

MIAMI – DADE COUNTY SCHOOL BOARD

Mr. Agustin J. Barrera
Chairperson

Ms. Perla Tabares Hantman
Vice-Chairperson

Mr. Renier Diaz de la Portilla
Ms. Evelyn Langlieb Greer
Dr. Wilbert “Tee” Holloway
Dr. Martin Karp
Ms. Ana Rivas Logan
Dr. Marta Pérez
Dr. Solomon C. Stinson

Superintendent of Schools

Dr Rudolph F. Crew

REGIONAL CENTER I

Dr. Marcos Moran	Regional Superintendent
Ms. Jennifer Andrea	Business/Personnel
Mr. Jose Dotres	Curriculum
Ms. Lourdes Gimenez	Curriculum
Mr. Richard Vidal, Director	Advocacy /ESE
Mr. Paul Greenfield	Professional Development

ADMINISTRATIVE STAFF

Kim W. Cox	Principal
Aaron Roberts	Assistant Principal
Bridget McKinney	Assistant Principal
Octavia Williams	Assistant Principal
Lorenzo Styles	Assistant Principal
Kathy Alexander	Dean of Students- Grade 9
Harold Barnewell	Dean of Students-Grade 10
Craig Pyles	Dean of Students –Grade 11
Andre Stafford	Dean of Students- Grade 12

KEY PERSONNEL

Shelly Jordan	Activities Director
Andre Williams	Athletic Director
Clinton Riley	Assistant Athletic Director
Kathy Alexander	Athletic Business Manager
Jerome Baker	Service Manager
Officer Eugene Williams	School Resource Officer

CLERICAL STAFF

Cynethia McKire	Principal's Secretary/ Office Manager
Keisha Person	Registrar
Sharon Plez	Curriculum Secretary
Diana Washington	School Treasurer
Jeneve Allen.	Attendance Secretary
Glenda Davis	Student Services Secretary
Ginette Eugene	Procurement Clerk
TBA	Attendance Secretary
Theresa Woods	Attendance Secretary
Rewa Walker	SPED Secretary
Christyn Alexander	Attendance Clerk
Florence Avilia	Attendance Secretary
Denise Pichardo	Law Magnet Clerk

DEPARTMENT CHAIRPERSONS

Alicia Taylor	Business Technology Education
Tessa Santillian	ESOL/World Language Facilitator
Pamela Anderson	SPED
Lori McHenry	SPED Program Specialist
Michelle Mordica	Fine Arts
Alex Smith	Industrial Technology Education
Ltc. Johnny Isaac	JROTC
Zahilys Aleman	Language Arts/Reading
LaVanya Storr	Reading Coach
Henry Dunn	Student Services
Ursula Garbutt	Mathematics Dept./Coach
David Wood	Media Specialist
Sabrina Douglas	Health/Physical Education
Debra Phillips	Science
Erick Hafter	Social Studies
Tamala Floyd	Reading Coach
Kimberly Banks	Reading Coach
Angelique Clark	Mathematics Coach
Tonjeria Hammond	Writing Coach

STUDENT SERVICES PERSONNEL

Faye Brown	Grades 12
Amanda Edwards	Grades 9
Jeanmarie Jones	Special Program Magnet/SPED/ESOL
Ruben Proctor	Grades 11
Henry Dunn	Grades 10
Myra White	CAP Advisor
Erica Jimenez	TRUST Counselor
Christopher Harris	Career Specialist
Harold Barnwell	SCSI Coordinator
Tamika Spencer.	Testing Chairperson

VARSITY ATHLETICS COACHES

Alex Smith	Baseball
Barry Robinson	Boys' Basketball
Henry Dunn	Girls' Basketball
Kanauri Walker	Bowling
Harold Barnwell	Football
T.B.A.	Boys' Soccer
Denise Thomas	Girls' Soccer
Harry Stanfield	Boys/Girls' Golf
Herchel Nicholson	Softball
Daniel Nahmouli/Annette Augustin	Boys/Girls' Tennis
Xavier McCray	Boys' Track
T.B.A	Girls' Track
T.B.A.	Girls' Cross Country
Xavier McCray	Boys' Cross Country
Starsheema Green	Boys'/Girls' Volleyball
T.B.A.	Wrestling

ACADEMIES

Michele Mordica	Visual & Performing Arts
Rashonda Roberson	SEMMA/ Health
Alicia Taylor	Business Technology
Edwina Dennis	Industrial Technology
Charlotte Anderson	Law/Criminal Justice

SLC 9TH GRADE TEAMS

Bridgette Whitehead-Gaters	Team I
Wendolyn Conner	Team II
Stephan Backs.	Team III



MIAMI-DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA
2008 - 2009 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY

JULY 2008				
MON.	TUES.	WED.	THUR.	FRI.
	1	2	3	✕
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

AUGUST 2008				
MON.	TUES.	WED.	THUR.	FRI.
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2008				
MON.	TUES.	WED.	THUR.	FRI.
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8	9	10	11	12
15	16	17	✕	19
22	23	24	25	26
29	30			

OCTOBER 2008				
MON.	TUES.	WED.	THUR.	FRI.
		1	2	3
6	7 ¹	8	9	10
13	14 ²	15	16	17
20	21 ³	22	23	24
27	28	29	30	31

NOVEMBER 2008				
MON.	TUES.	WED.	THUR.	FRI.
3	4 ⁺	5	6	7
10	✕	12	13	14
17	18 ¹	19	20	21
24	25	26	27	28

DECEMBER 2008				
MON.	TUES.	WED.	THUR.	FRI.
1	2 ²	3	4	5
8	9 ³	10	11	12
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22	23	24	25	26
29	30	31		

JANUARY 2009				
MON.	TUES.	WED.	THUR.	FRI.
			✕	✕
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12	13 ¹	14	15	16
19	20	21	22	23
26	27 ²	28	29	30




FEBRUARY 2009				
MON.	TUES.	WED.	THUR.	FRI.
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9	10	11	12	13
16	17	18	19	20
23	24	25	26	27







MARCH 2009				
MON.	TUES.	WED.	THUR.	FRI.
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

APRIL 2009				
MON.	TUES.	WED.	THUR.	FRI.
		1	2	3
✕	✕	✕	✕	✕
13	14 ³	15	16	17
20	21 ²	22	23	24
27	28 ¹	29	30	

MAY 2009				
MON.	TUES.	WED.	THUR.	FRI.
				1
4	5	6	7	8
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18	19	20	21	22
25	26	27	28	29

JUNE 2009				
MON.	TUES.	WED.	THUR.	FRI.
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

	NEW TEACHERS REPORT
	TEACHER PLANNING DAY
	TEACHER PLANNING DAY - PROFESSIONAL DEVELOPMENT (NOT AVAILABLE TO OPT)
	PAID LEGAL HOLIDAY
	RECESS
	BEGINNING/ENDING GRADING PERIOD
	SECONDARY EARLY RELEASE DAY

	ELEMENTARY EARLY RELEASE - PARENT/TEACHER CONFERENCES
	MIDDLE SCHOOL EARLY RELEASE - PARENT/TEACHER CONFERENCES
	SENIOR HIGH EARLY RELEASE - PARENT/TEACHER CONFERENCES
	ELEMENTARY EVENING - PARENT/TEACHER CONFERENCES
	MIDDLE SCHOOL EVENING - PARENT/TEACHER CONFERENCES
	SENIOR HIGH EVENING - PARENT/TEACHER CONFERENCES

DAYS IN GRADING PERIOD

- 1 - 46
- 2 - 45
- 3 - 46
- 4 - 43





Miami Carol City Sr. High School

Bell Schedule

2008/2009

Block/Period	Time	Minutes
1st Block (1/2) (Homeroom/Attendance)	7:30 – 9:15 (9:00 – 9:15)	90 (15)
Passing	9:15 – 9:20	5
2nd Block (3/4)	9:20 – 10:50	90
Passing	10:50 – 10:55	5
3rd Block (5/6) Lunch	10:55 – 12:55	90
1st Lunch – (2nd Floor)	11:05 – 11:35 Late Bell – 11:40	30
2nd Lunch – (New Building)	11:45 – 12:15 Late Bell – 12:20	30
3rd Lunch – (1st, Port., P. E., Voc.)	12:25 – 12:55	30
Passing	12:55 – 1:00	5
4th Block (7/8)	1:00 – 2:30	90



Miami Carol City Sr. High School
Early Release Bell Schedule
2008/2009



Block/Period	Time	Minutes
1st Block (1/2) (Homeroom/Attendance)	7:30 – 8:45 (8:30 – 8:45)	60 (15)
Passing	8:45 – 8:50	5
2nd Block (3/4)	8:50 – 9:50	60
Pass	9:50 – 9:55	5
3rd Block (5/6)	9:55 – 10:55	60
Pass	10:55 – 11:00	5
4th Block (7/8)	11:00 – 12:00	60

MIAMI CAROL CITY SENIOR HIGH SCHOOL



Mission Statement

The mission of Miami Carol City Senior High School is to prepare our learners by providing them with a sound academic and technologically challenging environment. With the active involvement of our parents, students, and community as stakeholders in the educational process, we will assist our students in developing the skills necessary for success in an ever-changing diverse world. It is our profound desire to enable all learners to become confident, critical thinkers who are productive and socially conscious members of society, as well as globally aware independent citizens.

OUR BELIEFS

- Learning must be relevant to our students' lives.
- Our foremost priority is to inspire our students to become lifelong learners.
- The process of education should address academics, technical choices, and character development.
- All students can learn in a clean, safe, secure, productive environment.
- Students learn in different ways and should be provided with a variety of instructional resources.
- Each student is valued, respected individual with unique physical, social, emotional, and intellectual needs.
- Teachers, administrators, students, parents, staff, and the community share the responsibility for advancing the school's mission.

VISION . . .

The vision of the staff, students and community at Miami Carol City Senior High School is to achieve EXCELLENCE in all facets of education.

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Miami Carol City Senior High School is a school committed to serve as a focal point for the community at large.

Carol City is a place with high expectations for all students, faculty, and staff where teachers and students work together to build a strong and sound, academic foundation based on district, state and national standards that will meet the challenges of an ever-changing diverse and technological environment.

We are dedicated and committed to three critical areas of improvement and achievement.

1. **Academic Excellence-** Students will actively engage in a curriculum that encourages the three R's- rigor, relevance and reflection. These skills will entice students to reach their full educational potential by assessable academic standards aligned with major instructional goals.
2. **Students** – Diverse individuals who strive to develop and increase their creative and intellectual beliefs and goals to the highest level. By doing so, students will be taught to accept responsibility for their learning and their actions.
3. **Community and Parental Involvement-**The school will encourage parents and the community to become actively involved in the academic and social development of the students by providing support, internships, sponsorships and related- services. In doing so, parents and members of the community are asked to express and demonstrate the importance of education by monitoring the academic and behavioral progress of students.

Our mission for 2008-2009 is to ensure that our students succeed by being committed to the following:

- Develop pride in school and community.
- Recognize students and staff for achievement and accomplishments.
- Create a culture of academic rigor, relevance and reflection.
- Use data to guide academic goals.
- Set high expectations and pursue post-secondary educational opportunities.
- Hold all faculty and staff accountable to create an environment that is clean, safe and secure.
- Develop and implement a curriculum framework that drives instruction to improve student achievement.
- Provide our students with real-world applications of skills and knowledge.
- Provide educational opportunities based on students' individual needs.
- Provide professional development focused on improving instruction.
- Encourage parental and community involvement.

The Principal

The principal is responsible for the operation of the total school program. He/she holds the final authority in all matters of policy and administration pertaining to the school. He/she works cooperatively with the other administrators and the faculty in developing and implementing school-based management decisions. He/she is directly responsible to the Regional Superintendent and to the Superintendent of Schools.

Working together with staff members, the Principal's main task is to coordinate all of the school's resources in order to provide and improve the educational programs available to our students.

During the 2008-2009 school year, the Principal's primary objectives are to:

1. Implement all activities outlined in the School "Important" Plan (SIP) in order to meet established goals.
2. Continue to support and implement the elements of a successful high school program by increasing enrollment in honors and advanced courses.
3. Enhance Miami Carol City Senior High School's curriculum program with special emphasis on improving student achievement through the expansion of rigorous reading and math programs.
4. Provide opportunities for professional development and training of staff members to provide major and relevance in all areas of the curriculum.
5. Supervise instructional personnel in order to improve the delivery of instruction.
6. Enhance and promote student, parent, and community involvement in the total school program.
7. Serve as an instructional leader by use of data to drive instruction to improve student achievements.

ADMINISTRATIVE ORGANIZATION

A-5

Assistant Principals

The assistant principals are responsible for the daily management and operation of the school facility and its programs. Each assistant principal is responsible for an assigned grade level, including student behavior and attendance, staff supervision, and the delivery of educational services and instruction to students.

Additionally, each assistant principal is assigned specific school-wide responsibilities for the daily management and operation of the school facility and its programs. They represent the principal as may be required in their areas of assignment as listed below:

~ GENERAL ADMINISTRATIVE RESPONSIBILITIES ~

The following responsibilities represent general administrative responsibilities for Assistant Principals. It is expected that Assistant Principals will perform these duties as outlined (daily, weekly, on-going).

The assignment of these duties is based on the premise that the administrative staff must be quite visible throughout the building during school hours. It is also understood that the administrative assignments include required desk/office work. It is the responsibility of each administrator to work out individual schedules that accommodate the required assignments. Assistant Principals who encounter difficulty should see the principal for assistance at the onset of difficulty.

It is possible that changes will occur during the school year. These will be made by the principal.

Daily Responsibilities for Assistant Principals

August 18 th through September 5 th	Briefly visit <u>each</u> classroom <u>daily</u> (assigned departments)
September 5 th through April 27 th	Visit five teachers daily (from assigned department for 10-15 minutes (per visit)
April 30 th through May 11 th	Briefly visit <u>each</u> classroom <u>daily</u> (assigned departments)

- NOTE:**
- 1. These visits are in addition to the required formal observations.**
 - 2. Keep a log of the classroom visits and submit to the principal each Friday.**

Miami Carol City Senior High School

ADMINISTRATIVE ORGANIZATION

2008-2009 ASSIGNMENTS

Ms. Faye Brown	12 th Grade
Ms. Jeanmaire Jones	Special Program-ESOL, ESE, MAGNET
Ms. Amanda Edwards	9 th Grade
Mr. Henry Dunn	10 th Grade
Mr. Ruben Proctor	11 th Grade

The Role of the Counselor

1. Be available to the teachers for assistance in verbal and non-verbal behavior of students. This may include working with the teacher or pupil in classroom situations.
2. Provide faculty members with small group sessions on teacher-oriented special guidance procedures.
3. Provide individual and group counseling services for their assigned grade level.
4. Serve as a liaison between home and school in order to work with individual parents or small groups of parents particularly as it pertains to Team meetings.
5. Address total behavioral concerns of students so that the counselors and teachers are working effectively in the best interest of the students.
6. Communicate observations to the administration that may affect decisions regarding curriculum and discipline for the success of the total school program.
7. Provide and organize the student orientation programs to include articulations.
8. Assist students in course selection and assignments.

ADMINISTRATION ORGANIZATION (Cont.)

A-7

9. Recommend student schedule adjustments and the development and implementation of to ensure academic success.
10. Identify students who are not meeting academic success commensurate with their ability.
11. Work with teachers on documentation such as records, reports, etc.
12. Identify and recommend students in need of summer school.
13. Identify individual student needs in order to recommend and initiate the proper referrals to school or outside agencies. Provide counseling for each student retained and ensure that these students receive appropriate remedial instruction.
14. Work with the teachers and administration to insure that educational services are meeting student needs.

Please keep in mind that the above job responsibilities are provided as a point of reference only. They do not represent all the job functions and/or duties inherent within the counselor's responsibilities. Additional duties and/or restructuring of assignments to provide student services will be provided as required.

DEPARTMENT CHAIRS:

Undoubtedly, the success of the instructional program in our school depends on the effectiveness of the department chair and the teachers within that department. The department chairs play an essential role in the areas of supervision and support of personnel, development of curriculum, and in the administration of department services.

Department chairs are responsible for recommending the ordering of materials for their department, including all instructional materials, textbooks, disposable items, and other expenditures through budgeted account.

Department chairs are responsible for ensuring the scope and sequence of instruction in their academic area through weekly departmental meetings with department members, weekly review of lesson plans, attendance at district meetings, and articulation with other schools.

All Department Chairpersons should plan to attend monthly scheduled meetings. The meetings will be held after school in the Media Center. If you are unavailable to attend, please see me to inform me of the representative for your department.

Academy Leaders
Job Description and Duties

- Provides academy leadership in development and attainment of academy goals that are supportive of the SIP and SACS plans
- Facilitates the development of contextual and integrated curriculum within the academy through professional development and academy meetings
- Organizes classroom presenters from business partnerships and advisory boards to ensure industry standards are being met
- Oversees and develops academy business partnerships and parental/community support
- Establishes and maintains academy advisory meetings (minimum of four per year)
- Attends district advisory board meetings
- Ensures academy implementation of *High Schools That Work* curriculum
- Coordinates and oversees within the academy the following:
 - Four-year articulated career planning
 - Career portfolios
 - High level academic achievement
 - Senior capstone exhibitions
 - Work-based learning opportunities
- Plans and coordinates academy activities
- Keeps academy members informed on educational trends and issues
- Establishes and oversees effective operation of student vocational service organizations (VSO's)
- Initiates and oversees academy fund raising events to cover academy expenses

Department Chairpersons
Job Description and Duties

- Provides leadership in development and attainment of academic goals that are supportive of the SIP and SACS plans
- Places textbooks, supplies, instrumental materials, and other related items for department
- Facilitates the development of contextual curriculum within the department
- Serves as the liaison between department and administration
- Plan and coordinates departmental meetings and activities
- Attends school wide and district meetings
- Ensures completion of any reports and other related information
- Participate in articulation planning and scheduling process
- Serve as mentor for new members of the department
- Provides leadership in the development by serving as a peer reviewer and role model

Student Services and Support Staff
Job Description and Duties

- Be available to assist in verbal and non-verbal behavior of students. This may include working with the teacher or pupil in classroom situations.
- Provide faculty members with small group sessions on teacher-oriented special guidance procedures
- Provide individual and group counseling services for assigned grade level
- Serve as a liaison between home and school in order to work with individual parents or small groups of parents
- Address total behavioral concerns of students so that everyone is working effectively in the best interest of the students
- Communicate observations to the administration that may affect decisions regarding curriculum and discipline for the success of the total school program
- Provide and organize the student orientation programs to include articulations
- Assist students in course selection and assignments
- Recommend student schedule adjustments and the development and implementation of *Progress Monitoring Plans* to ensure academic success
- Identify students who are not meeting academic success commensurate with their ability
- Work with teachers on documentation such as records, reports, etc.
- Identify and recommend students in need of special services
- Identify individual student needs in order to recommend and initiate the proper referrals to school or outside agencies.
- Ensure educational services to meet student needs

Reading/Writing/and Mathematics Coaches

Job Description and Duties

- Assist the principal to ensure compliance in the deliver of instruction program.
- Assist in the work of the interdisciplinary team as well as identified subject area.
- Plan and conduct staff development activities to improve instruction.
- Meets regularly with department chairperson to improve communication among department and administration
- Participate in instructional reviews and classroom observation as well as serve as a resource for follow-up activities.
- Assist in the monitoring of student achievement and performance by using, analyzing and interpreting data.
- Develop, conduct and analyze school district, and state assessments using appropriate technology software and hardware to focus on student achievement.

Ninth (9th) Grade Team Leaders
Job Description and Duties

- Promote correlation of school work, and life experiences
- Provides team leadership in development and attainment of team goals that are supportive of the SIP and SACS plans
- Enhance teacher awareness of student needs and successes
- Provide greater attention to the individual student
- Promote the sharing of information and talents among teachers to provide a greater variety of educational experiences
- Organize the *Common Planning Time*
- Correlate the students' learning
- Teach the whole child sharing information and insights
- Discuss student progress and coordinate home learning activities
- Meet with parent and students
- Develop implementation strategies and curriculum materials
- Schedule student learning activities with team leaders
- In-service training and development of professional skills
- Coordinates and oversees within the 9th grade team the following:
 - Four-year articulated career or college planning
 - Career portfolios development
 - High level academic achievement
 - Work-based learning opportunities

PERSONNEL RESPONSIBILITIES AND DUTIES

B-1

Employee Conduct

All persons employed by the School Board of Miami-Dade County are representatives of Miami-Dade County Public Schools. Therefore, personnel are expected to conduct themselves in a manner that will reflect favorably upon themselves and the school system.

Inappropriate conduct or the use of abusive and/or profane language in the presence of students is prohibited.

Willful violation of administrative rules or Board policies will lead to reprimand by the Superintendent, and disciplinary action as may be recommended and approved by the Board.

Records and Reports

All personnel shall keep all records accurately and prepare and promptly submit all reports that may be required by State Law, State Board Rules, School Board Rules, and/or administrative directive.

Reporting Crime and Disruptive Behavior

All employees of the Miami-Dade County Public School System are under an affirmative duty to report any criminal act and/or disruptive behavior occurring on School Board property to the administrator or designee to whom the employee is responsible. The responsible administrator has the obligation to conduct an immediate investigation of the allegation, and upon verification of a criminal act and/or disruptive behavior, report to the appropriate law enforcement authorities in a manner consistent with procedures established by the Superintendent of Schools.

