



# Open House

***Richard L. Sanders High School  
September 22, 2020***

# *Eagles are:*

- Compassionate
- Mindful
- Resilient
- Restorative
- Courageous



# Level System

<b>RLS Level</b>	<b>Star Day</b>	<b>Move Up</b>	<b>Activities Work in progress</b>
<b>1</b>	80 points  No Majors: Aggression                      leaving campus property destruction      OSS assignment Threats                              ISS assignment	20 days Last 5 star days in a row of 80 pts. Level Application completed and approved	Random Reinforcements PBIS Activities TEAM t-shirt or TEAM Color Shirt on Friday
<b>2</b>	85 points  No Majors: Aggression                      leaving campus property destruction      OSS assignment Threats                              ISS assignment	25 days Last 8 days in a row of 85 pts. Level 3 application completed and approved	Access to Level 1 privileges School Store Lunch with preferred staff 1x month Random Special treats TEAM t-shirt or TEAM Color Shirt on Friday 1 time 300 bonus points for leveling up
<b>3</b>	90 points  No Majors: Aggression                      leaving campus property destruction      OSS assignment Threats                              ISS assignment  **3 minors in a 10 day period, the level 3 incentives suspended for 5 days.	25 days Last 10 days in a row of 90 pts. Level 3 Honors application completed and approved	Access to Level 1 and 2 privileges Announcements *Jeans/T-shirt/Game Jersey on Friday 50 bonus school store points weekly Random Incentive Parties
<b>3 Honor s</b>	95 points  No Majors Aggression                      leaving campus property destruction      OSS assignment Threats                              ISS assignment  **2 minors in a 10 day period, the level 3H incentives suspended for 5 days.	<u>95 points for a total of 30 days. Last 15 days must be in a row.</u>	Access to Level 1, 2 and 3 privileges 100 bonus school store points weekly *Jeans/T-Shirt/Game Jersey All Week 1 time breakfast with Principal/AP Optional teacher assistant/student mentor

# Behavior Goals

- Each student has an Individualized Education Plan (IEP) that specifies their individual goals.
- A Functional Behavior Assessment/Positive Behavior Intervention Plan (FBA/PBIP) is also developed for each student to hypothesize the function of their behavior in order to develop interventions to teach a replacement behavior for the behavior of concern.
- Our goal is to be proactive instead of reactive, and de-escalate behavior incidents.

# SCHOOL SOCIAL WORKERS

- **MARYBETH DUBOIS, MICHELLE MONEY AND ANGELA TUCKETT**
- ***Mrs. Dubois is a Licensed Clinical Social Worker (LCSW) assigned to Middle and High School students placed in the School Based Mental Health (SBMH) units.***
- ***Mrs. Tuckett is a Licensed Clinical Social Worker (LCSW) assigned Middle School students placed in the Emotional Behavioral Disability (EBD) unit.***
- ***Ms. Money is a Master Social Worker (MSW) and a Registered LCSW Intern. Ms. Money is assigned to High School students placed in the Emotional Behavioral Disability (EBD) unit.***
- ***The social workers provide weekly counseling to students in either an individual or group setting, or a combination of both. Counseling minutes are decided by the IEP (Individual Education Plan) Team. Counseling provided to students does not take the place of therapeutic services in the community. Counseling services at school focus on barriers to the students social, emotional and academic success in the school setting.***

# **SCHOOL SOCIAL WORKERS**

- ***Our Mission***

- ***"The mission of School Social Worker is to work collaboratively with home, school and community to enhance highest student achievement in a safe environment."***

***Each school in Pinellas County has a trained, professional, Master's degree-level social worker assigned full time or part time to offer services to include, but not limited to:***

- ***504 Evaluations and Reviews***
- ***Agency Referrals***
- ***Attendance Support***
- ***Child Abuse Awareness, Prevention and Reporting***
- ***Counseling***
- ***Crisis Intervention and Response***
- ***Home Visits***
- ***Interventions and Accommodations for Students***
- ***Multi-Tiered System of Support (MTSS)***
- ***Social History Evaluations including Protocols***
- ***Staff Consult***
- ***Training in Parenting Conferencing***
- ***Training in Parenting Skills***

# High School Team

- **Coach Farmer & Coach Bradley (PE)**
- **Mr. Gaynier – Science & Extended Transition**
- **Mr. Wallace – Math**
- **Mr. Werling – Social Studies**
- **English**
- **Mr. Thompson – Art**
- **Mrs. Berry – Behavior Specialist**
- **Ms. Money – Social Worker**
- **Ms. DuBois – Social Worker**
- **Mr. Lattimer – Music**

# Coach Farmer and Coach Bradley

## Five Components of Health-Related Fitness

### **CARDIOVASCULAR ENDURANCE:**

Cardiovascular Endurance is the ability to continue training the cardiovascular system for a period longer than twenty minutes (on average).

