.

C) PARENTAL AWARENESS

- 1) The school principal or the principal's designee is not required to notify the parents or guardians of investigation on school premises involving suspected child abuse or neglect. The principal, in consultation with the protective service caseworker, may decide whether the parents should be informed of the investigate questioning. It may be determined, for example, that disclosure to the parents would create a threat to the well being of the child (COMAR 13a.08.01.04b).
- 2) Parents need to be informed of the legal responsibilities of school staff to report suspected cases of abuse and neglect. In order to facilitate positive interactions between the school and home/community, it is often helpful to inform parents of this before a problem arises. It is recommended that a formal communication be sent to parents at the beginning of the school year

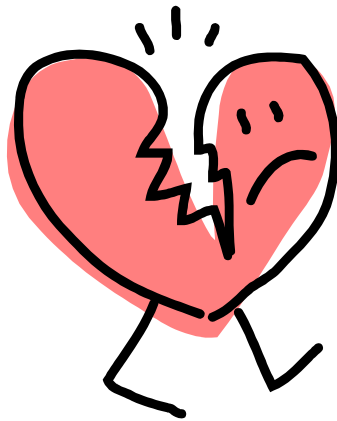
REMEMBER:

THE 3 R'S OF CHILD ABUSE AND/OR NEGLECT

RECOGNIZE

RESPOND

REPORT



Post Parent / Teacher Conference Form

Note: Parent/Teacher conferences may be used as an intervention prior to referral to the Administration or SST and can be utilized for data as part of a SST plan.

School Name: _____ Date: _____
 Student: _____ Grade: _____
 Parent/Caregiver: _____ Language: _____
 Parent Contact Information (telephone #): _____

Teacher(s) participating in conference (name and subject taught):

- 1) _____
- 2) _____
- 3) _____

<i>Strengths?</i>	<i>Concerns?</i>	<i>Ideas for parent/student?</i>
<input type="checkbox"/> Asks for help <input type="checkbox"/> Attends class every day <input type="checkbox"/> Comes prepared with materials <input type="checkbox"/> Comes to class on time <input type="checkbox"/> Completes homework <input type="checkbox"/> Does well on tests <input type="checkbox"/> Gets along with other students <input type="checkbox"/> Has positive attitude <input type="checkbox"/> Is respectful towards adults <input type="checkbox"/> Listens well <input type="checkbox"/> Participates in class <input type="checkbox"/> Solves problems <input type="checkbox"/> Thinks creatively <input type="checkbox"/> Other: _____	Student needs to: <input type="checkbox"/> Attend school every day <input type="checkbox"/> Be on time to class <input type="checkbox"/> Bring all materials <input type="checkbox"/> Remain seated during class <input type="checkbox"/> Complete class work <input type="checkbox"/> Participate appropriately <input type="checkbox"/> Communicate respectfully <input type="checkbox"/> Help others as needed <input type="checkbox"/> Be positive towards learning <input type="checkbox"/> Pay attention, focus <input type="checkbox"/> Complete homework <input type="checkbox"/> Other: _____ _____ _____	<input type="checkbox"/> 8-10 hrs of sleep; alarm clock <input type="checkbox"/> Attend After-School tutorials <input type="checkbox"/> Check homework log daily <input type="checkbox"/> Clean up backpack/locker <input type="checkbox"/> Daily Progress Report <input type="checkbox"/> Enroll in an after-school program <input type="checkbox"/> Get health check-up & follow up <input type="checkbox"/> Get phone #s of study buddies <input type="checkbox"/> Healthy breakfast & lunch daily <input type="checkbox"/> Obtain counseling: academic/social/emotional <input type="checkbox"/> Obtain/meet with adult mentor <input type="checkbox"/> Reward small improvements <input type="checkbox"/> Student Attendance Review Team <input type="checkbox"/> Student Success Team <input type="checkbox"/> Weekly Progress Report <input type="checkbox"/> Other: _____

Comments/Notes

Signatures

Parent/Caregiver: _____ Teacher(s): _____

Student: _____ Date: _____



Cecil Elementary School #7

A Place to Know. A Place to Go. A Place to Grow

A. Manning, Principal

H. Cofer, Assistant Principal

BALTIMORE CITY
PUBLIC SCHOOLS

Leave Request Form

Name: _____

Marking Requested	Dates Absent
Vacation	
Sick Leave	
Personal Leave	
Bereavement	
Jury Duty	
Comp Time	
Accident Leave	
Holiday	
Personal Business Charge to Sick	
Leave Without Pay	
Other	
Sub Plans and student work submitted	Checked by Office

Employee's
Signature _____ Date _____

Administrator's
Signature _____ Date _____

(turn in original and keep a copy for your records)

School Family Council (SFC) & Committees

School performance planning is a continual process that provides direction and parameters for school operations as they relate to the school performance process. More important, school improvement planning is a process that allows stakeholders the opportunity to collaborate on the long-term goals, objectives, and strategies for improved management, teaching, and learning at the school.

The SFC will have the following **functions**:

1. To develop a school performance plan that is data-driven and consistent with the vision, mission, goals, and objectives of the BCPSS Master Plan and the individual school.
2. To develop operational procedures (e.g., establishment of committees, meeting days and times, length of service as SFC members) for conducting the work of the SFC, especially in regard to developing, monitoring, and assessing the school improvement plan.
3. To report and analyze relevant data at least once a month to determine if the school improvement plan components are being implemented effectively, and adjust the plan as needed.
4. To identify and marshal resources within the neighborhood, the school system, and the wider community to support effective implementation of the school improvement plan.
5. To solicit input from stakeholder groups on matters related to school improvement and the implementation of the school improvement plan.
6. To develop a process for sharing information and involving faculty, staff, parents, community, and other representative groups in the work of the SFC and the effectiveness of school improvement plan implementation.
7. To engage in periodic evaluation of the SFC's effectiveness in school improvement plan development and monitoring.

(Circular No. 27, Series 2006-2007, published March 8, 2007)

Composition And Timelines

The school family council meets regularly to review the school improvement plan and map the trajectory of the school. The SFC is composed of the principal, team leads from each of the grade level teams, the lead special educator, the literacy and mathematics leads, the parent liaison, the parent organization president, the community schools coordinator, and additional community representatives.

Instructional Leadership Team (ILT), is responsible for utilizing school-wide assessment data to monitor the implementation of the Reading and Math Action Plans as outlined in the 2017-2018 School Performance Plan (SPP). This committee will provide suggestions for modifications to the Reading and Math Action plans as needed. The ILT will meet every two weeks at the beginning of the year and monthly during the later part of the year to review data. One meeting each quarter will be designated as the SFC meeting when all stakeholders will be involved.

Family and Community Engagement Committee: This committee is responsible for implementing and monitoring the Parent and Community Involvement Action Plan as outlined in the SPP. This committee will work with our parent organization and be responsible for analyzing parental involvement data. This committee will provide suggestions for modifications to the Parent and Community Action plan as needed. This committee will be composed of the principal, the parent teacher organization present, the community school's coordinator, and at least one additional staff member.