Failure to Report

All law violations and incidents of disruptive behavior are to be reported in accordance with administrative procedures established by the Superintendent of Schools.

Personnel failing to report such occurrences to the responsible administrator and/or police agency and/or School Security Department will be subject to disciplinary action as determined by the Regional Center Director or divisional administrator.

Instructional Personnel

Instructional staff members of public schools are subject to the rules of the state and district boards. Instructional staff shall teach efficiently and faithfully, using the books and materials required. Instructional staff must follow the prescribed courses of study and employ approved methods of instruction as provided by law and the rules of the state board.

In addition to classroom assignments, teachers are to be in their rooms ten minutes prior to the beginning of the first class and ten minutes following the end of the last class. During these times, teachers should be available to students. **On a school day which immediately precedes a holiday or vacation, the teacher's workday shall end at the end of the pupil's day.**

Teachers Absences and Payroll: Teachers are required to **sign-in** upon arrival to the work place and **sign-out** upon departure from the work place each day. The attendance roster is located in the faculty lounge or the office in the 9th Grade Building. Please do not sign in and sign out at the same time. Failure to comply with Payroll Procedures will result in disciplinary actions.

Teachers Absences: If you know that you are going to be absent in advance, you should notify Ms. Plez in the Main office as soon as possible so a temporary instructor can be assigned in advance. You must call our Answering Service at **(305) 730-9640** to report absences. When you cannot call the answering service, you should call the **school at (305) 621-5681 at 6:15 A.M. and no later than 6:30 A.M.**

When you are absent, you are to call the school **before 2:00 P.M. on the school day** prior to your return to inform Ms. Plez that you will return to work on the following day. **If you do not notify Ms. Plez before 2:00 P.M., it will be assumed that you will be absent the next day and a substitute will be retained.**

Under no circumstances should teachers contact temporary instructors directly. The employment of all substitute teachers is facilitated by **Ms. Plez.**

Leaving Campus: An employee who wishes to leave campus because of any emergency must obtain approval from the assigned assistant principal prior to leaving the property. If authorization is granted, the employee must sign out on the form provided at the desk of the Principal's Secretary. No staff members are authorized to leave campus during their assigned duty time without the express authorization of **an administrator.**

Returning from Absences: Staff members are required to complete a **LEAVE FORM** on the day they return to school. The leave form should be reviewed by the employee to verify the information and that the appropriate category (personal, temporary, duty, etc.) to which the absence will be charged is correct. The form should then be signed. This procedure is the responsibility of any individual other than the staff member who has not been absent.

At times **when the Principal is absent or not on campus**, the Principal's authority is delegated to the assistant principal in the following order:

- a. **Mr. Aaron Roberts**
- b. **Ms. Octavia Williams**
- c. **Ms. Bridget McKinney**
- d. **Mr. Lorenzo Styles (New Building)**

Class Coverage: Teachers have a legal and professional responsibility to be present when their classes are in session.

PERSONNEL RESPONSIBILITIES AND DUTIES

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FACULTY AND STAFF HANDBOOK- A copy of the Miami-Dade County Public District Faculty and Staff Handbook is available on line at **<http://www.dadeschools.net>**, click on employees-handbook- Electronic Staff Handbook, and review it at any time during the school year.

Professional Growth

Teachers should avail themselves to every possible opportunity to attend and participate in meetings of a professional nature. Teachers should keep abreast of developments in their subject area through attendance at such meetings, have an acquaintance with professional publications, and participation in in-service activities. Teachers should be informed of the curriculum organization and should initiate recommendations for curriculum change at the school level.

Blank Forms and Reports

All personnel must, according to state law and regulations, and the Board of Public Instruction policy, keep all required records accurately and make reports from them promptly when scheduled.

Work Hours

A secondary teacher's workday is 7 hours and 20 minutes, **beginning at 7:20 AM and ending at 2:40 PM.**

Whenever a teacher or staff member finds it necessary to leave school during the school day, he/she will obtain permission from the assigned administrator. The sign-out book is available in the main office and must be filled out prior to departure. **Under no circumstances** will a staff member leave the school site without prior approval from an administrator.

Planning Periods

Planning periods, as implied, are provided in order that teachers may have some time during the school day for such desirable activities as **preparing future lessons, correcting papers, contacting parents, etc.** **It is expected that most of the time during this period will be spent in this manner.**

Mailboxes

Mailboxes should be checked and cleared by teachers upon reporting to and leaving school as well as during lunch and planning periods.

No student should be sent to a teacher's mailbox for any reason.

Appropriate Dress

Miami Carol City Senior High School takes pride in having a staff that dresses in an appropriate manner for the school day. Attire that is acceptable for a business office is usually acceptable for school. Extremes in dress are to be avoided. Remember that we are role models for our students and should dress accordingly. We should dress in a manner that is reflective of our profession.

Accident or Injury to Staff Members

If you suffer an injury while on the job, you must report it to Ms. C. McKire in the Main Office within **24 hours** so that an accident report can be completed. If this is not done, you will not be eligible for Workman's Compensation benefits if the need arises. Remember, unless the injury is deemed an emergency, you must continue the work day and report to Worker's Compensation at the end of the day.

Accountability for Assigned Items

All personnel are responsible for the safe use, maintenance, storage, and return of all items assigned to them. Items include but are not limited to:

1. Keys to classrooms doors, file cabinets, closets and all areas requiring a key for entry.
2. Textbooks issued or utilized by you or your students.
3. Audiovisual materials and equipment from the media center or school building.
4. Classroom equipment, fixtures and furniture.
5. Any items not listed above for which you are assigned responsibility.
6. Staff is required to immediately report the loss of any school property. Do not loan or let anyone use your keys or other items in your care for which you are responsible.

Use of School Telephone

Secretaries have been directed to take and forward telephone messages to teachers. Messages will be placed in teachers' mailboxes. However, in case of an emergency call, you will be notified immediately. No long distance calls should be made from school phones. If a long distance call concerning school business is necessary, it must first be cleared with the secretary responsible for the phone log, Ms. McKire, and be approved by the principal. Telephones in the classrooms are for teachers to communicate with parents about student progress, not for personal or student use.

School Board Rule/Contract Provision (Article I, Section 3, K, L, and Z)

Staff members will use the telephone in designated areas. Personal calls should be limited in consideration of other staff members. Classes will not be disrupted for incoming telephone calls unless an emergency arises. Messages will be taken and placed in teachers' mailboxes.

Telephones for teacher use are available in the department offices and faculty lounge.
Please refrain from using the telephones on secretaries' desks.

Cellular telephones and beepers should not be used for personal reasons during instructional time and should be programmed to silence during meetings and/or conferences.

Announcements

Announcements are made during scheduled times. All announcements are limited to general information and must be signed by the teacher requesting the announcement. In order for an announcement to be made, the copy must have administrative approval no later than the school day before it is needed. Announcements will be made in the morning and afternoon.

Authority to Represent the School

Authority to represent the school resides with the principal of the school. He/she may delegate this authority to staff members for specific purposes that have received prior administrative approval. Staff members are **NOT** authorized to solicit school allies and/or community groups for support in the name of the school or school organizations without prior administrative approval.

Smoking, Food, and Beverages

Smoking is **NOT** permitted anywhere on campus. Food and beverages may be consumed by staff members in the cafeteria, teachers lounge, and in workrooms. Staff members should not eat in the classroom while in the presence of students. No students are permitted to bring food into the classrooms.

Due to the safety of all students and personnel, microwaves and/or refrigerators are not to be in instructional areas.

Teacher's Lounge

As you are aware, the Teacher's Lounge is for adult staff **ONLY**. Therefore, students are **NOT ALLOWED** at anytime, this includes office aides.

The lounge has mailboxes which contain at any given time very confidential information that cannot be compromised.

Corridor Duty

All teachers are expected to remain in the corridor just outside the door of their classroom during the time when classes are changing. This is necessary before, during, and after school, in order to facilitate and ensure a quiet, orderly flow of traffic in the halls. Teachers should be concerned with seeing that students are not unruly, loud, or disorderly in the corridors and on stairways. Pupil traffic should keep to the right while moving through the corridors. All teachers should stress a quiet dismissal at the end of the school day and should be in the corridors to ensure such a dismissal.

Faculty Social Organization

The faculty of Miami Carol City Senior High School selects officers for its Faculty Social Organization, ***The Sunshine Club***, which handles faculty social functions and provides appropriate recognition for staff members who get married, ill, etc. All faculty members are urged to join and participate in this organization.

Parent Teacher Student Association (PTSA)

All staff members are urged to join our Parent Teacher Student Association. Your active participation and support is essential in building good parental and community relationships and in coordinating many of our school and community activities.

Visitors

Teachers are to discourage all visitors from coming onto the school campus unless they have legitimate school business. For your safety and protection, you should never ask parents to come to your classrooms during the school day. Visits by former students or the friends of faculty members during school or working hours are not allowed. When arranging with persons to come into the building, request that they first report to the main office and obtain a visitors pass.

All personnel are to direct anyone found in the building without a visitors pass to the main office. In addition, notify the office that unauthorized visitors are in the building. **You are to make every effort to avoid any physical confrontation with unauthorized visitors.**

CLASSROOM PROCEDURES AND POLICIES

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Equipment/Property

It is extremely important to maintain school property securely in order to ensure that the school's valuable equipment, materials, and supplies are always available to students and staff.

All of the school's property comes under the jurisdiction of the Office of Management and Compliance Audits, the school Media Center, and other authorized personnel at the school site.

Staff members are expected to check out items using authorized procedures, maintain reasonable care in their use, and return items when they are no longer needed. An annual furniture and equipment inventory is conducted at each school.

No equipment can be loaned, discarded, or removed from school grounds without written permission from the principal on an "Outgoing Controlled Equipment" form (FM-1670 Rev/(05-87).

Any staff member who wishes to temporarily use school property off the school site must receive prior written permission from the principal on an "Approval of Off-Campus Use of School Board Property" form (FM-2380 Rev/(05-95).

All staff members are expected to cooperate in keeping vandalism and theft to a minimum.

Homeroom Procedures

Homeroom is designed for attendance and informational purposes. Complete attention is required of all students during the morning announcements. The announcements are telecast on channel 15 and are produced by our students each day.

All students are to remain in the classroom during the homeroom period. Homeroom teachers are responsible for taking accurate attendance during the homeroom period. This responsibility is **NOT** to be delegated to a student.

The homeroom period and the homeroom teacher play a vital role in building and maintaining school morale, student attendance, student behavior and providing independent reading. Please use the time wisely and it will pay dividends for all of us.

Classroom Procedures

It shall be the policy of the administration of this school that each teacher will establish a classroom procedure for management and student control. This plan or procedure will

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be in written form and will be placed in the teacher's daily lesson plan book together with an up-to-date seating chart for each class.

Basic classroom procedures, when properly spelled out, explained and enforced, can prevent a large percentage of the problems that teachers face with students each year. Teachers who have little or no formal procedures or who do not enforce the procedures that they have, suffer all year long, as do their neighboring teachers. Good procedures, however, must be coupled with good judgment, consistency, and fairness on the part of the teacher.

The original copy of each teacher's classroom procedures will be placed in his/her lesson plan book and kept there at all times. Duplicate copies will be kept on file in the main office.

The teacher's classroom procedures must be posted. It is essential that all students entering the classroom be made fully aware of what is required of them. Ignorance will not be accepted as an excuse for failure to follow class procedures.

No classroom procedure, regardless of its nature or the excellence with which it is constructed, will work unless it is enforced. Therefore, it is expected that each teacher will take the necessary steps to place his/her classroom procedures into effect and to keep them current.

Listed on the form are items of classroom management that are basic to good control (see C-3).

These items shall constitute the minimum standards that are to be upheld in each classroom. Each teacher may wish to add items to the procedure that may apply to their classroom. Additional space is provided below for this purpose.

Classroom Procedures (Cont.)

Student Supervision

Students are under a teacher's supervision at all times. A teacher's responsibility is assigned by Federal, State and County law. Students excused to go to the Media Center, restroom, office, etc., remain under the supervision of their teacher. The teacher should be sure to check the time dismissed and time returned. If students know the teacher will be checking on them, they are more likely to do what is expected. If it is necessary for the teacher to leave the classroom, in the event of an extreme emergency, another teacher must be notified to supervise that class. **UNDER NO CIRCUMSTANCES SHOULD A CLASS BE LEFT UNSUPERVISED, OR STUDENTS BE PLACED IN THE HALLWAY UNSUPERVISED.**

COURSE SYLLABUS

C-4

So that your students and parents are informed of the requirements of your class, a course syllabus that reflects clear and concise expectations for the course will be required.

Every course syllabus should include:

- The teacher's name, course name, and course number.
- Teacher's contact information and times available for parents to make appointment for conferences.
- A course description of at least a paragraph identical to or in close concert with the Sunshine State Standards Development.
- At least ten course objectives, again taken from the SSS.
- Your homework policy including at least 30 minutes of daily at home Independent Reading Practice (IRP).
- The class rules and consequences.
- The class absence and tardy policy including the procedures for students to obtain make-up work.
- Any fees for the course.

The course syllabus should be distributed to your students during the first three days of school.

Literacy is to be included in the first 15 minutes of your class. You may have students to read independently, grouped or utilize a series from Jamestown. The first 15 minutes of each class must focus on literacy reading, writing or mathematics.

Thank you in advance for your anticipated cooperation.

MIAMI CAROL CITY SENIOR HIGH SCHOOL

Required Classroom Procedures

Teacher: _____ Subject: _____

1. Students shall enter the room in an orderly manner and upon entering shall be seated quietly. From this point, students are not to be permitted to leave the classroom without permission from the teacher and a proper hall pass.
2. Students will be in proper dress at all times.
3. The class will not be dismissed until the room is in good order, and all paper and trash are picked up.
4. The teacher will dismiss the class at the end of the period in a systematic manner. The bell is a signal to the teacher, not the students. However, teachers are not to keep students after school unless a detention has been assigned with 24 hours in advance notice.
5. Students will obey all classroom instructions the first time they are given.
6. _____

7. _____

Student Signature

Parent Signature

Individual Pupil Classroom Folders

Every student should have a personal folder in each class (this is a school board requirement). The contents of the folder should be carefully planned and should include materials from the following areas:

1. Dated written work which has been graded by the teacher and errors corrected by the student (include examination papers).
2. Materials, including assessments, to show evidence of pupil progress. Papers should include samples of each unit of work or specific skills being studied.
3. Materials to provide evidence of emphasis on basic Language Arts in all subject areas.
4. Record of books, articles, and other significant materials read by the student.
5. It is suggested that you update folders periodically and remove extraneous materials at your discretion. These folders should be retained throughout the school year and should document pupil progress during the school year.

Lesson Plan Policy

Instructional planning is essential to effective instruction. In order to support the instructional program, the principal has the authority to determine whether or not instructional objectives and related content are consistent with Board educational policy decisions and established guidelines. Lesson plans to meet such instructional objectives are best developed by the teacher for his/her use and shall be governed as follows:

1. Classroom teachers are required to develop weekly lesson plans that shall reflect one or more CBC objectives, activities, homework/home learning assignments, and a way of monitoring student progress. Principals may suggest but not require a particular format.
2. Only where a principal has documented deficiencies through classroom observation using the Professional Assessment and Comprehensive Evaluation System (PACES) may a teacher be required to use a set form in preparation of lesson plans.
3. Teachers are required to maintain daily lesson plans for their daily instruction. Required lesson plan components may be kept through abbreviated notation and/or referencing techniques.

Lesson Plan Policy (Cont.)

4. Continuing Contract and Professional Service Contract teachers are not required to submit lesson plans on a weekly basis to the principal or his/her designee except as stipulated below:
 - a. Lesson plans shall be available to the principal or designee during classroom visits and/or immediately prior to an official observation.
 - b. Where performance deficiencies have been documented through the categories of the Professional Assessment and Comprehensive Evaluation System (PACES), the teacher may be required to use a specific format in the preparation of lesson plans and submit such plans for review on a weekly basis.
5. To ensure that the appropriate scope and sequence of the instructional program are maintained, all teachers shall retain their lesson plans for the current school year for review by the principal or designee upon request.
6. Emergency lesson plans for use by temporary instructors shall be prepared in accordance with reasonable procedures established by the principal.
7. Teachers of exceptional students shall be permitted to meet the requirements of this policy through regular lesson plans or written IEP implementation plans.

School Board Rule/Contract Provision Article XI

Good teaching results from realistic planning; good **PLANS** are reflected in systematic and **effective** teaching.

Classroom teachers are required to develop weekly lesson plans that shall reflect one or more objectives, activities, homework/home learning assignments, and a way of monitoring student progress.

It is agreed that the manner in which these components are to be reflected in a lesson plan shall be left to the discretion of the individual teacher except as noted above. Teachers shall not be prohibited from reflecting required lesson plan components utilizing abbreviated notation and/or referencing techniques. For example: "K.111/2", as a notation, would reference a "lesson card" which would provide all necessary information required for appropriately teaching a vocabulary lesson. Similarly, a subject area reference would adequately indicate the component of a lesson, in social studies, science, or other subject area. The component need not be written out in its entirety. (Sunshine State Standards/Component from the Competency-Based Curriculum). Lesson plans shall be available to the principal or designee during classroom visits or immediately prior to an official observation.

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Teacher's Name _____ Department Chairperson _____

Room # _____ Room # _____

Periods		Room #	
1 st		1 st	
2 nd		2 nd	
3 rd		3 rd	
4 th		4 th	
5 th		5 th	
6 th		6 th	
7 th		7 th	
8 th		8 th	

Homeroom: _____

Comments:

[illegible]

Please return to the Assistant Principal at the end of the day.

CLASSROOM PROCEDURES AND POLICIES

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Temporary Instructors

MIAMI CAROL CITY SENIOR HIGH SCHOOL

Instructions for Temporary Instructors

Temporary Instructor: _____ Date: _____

You are substituting for: _____ Room: _____

You are to remain in the classroom until all students have been dismissed and the room is in good order. The substitute work roster is filled out and signed for each day you substitute. Please pick up the **ATTENDANCE CARDS** from the mailbox in the Faculty Lounge and have your room open for students by **7:20 A.M.** On the reverse side you will find a copy of your schedule for the day.

1. **HOMEROOM ATTENDANCE** is taken using the Electronic Gradebook. Personally take roll, separating the cards of students who are absent. Please see Attendance Clerk for copy of homeroom roster.
- 2.
3. **CLASS ATTENDANCE**. Keep an accurate record of absences and tardies for each class by marking the class roll book accordingly.
4. **LESSON PLANS**. A complete daily lesson plan will be found in the teacher's lesson plan book. Should it not be there, or if you have any questions about the plans, see the Department Chairperson for help.
5. **SEATING CHARTS** or class rosters are also in the teacher's plan book.
6. **AUTHORITY**. Temporary Instructor have the same authority as the regular teacher. We request that discipline problems be referred to the appropriate Assistant Principal by a written note carried by a reliable student.
7. **LUNCH**. Your lunch period is on the schedule on the reverse side of this sheet.
8. **DISMISSAL**. Students are dismissed by the teacher at the end of each period, not by the ringing of the bells.

Temporary Instructors (Cont.)

1. **SCHOOL POLICIES:**
 - a. FIRE DRILL instructions are posted in each room.
 - b. Students are not to be excused from the room except in cases of emergency and then only with a properly completed hall pass.
2. **TEACHERS' LOUNGE** is located across from the cafeteria. Please remember that NO SMOKING is permitted anywhere on the school campus.

School Board Rule 6Gx13-4-107, 6Gx13-4B-1.01/Contract Provision Article XI, XIX

Procedures for Temporary Instructors have been established to support the operation of the school and its instructional program. Both the classroom teacher and the Temporary Instructor have general expectations and responsibilities that are to be followed. Refer to the **Guidelines for Emergency Temporary Instructors**.

Temporary Instructor will be secured by appropriate personnel upon notification by the teacher.

Teachers are required to maintain up-to-date emergency lesson plans for temporary instruction that include all classroom procedures and instructional plans to be followed by the Temporary Instructor. Emergency lesson plans for use by Temporary Instructor shall be prepared in accordance with reasonable procedures established by the principal or supervising administrator.

Homework/Home Learning

The School Board of Miami-Dade County, Florida recognizes regular, purposeful homework/home learning as an essential component of the instructional process in the Miami-Dade County Public Schools. Homework/Home Learning is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework/home learning provides opportunities for developmental practice, drill, the application of skills already learned, and the development of independent study skills, enrichment activities, and self-discipline. Homework/Home Learning should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. In light of the major purposes for homework/home learning, it is not to be assigned as punishment to students for disciplinary reasons.

Responsibility for homework/home learning should gradually increase for students in grades one through six. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands.

Homework/Home Learning (Cont.)

Homework/Home Learning assignments to exceptional students should reflect the special needs of such students.

In general, homework/home-learning assignments will be completed for the following day, however, long-range assignments and/or special projects should provide students with an opportunity to develop and refine research and independent study skills and the ability to work independently. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

Teachers shall consider the following factors when making homework/home learning assignments:

1. The grade level of a student.
2. Level and degree of difficulty of the subject being studied.
3. The maturity level of the student.
4. The instructional needs of the students.
5. The purpose of the assignment and its relation to the objectives of the course under study.
6. The length of the assignment and the amount of time that will be required to complete it.
7. Homework/Home Learning demands being made in other subject areas.