### **MUSCULAR STRENGTH:**

Muscular Strength is the ability of a muscle to exert a maximal force through a given range of motion or at a single given point.

### **MUSCULAR ENDURANCE:**

Muscular Endurance refers to the capacity of a muscle to exert a sub maximal force through a given range of motion or at a single point over a given time.

### **FLEXIBILITY:**

Flexibility is the ability of a joint to move through a full range of motion.

### **BODY COMPOSITION:**

Body Composition is the ratio of lean body mass to fat body mass.





# Mr. Lattimer Music Teacher

- ❖ Mr. Lattimer is a new addition to the Richard L. Sanders Team
- ❖ He is responsible for teaching all grade levels k-12
- ❖ So far this year our elementary schoolers have been learning about the orchestra and the different ways music can tell stories
- ❖ The students will soon be able to hone their musical skills by playing a variety of instruments including drums, pianos, and even their own voices!

# Mr. Thompson – Art Teacher

*As the art teacher, here at Richard L. Sanders, I strive to motivate the students to increase their imaginative ideas through positive repetitive behavioral practices. This ideology relates not only to creative day dreaming through mediums like painting, sculpting, photography, and digital imaging, but also through conceptual practices like 'sensory painting', 'blind contour drawing', and 'emotive design'..*

*Art doesn't begin with the physical practice of creating art, it begins with the concept and how those concepts become a tangible reality. Allowing the students to feel safe enough to use their imagination is what opens the intuit abilities for true brilliance in art making. The fun of art is in the process; The challenge of art is in the concept and fruition of the idea itself.*

*-- Zach Thompson*

*Art K-12 Instructional*

*Sanders Exceptional*



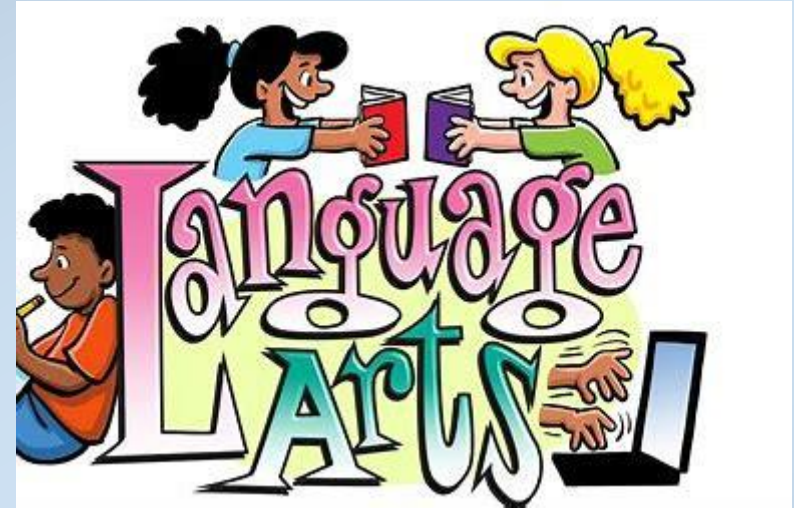
# Mr. Wallace - Math

*As math teacher at RLS I try to make math more understandable and not as intimidating. Math is a tool which we use throughout our life times. Math has patterns that when discovered problems don't seem as intimidating. We do exercises to apply the concepts and skills that we have learned. We want students not to just know the concepts but how to apply them. Skills and confidence are increased through practice and review. Our goal is to give the students reasoning habits and problem solving skills to be used in their daily lives.*

*Larry Wallace  
High School Math teacher*

# Language Arts

- Reading
- Writing
- Social Skills



# Mr. Werling Social Studies

- *US Government*
- *History*
- *Economics*
- *Social Skills*