It is the responsibility of the school staff to assure quality and value in homework/home learning through making assignments, which are:

1. An outgrowth of classroom instruction.
2. Clear and definite in purpose.
3. Clearly related to the objectives being pursued in the classroom.

Principals will be responsible for:

1. Reviewing the School Board Rule on homework/home learning to staff members, students, and parents.

Homework/Home Learning (Cont.)

2. Encouraging parents to communicate with the school if a student's homework/home learning assignments are excessive or not sufficiently challenging to the student, according to the parents' views.
3. Monitoring the implementation of the homework/home learning rule.
4. Emphasizing reading as an integral part of the school's homework/home learning policy.

Teachers will be responsible for:

1. Teaching independent study skills.
2. Making specific assignments.
3. Checking, reviewing, evaluating, and/or grading student homework/home learning, according to the teacher's individual methods, in keeping with a system that is clearly explained to the class.
4. Giving feedback on homework/home learning assignments in a timely manner.
5. Making instructions related to homework/home learning clear and providing, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.
6. Assigning students homework/home learning that includes specific periods of time devoted to reading.

Students will be responsible for:

1. Completing assigned homework/home learning as directed.
2. Returning homework/home learning to the teacher by the designated time.
3. Submitting homework/home-learning assignments, reflecting careful attention to detail and quality of work.
4. Devoting a specified amount of time to reading as part of the homework/home learning assignment.

Homework/ Home Learning (Cont.)**Parents' responsibilities include:**

1. Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework/home learning assigned.
2. Indicating an interest about assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
3. Supporting the school in regard to the students' being assigned homework/home learning.
4. Requesting assignments for students when short-term absences are involved.
5. Assisting the school in stressing the importance of reading and its benefits.
6. Assuring that students read when specific homework/home learning assignments are not given or when they are completed before the specified time period for homework/home learning is over.

It is understood that it is not the parent's responsibility to have to give a great deal of assistance to the student in completing homework/home learning. Parents or other family members should, however, make every effort to read to students who cannot read on their own during the assigned homework/home learning period. It is the school's responsibility to make instructions related to homework/home learning clear and to provide, when necessary, a short period of supervised study or a period of questioning to ensure that students understand the assignment.

School Board Rule 6Gx13-6A-1.23

Regular, purposeful homework is an essential component of the instructional process. Homework is a vital factor in fostering academic achievement of students and in maximizing the relationship between the school and the home.

Frequency and Quantity of Homework Assignments

Each school, when implementing this homework policy, should consider these guidelines as daily averages:

Frequency of Total Daily Average

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Grade Level	Assignments	(All Subjects)
	K-1 Daily	(5 days a week) 30 minutes
	2-3 Daily	(5 days a week) 45 minutes
	4-5 Daily	(5 days a week) 60 minutes
	6-7-8 Daily	(5 days a week) 75 minutes
	9-12 Daily	(5 days a week) 120 minutes

Note: These times do not reflect the additional 30 minutes that are to be devoted to reading.

Reading is recognized as a universal skill that relates to all subjects. Therefore, when specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for the amount of time specified in this Board Rule.

Kindergarten teachers shall exercise judgment in making homework assignments, considering the child's readiness level and the type of work to be accomplished. It is recommended that parents/guardians read aloud to their children.

At the secondary level, students in academic classes should receive a minimum of two homework assignments each week in each class. These assignments should be reflected in the student's class grade.

Specific Authority: 230.22(2) F.S. Law Implemented, Interpreted, or Made Specific: 230.22(1); 230.33(6); 233.061;233.0612 F.S.

Parent Conference Guide

Below is a list of helpful guidelines you can use when conducting parent conference. This list was taken from a book entitled **Establishing School and Community Rapport**.

1. Responsibility for the success or failure of a conference rest primarily with the teacher. It is good to remember that success is relative and each conference must be judged according to its own circumstances and results.
2. It is easier to build a cooperative relationship if the teacher is not seated behind the desk. Behind a desk the teacher is in the place of authority, not partnership.
3. The teacher's greeting should be friendly and related. If he/she is hurried or tense, the parent will know it. It is difficult to discuss a problem with someone who looks as if she/he wishes you were not there, or would leave soon.
4. Listen and then listen some more. The teacher did not invite a parent to lecture to him/her. Encourage the parent to talk and then listen to what he has to say.
5. Find out what the parent is thinking and feeling about his/her child. This is important because the teacher cannot understand the child's behavior until he/she knows the parent's attitude.
6. If a parent says he/she is worried about his/her child's behavior, follow through. Find out why the parent is worried. The teacher should not assume that he/she knows why. The teacher and the parent may not feel the same way about the child.
7. If a parent gives what he thinks is a reason for a child's behavior, accept it and lead the discussion to the possible causes. Behavior is the result on many factors, not just one.
8. If a parent suggests a plan of action, if it is all possible to implement, it is better for the parent to make a suggestion than for the teacher to force one of his own. One of the goals in parent counseling is to try to get the parent to take the initiative. If the parent's plan fails, it is always possible to suggest alternatives that may strike nearer to the root of the difficulty.
9. If the parent cannot suggest reasons for a child's behavior, or plans of action to deal with it, the teacher might suggest alternatives for joint consideration. This might be a possibility: **"What do you think? You know all the factors of the situation better than I do. We might try this and see what happens. It may take us a while to find the source of the difficulty."** Such an approach makes the parent a participant in a final decision for a tentative plan and leads to discussion that helps him to accept the plan on his own.

10. It does not help to argue with a parent. Arguing will arouse resentment and resistance.
11. It is better not to assume that a parent wants help or advice. Such an assumption usually brings resistance because it implies a form of criticism.
12. Most parents cannot be objective about their own children. Therefore, do not criticize, either directly or indirectly. Criticism is fatal to guidance and a cooperative spirit.
13. Avoid giving direct advice when the parent states his/her problems and leans back saying, **"Tell me what to do."** Let any advice or suggestions grow out of mutual discussion and a growing insight on the part of the parent into the reasons for the behavior.
14. Try to be aware of sensitive spots and avoid embarrassing the parent by noting facial expressions, gestures, and voice. These all give a clue to the parent's emotions.
15. Accept anything the parent tells you without showing surprise or disapproval. If the teacher cannot do this he/she will not get an honest picture of the parent's attitude and/or emotions.
16. The teacher should be ready to recognize problems that are so difficult as to prevent him/her from giving sufficient help to the parent.
17. It's helpful to try to close the conference on a constructive, pleasant, or forward-going note; such as a plan for a future conference, a definite date for the next conference, a statement of encouragement or reassurance, or a statement of a plan for cooperative action.

Don't forget that each parent is unique in his personality and his/her problems. Use this list only as a guide.

CLASSROOM PROCEDURES AND POLICIES (Cont.)
GRADING AND REPORTING STUDENT PROGRESS

C-17

The School Board of Miami-Dade County, Florida has taken major steps to establish standards for the school district for reporting student progress. The steps consist of the adoption of Board Rules 6GX13-SB-1.01 and 6GX13-SB-1.04, the adoption of the Code of Student Conduct, and the passage of the Pupil Progression Plan for the Miami-Dade County Public Schools.

Specific guidelines for grading student performance and for reporting student progress are contained in the Pupil Progression Plan and are outlined below:

1. GRADING STUDENT PERFORMANCE

A. ACADEMIC GRADES

By Board direction, academic grades are to reflect the student's academic progress. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms that would be appropriate for the grade or subject. Students performing at a level in the basic skills which meets the requirements for promotion specified in the Pupil Progression Plan should receive academic grades of A, B, C, D, F, or I unrelated to the student's effort and conduct. The letter grade of I will be reserved for secondary use only. Grades in all subjects other than the basic skills are to be based on the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

In grades 6-12, in authorized semester courses, the student's final grade shall be determined by the teacher as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

In authorized annual courses, the student's final grade shall be determined by the teacher as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midyear exam, and 10 percent value for the final exam, with a provision for teacher override.

Students who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course may receive a grade of "NC." Subject to the review and approval of the principal, a teacher may change this grade to a letter grade if the student has met all course requirements.

In grades one through twelve, a common report card grading system is to be used. Academic grades for students shall reflect the following explanation:

- A – A grade of "A" (90-100%) indicates that the student has demonstrated excellent achievement in the subject and/or the skill areas. The student consistently performs academically at a level considerably higher than that of the typical student in the same

1. GRADING STUDENT PERFORMANCE (Cont.)

program or course. The student has mastered skills well above those required for successful completion of the instructional program prescribed for the individual student and has demonstrated an understanding of an ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives established for the subject during the grading period.

- B – A grade of "B" (80-89%) indicates that the student has demonstrated good but not outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered skills in content beyond what is required or successful completion of the instructional program prescribed for the individual student. The "B" student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objective/performance standards established for the subject being graded.
- C – A grade of "C" (70-79%) indicates satisfactory academic achievement. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program prescribed for the individual student. The student's rate of progress permits mastery of more than the minimal instructional objectives of the program.
- D – A grade of "D" (60-69%) indicates a minimal acceptable level of mastery of skills and other course content and indicates that improvement is needed to achieve satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives/performance standards for the program will be mastered.
- F – A grade of "F" (0-59%) indicates a level of academic performance that is unsatisfactory. Students functioning at this level are not mastering the minimal objectives required in the regular instructional program.
- I – A grade of "I" indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments.

1. GRADING STUDENT PERFORMANCE (Cont.)

When a numerical equivalent to an assigned letter grade of A, B, C, D, F, or I is used, the following apply, and shall be communicated to students:

Letter Grade	Numerical Value	Interpretation	Grade Point Value
A	90-100	Outstanding	4
B	80-89	Good	3
C	70-79	Satisfactory	2
D	60-69	Minimal; Improvement Needed	1
F	0-59	Unsatisfactory	0
I	0	Incomplete (Secondary only)	0

B. CONDUCT GRADES

Conduct grades are to be used to communicate clearly both to students and their parents the teacher's evaluation of a student's behavior. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

- A – A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school and district standards.
- B – A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.
- C – A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.
- D – A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior that is acceptable.
- F – A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

C. EFFORT GRADES

Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. These grades are independent of academic and conduct grades. In assigning an effort grade, the teacher must consider the student's potential, study habits, and attitude. Three numerical grades are used to reflect effort:

- 1 – An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks. The student consistently works to the best of his/her ability.
- 2 – An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level commensurate with his/her ability.
- 3 – An effort of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and /or on time or to completing them in a manner commensurate with the student's ability.

School Board Rule 6Gx13-5B-1.01, 6Gx13-5B-1.04, 6Gx13-5B-1.061, 6Gx13-6C-1.01, Contract Provision Article XX, Section 8

The School Board of Miami-Dade County, Florida, has taken major steps to establish standards for the school district for reporting student progress. The steps consist of the adoption of Board Rules **6Gx13-5B-1.01** and **6Gx-5B-1.04**, the adoption of the Code of Student Conduct (Elementary, Secondary, and Adult) and the passage of the Pupil Progression Plan for the Miami-Dade County Public Schools.

Teachers are expected to be familiar with the standards and use them in reporting student progress.

All grade changes must be approved in accordance with established district and state procedures. All overrides must be completed in accordance with established district procedures.

2. Electronic Information

Please refer to the website provided below.

<http://gradebooksupport.dadeschools.net/teachers.asp>

CLASSROOM PROCEDURES AND POLICIES

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2. GRADEBOOKS (Cont.)

- A. The following information should appear on the first page of the gradebook:
 - a. Teacher's Name and Employee Number
 - b. Course Taught – room number
 - c. School year
 - d. Legend explaining your code for recording academic grades, effort, and conduct
- B. In the area of attendance information, each teacher must use the symbols outlined in the Attendance section of this handbook. All information should be documented with a District approved key code in the front portion of the gradebook so other school personnel can interpret it accurately if necessary. When determining academic and effort grades, all teachers should take time to precisely advise students of their absences and whether or not the classwork has been satisfactorily made up. If a student enters school late or withdraws, this information should be indicated clearly.
- C. Record the period, subject, and school year for each class.
- D. Record the name and student identification number for every student and the date he/she entered your class. In classes where textbooks have been issued, there should also be the book title, the number given to the book and the condition of the book when issued.
- E. Record the month and days of the month across the top of each sheet of the grade book. The dates in your gradebook should correspond to the dates of the nine-week grading period. The beginning and the end of each grading period should be indicated.
- F. Indicate when students are absent from class. Absences should be noted as either excused or unexcused. See the Attendance section in this handbook for codes for field trips, etc.
- G. Days when students are out of school (workdays and holidays) should be indicated (one suggestion is to shade the column for that date).
- H. There should be a minimum of **two grades per week** for each nine-week period regardless of subject matter and should be reflected in the grade book on an ongoing basis.
- I. Explain what each grade has been given for in the space provided at the top of the grade sheet.

CLASSROOM PROCEDURES AND POLICIES
2. GRADEBOOKS (Continued)

C-22

- J. Teachers must log teacher-parent communications in their official gradebooks and specify whether such contact was in person, by telephone, or through written correspondence; individual forms should not be developed to implement these provisions. When required parent contact is not achieved, evidence of attempts to contact parents should be recorded in the gradebook, and referred to designated administrative personnel for follow-up.
- K. Unsatisfactory progress notes/failure notices that have been issued should be indicated in your book according to site procedures. According to school board policy, an Unsatisfactory Progress Notice must be given to every student that is in danger of achieving a grade below a "C" or a "2" in effort.
- L. Teachers must indicate the required data as it relates to LEP and Title I students.

SCHOOL BOARD DIRECTIVE FOR GRADEBOOKS

The teacher's gradebook is a legal document required by state law. It can be summoned in any court case as a legal record of grades and attendance. It must be accessible at the school site while school is in session. Emphasis must be placed on accuracy, consistency in recording, and neatness. Designated persons will check gradebooks periodically.

The following information should appear on the first page of the gradebook:

- ☐ Teacher's name
- ☐ Room number
- ☐ School year
- ☐ Legend explaining your code for recording academic grades, effort, and conduct.

Each teacher must keep a gradebook and record of grades for all subject areas taught. The following guidelines are to be observed:

- ☐ First and last names of students are to be used.
- ☐ Attendance Page, using the appropriate notations.
- ☐ Academic subject areas should parallel the report card exactly.
- ☐ Date grades were given.

The following information should appear on subsequent pages in your grade book:

1. Record the period, subject and school year for each class.

CLASSROOM PROCEDURES AND POLICIES
GRADEBOOKS *(Continued)*

C-23

2. Record each student's name and student number. Student entries, transfers, and withdrawals must be clearly marked using the appropriate codes.
3. Record the month and days of the month across the top of each grade book sheet. The dates in your grade book should correspond to the dates of nine week grading period. The beginning and end of each grading period should.
4. When recording **attendance** for **blocked classes**, the same date should appear **twice** horizontally across the top of the grade book sheets.
5. Indicate when students are absent from class. Absences should be noted as either excused or unexcused. Each teacher must use the following symbols when recording attendance data:

a. Unexcused Absent	/
b. Excused Absent	X
c. Unexcused Tardy	Ø
d. Excused Tardy	0
e. Fild Trip	FT
f. Student Activities	SA
g. Indoor Suspension	IS
h. Outdoor Suspension	OS
i. Entered Class	E
j. Withdrawn from School	W
k. Transferred to Another Class	T
6. Days when students are out of school (workdays and holidays) should be indicated in the grade book. (One suggestion is to shade the column for that date)
7. Label each grade in the space provided at the top of the grade sheet. There should be a minimum of two grades per week regardless of the subject matter.
8. Log teacher-parent communication in your grade books and specify whether such contact was in person, by telephone, or through written correspondence. When required parent contact is not achieved, evidence of the subject matter.
9. Record the issuance of Student Progress Report in your grade book the code "**PR**". Communication with parents must be when a student's performance falls below a "**C**" regardless of when it occurs during the nine weeks.

Note#1: Secondary School Homeroom/Class Attendance: The homeroom teacher must record homeroom attendance separate from class attendance. The reason two records must be maintained is to assure that for FTE purposes homeroom attendance accurately reflects a student as tardy when that student has missed the homeroom attendance period, but was present for the most of the class period.

Note#2: Block/Flexible Schedule for Reporting Class Absences of Secondary Students: A double blocked period constitutes two single class periods. If a student is absence from a double blocked period, this will constitute two excused or unexcused absences for that class.

3. NOTIFYING PARENTS

School Board Rules require that parents are to be notified at any time during a grading period when it is apparent that the student may fail or is performing unsatisfactorily in any course or grade level. Parents are also to be notified at any time during the grading period when it becomes evident that the student's conduct or effort grades are unsatisfactory.

Teachers are encouraged to communicate with parents at any time during a grading period when the teachers feel, in their professional judgment, that such communication may be beneficial to the student. When students are from homes where a language other than English is spoken, every effort should be made to communicate with parents in a language they can understand.

Student progress reports are distributed during the fifth week of each grading period. Teachers have the responsibility to notify parents in writing any time a student's work falls below a "C" in instruction.

4. GRADE CHANGE PROCEDURES

All faculty must adhere to the following procedures when requesting a grade change:

- The teacher receives the Grade Change Request Form from the Registrar and completes the form including the reason for the request. The teacher makes a copy of the grade book pages for the nine weeks and highlights the corrected entry for the student to document the request. Teachers should include copies or a written summary of the make-up work completed by the student. If the form is not filled out completely and/or the documentation is incomplete or missing, the form will be returned to the teacher.

- The Grade Change Request Form with the attached documentation is presented to the Assistant Principal for Curriculum for review. Factors taken into consideration to approve the grade change request include the student's reason for not completing the work when assigned originally, the teacher's reason for requesting the change and any other mitigating circumstances. The Assistant Principal for Curriculum then signs off on the form and forwards the request to the Principal for final review and approval.
- The Principal reviews the request together with all the pertinent paperwork and if the request has merit, approves the grade change request and signs off on the form. The form is forwarded to the Registrar for computer entry. The Registrar is the only person who can input this change along with the Principal.
- The time frame for a grade change is within the next grading period. No grades will be changed after two or more grading cycle of the grade changing in question.

STUDENT EVALUATION OF CLASSROOM INSTRUCTION

PURPOSE: To provide teachers with information that will be useful in improving classroom instruction.

Direction: Check the space that you feel best describes the classroom atmosphere. Be fair and honest. You do not have to sign your name. (This is a voluntary exercise)

Condition	Always	Often	Seldom	Never
1. The classroom atmosphere is free from bias and prejudice.	_____	_____	_____	_____
2. The lessons are clear and well organized.	_____	_____	_____	_____
3. The lessons and assignments have meaning and are purposeful.	_____	_____	_____	_____
4. Student participation in class discussions is encouraged.	_____	_____	_____	_____
5. Individual help is available when needed.	_____	_____	_____	_____
6. The students have the right to express their own opinions on controversial issues without jeopardizing relations with the teacher.	_____	_____	_____	_____
7. Students' personal rights are respected.	_____	_____	_____	_____

- | | | | | |
|--|-----------|-------|----------|-------|
| 8. All tests are graded and reviewed. Questions regarding the test are answered. | _____ | _____ | _____ | _____ |
| 9. The classroom discipline is fair, consistent, and encourages learning. | _____ | _____ | _____ | _____ |
| 10. The test schedule is announced and adhered to. | _____ | _____ | _____ | _____ |
| 11. A variety of teaching methods are used in classroom instruction. | _____ | _____ | _____ | _____ |
| 12. The attendance procedures and classroom policies are clearly explained at the beginning of each annual or semester course. | YES _____ | | NO _____ | |
| 13. The grading policy is explained at the beginning of each annual or semester course. | YES _____ | | NO _____ | |
| 14. The students are notified of unsatisfactory progress with sufficient time for corrective action. | YES _____ | | NO _____ | |

Comments _____

Thank You!!!



LEP ASSISTANCE PLAN

In order to be in compliance with State Board of Education Rule 6A-60904, the following LEP Assistance Plan will be implemented during the 2008-2009 school year. Any ESOL student in need of tutoring in mathematics, science, social studies, and/or computer literacy may be directed to LEP Tutoring. Tutoring will be available and dedicated to assist LEP students for five hours a week.

Please complete the following LEP Tutoring Request Form for any LEP student in need of assistance. This form should be placed in the ESOL Teacher's Mailbox (T.B.A.)

Kim W. Cox, Principal
LEP Tutoring Request Form
2008-2009

Please complete the following information and place form in ESOL Teacher's (T.B.A.) mailbox.

Name of Student	
Name of Student's Teacher	
Student's Room Number	
Referring	
Subject Area	

This student needs assistances in the following area(s):

Tutoring Feedback to Subject Area Teacher:

SCHEDULED FACULTY MEETING – SCHOOL YEAR 2008-2009

In order to assist you in planning your after school appointments, the following dates should be set aside for faculty meetings.

Faculty Meetings

August 26, 2008
September 9, 2008
September 23, 2008
October 14, 2008
October 28, 2008
November 18, 2008
December 16, 2008
January 13, 2009

January 27, 2009
February 10, 2009
February 24, 2009
March 3, 2009
April 21, 2009
May 5, 2009
May 19, 2009
June 2, 2009

Meetings @ 2:50 – 3:50 Auditorium/Cafeteria

Administrative Staff Meetings

Administrators

Administrative Assistants

Data Compliance Manager*

Test Chairperson*

- As needed

Thursdays @ 6:15 a.m. in Principal's Conference Room

**Miami Carol City Senior High School
2008-2009**

Literacy Team

Reading Coaches
Mathematics Coaches
Writing Coach
Data Compliance Manager
Test Chairperson
Science Chairperson
Language Arts Chairperson
Administrative Team

Meetings every Wednesday @ 8:30 a.m.

Leadership Team

Language Arts Chairperson
Reading Chairperson
Mathematics Chairperson
Science Chairperson
Social Studies Chairperson
PE/Health Chairperson
World Languages/ESOL Chairperson
Fine Arts Chairperson
Media Specialist
Industrial Technology Chairperson
Business Technology Chairperson/Academy Leader
Legal, Public Service Lead Teacher/Academy Leader
Industrial & Personal Service Academy Leader
Visual & Performing Arts Academy Leader
NASA/Health Academy Leader
Head/Lead Custodian
Head Security
Cafeteria Manager
Athletic Director
Athletic Business Manager
Activities Director

Meetings monthly on the 1st Thursday @ 2:45 p.m. in the Media Center

CLASSROOM PROCEDURES AND POLICIES

LIBRARY/MEDIA SERVICES

C-32

The library/media center is for student and staff use. Listed below are the policies and procedures that will make the media center useful and enjoyable for everyone:

HOURS: **Daily from 7:00 A.M. until 3:00 P.M.**
 Adult Education Hours 3:00 P.M. – 8:00 P.M.

PASSES

Passes are required during regular school hours, including lunchtime. This policy is designed to insure the proper use of the media center. Each student must have a separate pass. Students must have the Media Specialist sign their passes as they enter and leave, and are to return the passes to the teacher when they return to the classroom.

CLASS VISITS

Sign up in advance to schedule classes for the media center. In order for the Media Specialist to:

1. Pull appropriate books and place them on carts for your use
2. Place books on reserve at your request
3. Prepare bibliographies of available materials

If your plans change, please notify the Media Specialist immediately to allow scheduling of other classes.

CONDUCT

When classes are scheduled to be in the media center, the teacher is to remain with the classes at all times. The teacher is responsible for monitoring the behavior and conduct of students.

USING AND CHECKING OUT BOOKS

In order for easy location, books must be placed in exact order on the shelves. Please advise students not to return books to the shelves. Books should be placed on designated carts in order to be re-shelved correctly. In order to avoid crowding, encourage students to check out books at least ten minutes prior to the end of the period.

TEMPORARY INSTRUCTOR

Temporary Instructors are not to send students to the media center unless the teacher's lesson plans specifically indicate a media center activity.

LIBRARY/MEDIA SERVICES (Continued)**OVERDUE BOOKS**

Encourage students to return books on time so that they will be available to others. It is the student's responsibility to take care of this obligation. We will distribute a list through English classes of those students who have overdue books. Explain to students that they can avoid both overdue notices and fines by merely renewing their library books for an additional two weeks. It saves us bookkeeping if students pay fines when overdue books are returned. If you believe a student is not returning a book because he/she does not have the money, let him know that the fine can be paid later. It is important to return the book in order for the fine to stop accumulating and the book can be put back into circulation.

MEDIA CENTER ORIENTATION

A media center orientation will be provided for all students through English classes. This includes the location of media center resources and the use of the card catalog and other reference tools. Upon teachers' requests, the Media Specialist will provide classes with an additional orientation geared to meet specific needs.

BOOK AND MAGAZINE ORDERS

When funds are available in the Fall, new library books are ordered. If there are any specific subject areas or titles you would like to recommend for purchase, please inform the media specialist. A variety of magazines are also ordered each year.

PROFESSIONAL LIBRARY

If you are taking a course or simply want to improve teaching skills, a professional library of books and journals is available in the media center.

MEDIA EQUIPMENT

A wide variety of media and audio-visual equipment is available for checkout and use in classrooms. Consult with the media specialist for instruction and assignment of equipment or videotapes. Please note that video requests must be in writing and follow the guidelines of MDCPS. To schedule videotapes or other programs on our closed circuit television system check with the media specialist to reserve a scheduled time. If you find it necessary to cancel a confirmed date, every effort should be made to give two days notice so that another teacher may be scheduled for that time.

LIBRARY/ MEDIA SERVICES(Continued).**School Board Rule 6Gx13-4C-1.06, 6Gx13-4C-1.061**

It is the policy of Miami-Dade County Public Schools to encourage the use of a wide range of instructional materials in teaching and learning. The use of those materials in schools must, however, be both appropriately related to classroom instruction and used in a manner that is consistent with Federal Copyright Law.

School Board Rule 6Gx13-4C-1.061 – Copyright Law

- A. Introduction: Teachers at all levels of instruction now have ready access to equipment for photocopying and videotaping a variety of worthwhile instructional material. To avoid any legal problems with this material, the classroom teacher should be aware of the circumstances that lead to possible infringements of federal copyright laws.
- B. Fair Use: Basically, the strict protections of traditional law have evolved to permit certain limited uses of copyrighted material without the permission of the copyright owner. The term “fair use” refers to a privilege in someone other than the owner of a copyright to use the copyrighted material in a reasonable manner without consent, notwithstanding the monopoly granted to the owner.

Congress established four factors for courts to use in determining whether a use made of copyrighted material in any particular case is fair use:

- 1. The purpose and character of the use, including whether it is of a commercial nature or is for non-profit educational purposes.
- 2. The nature of the copyrighted work.
- 3. The amount and substantiality of the portion used in relation to the copyright work as a whole.
- 4. The effect of the use upon potential market for a value of the copyright work.

VIDEOTAPES

The only videotapes, which are authorized for use in Miami-Dade County Public Schools, are those obtained from these sources, and used under the following conditions:

Video materials that have a specific and direct relationship to the content under the goals of classroom instruction and are:

- ❑ Videos obtained from the M-DCPS Films and Video Library.
- ❑ Videos purchased especially for use in classroom instruction by individual schools and circulated from school library media centers.
- ❑ Videos viewed on or copied from broadcasts on WLRN-TV, Channel 17, or Teacher's Choice. These programs can be scheduled for broadcast at a time appropriate for classroom use, or they may be recorded, held until that use occurs, and then erased.
- ❑ Original videos produced by teachers or students which do not make more than a minimal use of copyrighted visuals or music.
- ❑ Videos obtained from rental sources if used in direct teaching. The use of a rental video as a reward, or for any purpose not related specifically to course objectives and content, is both inappropriate and a violation of copyright law, which could subject those using, or permitting the use of the rental video, to both criminal and civil penalties. Any use of a rental other than the use specifically authorized is prohibited.
- ❑ Commercial or public television programs broadcast for use by the general public without charge which are recorded off-air and meet the "Guidelines for Video recording of Broadcast Programming for Educational Purposes."

MCCSH Approval for Use of Non-MDCPS Video

Teacher _____ Date _____

Title of Video _____

Rating (circle one) G PG PG-13 R

Date to Be Shown _____

Content of Video: _____

Objective/Sunshine State Standard Addressed: _____

I have previewed the above video and have found it appropriate for classroom use.

I am familiar with copyright and fair use guidelines as described by the links in the "Bibliography of Online and Print Sources on Copyright" provided by and available in the Media Center.

I am aware that copyright law does not permit the showing of prerecorded videos for rewards, recreation, or entertainment.

Teacher Signature _____

Approved by: _____

Assistant Principal Signature: _____

The parties jointly agree to establish a Teacher Education Center (TEC) in the Miami-Dade County Public Schools. The purpose of the TEC is to provide teachers and paraprofessionals with greater opportunity for involvement in the development of curricular programs, experimental programs, joint programs with universities, foundation, and related agencies, and an inservice education program to improve the effectiveness of teachers and paraprofessionals and the instructional program.

The policies and procedures for the Miami-Dade/Monroe TEC have been developed pursuant to Florida Statute 231.606(1)(b) and Florida Statute 231.606(2)(b) which are, by reference, incorporated and made part of this contract.

Each school shall have a designated representative who will facilitate TEC services at the individual work site. The TEC representative shall be elected for a three-year term by the EEC or the faculty.

The TEC shall have a Teacher-Director, appointed annually, who will coordinate the TEC program. Article XVIII, Section 21, MDCPS/UTD Contract.

POLICIES AND PROCEDURES

The School Board recognizes that the improvement of schooling through in-service education is best achieved through the active participation of educational practitioners in initiating, planning, conducting and evaluating programs. The primary objective of in-service education for instructional personnel is to integrate subject matter knowledge and pedagogy into school and classroom practices that enhance the school experiences of students.

The purpose of the Miami-Dade/Monroe Teacher Education Center is to improve the effectiveness of teachers in the instruction of students by:

- a. Facilitating inservice teacher education programs for instructional personnel by responding to state, national and district policies and program priorities.
- b. Providing opportunities for district educators to interact with faculty and staff of the colleges and universities in order to enhance the continuing education of instructional personnel.
- c. Providing a vehicle for research studies. The purpose is to be accomplished by:
 1. Bringing together the technical and human resources that are supportive of a system for effective teacher in-service education.
 2. Involving the school system, teacher education institutions and the community in a consortium concept toward the improvement of teacher in-service education.

3. Providing opportunities for chance in teacher in-service education through experimentation, innovation and research.

The document "Miami-Dade/Monroe Teacher Education Center Council Policies and Procedures" is a part of and incorporated into this rule. Copies of the Miami Dade/Monroe Teacher Education Center Council policies and Procedures are on file in the Board Office and in the Citizen Information Center.

Specific Authority: 230.22(2) F.S. Law Implemented, Interpreted or Made Specific: 231.600 et seq. F.S.

History THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA New: 4-16-86.

ACADEMIC FREEDOM

Academic freedom shall be granted to teachers, and no special limitations shall be placed upon study, investigation, presenting and interpreting facts and ideas concerning man, human society, the physical and biological world and other branches of learning, subject to accepted standards of professional educational responsibility, good taste, and the realizations that teaching in a secondary school placed special responsibility upon the teacher to carefully consider the maturity level of the student and special circumstances which surround the teaching/learning relationship.

While the teacher must be free to live according to his/her own conscience, so must the students and the public be served. The teacher may not infringe upon the freedom of those served. Proselytism has no place in the public school. Opinion and theory should be clearly stated as such. Board Rule 6GX13-4c-1.011.

Section 1. Role of the Board

The board acknowledges that a free society is dependent upon the education afforded its people and therefore affirms the right of its teachers to freely pursue truth and knowledge. Further the Board has the authority to establish educational policy and the guidelines for utilization of instructional materials of any nature in the classroom.

In establishing said guidelines, the Board shall provide for and consider:

- A. Course Content
- B. Maturity level of students
- C. Needs and abilities of students
- D. Teacher judgment

Teachers shall be guaranteed freedom in classroom presentations and discussions and may introduce political, religious or other controversial material whenever, in the teacher's professional judgment, it is appropriate to the instructional objectives and the age level of the student.

Teachers shall be guaranteed freedom of choice and flexibility with respect to teaching styles and methodology to be used in the instruction of children within Board objectives. Where a principal has substantiated a need for an improved teaching style and methodology, through personal conferences and classroom observations, teachers shall develop a methodology and teaching style more suitable for the attainment of Board objectives.

In performing their teaching function, teachers shall be guaranteed freedom in expressing their personal opinions on all matters relevant to the course content provided; however, when doing so they will indicate they are expressing personal opinions. Teachers shall not be censored or restrained in the performance of their teaching functions on the grounds that the material discussed and/or opinions expressed are distasteful or embarrassing to those in authority. Nothing in this article shall exempt teachers from their duties as described in the Florida Statutes.

PERSONNEL FILES

GENERAL POLICY STATEMENT

The personnel file of each employee shall be open to inspection subject to the procedures manual, entitled "Procedures, Personnel Files", which is incorporated by reference and is part of this Board Rule and is on file in the Board office of the School Clerk.

Authorization for retention of records shall be in accordance with Florida Statutes and the State Division of Archives, History and Records Management, and School Board Rule 6Gx13-3D-1.08 and School Board Rule 6Gx13-4.1.03.

SCHOOL SITE PERSONNEL FILES

The primary site of school employees personnel files shall be the work location and shall be maintained according to the following guidelines:

1. Except for materials pertaining to work performance or other such matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee's conduct, service, character, or personality shall be placed in the personnel file of such employee.
2. No anonymous letter or anonymous materials shall be placed in the personnel file.

3. Materials relating to work performance, discipline, suspension or dismissal must be reduced to writing and signed by a person competent to know the facts or to make a judgment.
4. No such materials may be placed in a personnel file unless they have been reduced to writing within forty-five (45) calendar days, exclusive of the summer vacation period, and of the school system administration becoming aware of the facts reflected in the materials.
5. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed.
6. A copy of such material to be added to an employee's personnel file shall be provided to the employee either:
 - a. By certified mail, return receipt requested to his/her address of record; or
 - b. By personal delivery to the employee. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signatures merely signify receipt and does not necessarily indicate agreement with its contents.
7. The employee shall have the right to answer in writing any such materials in a personnel file as of July 1, 1983, as well as any such materials filed thereafter, and the answer shall be attached to the file copy. The employee shall have the right to request that the Superintendent or his/her designee make an informal inquiry regarding material in his/her personnel file which the employee believes to be false. The official making the inquiry shall append a written report of his/her findings to the material.
8. Upon request the employee or any person designated in writing by the employee shall be permitted to examine the personnel file. The employee shall be permitted to conveniently reproduce any materials in the file, at a cost no greater than five cents per page.
9. The custodian of the record shall maintain a record in the file of those persons reviewing the file each time it is reviewed.
10. Public school system employee personnel files are subject to the provisions of Chapter 119, except as follows:

Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed further and with no disciplinary action taken or charges filed, a statement to that effect signed by the responsible investigating official shall be attached to the complaint and the complaint and all such materials shall be open thereafter to inspection pursuant to Chapter 119. If the preliminary investigation is concluded with the finding that there is probable cause to proceed further or with disciplinary action taken or charges filed, the complaint and all such materials shall be open thereafter to inspection pursuant to Chapter 119. If the preliminary investigation ceases to be active, the complaint and all such materials shall be open thereafter pursuant to Chapter 119. For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding relating to probable cause is made within 60 calendar days after the complaint is made.

11. Employee evaluations prepared pursuant to s. 231.17(3), s. 231.29, s., 231.36 or rules adopted by the State Board of Education or a local school board under the authority of said sections, shall be confidential until the end of the school year, immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public pursuant to this section.
12. No material derogatory to the employee shall be open to inspection until ten calendar days after the employee has been notified, as stated previously.
13. The payroll deduction records of the employee shall be confidential.
14. Employee medical records including psychiatric and psychological records, shall be confidential; provided; however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
15. Notwithstanding other provisions of this section, all aspects of each employee's personnel file shall be open to inspection at all times by school board members, the Superintendent and the principal, or their respective designees, in the exercise of their respective duties.

16. Notwithstanding other provisions of this section, all aspects of each employee's personnel file shall be made available to law enforcement personnel conducting a lawful criminal investigation.
17. The term "personnel file" as used in this section shall mean all records, information, data or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its employees, which uniquely are applicable to that employee, whether maintained in one or more locations. Upon request of any employee, such employee's personnel files shall be brought into conformity with s.231.291(2) Florida Statutes, no later than July 1, 1984.
18. Work site personnel files shall be established and maintained in conformity with provisions of Florida Statutes, Chapter 231.291.

Personnel Records – UTD Contract

Personnel records are by statute and School Board Rule confidential. Actions upon the public record and other information identified by the Superintendent are available to the public upon request.

The employee upon presentation of identification can review his/her personnel file. A slight charge is made for copies.

A call or letter to the records area, Office of Personnel, in advance of a visit to review one's personnel file is advised.

Responsibility	Required Actions
Employee	Send request only for the inclusion of items in one's own personnel file to the Director of Operations and Records, Office of Personnel.
Operations and Records	<p>Return to the sender, documents that are not authorized for inclusion and retention in the Personnel File.</p> <p>Send copies of anonymously received documents to the person(s) named, the work location administrator of the person(s) named, and the super-visor of the work location administrator for follow-up action if warranted.</p>

Textbook Procedures

Miami-Dade County School Board Policy requires that all students in language arts, mathematics, science, social studies, and foreign language classes be issued a textbook to take home.

Each teacher will obtain from his/her department chairperson the textbooks needed. Teachers are responsible for all books issued to them. Textbook records must be verified and accounted for at the close of the school year.

Textbooks should be issued beginning on the first day of that course. Once a textbook is issued, it is the student's responsibility to maintain and return the textbook without damaging it.

Before issuing textbooks to students, teachers must write the following information in the textbook:

1. The teacher's name
2. The student's name
3. The condition of the textbook and year

The teacher will record each student's name, book number, condition, and student's signature on a "Textbook Issued" Form.

When a student transfers from one school to another school, the student must return the textbook to the teacher who issued it. The new school will issue the student a textbook for that school.

If a student has lost or damaged a textbook, complete a Lost Textbook Slip and send the student with the slip to the school treasurer. When the student presents an official receipt from the school treasurer for the textbook, the teacher will issue another textbook to the student and complete a new "Textbook Issued" Form.

Book checks are to be conducted periodically to ensure that students have the textbooks assigned to them and that any marks are cleaned away.

Expenditure of School Funds

NO TEACHER OR STAFF MEMBER IS PERMITTED TO PURCHASE ANY ITEM IN THE NAME OF THE SCHOOL UNLESS THE PURCHASE HAS BEEN APPROVED IN ADVANCE BY THE PRINCIPAL AND THE FOLLOWING PURCHASE PROCEDURES ARE FOLLOWED:

Expenditure of School Funds (Continued).

1. A "Request for Purchase" form must be obtained from the main office and information as to suggested vendor, item description, stock number, quantity, and cost must be completed by the staff member.
2. The completed form must be signed by the staff member, grade level assistant principal, and the principal.
3. The completed and signed form is given to the school treasurer who will complete the necessary information on the bottom of the form to convert it into a Purchase Order.
4. The completed Purchase Order will be signed by the Principal and a copy of the signed Purchase Order will be given back to the initiator of the request.
5. **NO PURCHASES CAN BE AUTHORIZED NOR PAYMENT MADE UNLESS TEACHERS COMPLY WITH ALL OF THE ABOVE PROVISIONS. Under Florida State Law and School Board Policy no retroactive requisitions or requests for payment can be approved.**

Receipt of Merchandise at School

To aid in the proper delivery of merchandise, the following procedures will be followed:

1. All deliveries must be made directly to the Treasurer's Office.
2. Only the Principal or designated office staff are authorized to sign for deliveries to the school. After merchandise has been received and properly accounted for, the originator of the Purchase Order will be notified.
3. The originator is responsible for checking the merchandise carefully against the packing slip to make certain that all material ordered has been delivered. The signed packing slip indicating items received and items missing must be returned to the main office for payment.

Guidelines for FundRaising Activities

The M-DCPS Manual of Internal Accounting for Secondary Schools is the authority and reference source for all policies and procedures in this area. The Treasurer will make available a copy for your study and will answer questions regarding fundraising.

Guidelines for Fundraising Activities (Continued).

General guidelines to follow are:

1. Fundraising activities must be approved by the school principal prior to any activity taking place. Sales that extend into the community must also be approved by the Region Superintendent.
2. As money is collected, an official receipt and/or tangible item must change hands in return.
3. All money collected during the school day must be deposited with the school treasurer before the close of the school day. Money collected after school hours must be deposited with the treasurer as soon as possible the next school day.
4. All disbursements must be made by school check. DO NOT use cash from collections/sales for disbursements (purchases of supplies, etc.).
5. All expenditures must be approved in advance by the school principal on official M-DCPS forms.
6. Collections for performance (dances, etc.) or services (car wash, etc.) must be controlled by tickets. Responsibility for control of tickets or merchandise must be established by recording items distributed to sellers on a Distribution Sheet (available in the Treasurer's office.)
7. Tickets MUST be purchased from an outside vendor or authorized production shop. Tickets must contain a serialized control number and price printed on them. A separate ticket series must be printed for each price/level (adult, student, advance, door, etc.). Printed admittance price can NOT be altered. Vendor's invoice must identify and document ticket series and ticket price.
8. A Student Activity Operating Report will be completed establishing profit and/or loss at the end of all fundraising activities. Although a student officer may prepare the operating report under the supervision of the club sponsor, the sponsor is responsible for the accuracy of the operating report.
9. A "Certificate of Loss" Form must be completed to explain missing merchandise, tickets or cash. The statement will be completed by the student seller and signed. The sponsor will review the student statement and turn it in to the principal. The principal will review the statement and take appropriate action (initiation of security investigation).

Guidelines for Fundraising (Continued).

10. All official fundraising records must be forwarded to the school treasurer on a timely basis. These records include:
 - A. Approved " Permission for Fund Raising Activity" form.
 - B. Completed "Student Activity Operating Report" form.
 - C. Distribution sheets.
 - D. Completed "Recap of Collections" forms.
 - E. "Certificate of Loss" if needed.
 - F. "Certificate of Disposal" if needed.
11. The school treasurer will monitor and retain all official fundraising records for audit by the Department of Management Audits.

WHEN FUNDRAISING YOU MUST...

1. Prior to holding the actual fundraising activity:

All fundraising activities must be approved by the administration. Receipt books or recap sheets must be obtained from the treasurer.

2. During, the actual fundraising activity:

All money collected must be deposited daily. If a deposit can not be made, place money in a manila envelope with your name, date and an administrator's signature. Once the proper signature has been obtained, place envelope in the vault until the next day, when it must be deposited.

3. Once the actual fundraising activity has been completed:

Fill out the check requisition form(s) for the fundraising merchandise within five (5) working days.

COMPLETE OPERATING REPORT WITHIN TEN (10) WORKING DAYS

M E M O R A N D U M

TO: All Staff Members
Miami Carol City Senior High School

FROM: Kim W. Cox, Principal
Miami Carol City Senior High School

**SUBJECT: FUNDRAISING ACTIVITIES, DEPOSITS AND OPERATING REPORTS
(FACULTY HANDBOOK PAGES C-27 – C-30)**

The following guidelines are to be followed in order to insure compliance with Miami-Dade County Public Schools Internal Funds Procedures:

1. You must make your deposits in a timely manner. For example, if you have a ten-day fundraising activity, you must not wait until the end of the ten days to make a deposit. Your deposits must be made **daily** since you are issuing receipts and receiving money on a daily basis.
2. Deposits must be made on a daily basis with the school treasurer.
3. At the **end** of your fundraising activity, you must complete your operating report.
4. **Do not keep any money** in your classroom overnight and **do not** take any money home. If you cannot make a deposit at the end of the day, you must place your money in the vault. Please make sure that your money is placed in a manila envelope, with your name, the date, and an administrator's signature.

Your compliance with the above guidelines is expected and appreciated.

As always, thank you for your support.

MEMORANDUM

TO: All Staff Members

FROM: Kim W. Cox, Principal
Miami Carol City Senior High School

SUBJECT: PRE- APPROVAL PURCHASE AUTHORIZATION

In order to ensure that proper documentation and approval is obtained before making purchases from **out of pocket** expenses. Please make sure you obtain pre-approval by using the **Pre-Approval Purchase Authorization Form** for your activity or event.

The pre-approval purchase authorization form **MUST** be used when requesting authorization (pre-approval), to purchase merchandise, goods, services and/ or supplies for your club, activity, or job related duties and responsibilities out of your own pocket.

Once completed, this form must be submitted to the Principal for review and approval. Once approved, this form must be attached to your check requisition along with your original receipt(s) for reimbursement. **You will be reimbursed within one week from the submission of these documents and when there are enough funds in your funding structure to cover this purchase.**

If you have any question or concerns, as always my door is open for discussion.

KWC/yp

Miami Carol City Senior High School
Kim W. Cox, Principal
3422 NW 187th Street
Miami Gardens, Florida 33056
Office: (305) 621-5681 Fax: (305) 620-8862

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PURCHASE AUTHORIZATION PRE-APPROVAL FORM

Requestor _____ Date _____

Vendor Information

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____ Fax Number _____

E-Mail _____

Approximate Cost of Purchase _____

Funding Structure: Object _____ Program _____ Function _____ Sub-ledger _____

Purchase To Be Used For

I _____, request pre-approval to purchase merchandise, goods, services and/or supplies for my club, activity, or my job related duties and responsibilities. I understand that I will be responsible for paying taxes for my purchase and that I must submit an original itemized invoice for reimbursement if my request is approved. **Once these documents have been submitted, I will be reimbursed within one week from the submission of these documents and when there are enough funds in my funding structure to cover his purchase.**

The item(s) purchased will be legal in nature, from an approved authorized Miami-Dade County School Board Vendor, and for educational, fund raising, or for my job related duties and responsibilities only.

Signature of Requestor

Principal or Designee Approval

*****Please attach this form with the Check Requisition and Original Receipt(s) *****

Procedures for Scheduling Field Trips

An activity form must be completed and approved for all fieldtrips.

A field trip is an important aid to the instructional program. It can give meaning and interest to classroom activities and can be very valuable in bridging the gap between real experiences and the relatively abstract thinking of the classroom.

However, times have changed. The costs are high and the risks and liabilities involved are real. Therefore, we must exercise every precaution as we plan a field trip so the experience will be worth the effort expended.

It is absolutely necessary that the following procedures be observed in preparing for a field trip:

1. Discuss the objectives and purpose for taking the trip with your assigned assistant principal BEFORE making contracts or commitments with community resources.
2. Secure application forms from the main office. Field trips will be approved first by the assigned assistant principal, and then by the principal. Applications are to be filled out in full and turned in to the accounting office for appropriate approvals. Approved fieldtrips will be placed on the activities calendar and a copy of the approved form returned to the teacher.
3. Once you have received approval for the field trip all arrangements are the responsibility of the teacher/trip sponsor, except for transportation. Make certain that:
 - A. The date of the trip is 15 or more school days after the date of the application.
 - B. The field trip is not planned for days designated for exams, the day before a holiday, etc.
 - C. Administrative personnel/clerical staff can not serve as chaperones. Request that parents share this responsibility.
 - D. Only students who have paid the field trip fee and returned the necessary signed permission forms may go on the field trip.
 - E. A final alphabetical list of participating students must be turned in to the attendance office two days in advance of the trip, and a corrected roster before the field trip. This will enable us to publish the list in the daily bulletin in a timely manner.

Procedures for Scheduling Field Trips (Cont.)

- F. The cafeteria manager must be notified at least two weeks before the trip, in writing, if the students will not be at the school site for lunch. If bag lunches are needed the day of the field trip, a corrected roster and number of bag lunches must be obtained and signed before leaving the school. Please list the number of students who will be missing lunch.
- G. Bus transportation forms are due in transportation 15 days prior to your trip. Allow 2 more days for mailing of forms. Cancellation of buses must be done two days prior to the scheduled trip or YOU are responsible for the charges. There will be no refunds on transportation.
- H. Monies collected for field trips are to be turned in daily to the treasurer along with the recap sheet(s). Students are to sign the recap sheet with their name, grade, and amount paid. Make sure that there is sufficient money to cover the bus trip charges and any admission fees.
- I. Students not making the trip should be given a special assignment for the day and sent to the teachers who agree to accept the responsibility for your students while you are away.
- J. The teacher in charge must send a corrected list to the office after roll has been taken on the bus. A second set of information should be kept by the teacher for use during the trip.
- K. Bus companies are responsible for proper insurance coverage and current certification. The assigned assistant principals will be responsible for the inspection of all buses before the departure of a field trip.
- * **All buses from private bus companies must be checked by an administrator before leaving on a field trip.**

BUS COMPANIES WITHOUT APPROVAL WILL NOT BE PERMITTED TO TRANSPORT STUDENTS.

CLASSROOM PROCEDURES AND POLICIES

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ACKNOWLEDGEMENT AND WAIVER

I have read memorandum #3118, form the Superintendent of Schools, on the reverse side of this form. I am allowing my child, _____, to take a trip sponsored by _____ to _____ on _____, 20____. I
(Sponsor) (Destination) (Date)

understand that although the sponsor is a teacher in the Miami-Dade County Public School System, the sponsor is not acting within the scope of his/her school employment. Furthermore,

I understand that the trip is not sponsored or sanctioned by the School Board of Miami-Dade County, Florida. I therefore release the School Board of Miami-Dade County, Florida, from liability from any and all causes of action, which may arise as a result of the above mentioned trip.

Signature

Date

Name (print)

CLASSROOM PROCEDURES AND POLICIES
SCHOOL BOARD POLICY

C-52

Instruction – Elementary and Secondary 6Gx13-6A-1.22

FIELD TRIPS

Trips for students are permitted which have value in meeting educational objectives, are directly related to the curriculum, or are necessary to the fulfillment of obligations to the interscholastic athletic and activity programs.

In the planning of field trips, absences from school should be restricted to the least number of school days possible. The educational purpose and length of the field trip must be approved by the principal. Provisions for students to make up assignments for classes missed due to participation in field trips must be in accordance with procedures outlined in Board Rule 6Gx13- SA-1.04 -- Student Attendance. A signed parental permission form must be on file at the school prior to student's participation.

Students shall not be denied the privilege of participating in a field trip because of financial need. A roster is to be submitted along with the field trip application request that includes the names, addresses and telephone numbers of all students who are eligible to participate in the field trip regardless of the student's decision to participate in said trip. Clubs and/or organizations shall provide funds from fundraising activities to assist students with demonstrable needs. Provisions shall be made, when necessary, to finance the field trip through fundraising activities. Those students participating in the fund-raising efforts shall receive commensurate credit toward the trip.

School-sponsored trips involving students traveling by air must be with an FM-certified air carrier.

School-sponsored trips involving students traveling by ship must be with a earner certified by the U.S. Coast Guard.

School-sponsored trips involving students traveling by train must be with a carrier certified by the Federal Railroad Administration.

School-sponsored out-of-state trips involving students traveling by bus must be with a carrier certified by the Bureau of Motor Carrier Safety; local and intrastate trips involving students traveling by bus must be in accordance with Florida Statutes and School Board Rules.

Provisions must be made for the proper supervision of students by school employees. Parents are permitted to assist in such supervision. The adult/student ratio shall be 1:15 or less.

Permission for students to participate in all events listed on the Florida High School Activities Association calendar, on State Board of Education, Vocational Student Organization Activities Calendar, and in all regularly scheduled interscholastic athletic events within the state may be granted by the principal.

FIELD TRIPS (Cont.)

Requests for student groups other than those indicated above to leave the county for events, shall be directed by the principal to the region superintendent for approval or disapproval prior to the formulation of plans for the trip and upon approval, forwarded to the District for submission to the School Board.

An Ad Hoc Task Force consisting of a representative from the District Parent Teacher Association Parent Teacher Student Association, the Family and Community Involvement Advisory Committee, the UTD bargaining unit, region and district administration, students and principals, will be appointed annually, by the Superintendent of Schools, or his/her designee, to develop a list of recommended out-of-state trips for submission to the Board for action prior to the 1st of September. Approval of this list by the Board would permit students to participate, providing the trip is recommended by the principal. All other out-of-state trips will require specific Board approval and shall be directed to the Superintendent of Schools, and shall include the recommendation of the District Director of the Bureau of Special Programs for approval or disapproval.

Field trip requests to be approved by the School Board may be submitted to the District Director of the Bureau of Special Programs at any time, but no later than 20 school days before the Board meeting prior to the anticipated trip. In cases of emergency the Board may, upon request, permit exceptions to this requirement.

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 230.23(6) and (8) F.S.

History THE SCHOOL BOARD OF DADE COUNTY, FLORIDA

Repromulgated: 12-11-74

Amended: 11-4-77; 7-25-79; 8-25-82; 9-19-84; 1-8-86; 4-19-89; 5-25-94

EMERGENCY PROCEDURES

In addition to previously established procedures for emergencies, the following plans will be implemented in the event of a major student disorder or civil disturbance:

1. Teachers supervising students will keep them indoors and continue class activities. If students are out-of-doors, they are to be taken indoors to the nearest suitable place, and do all possible to keep everyone calm. At the first opportunity after being notified of the emergency, teachers should remain alert for announcements; classes will not change until the emergency ends.
2. Teachers supervising students will move immediately to the area inside their classroom and do the following:
 - A. Protect students from injury
 - B. Deny unauthorized individuals access to the school
 - C. Protect school property from damage
3. Administrative and Guidance personnel and all personnel will report to the area of the disturbance.
4. Paraprofessionals will report to their administrative work area.
5. Custodians will, as soon as possible, secure store rooms, restrooms, and workrooms. Teachers near these areas should assist in clearing the students from these rooms if necessary.
6. Cafeteria personnel will take the necessary action to secure trays, cash registers, and lock all doors.
7. Media Center personnel will have students remain in their seats, close and lock all doors.

Unauthorized adults, including parents, are not allowed in school during the emergency. Parents who wish to remove their children from the school must wait outside while their children are brought to them. All other unauthorized persons will be advised that unless they leave the school grounds immediately they will be charged with trespassing.

A more detailed security plan will be provided to all staff members during the opening of school meetings and should be inserted after this page of your staff handbook.

Rumor Control Line

Parents are advised to call 305-621-5681 in order to obtain information about reports of disorder at the school. Parents should call the same number when they have information or reason to believe that some disorder may occur.

EMERGENCY PROCEDURES

D-2

Receiving a Bomb Threat/Call

1. Keep the caller on the line as long as possible. Ask the caller to repeat the message. Record every word spoken by the caller.
2. Listen closely to the voice: male, female, youthful sounding, accent or speech impediment, excited speech, etc.
3. If the caller does not indicate the location of the bomb, or time of possible explosion, you should ask the caller for this information.
4. Pay particular attention to strange or peculiar background voices or sounds that may indicate location or certain types of employment.
5. If there is sufficient time, you should attempt to advise the caller that there are several thousand children in the school who may be injured/killed in an explosion.
6. Attempt to get the caller's name if possible.
7. Keep the caller talking.
8. Do not interrupt.
9. Ask caller to speak louder, slower, etc.
10. Ask caller to repeat.
11. Write down dialogue of conversation in its entirety.
12. Notify the Principal immediately, in her absence notify the Assistant Principal and he/she will determine notification of the police and fire department, School Security Office and Regional Office.
13. Each bomb threat must be evaluated and an appropriate response determined by the person(s) in charge of the school.

Organization of a Bomb Search

1. The Principal/designee is responsible for making the decision to evacuate.
2. The cafeteria personnel will be responsible for the examination of the kitchen, storage rooms, garbage can rooms, dining room areas, and other areas as the Principal directs. If the faculty is not staffed it will be the responsibility of the Principal to assign personnel to search this area.

EMERGENCY PROCEDURES

D-3

Organization of a Bomb Search (Cont).

3. The physical education instructors and other special personnel who may be at the particular school will be assigned to examine certain portions of the grounds and inspect the P.E. areas, such as locker rooms, and P.E. storage rooms.
4. The custodial staff will be assigned to inspect such areas as the boiler room, meter room, toilet areas, storage rooms and the teacher's lounge.
5. The office staff, in the Principal's office, is to be responsible for checking the outer office, Principal's office, the work room and the clinic.
6. The Media Specialist, or some designated person, is to be responsible for checking the Media Center area.
7. Non-Instructional personnel will report to the office for search assignments. Teachers will remain with the classes outdoors. This will be done after the students have been led from the building.
8. The Principal shall assign someone to cover every area in the building.
9. Fire drill signals and evacuation routes will be used unless there is reason to reroute classes, in which case you will be advised.

Suspicious Objects Located

It is imperative that all personnel involved in the search be instructed that their purpose is only to search for and report suspicious objects, NOT to move, jar, or touch the object or anything attached thereto.

The removal/disarming of a bomb **MUST** be left to the professionals in explosive ordinance disposal.

1. The location and description of the object, as can best be provided, should be reported to the proper agency. When this agency arrives, they should be met and escorted to the scene.
2. The danger area should be identified and blocked off with a clear zone of at least 300 feet.

EMERGENCY PROCEDURES

D-4

Suspicious Objects Located (Cont).

3. Evacuate the building of all personnel and students.
4. Do not permit reentry into the building until the device has been removed/disarmed, and the building declared safe from re-entry by the proper authority.

PREVENTIVE MEASURES:

The Principal should attempt to discourage false reporting of bomb threats. It is suggested that announcements be made at the first of each year to the student body concerning the seriousness of such calls. All the time lost, due to a false bomb scare, must be made up at a later date.

Make the School Resource Officer and School Security Department aware of any activities around the school that might be a source of such phone calls, such as private establishments near the school where habitual loiterers congregate.

Emergency Plan for Miami Carol City Senior High School

The principal or designee will come over the P.A. system and say:

1. Teachers, we are now on code **ORANGE.**
2. The administrators, counselors, security monitors, and custodians will proceed to their assigned positions.
3. Teachers will immediately lock classroom doors and follow directions as they are provided.
4. Students are to remain seated and quiet and follow directions from their teacher or appropriate personnel.

When the Building Evacuation Signal is Sounded

1. Teachers shall take their place at room exits and at their signal, the pupils shall exit the room in an orderly.
2. While pupils are exiting the room, the teacher will check the room to see that everyone is leaving. The teacher will then close, but not lock, the door and will join the pupils as they exit of the building.
3. Classroom windows are not to be closed, shades are not to be drawn and classroom items are to be left in the room.

EMERGENCY PROCEDURES

D-5

When the Building Evacuation Signal is Sounded (Cont.)

4. In each school, teachers, custodians, or office personnel are to be assigned to check toilet areas or other areas where students may not be under the direct supervision of a teacher.
5. Pupils not under the direct supervision of a teacher are to be instructed to join and exit with the nearest supervised group.
6. Students or teachers should be appointed to open the exit doors to the building when the Evacuation Signal is sounded. If these doors can not be secured in an open position, they are to be held open by the person/persons so assigned. When the evacuation is completed, the persons assigned to the doors will join their group.
7. While it is desirable that buildings be evacuated quickly, speed should not become a consideration to the extent that injuries occur due to tripping, shoving, etc. It is also necessary that conversation be held to a minimum so that the person in charge can remain in absolute control.
8. On hearing the signal, the custodians will carry out the assignment previously given them by the Principal.
9. Written instructions are to be posted in each room, giving specific routes to be followed by the occupants of that room. A building evacuation diagram is also to be posted.

Hurricane Precautions

When hurricane warnings are displayed we will depend on school personnel to assist in taking the following precautions:

1. All windows closed and fastened.
2. All loose boards and debris disposed of or stored in a safe place.
3. Awnings secured or taken down and stored.
4. All window shades completely rolled on the rollers, and Venetian blinds protected by raising them to the top of the window.
5. All books, papers, typewriters, and other equipment should be covered and moved as far away as possible from the windows and other areas that might be damaged and admit water to the building. These items should be stored at least two to three inches above the floor to protect them from water damage due to minor flooding.

EMERGENCY PROCEDURES

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6. All items such as garbage cans, cartons, tin cans, and other miscellaneous items stored in a safe place.

Tornado Alert Procedures

The following procedures should be taken in the classrooms following a tornado alert from the Main Office:

1. Close shades and black-out curtains if time permits; windows should be left in the open position.
2. Group furniture for maximum protection against expected hazards, especially falling walls and flying glass.
3. See that exterior doors are unlocked.
4. Have students place themselves in best protective position (prone or turtle position).
5. Check for additional interior hazards.

Students not assigned to remain in rooms, and those out on the P.E. field when warning is received, should move quickly to the Media Center and/or the Cafeteria, if time permits. If the attack/tornado occurs before shelter can be reached, pupils exposed on the P.E. field should assume a prone position with their hands protecting the back of the head and neck.

An "All Clear" announcement will come from the Main Office when the danger has passed.

Fire Evacuation Procedures

Fire drills are held in accordance with state regulation 6A-2.890/ 6A-891. Detailed instructions concerning fire drills are provided. It is essential that each teacher follow exact instructions about exits, as the building should be emptied in two (2) minutes. Teachers are expected to see that each of their students leaves the building; teachers are required to escort their students out of the building.

Each work station will be provided with an evacuation diagram to be posted on the bulletin board at all times, showing the route to be followed by the class when a fire drill is sounded. Students should be cautioned that there is to be no talking or running while

EMERGENCY PROCEDURES

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leaving or re-entering the building. Each teacher should designate someone to close the classroom door after everyone has left the room.

Classroom teachers should be certain students do not rearrange their desks thereby blacking the doorways at any time. While the students are marching out of their room, the teacher will check the room to see that everyone is leaving. The teacher will then close, but not lock the door and will join the students as they march out of the building.

Fire Evacuation Procedures (Continued).

Students or teachers should be appointed to open exit doors to the building when the Evacuation Signal is sounded. If these doors can not be secured in an open position, they are to be held open by the person so assigned. When the evacuation is completed, the person assigned to the doors will join their group.

Precautions During Electrical Storms

Electrical storms present life safety hazards to students and personnel that are unique in their characteristics and fatality producing potential. The following protective action will be taken by faculty and students in the event of a storm in the vicinity causing cloud to ground lightning that is generally associated with thunderstorm activity.

- A. **School Grounds:** Get out of the open area as quickly as possible upon the approach of the storm. Do not seek shelter under isolated trees or close to wire fences, playground equipment or shelters located in exposed locations. The decision to move indoors when students are involved will be made by their responsible supervisor who will act in accordance with these guidelines.
- B. **School Buildings:** Avoid standing close to windows, electrical light circuits, plumbing and metal objects until the storm has passed.
- C. **In Transit:** If you are in a bus or car, stay in it. Do not park the vehicle under electric lines or isolated trees.
- D. **Field Trips:** Get off high ground as quickly as possible, avoid lone trees and small sheds. Stay away from metal fences, pipes and railroad tracks. Seek shelter in thick timber.
- E. **Power Failure:** In the event of a power failure, stay where you are. Under no circumstances should you send students out of the room, keep your students with you in your classroom until power is restored or until you receive further instructions.

Emergency Procedures for a Seriously Ill or Injured Student

It is imperative that every student in every homeroom has a completed EMERGENCY HOME CONTACT card on file in the Attendance Office. Emergency procedures of any kind must be simple in nature and clearly understood by all personnel. All members of the school staff are expected to study the following procedure and fit it clearly in their minds as to what is to be done in case of an emergency.

Emergency Procedures for a Seriously Ill or Injured Student (Continued).

When a child is judged by the classroom teacher/person in charge of the activity to be seriously ill, or when a child is seriously injured the following procedures are to be implemented:

1. The teacher shall IMMEDIATELY dispatch a reliable student to the Office/nearest communication device to notify the Assistant Principals and/or the Principal.
2. In cases of serious illness, make the child as comfortable as possible under the circumstances. DO NOT ATTEMPT TO MOVE THE CHILD.
3. The child should be moved to the clinic as quickly and as carefully as possible. Ask for the help of other teachers or reliable students. This step would NOT apply where the teacher might suspect serious internal injury or conditions that may become more serious in moving the student.
4. The Attendance Office will notify the parent/relative, neighbor, physician, etc., as listed on the Emergency Contact Card.
5. In cases where the parents or others listed on the Emergency Contact Card cannot be reached and it is apparent that immediate professional help is needed, the Administrator in charge shall contact the police for the purpose of summoning assistance.
6. ALL accidents are to be reported to the Attendance Office by the teacher in charge of the group or activity in writing on Miami-Dade County School forms within 24 hours of the accident.
7. Students with minor ailments, are to remain in the classroom.

Attendance – School Board Rules

"There is probably no factor more important to satisfactory school progress than regular school attendance. Students who are excessively absent from school or class soon fall behind in academic achievement and in successful and rewarding participation in the wide range of extra curricular activities of a school. These activities play an important part in building student and school morale. Excessive school absence often precedes grade failure and loss of interest resulting in the student's dropping out of school. Absenteeism frequently precedes delinquency."

THE MIAMI-DADE COUNTY PUBLIC SCHOOLS HAVE THE AFFIRMATIVE OBLIGATION UNDER STATE LAW TO MONITOR STUDENT ATTENDANCE, INFORM PARENTS OF STUDENT ABSENCES, AND TO SEE THAT COMPULSORY ATTENDANCE LAWS ARE ENFORCED.

"The attendance of all public school pupils shall be checked each school day in the manner prescribed by regulations of the state board and recorded in the teacher's register or by some approved system of recording attendance. Pupils may be counted in attendance only if they are actually present at school or are away from school on a school day and are engaged in an educational activity which constitutes a part of the school approved instructional program."

The Principal is expected to see that:

- Attendance is taken and recorded by duly authorized persons at a designated time every official school day.
- A good faith effort is made to contact the parents of students absent from school each day. Parents are notified by phone or U.S. mail upon the third (3) consecutive absence during each nine (9) week grading period. The school may requisition postcards for this purpose from the textbook department.
- Direct contact is made with the parent upon the aggregate fifth (5th) absence during each nine (9) week grading period by telephone, school conference, or a home visitation made by the visiting teacher.
- Any serious nonattendance case be recorded on a case card and given to the visiting teacher. The counselor is responsible for providing a plan for follow-up services for all cases referred to the visiting teacher within the school.

Attendance

"Students are responsible for the content of all classwork. All students who have been absent for an excused reason shall have the responsibility to request and make-up assignments missed upon return to school in accordance with the procedures and conditions established by the faculty and administration at each school. The teacher shall determine the nature of the make-up assignment. It should be remembered that all classwork due to the nature of instruction, is not readily subject to make-up work. As such, the make-up assignment may reflect a lower grade than would have been received if the student had been in attendance. A natural result of the failure on behalf of the student to make-up all assignments will be a lower assessment of that student's academic effort than it would have been had the student been present in class and completed all assignments. The principal will be responsible for the general supervision of this process."

Excused Reasons for Absence

Under no circumstances shall a student be penalized for an excused absence. The most frequent causes for an excused absence are:

1. Student illness
2. Medical appointment that can not be scheduled when school is not in session.
3. Participation in a school sponsored activity.
4. Death in the family.
5. Observance of a religious holiday or service when it is mandate for all members of a faith that such a holiday or service be observed.

Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused.

A student accumulating five (5) or more unexcused class absences during each semester course, or ten (10) or more unexcused class absences during each annual course will be subject to the withholding of passing final credit pending a student-requested administrative screening and/or review of all absences by the attendance review committee.

Class Attendance

Students may be counted, in attendance only if they are physically present in class or have been sent from the room by that classroom teacher and are engaged in an educational activity which constitutes a part of that class approved instructional program. This would include referral to

Class Attendance(Continued).

support personnel. Students excused from class for a school approved instructional program not related to the class missed shall be recorded as absent and shall be responsible for the assignments missed.

The classroom teacher is expected to:

1. Take and record attendance of the students enrolled in each class, during each class meeting.
2. Check the daily attendance bulletin for students' third and fifth day accumulated absences and report any discrepancies to the attendance office. The principal shall determine the extent of follow-up on any reported discrepancies.
3. Upon request of the student or parent, provide make-up assignments for excused absences under the procedures and conditions established by the school.
4. Reflect a lower academic assessment of the student who does not complete all make-up work assigned by the teacher.

The student is expected to:

1. Take advantage of his/her educational opportunity by attending all classes daily and on time, unless circumstances beyond his/her control prevent the student from doing so.
2. Provide the school with an adequate explanation for an absence.
3. Request the make-up assignment from his/her teachers upon the student's return to school.
4. Complete the make-up assignments for classes missed within a reasonable time established by the principal.

School Attendance Procedures

We are required by law to maintain ACCURATE pupil accounting procedures. The following attendance procedures are in accordance with approved methods for Pupil Attendance Recording and Reporting for Miami-Dade County Public Schools.

There will be one attendance bulletin printed for the entire school. The bulletin will list alphabetically those students who are absent along with the number of absences that reporting period for that student. Students reporting tardy to school will be listed, as will students who are excused from school early, assigned to 3R's, suspended, or withdrawn from school.

The Attendance Bulletin will be printed and distributed as soon as possible each day. Each teacher will use the bulletin to update the homeroom class roll and to check class rolls for students cutting classes. The name and section of any student missing from class and not marked absent or excused must be sent to the office on a blue Class Absence Report after taking attendance for that period. **ONE STUDENT NAME PER SLIP PLEASE.**

This daily check on attendance is required by Florida Statutes and the teacher is responsible for keeping accurate records of student attendance. All attendance cards, attendance bulletins, attendance office summary sheets, class absence reports, class Record Book (showing absences and tardies), and all other pertinent data shall be retained by the school as permanent record. These documents shall be *primo facto* evidence of the facts, which are required under this method of attendance record keeping and reporting.

OFFICIAL ATTENDANCE CHECKS

The presence or absence of each student shall be officially checked once daily during the first half of each student's scheduled day. The attendance of students shall be reported as follows:

1. Each student who is scheduled at a school center, and who is present or tardy, shall be considered present one day. Tardiness is the absence of a student at the time the regularly scheduled session begins, provided that the student is in attendance before the close of that school day.

A student shall be deemed to be in attendance if away from school on a school day and engaged in an educational activity that constitutes a part of the school approved instructional program for that student.

OFFICIAL ATTENDANCE CHECKS (Continued).

2. Each student who is scheduled at a school center for instructional purposes for a partial day, and at a vocational-technical center, a vocational school, or a community college for a partial day shall be reported as present, if present at either location.
3. A student who submits satisfactory documentation regarding his/her absences due to the observance of a religious holiday or because the tenets of that student's religion forbid secular activity at such time, and who satisfactorily makes up any examinations and assignments which have been missed, should not be disqualified from receiving attendance awards or other attendance incentives at the school level, region level, or district level. See Exhibit #5 for a list of religious holidays.

After the attendance check is completed by the teacher, all Attendance Transmittal Cards (or Scan-Tron Cards) for students absent at that time will be sent to the school's attendance office. If no students are absent, a **"NO ABSENTEES"** card with the teacher's name will be sent to the school's attendance office. It is not necessary to mark the Attendance Transmittal Card (see Exhibit #1) when a student is absent.

The teacher grade book is the source document for attendance data. Attendance data is to be recorded in the homeroom grade book or class period grade book, if that is the official homeroom period, using the following codes:

X	EXCUSED ABSENCE	Ø	UNEXCUSED TARDY
/	UNEXCUSED ABSENCE	0	EXCUSED TARDY

Students Returning From Absence (Continued).

These basic recording codes should be reflected in the key in front of the grade book. Teacher grade books are retained in the school in accordance with the district records retention schedule.

Students Returning From Absence

1. Students returning to school with a note from the parent indicating a satisfactory reason for the absence note will have their note initialed by the teacher and entered as a satisfactory absence in the Teacher's gradebook. The last period teacher will collect the note, which will be forwarded to the office at the end of the school day.
2. Students are to be given an opportunity to make up work that is missed (usually within one week, unless the absence was for an extended period of time).
3. Students without notes and/or acceptable excuses are to receive an "unsatisfactory" absence in the teacher's gradebook.
4. It is the student's responsibility to bring in an acceptable excuse if he/she wishes the opportunity to make up the work and receive credit for the absence.
5. Homeroom teachers should make every effort to contact parents of those students who are absent.
6. The Attendance Office and Guidance Staff will counsel those students with an attendance problem. Severe cases will result in parent conferences, disciplinary action, and possible judicial action being taken.
7. Classroom teachers should carefully keep an accurate record of class attendance: marking absences and tardies by date. This is essential in providing documentation in parent conferences, disciplinary action, and possible court cases.

Student Tardies**1. TO SCHOOL**

Student reports directly to the attendance office to receive an admit to class pass. Attendance staff will process and send the student directly to class or refer the student for excessive tardiness directly to an Assistant Principal.

Students tardy to school will appear on the Attendance Bulletin along with the time of arrival at school. Teachers are to verify the accuracy of all information in this bulletin.

2. **TO CLASS**

When this occurs, the teacher handles tardies. STUDENT IS NOT SENT TO THE OFFICE. If a student has been detained by the previous teacher, that teacher should give the student a pass to class at that time. If a student claims he/she was detained by a previous teacher, the student should ask for a note for the next day. Do not send the student, out looking for a pass. He/she will probably spend the period in search of a teacher to write the pass. As a reminder, **teachers are not to detain students after the ringing of the bell.**

If a student is tardy frequently, try to determine why. The teacher should exercise every effort to correct the situation by conferring with the student, contacting the parents, conferring with the guidance personnel, or in extreme cases referring the situation to the Assistant Principal, in that order.

Teachers should start and end classes on time. If you start your class 5 minutes late, why should the students be on time?

Students Excused From School

Students desiring an excuse from school must report to the Attendance Office BEFORE school with a note from their parent explaining the reason for the excuse. The parent will be contacted and if the request is approved, a "Permission to Leave School" form will be issued to the student. The names of students excused from school will appear on the attendance bulletin for that day.

Student Behavior

1. School Philosophy regarding student behavior.
 - A. To make it possible for a student to know what is expected of him/her, it is necessary that each teacher hold to certain standards in regard to class procedures and discipline. Good working conditions must prevail at all times, even though teachers may differ in the ways with which they secure results. Good discipline is required for good teaching. The policy is to require a uniform atmosphere of cordiality, courtesy, consideration, and respect in the classroom. The teacher's standards are not what he/she expects but what he/she accepts.
 - B. Good discipline can usually be obtained without difficulty. One teacher who departs from the requirements makes it harder for the rest of the faculty. Therefore, it is necessary that the teacher require from the first meeting of the class exactly what he/she expects later. **At no time should there be any doubt in the student's mind as to what is expected of him/her in class.**

2. Each teacher is expected to handle the discipline problems that occur within his/her classroom. If there is an emergency situation, the teacher should follow the procedures outlined in this handbook to secure any needed assistance to resolve the problem. The teacher should not hesitate to preserve class morale by dealing strictly and fairly with a troublesome student.
3. Every teacher and staff member is expected to correct any breach of discipline he/she may observe, providing no other teacher is directly in charge of the situation. All teachers are to assist in the orderly movement of hall traffic during passing time between classes by standing at their classroom doors. Only by all of us working together can we insure proper student behavior.

Procedures for Seeking Assistance in Handling Difficult and/or Disruptive Students

Each teacher is expected to handle the discipline problems that occur within the classroom. Teachers should be able to resolve most situations themselves. Procedures and steps to be followed in resolving problems are as follows:

1. Teacher discusses the problem privately with the student involved and ways to correct the problem. If it is not resolved:
 - A. Via written note or telephone, the teacher informs the parent/guardian of the problem. If application and follow up of all agreements reached and commitments made do not resolve the problem, then:
 - B. Contact parent/guardian for team conference regarding continued misbehavior. If unacceptable behavior still persists and teacher feels assistance is needed, then:
 - C. Discuss it in detail with the assigned counselor and/or visiting teacher. If application and follow up of all findings still do not produce ends sought, then:
 - D. Review all steps taken. Be certain that all possibilities have been exhausted. If not certain, repeat as many as needed. After teacher, student, parents, counselor(s), guidance department and visiting teacher efforts have been documented and unacceptable behavior continues, then:

Procedures for Seeking Assistance in Handling Difficult and/or Disruptive Students *Cont.*

- E. The teacher must contact the parent and complete the comment section on the SCAM before sending a student to the office.
- 2. If it becomes necessary to remove a disruptive student from the classroom, the teacher will:
 - A. Send the student down to the office with a security monitor to guidance counselor and/or the Assistant Principal.
 - B. Follow up with a completed referral form.
 - C. If the student refuses to report to the office, notification of this will be sent to the Assistant Principal.
- 3. Prior to the pupil returning to the teacher's class, the counselor and/or Assistant Principal will confer with the student, teacher and parent as needed.
- 4. The same day the student is removed from the class or the day immediately following, the Assistant Principal and/or counselor will confer with the sending teacher after conferring with the pupil upon his/her reporting to the office. If the misconduct is so serious that notification of the School Security Department and/or School Police is necessary, the Assistant Principal will refer the case. The same day the student is removed from class or the school day immediately following, there will be a joint conference with the teacher, student and guidance personnel. If necessary, the parent will be asked to come to school for a conference. This conference should normally be held within 2 (two) days following the student's removal from class.
- 5. After the above series of conferences, the counselor or Assistant Principal will prepare a written report of the problem to include decisions reached by the teacher, pupil and parents and arrangements made concerning the student's classroom behavior. Copies of this report will be given to the principal and the teacher. At this time, if no further action is needed, the student will be allowed to return to class with the following stipulations:
 - A. Student may be placed on Progress Report to document progress.
 - B. A follow up conference between the teacher, counselor and student will be held to review progress.

Procedures for Seeking Assistance in Handling Difficult and/or Disruptive Students *Cont.*

6. If after conferences with the student, teacher and parent a resolution of the problem is not reached, the counselor will make a written report to all proceedings and refer the problem back to the Assistant Principal for disposition.
7. When a case of disruptive behavior must be referred to the Assistant Principal he/she will decide, upon review of the facts, if suspension is to be recommended to the Principal.
8. If after returning to class, the student is again referred to the guidance office; the student, upon the decision of the guidance counselor may be referred directly to the Assistant Principal for final disposition along with all documentation of the student's problem.
9. Refer directly to the Assistant Principal immediate control situations such as fighting, smoking and other violations of the law.
 - A. Teacher arranges for either coverage of his class by another teacher and takes the student to the Attendance Office or sends for administrative assistance in extreme emergency situations.
 - B. The teacher will convey orally and in writing the need for the removal of the student from the classroom at this time or as soon as practical after the incident.
10. The Assistant Principal will take the following action:
 - A. Consult with the teacher to determine the cause, nature and seriousness of the problem (verbally and/or in writing).
 - a. Confer with the referred student: then at his/her discretion will: Refer to Guidance Department for follow up action.

Notify School Security Department and/or Police where appropriate and necessary.

 - B. Determine what disciplinary action is appropriate to include:
 - a. Reprimand
 - b. Detention
 - c. Conference
 - d. Referral

- C. Make and keep written record of all proceedings to include statements by the staff member making the referral- the student referred, witnesses, parents, and the disciplinary action taken, if any.
- D. Inform the teacher, student and parent of action taken. Review with all concerned parties the proper procedure, which will be followed to insure due process in all cases.

Guidelines for Dealing with Drug Abuse Students

The State Attorney's Office has offered the following guidelines for teachers, counselors and administrators to help children in drug related cases:

There is no violation of the law for a child seeking help to admit to using drugs; therefore, it is not necessary to report this information to law enforcement officials.

Possession or sale of drugs is definitely a violation of the law and must be referred to the appropriate school authority, which is the Principal or Assistant Principals. Being under the influence of drugs is a violation of the law providing it may be classified as "public intoxication". A student under the influence of drugs in a school office or school clinic may not be considered to be in public, and therefore would not necessarily have to be reported to outside law enforcement agencies.

It is extremely important prior to a student-teacher counseling session that the ground rules based on the previous information be explained to the student. For further assistance with procedures related to drug use, consult administrative personnel.

STUDENT DRESS CODE

View Code of Student Conduct attached as PDF-file on CD.

1. Personal attire should be in good taste so as not to distract from the educational process.
2. No garment may be worn other than its intended manner except in emergencies, e.g., stocking on the head; jackets with or without hoods, worn as shirts or caps.
3. No bare feet, clogs, thongs or sandals.
4. No written messages, picture or symbols on clothing which portray ideas that are dangerous to the health, safety, and welfare of students, e.g., messages that relate to drugs, smoking, alcohol, sex and profanity.
5. Skirts or shorts should be worn in good taste and appropriate length. (The length of a student's shorts or skirt must extend at least to the tip of the middle finger when the student's arms are placed at the sides of his or her body.) Physical education shorts are to be worn in physical education classes only.
6. No halters, tube tops, off the shoulder shirts, see through blouses without a camisole or a whole slip, bare backs, bare midriffs, and sleeveless undershirts or shirts are allowed. All shirts and blouses must at least touch the top of pants or skirts.

HEADWARE: Hats, hair rollers, scarves and sunglasses are not allowed on campus. Any student found in possession of any of these items will have them confiscated and will be subject to disciplinary action. **(Refer to Appendix D)**

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HEADWARE: Hats, hair rollers, scarves and sunglasses are not allowed on campus. Any student found in possession of any of these items will have them confiscated and will be subject to disciplinary action. **(Refer to Appendix D)**

1. A detention may be assigned to a student who violates class rules. Detentions may be held individually, departmentally, or at the school-wide level.
2. Students shall be given 24 hours notice in writing for their parents. The teacher **MUST** require that the notice be returned with the parent's signature.
3. Whenever possible, teachers should hold detention in their own classroom. Teachers may use other building facilities, such as the Media Center or auditorium if needed.
4. Administrative staff, guidance personnel, clerical staff, and/or classroom assistants shall not supervise detention in the place of the assigning classroom teacher. Classroom detentions shall not be assigned to the general office area.
5. A teacher may require students to serve detention before or after school. A detention of thirty (30) minutes is recommended.
6. Students who refuse to serve detention at the time assigned or refuse to serve all of the time assigned by the teacher shall be referred. At this point, the next action taken will be left to the discretion of the assistant principals.
7. Since many students are traveling long distances by school bus, you may wish to provide an alternate to after school detentions. This will relieve you of concern for the safe transportation home for these students.

Disciplinary Procedures Dealing with Assaults on Teachers, Students, and Other Staff Members

This is a reminder to all teachers that the Superintendent of Schools, School Board and your school administration consider assaults on students and staff members to be an extremely serious matter requiring prompt action.

The actions listed below will be taken by the school administration to prevent, and deal effectively with assaults on students and staff members.

- Physical assault on students and schools staff members will be cause for expulsion. Verbal assaults on staff members by a student will have similar serious consequences. Expulsion or suspension will be recommended in all the above cases except those for which, through investigation, the administration finds expulsion is not warranted.

Disciplinary Procedures Dealing with Assaults on Teachers, Students, and Other Staff Members *(Continued.)*

- Stern disciplinary action, including suspension and expulsion, will be administered to those students who repeatedly misbehave and disrupt the educational process of the classroom.
- When serious incidents occur that may lead to suspension and expulsion, make every effort to provide the administration with a written description of the incident and names of the witnesses to the incident... who, what, when, where, action taken... this type of description would be most helpful.
- If you see outsiders in the building during school hours, notify the office immediately. This applies to the P.E. field as well. The administration strongly recommends that staff members cooperate fully with school security officers, the police and the Office of the State Attorney in the prosecution of all students and outside intruders who commit assaults and/or other crimes on school personnel.
- Any guest speakers or other visitors that teachers invite to their classroom should be cleared with the Principal in advance of the invitation.

Student Case Management System

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The Student Case Management System is an automated system of recording and reporting data that allows for more efficient delivery of services that are provided for students and the disciplinary actions taken to improve student behavior. The Miami-Dade County Public Schools shall maintain a computerized Student Case Management System to ensure that all students are provided equal access to preventative services consistent with their needs, and afforded fair, consistent, disciplinary actions when violations of the Code of Student Conduct do occur.

This system shall minimally have the capacity to ensure that the program complies with all federal and state statutes relating to student records; indicates the exact nature of the service the student has received; and develops a data base that would assist in making recommendations for the refinement and strengthening of services provided to students.

Administrators, teachers and student services personnel at the school, area, and district level shall be responsible for completing forms that are required to record student case information. This system shall have those safeguards that will ensure the accuracy and confidentiality of student information.

The information on an individual student shall be retained in the active file for a period not to exceed three years, at which time the data shall be transferred to an inactive file. The inactive record shall be destroyed in accordance with the state adopted schedule of record destruction. Neither the forms nor the data generated by the Student Case Management System shall be made a part of a teacher's personnel file; nor used to initiate disciplinary action against any teacher; nor shall these forms be used as a basis for the assessment of a teacher in any portion of the observation/evaluation forms. Neither the name nor the employee number of the referring teacher shall be entered into the automated data retrieval system.

It is the intent of the Board to utilize the Student Case Management System exclusively for the refinement and improvement of student services. The Student Case Management System is not to be used as a part of the personnel assessment system; nor is it intended to reduce the range of available student disciplinary actions, pursuant to the Code of Student Conduct, nor the availability of student services provided to students. Board Rule 6Gx 13 SD 1.09

Reporting of Crimes and/or Disruptive Behavior

It is important that all students and parents understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must, by Board Rule, be reported to appropriate police authorities and to the Miami-Dade County Public Schools Police (School Board Rule 6Gx 13-4A-1.21). The following incidents WILL BE reported:

View Code of Student Conduct attached as PDF-file on CD.

What Violations Disrupt the Educational Process?

The Code of Student Conduct defines distinct violations identified by principals, administrators, teachers, students, and community members which are representative of those acts that frequently cause disruption of the orderly educational process.

It should be pointed out, however, that this is not all-inclusive and a student committing an act of misconduct not listed will be subject to the discretionary authority of the principal.

A major consideration in the application of the Code of Student Conduct is to identify the most appropriate disciplinary action for bringing about positive students behavior. To that end, the violations have been divided into six groups, and a variety of administrative actions, dependent upon the severity of the misconduct, have been recommended or mandated. Before, during, and after the implementation of any disciplinary action, student services personnel such as counselors, and psychologists play a vital role in assisting the student in resolving any problems influencing his/her behavior.

The principal or teacher, or both, consistent with the powers delegated to them, have the authority to take additional administrative action if, in their opinion, the nature of the misconduct warrants it. In addition, school administrators have the prerogative to seek the waiver of any portion of or all mandatory disciplinary action through the Division of Alternative Education. Those parties who are directly involved in the incident shall be informed of the reason (s) for requesting a waiver.

The following charts describe the violations and the disciplinary actions. When a violation calls for disciplinary action, all or any part of the appropriate plan is to be implemented. If a violation indicates a mandatory action, all parts of the required plan must be administered unless any part is not applicable.

CAREFULLY READ AND STUDY THE FOLLOWING:**VIOLATIONS**

- | | |
|----------|-----|
| 1. Group | I |
| 2. Group | II |
| 3. Group | III |
| 4. Group | IV |
| 5. Group | V |
| 6. Group | VI |

DISCIPLINARY ACTIONS

1. Plan A
2. Plan B
3. Plan C
4. Plan D
5. Plan E
6. Plan F

Violations

GROUP I (Violations)

General Disruptive Conduct

Unexcused tardiness, unexcused absences from class, truancy, possession of objects such as electronic beepers, telephone pagers, cellular telephones, mace, or radios, and/or any behavior which disrupts the orderly educational process.

Use of Provocative Language

Obscene language, profanity, threats and/or inflammatory statements.

FIRST VIOLATION – PLAN A

**REPEATED VIOLATION – PLAN B
(MANDATORY)**

GROUP II (Violations)

Assault

Intentional verbal or physical threat to do violence to someone by a student, who possesses an apparent ability to do so, and in doing so, creates a well-founded fear that such violence is imminent.

Defiance of School Personnel's Authority

Refusal to comply with a reasonable request from school personnel.

Disruption of the School Bus

Any misconduct on a school bus.

Gambling (SPAR)

Participation in games of chance for money and/or other things of value.

Bullying

Repeatedly using hostile, intimidating, domineering, or threatening behavior with the aim or purpose of physically or mentally hurting another individual.

Harassment (SPAR)

Any slurs, innuendoes, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or national origin, age, sexual orientation, social and family background, linguistic preference, or disability, which has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Indecent Proposition (SPAR)

An unsolicited sexual proposal.

Obscene Material

Possession and/or distribution of material which offends common decency and morals.

Petty Theft (not over \$300.00 in value)

Unauthorized possession and/or sale of the property of another without the consent of the owner.

Sexual Harassment (SPAR)

Sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct substantially interferes with a student's academic performance, or creates an intimidating, hostile, or offensive school environment.

Use of Tobacco Product

Holding a lighted cigarette (cigar, etc.), drawing in and exhaling the smoke of tobacco or use of any tobacco products.

FIRST VIOLATION – PLAN B

REPEATED VIOLATION – PLAN C (MANDATORY)

Use of Provocative Language

Obscene language, profanity, threats and/or inflammatory statements.

Disciplinary Actions

(One or more of these actions may be appropriate)

PLAN A

- Parent contact / parent conference.
- Administrator / teacher / student conference.
- In-class / in-school disciplinary action.

PLAN B

- Parent contact / parent conference.
- Administrator / teacher / student conference.
- Removal from class, if appropriate.
- Suspension or other alternatives, e.g., School Center for Special Instruction, denial of bus privileges with possible recommendation for administrative assignment to Opportunity School. *
- Participate in a session on the problem of harassment. Conduct research on the topic of harassment.
- Refer criminal acts to the Dade County Public Schools Police and the local police agency for appropriate legal action. **
- When appropriate, seek restitution, restoration.

PLAN C

- Parent contact/parent conference.
- Administrator/teacher/student/parent conference.
- Suspension or alternative to suspension with possible recommendation for administrative assignment to Opportunity School or expulsion.*
- Participation in a series of sessions which focus on ending the student's harassing behavior. This may be considered an alternative to suspension.
- Refer criminal acts to the Dade County Public schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.
- This notice of suspension must be mailed to the parent.

** Criminal acts shall be reported in accordance with the directives contained in the document, "Procedures for Promoting and Maintaining a Safe Learning Environment."

Violations

GROUP III (Violations)

False Accusation:(SPAR)

The intentional making of false accusations that may jeopardize the professional reputation, employment, or professional certification of a teacher or member of the staff.

False Fire Alarm:(SPAR)

The intentional activation of a fire alarm, fire bell, or other signaling device with intent to deceive, mislead or otherwise misinform a school/center/school function concerning the presence of a fire.

Participation in Non-sanctioned Organization:

Participation in clubs, fraternities, sororities, or secret societies that are not sanctioned by the School Board.

Possession, Use, or Sale of Fireworks:

The possession, use, or sale of fireworks which constitutes a danger to the students in school.

Possession of Aerosol/Chemical Weapons:(SPAR)

The possession of aerosol/chemical weapons, such as tear gas, pepper gas or mace.

Possession and/or Concealment of a Simulated Weapon (SPAR)

The possession, concealment, or display of a simulated weapon including, but not limited to, toy guns, water guns, cap guns or toy knives.

Fighting

A hostile physical encounter between two or more individuals.

Participation in illegal organization.

Participation in clubs, fraternities, sororities, or secret societies that are not sanctioned by the School Board.

Vandalism

The willful or malicious destruction and/or damage of school property or the property of another.

FIRST VIOLATION – PLAN C

REPEATED VIOLATION – PLAN D (MANDATORY)

Group IV (Violations)

Assault on Staff Member *(SPAR)

Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and, in doing so, creates a well-founded fear that such violence is imminent.

Battery (Non-Staff) Member) (SPAR)

An actual and intentional harmful or offensive touching or striking of another person against his or her will.

Extortion (SPAR)

Obtaining money, information, or anything of value from another by coercion or intimidation.

Grand Theft (Over \$300 dollars in value) (SPAR)

Unauthorized possession and/or sale of the property of another without the consent of the owner.

Possession of Mood Modifiers or Illegal Drugs:(SPAR)

Possession of any mood modifier, illegal drug, alcohol, or similar items except cocaine. (The possession of illegal drugs and alcohol is wrong and harmful.)

Robbery (SPAR)

The taking of money or other property from the person or custody of another by force, violence, assault, or placing in fear.

Using Mood Modifiers, Including Alcohol (SPAR)

Absorbing a substance, not medically prescribed for the student, capable of producing a change in behavior or altering a state of mind or feeling. (The use of illegal drugs and alcohol is wrong and harmful.)

***REQUIRE PRINCIPAL TO MAKE RECOMMENDATION FOR
EXPULSION**

**FIRST VIOLATION – PLAN D
REPEATED VIOLATION – PLAN D (MANDATORY)**

Disciplinary Actions

(One or more of these actions may be appropriate.)

PLAN C

- Parent contact/parent conference
- Administrator/teacher/student/parent conference
- Suspension of alternative to suspension with possible recommendation for administrative assignment to Opportunity School or expulsion. *
- Refer criminal acts to the Dade County Public Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

PLAN D

- Parent contact/parent conference.
- Administrator/parent conference.
- Ten-day suspension.*
- Recommendation for expulsion, administrative assignment to Opportunity School, or placement in a substance abuse program.

- Refer criminal acts to the Dade County Public Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

The notice of suspension must be mailed to the parent.

- Criminal acts shall be reported in accordance with the directives contained in the document Procedures for Promoting and Maintaining a Safe Learning Environment.

Group V (Violations)

Continuous Disruptive Behavior: (SPAR)

Committing a combination of any of the violations listed in this Code that has resulted in more than 20 days of outdoor suspension.

Hate Crime: (SPAR)

Crimes or criminal acts motivated by hate due to some characteristics or perceived characteristics of the victim motivated all or in part by hostility to the victim's real or perceived race, religion, color, sexual orientation, ethnicity, ancestry, national origin, etc.

Possession and/or Concealment of Weapons: (SPAR)

Any carrying, concealing, or displaying of knives, flammable agents, or any other items that may be used to cause bodily injury or death.

Possession of Cocaine or Heroin: (SPAR)

Possession of any amount of cocaine or heroin. (The possession of illegal drugs and alcohol is wrong and harmful.)

Sale or Distribution of Mood Modifiers or Illegal Drugs: (SPAR)

The act of distributing a mood modifier or illegal drug, including alcohol, to others. The possession of an amount that would be considered greater than that for personal use will be deemed to be for distribution/sale. (The sale and distribution of illegal drugs and alcohol is wrong and harmful.)

Sex Violations: (SPAR)

An offense against chastity or common decency.

Plan E (Mandatory)

**MANDATORY
DISCIPLINARY ACTIONS**

PLAN E

- Parent contact/parent conference.
- Administrator/parent conference.
- Ten-day suspension and recommendation for expulsion.*
- Refer criminal acts to the Miami-Dade Schools Police and the local police agency for appropriate legal action.**
- When appropriate, seek restitution or restoration.

GROUP VI (Violations)

Aggravated Assault (SPAR)

An intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, while displaying an object other than a firearm, knife, or other deadly weapon, which could cause bodily harm, and which creates a well-founded fear in the victim that such violence is imminent.

Aggravated Battery (SPAR)

- a) An actual and intentional harmful or offensive touching or striking of another person against his or her will, utilizing an object not usually considered a weapon (including, but not limited to a book, chair, pen, pencil, trash can) as a weapon, other than a firearm, knife, or deadly weapon, to inflict bodily harm.
- b) An actual and intentional harmful or offensive touching or striking of another person against his or her will, without using an object but causing bodily harm.

Armed Robbery: (SPAR)

The taking of money or other property from the person or custody of another, with intent to either permanently or temporarily deprive the person of the money or other property, when in the course of the taking, there is the use of any weapon or simulated weapon.

Arson: (SPAR)

Any willful or malicious igniting of a fire which causes damage or is intended to cause damage to school property or the property of another.

Personnel: (SPAR)

A battery or aggravated battery, as defined above, on any elected official or school district employee whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business.

Homicide (Murder, Manslaughter): (SPAR)

Murder - The unlawful killing of a human being.

Manslaughter – (SPAR) the killing of a human being by culpable negligence of another without lawful justification.

Kidnapping or Abduction: (SPAR)

Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against that person's will and without lawful authority, with intent to: (1) hold for ransom or reward or as a shield or hostage; (2) commit or facilitate commission of any felony; (3) inflict bodily harm upon or to terrorize the victim or another person; and (4) interfere with the performance of any governmental or political function.

Making a Threat or False Report (SPAR)

It is unlawful to threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with intent to do damage to any property of any person. It is unlawful to make a false report, with intent to deceive, mislead, or other-wise misinform any person, concerning the placing or planting of any bomb, dynamite, or any other deadly explosive.

Possession, Use, or Sale of Any Explosive Device: (SPAR)

Any explosive is any chemical compound or mixture that has the property of yielding readily to create an explosion, e.g. blasting caps, detonators.

Possession, Use or Sale of Any Firearm or Destructive Device: (SPAR)

Possession, use, or sale of any firearm or destructive device on school property, school-sponsored transportation or during a school-sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon, e.g. any bullet; any firearm muffler or firearm silencer; any destructive device; or any machine gun.

"Destructive Device" means any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage; any combination of parts either designed or intended for use in converting any device into a destructive device and from which a destructive device may be readily assembled.

Sexual Battery: (SPAR)

Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.

PLAN F (MANDATORY)

Mandatory Disciplinary Actions

Plan F

- Parent contact/parent conference.
- Administrator/parent conference.
- Ten-day suspension and recommended for expulsion.*
- Refer criminal acts to the Dade County Public Schools Police and the local police agency for appropriate legal action.**
- Students who are under 16 years of age and expelled under a Group VI violation must attend an alternative program for the remainder of the school year, the summer session, and all of the next school year, except as set forth on page 9.
- Students who are 16 years or older and expelled under a Group VI violation will be assigned to an alternative program for the remainder of their tenure in Miami-Dade County Public Schools.

* The notice of suspension must be mailed to the parent.

** Criminal acts shall be reported in accordance with directives contained in the document **Procedures for Promoting and Maintaining a Safe Learning Environment**.

GUIDANCE SERVICES

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Guidance Services Availability

Our democracy is based on the recognition of the dignity and worth of individuals and their right to participate in experiences which will enable them to develop to the fullest limit of their potential, and in harmony with the environment. The guidance function in education strives to provide services which will assist individuals in working toward these goals. Guidance Services encourage individuals to improve their self-concept so that they may better understand themselves, realize their capabilities, and be aware of the educational opportunities available for them. In this way, they can plan and adapt their life, according to their own emerging life patterns, in such a way as to benefit themselves and their society. To support these beliefs, guidance services shall be provided to all students.

In order to facilitate the guidance process, certain guidance services should be available during the elementary and secondary school grades. These guidance services may be structured for large or small group participation or for the individual. Some of the services to be provided are outlined below:

1. The cumulative guidance record service for each individual should reflect the total growth of the student as they proceed from grade to grade.
2. The standardized test service should provide the teacher and counselor with information on the potential and achievement level of each student, the class, or the school group, as well as basic data for research.
3. The orientation and articulation services should provide information to all incoming students as they enter a new school during the year or at the opening of the year. This information shall include course offerings, available student services, regulations governing student behavior, student rights and responsibilities, and other information that will assist students to function effectively within the school setting.
4. The information services encompass a plan for securing and disseminating appropriate information when it is needed by students about course selections, how to study, post high school information, and many other areas of personal, educational, and vocational guidance.
5. The counseling services, the heart of the guidance program, should provide qualified guidance counselors who can help each student learn more about themselves, set goals, and assist in finding ways to achieve these goals. This service should be offered, where staffing permits, on a regular basis and should not be interrupted or canceled, unless an emergency exists, to accommodate those activities that are not applicable to the guidance function.
6. The placement service refers to assistance provided by specialists in job placement to students and former students. These specialists assist students in obtaining suitable employment and/or further training.

GUIDANCE SERVICES

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Guidance Services Availability (Continued)

7. Evaluation and follow-up of educational growth and progress is an ongoing process throughout the students' period of school enrollment.
8. The referral services apply to the referral of a specific student for psychological evaluation, special help from other school resources, or for community or other agency assistance. The particular needs of the individual students will determine the appropriate type of referral which should be made in each.

Procedures and Guidelines for Teachers Making Referrals to the Guidance Office

1. All referrals are to be made in writing (forms provided). A written explanation of the problem is essential to a proper handling of any student referral.
2. Referrals should be made to the counselor assigned to that pupil. Counselors are responsible for keeping records of conferences held. The purpose of these records is to provide background information for future counseling and are a part of the pupil's cumulative record.
3. Pupils can speak to their counselor by filling out a request form available in the Guidance office. Counselors will send a pass to the student's class when the counselor is able to see the student. Students may also make appointments to speak to a counselor before and after school and during the lunch period.
4. Any student who has demonstrated behavior and/or adjustment problems should be promptly referred to the guidance office by way of the designated teacher. If we wait too long before referring a pupil for help, we may compound the problem.
5. Schedules of counselors' assignment and hours will be provided to each teacher during the first week of school.
6. Referrals for any service through an outside agency should be made through the guidance chairperson.
7. School Social Worker referrals are initiated by the Assistant Principal or by counselors through the Assistant Principals.
8. Referrals for case conference including counselor, Assistant Principal, teacher and others (school social worker, psychologist, nurse, etc.) should be made for pupils who are: chronic behavior problems, chronically absent, pronounced underachievers and/or intending to drop out of school.

GUIDANCE SERVICES

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Procedures and Guidelines for teachers Making Referrals to the Guidance Office

Cont.

9. Referrals for psychological evaluation by the school psychologist should be made through the assigned counselor and approved by the school's Child Study Team and appropriate administrative personnel.
10. Referrals for health problems can be made by submitting an explanation of the problem to the guidance department, which will contact the school nurse and/or Public Health Department .
11. Referrals to the speech therapist, hearing therapist, visually handicapped therapist and other support personnel also can be made by written request to the guidance department.

Pupil Progression Requirements and Procedures for K-12 and Adult Education Students

A. **General Procedures for Promotion, Special Assignment, and Administrative Placement – Grades K-12**

The **Pupil Progression Plan for Miami-Dade County Public Schools** is incorporated by reference into School Board Rule 6Gx13-5B-1.04 and contains the requirements and procedures for pupils to progress from one grade to the next, kindergarten through grade 12 and adult education.

It is expected that with appropriate motivation the vast majority of Miami-Dade County Public Schools (M-DCPS) pupils who receive appropriate instruction can make satisfactory progress through the grades. It is expected that most will be able, each year, to achieve a level of academic proficiency and social and emotional development, which will enable them to benefit from instruction in the next grade. However, for a variety of reasons, individuals may require more than the usual amount of time in school to develop their educational potential.

It is intended that the grade placement of each pupil be made to serve the best interests of the pupil. Promotion, retention, or special assignment procedures contained in this **Pupil Progression Plan** are based upon individual student progress and are designed for this purpose – to assure that each student in Miami-Dade County Public Schools is placed in an instructional program in which the student can achieve academically and develop emotionally, socially, and physically.

Intervention strategies for students who need additional support to succeed in school are indicated in this plan.

Student Performance Standards

1. The State of Florida has developed student performance standards in language arts, mathematics, science, social sciences, the arts, health and physical education, and foreign language which address the skills and competencies a student must learn to progress from one grade to the next and graduate from high school. These performance standards, known as the **Sunshine State Standards**, are incorporated into Miami-Dade County's **Competency-Based Curriculum**. When the **Competency-Based Curriculum** (CBC) was developed, a number of documents were consulted, including the report, "What Work Requires of Schools," published by the **Secretary's Commission on Achieving Necessary Skills** (SCANS), U. S. Department of Labor.

Pupil Progression Requirements and Procedures for K-12 and Adult Education Students (Continued).**Student Performance Standards (Continued).**

In addition to developing the **Sunshine State Standards**, the Florida Department of Education has promulgated the document, **Preparing All Learners for Tomorrow's Work Force, Florida's Applied Technology Curriculum Planning Companion for the Sunshine State Standards, PreK-2, Grades 3-5, Grades 6-8, Grades 9-12, and Grades 13, 14, & Adult.**

Among the primary purposes of the statewide assessment program is to assess annual learning gains of students in grades 3-10 toward achieving proficiency in the **Sunshine State Standards** appropriate for the student's grade level. Beginning in 2003, science will be added to the statewide assessment program. The tests in the assessment program are to be both norm-referenced and criterion-referenced. The HSCT is to be replaced by the FCAT for students entering grade 9 in 1999-2000.

B. Age of Mandatory Attendance

All children who will have attained the age of six years by February 1 of any school year, or who are older than six years of age but who have not attained the age of sixteen years, are required to attend school regularly during the entire school term.

C. Promotion

District-wide requirements for promotion are established in this **Pupil Progression Plan**. Consideration must be given to academic progress and to other factors such as general progress, attendance, sense of responsibility, mental and physical health, maturity, work habits, and attitudes. Most importantly, consideration must be given to the student's potential to overcome, with special assistance during the remainder of the year and in the next higher grade, those deficits which have tended to inhibit the desired progress.

D. Alternative Education/Dropout Prevention Programs

Pupils who have the potential to overcome those deficits, which are inhibiting progress, may be given an assignment to a special program, e.g., alternative education/dropout prevention program, or special class within the regular school. These pupils are to be provided instruction designed to continue their progress toward proficiency level objectives and competencies.

Pupil Progression Requirements and Procedures for K-12 and Adult Education Students (Continued).

An exceptional student referred for placement into a dropout prevention program shall have an individual educational plan review prior to that placement. A staff representative of the Bureau of Adult/Vocational, Alternative Education, and Dropout Prevention shall participate in that review. This requirement shall not apply to a student served in a youth services program, an agency-based substance abuse program, or an in-school suspension program.

A limited English proficient student, meeting the eligibility criteria for individual dropout prevention program categories, shall be considered for placement and enrollment in the appropriate dropout prevention program based on student needs. Limited English language proficiency shall not be used as a criterion for placement.

E. Retentions

The time required to complete senior high school (grades 9-12) will depend upon the time necessary to demonstrate proficiency in the objectives and competencies of the courses studied, and to earn the required credits.

F. The Role of Teacher Judgment

The teacher's judgment plays a critical role in the evaluation of a student's proficiency and in the identification of a student's area(s) of academic need. In the development of the Academic Improvement Plan, pertinent factors, such as teacher observations, classroom assessment results, and classroom performance, must be considered by the teacher to identify the remedial and/or intensive instructional strategies that will assist that student in meeting District and State performance levels.

The decision to exempt a student from the mandatory retention requirement for good cause must be determined, in part, on the teacher's recommendation. For example, if in the teacher's judgment the student's deficiencies have been successfully remedied before the beginning of the next school year, that student may be exempt from mandatory retention.

G. Notification of Failure

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Parents/guardians or adult students must be notified in writing at any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment. An acknowledgment of such notification should be obtained. Report card grades must clearly reflect the student's level of achievement. Parents/guardians must be able to assume that students earning satisfactory grades in the regular program are achieving within the range appropriate or acceptable for their grade or the course in which they are enrolled. Any exceptions must be made clear through comments entered on the report card. Parents/guardians of any child who is to be retained shall be requested to attend a conference with the principal or designee.

Code of Ethics

6B-1.001 Code of Ethics of the Education Profession in Florida

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

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 68-1.01.

6B-1.02 Commitment to the Student, Principle I.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.03 Commitment to the Public, Principle II.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.04 Commitment to the Profession, Principle III.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

6B-1.05 Commitment to Professional Employment Practices, Principle IV.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2)(b) FS. History New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, Repealed 7-6-82.

MEMORANDUMS

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Code of Ethics (Continued).

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida and shall apply to any individual holding a valid Florida teacher's certificate.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual teacher's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
 - (a) Shall make reasonable effort to protect the student from conditions harmful to learning or to health or safety.
 - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c) Shall not unreasonably deny a student access to diverse points of view.
 - (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f) Shall not intentionally violate or deny a student's legal rights.
 - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h) Shall not exploit a professional relationship with a student for personal gain or advantage.
 - (i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- (4) Obligation to the public requires that the individual:
 - (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - (c) Shall not use institutional privileges for personal gain or advantage.

Code of Ethics (Continued).

- (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
- (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to the profession of education requires that the individual:
 - (a) Shall maintain honesty in all professional dealings.
 - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - (c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - (e) Shall not make malicious or intentionally false statements about a colleague.
 - (f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.
 - (g) Shall not misrepresent one's own professional qualifications.
 - (h) Shall not submit fraudulent information on any document in connection with professional activities.
 - (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
 - (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
 - (k) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment
 - (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
 - (m) Shall report to appropriate authorities any known violation of Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.
 - (n) Shall seek no reprisal against any individual who has reported any allegation of a violation of Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

MEMORANDUMS

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Code of Ethics (Continued).

- (o) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (p) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

Specific Authority 229.053(1), 231.546(2)(b) FS. Law Implemented 231.546(2) FS. History New 7-6-82, Amended 12-20-83, Formerly 68-1.06.

MEMORANDUMS

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6Gx13-4-1.09

Permanent Personnel

EMPLOYEE – STUDENT RELATIONSHIPS

Nothing is more important to Miami-Dade County Public Schools than protecting the physical and emotional well being of its students. This policy is developed to ensure that all School Board employees will conform to the highest professional, moral, and ethical standards in dealing with students on or off school property.

As such, all School Board personnel are strictly prohibited from engaging in unacceptable relationships and/or communications with students. Unacceptable relationships and/or communications with students include, but are not limited to the following: dating; any form of sexual touching or behavior; making sexual, indecent or illegal proposals, gestures or comments; exploiting an employee-student relationship for any reason; and/or demonstrating any other behavior which gives an appearance of impropriety.

Any School Board employee who has knowledge of or has reasonable cause to suspect that another School Board employee is engaging in unacceptable relationships and/or communications with a student, as herein defined, shall immediately report such information to a site or region supervisor. Failure to do so shall constitute a violation of this Rule.

Specific Authority: 23022(2) F.S.

Law Implemented, Interpreted, or Made Specific: 231.001; 231.09; 231.3605 (2)(b) F.S.

History

New: 2-18-98

SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

MEMORANDUMS

G-6

Guideline #21: Teacher – Parent Communication

CURRENT LAW AND/OR PRACTICE

Teacher-parent conferences contribute greatly to improving the public school's relationship with its community. The Board and the United Teachers of Dade (UTD) agree that improving a public school's relationship with its community and the public in general serves the best interests of students and citizens. Effective teacher-administration-parent communication aids in contributing to, and maintaining, the public's commitment to public education. The Board recognizes its responsibility to facilitate teacher-parent communication through methods such as, but not limited to, provision of translators (including other teachers who can serve in this capacity) for non-English speaking parents, sufficient telephone lines, available extensions within teacher work areas, and released time for conferences, when necessary. The Board and the United Teachers of Dade agree to explore new methods of communications technology to enhance teacher-parent communication.

The Board and the UTD encourage all teachers and parents to continue to engage in teacher-parent conferences for all students. Teachers are encouraged to initiate teacher-parent contacts when, in their professional judgment, such contact would enhance student performance. Teachers will make a reasonable effort to respond to parental requests for a parent conference in a timely manner. The principal of each school shall assist in arranging teacher-parent conferences.

When students are from homes where a language other than English is spoken, every effort should be made to communicate with parents in a language they can understand.

The labor contract between the Dade County Public Schools and the United Teachers of Dade (UTD) contains a provision in Article XII, Section 12, on the subject of Teacher-Parent Communication.

This provision illustrates the importance that the School Board, management, and the Union attach to effective teacher-parent communication. The mutually agreed upon contract, or language, urges that teacher-parent conferences take place when students are in need of academic strengthening and when it is determined that the student possesses unique academic potential. The provision requires that teacher-parent conferences occur when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. It further requires that teachers afford the parents or guardians of every student an opportunity for a teacher-parent conference. (Board Rule 6Gx13-1B-1.011.)

MEMORANDUMS

G-7

Policies and Procedures to be Included or Cited in Faculty Handbooks

Attached is an updated list of topics that should be included in all faculty handbooks. This list also specifies the source for the authority by which each topic can be referenced. The list is not intended to delimit additional subjects, which site supervisors may wish to include in their handbooks.

Where feasible, the source of each topic should be specified to enable the staff to recognize Board Rule, Labor Contract(s), or School Policy, all of which provide legal directions to staff members. Be certain that policies and procedures do not conflict with labor contracts or Board Rules.

Use of this list of topics stipulated by sources will greatly assist in meeting district requirements for notifying employees of expectations, standards, rules, policies, and procedures. An employee handbook should be provided to all employees, including non-instructional staff, *part-time*, hourly and half-day employees.

The following sources of rules, regulations, and procedures should be made known and available to all employees:

- a) Florida Statutes (Chapters 120, 228 446)
- b) All labor contracts
- c) School Board Rules
- d) Florida Administrative Code (State Board Rules)

As litigation and appeals have increased, it is a consistent expectation of judges and hearing examiners that an employer be able to prove that each employee was properly notified about expectations. This burden of proof is established both by receipt signature and specific records reflecting that selected topics were further explained and reviewed with faculty members.

A critical statutory obligation in the area of instructional assessment procedures and criteria, Chapter 231.29(3)(b), Florida Statutes, requires that:

All personnel shall be fully informed of the criteria and procedures associated with the assessment process before the assessment takes place. (Emphasis added.)

Any questions regarding required inclusions or citations in faculty handbooks should be referred to applicable area or district superintendents.

Items to be Included or Cited in Faculty Handbooks (Continued).

	SCHOOL BOARD POLICY	LABOR CONTRACT	SCHOOL PROCEDURES
1. Aids Information Packet (Comprehensive AIDS Education Program)		X	X
2. Beginning Teacher Program Guidelines		X	X
3. Calendar ➤ Meetings ➤ Pay days ➤ Report card distribution ➤ Holidays	X X X		X
4. Child Abuse (Law) (Maintaining a Safe Learning Environment)	X		X
5. Classroom Management Procedures ➤ Coverage ➤ Discipline			X
6. Code of Ethics of the Education Profession in the State of Florida			X
7. Corporal Punishment Policy (Amended)	X		X
8. Custodial Procedures			X
9. Emergency Procedures ➤ Disturbance, fire, etc. ➤ Code announcements	X		X
10. Emergency Substitute Guidelines			X
11. Employee Assistance Program	X	X	
12. Faculty Council ➤ Disturbance, fire, etc. ➤ Code announcements	X		X
13. Field Trips ➤ Transporting students	X		X
14. Gradebook	X	X	X
15. Grading Criteria ➤ Responsibility of Teachers	X		X
16. Grading System	X		X

MEMORANDUMS**G-7B****Items to be Included or Cited in Faculty Handbooks (Continued).**

	SCHOOL BOARD POLICY	LABOR CONTRACT	SCHOOL PROCEDURES
17. Homework Policy	X	X	X
18. Injuries ➤ Accident	X		X
19. Lesson Plans		X	X
20. Location of Policy Manuals, Handbooks, etc.			X
21. Lunch Room Procedures			X
22. Media Procedures ➤ Library			X
23. Morning Exercises ➤ Use of PA Systems			X
24. Parent Communications ➤ Progress reports ➤ Telephone calls	X	X	X
25. Parking Procedures			X
26. Personnel Files	X	X	X
27. Planning Day Procedures	X	X	X
28. Principles of Professional Conduct for the Education in Florida (6B-1.06 SRR)			X
29. Referring of Students for Special Services	X		X
30. Security	X		X
31. School Dress Code	X		X
32. School Finances – Internal Accounting	X		X
33. School Forms			X
34. Standards of Competent Professional Performance (6B-5, SBR)			X
35. Student Attendance ➤ Reporting and recording excused ➤ Unsatisfactory	X		
36. Student Folders	X		X
37. Professional Assessment and Comprehensive Evaluation System (PACES)		X	X
38. Teacher Education Center		X	X

MEMORANDUMS**G-7C****Items to be Included or Cited in Faculty Handbooks (Continued).**

	SCHOOL BOARD POLICY	LABOR CONTRACT	SCHOOL PROCEDURES
39. Teacher Observations ➤ Assessment procedures, evaluations	X	X	
40. Teacher Work Day ➤ Leaving early ➤ Calling in ill ➤ Hours of work ➤ Absence – multiple days ➤ Calling for substitutes ➤ Tardy arrival		X X	X X X
41. Testing (in school) (Rely Holidays)	X		X
42. Textbook Management	X		X
43. Use of School Facilities ➤ Non-school hours		X	
44. Weapons (Separation – Dismissal or Suspension - All Personnel 6Gx13-4A-1.302)		X	

Current Law and Practice

Section 415.504, Florida Statutes, requires mandatory reporting of all cases of child abuse. The statute applies to suspected or confirmed reports against any person, alleged to be involved or any person who is alleged to have committed any act of child abuse. School personnel are not exempted from mandatory reporting of child abuse even when a fellow employee is suspected or confirmed as the abuser.

When in Doubt, Report Child Abuse! Any person, including, but not limited to physician, nurse, teacher, social worker, or employee of a public or private facility servicing children, who has reason to believe that a child has been a subject of child abuse, shall report or cause reports to be made to the Florida Department of Children and Families (DCF).

Knowing and willful failure to report or cause to be reported, suspected or confirmed abuse, and knowing and willful prevention of another from making such a report is a crime punishable by up to two months in jail and up to a \$500.00 fine, Section 775.082 and 775.083, Florida Statutes. Once a report is made, the principal or appropriate school administrators are to be notified.

Child abuse is defined to include harm or threatened harm to a child's health or welfare and/or willful or negligent acts which result in: neglect, malnutrition; sexual abuse; physical injury' mental injury' or failure to provide sustenance, clothing, shelter, or medical treatment.

Procedures

Anyone aware of child abuse, suspected or confirmed, shall immediately make a report by calling the Miami office of the Florida Department of Children and Families, Single Intake. (Telephone 1-800-342-9152) – Toll Free.

Reasonable Force and Child Abuse. In some instances, a need may exist to differentiate reasonable force and child abuse. Florida Statute 232.27 provides that, subject to law and to the rules of the district school board, each teacher or other member of the staff of any school shall have such authority for the control and discipline of students as may be assigned by the principal or designee and shall keep good order in the classroom and in other places in which the teacher or other staff member is assigned to be in charge of students.

The statute further provides that: Except in the case of excessive force or cruel and unusual punishment, a teacher, or other staff member, a principal or his designee, or a bus driver shall not be civilly or criminally liable for any action carried out in conformity with the state board and district school board rules regarding the control, discipline, suspension, and expulsion of students.

An administrator must report to the School Board Police Department all cases involving School Board employees where:

- Excessive physical force or physical contact was greater than necessary.
- Use of unauthorized School Board employee-initiated physical action, which results in an injury to a student.
- Physical force is used against the student when the circumstances in School Board Rule 6Gx13-5D-1.07 (Corporal Punishment) are not present.
- A Board employee uses corporal punishment without explicit authorization by the principal.

When child abuse is suspected from an outside source (non-School Board employee), an administrator must report within 48 hours. **REPORTS TO HRS OF SUSPECTED CHILD ABUSE FROM OUTSIDE SOURCES ARE NOT TO BE REPORTED TO THE SCHOOL BOARD POLICE DEPARTMENT.**

Reporting of incidents to DCF and/or SBPD is not prima facie evidence that child abuse has taken place. A subsequent investigation or administrative review will ensure protection for the School Board, the employee, and the student.

Should a Board employee or citizen report a suspected case of child abuse to the principal, it becomes the responsibility of the principal to make a report to DCF, based upon the information received. The principal, within 48 hours, shall confirm the oral report in writing to the local DCF office. The report should include the child's name, and other identifiable information i.e., date of birth, ethnicity, sex, reporting date, and a very brief narrative of the alleged abuse. All written reports are confidential and shall NOT be placed in the student Cumulative Record folder. Also, the name of the person reporting child abuse or neglect shall in no case be released to any person other than employees of DCF responsible for child protective services.

The principal may elect to provide the Court Liaison Officer of the Miami-Dade County Public schools with written notification of child abuse cases that are brought to his/her attention and which have been referred to DCF. A copy of the written report that is required to be reported, within 48 hours may be used for this purpose. This report is optional.

When investigating child abuse cases, a representative of DCF or a law enforcement agency may come to the school for the purpose of conducting an interview with a student on school premises during the school day. Although DCF or a law enforcement agency may grant school staff members the right to be present at the interview, their presence is not mandatory. The right of school officials to be present at an interview applies only if:

- Representatives of DCF or the law enforcement agency believe that a school staff member could enhance the success of the interview.
- The alleged abused child requests or consents to the presence of the school staff members during the investigation.

School staff, in this context, does not include secretarial support staff. All information pertaining to child abuse cases is confidential, and no separate record shall be created and maintained by the school or school staff members during the investigation.

When it has been determined that an interview will be conducted on campus, it should be done in an area which ensures confidentiality and avoids embarrassment to the student. If it is determined that the student is to be removed from the campus, this shall be done in the most inconspicuous and expeditious manner.

Representatives of DCF may come to the school and take a child into custody when DCF personnel determine there are reasonable grounds to believe a child is suffering from illness, or is in immediate danger from his/her surroundings, and that the student's removal is necessary or the custodian of the child has violated a condition imposed by the courts.

School-site administrative personnel willfully failing to report, screen, prevent, or cause child abuse reports not to be made to DCF when brought to their attention, may be subject to disciplinary action.

The administrator, DCF, District X, has been informed that all contact with school personnel by DCF representatives shall be with the principal or designee and under no circumstance shall an DCF representative proceed directly to a classroom or other portion of the school plant without the specific authority of the principal or designee.

It is imperative that all incidents of sexual battery be promptly reported to the appropriate police agency by the school teacher, school official or other school personnel, who initially receives the information. The school administrator must be made aware of the reported incident. Administrators and school employees who fail to adhere to this procedure may be subjecting themselves to criminal prosecution. Please follow the outlined procedures when information involving a sexual battery is received:

- The Division of School Police Resource officer, if assigned to your school site, must be contacted immediately or the appropriate police agency.
- While awaiting the arrival of the police, preserve the entire scene. Isolate the victim from staff and other inquisitive individuals. No one except the police are to interview or take statements from the victim or other individuals involved in the case.
- Provide immediate and total cooperation to the responding police agency personnel. Abiding by the recommendation and procedures of the police on the scene.
- School administrators should not conduct their own investigations.

The immediate response to incidents of sexual batteries along with your total cooperation, will protect the School Board and you. It will also assure an expedient and thorough investigation of the incident.

Miami-Dade County Public Schools recognize that a wide range of problems not directly associated with an employee's job function can have an effect on an employee's job performance. In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal supervisory assistance will serve either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, efforts of neither the employee nor supervisor have the desired effect of resolving the employee's problems and unsatisfactory job performance persists over a period of time, either constantly or intermittently.

The Employees Assistance Program is intended to help employees and their families who are suffering from such persistent problems as may tend to jeopardize an employee's health and continued employment. The problems may include alcoholism, drug abuse, emotional or other concerns, such as health, family, financial, legal, or vocational difficulties. Miami-Dade County Public Schools recognize behavioral disorders and mental health problems as illnesses that can be successfully treated.

Employees who need help in those areas of concern will be given the same considerations as those employees with other illnesses. The program goal is to help individuals who develop such problems by providing for consultation, referral to treatment, and rehabilitation to prevent their condition from progressing to a degree at which they cannot work effectively and to provide physical and mental health promotion activities to enable prevention of such problems.

Program Objectives

To provide employees with the humanitarian viewpoint of behavioral/medical disorders and to encourage an enlightened attitude toward these health problems.

To help those individuals who develop behavioral medical problems by providing for consultation, referral to treatment and rehabilitation to prevent their condition from progressing to a degree at which they cannot work effectively.

To provide supervisors with policy and procedural guidelines for the management of behavioral/medical problems affecting job performance.

To direct managers and supervisors toward prompt corrective action where deterioration in an individual's work performance is related to behavioral/medical disorders.

To identify, develop and implement the Wellness Program to promote physical and mental health for Miami Dade County Public Schools' employees.

The Employee Assistance Program (305-995-7111) offers consultation to supervisors and employees through on going training programs and instructional materials. It provides diagnostic evaluation services for treatment and implements the Wellness Program to ensure on-going strides to prevent employees' behavioral/medical health problems.

Appropriate measures will be taken to ensure the confidentiality of records for any person admitted to the program, according to established personnel guidelines and Board Rule (6GX13-4D-1.11). These records are on file in the Board Office, the Citizen Information Center, and the Office of the School Board Clerk.

The Superintendent of Schools will report annually to the Board regarding the impact of the Employee Assistance Program.

(School Board Rule (6GX13-4D-1.11))

Employee Rights

Job security will not be jeopardized by referral to the Employee Assistance Program, whether the referral is considered a voluntary referral in which an employee elects to participate in the program, or a supervisory referral in which a supervisor uses adopted guidelines to refer an employee into the program.

An employee has the right to refuse referral into the program and may discontinue participation at any time. Failure by an employee to accept referral or continue with treatment will be considered in the same manner as any other factor that continues to affect job performance adversely.

NOTE: Should you have need for further clarification regarding the Employee Assistance Program, you may call 305-995-3501, Extension 74 or 75.

REPORT AND RECOMMENDATION: Treatment of Employees with AIDS
(Report submitted to the School Board on January 21, 1986)

Procedures for determining an employee's fitness to work are in place in both Board Rule and LABOR contracts, and should be utilized in any AIDS issue. A separate formal AIDS policy is not required.

Each case should be handled individually through the Offices of Professional Standards. Ms. Virginia Bradford will serve as the employer contact for media or citizen inquiries, or other government agencies.

Each labor contract, as well as Board Rules concerning managerial and confidential exempt employees, should have provisions for reassignment of employees at the Superintendent's discretion. Following specific medical fitness evaluation, alternative work assignments in isolated environments would be arranged.

All activities directly relating to the medical status of an employee must be handled in the strictest confidence, in compliance with federal and state regulations, Board Rule, and applicable labor contract provisions.

Education about AIDS must be two-fold:

- b. Miami-Dade Public Schools must continually receive accurate and timely "state-of-the-art" information about AIDS from public health, legal, research, and related sources. The AIDS issues and receipt of accurate information from state health officials and qualified resources, provides a means for this educational input.
- c. Education about AIDS should be provided to administrators, staff, students and parents through multi-media approaches, including the use of films and printed materials as well as in-service programs and information about additional community resources.

People with a positive HTLV-III antibody test should:

- a. Seek regular medical evaluation and follow-up (especially persons who develop signs or symptoms suggestive of AIDS).
- b. Either avoid sexual activity or inform your partner of your test results and protect him or her from any possibility of transmission (contact with body fluids) during sexual activity.
- c. Be careful of personal hygiene. Toothbrushes, razors, or other implements that could become contaminated with blood should not be shared.
- d. Consider the risk to your baby before you become pregnant. Women with a positive blood test, or women whose sexual partners have a positive blood test, are at increased risk of acquiring MDS. If they become pregnant, their offspring are also at increased risk of acquiring MDS.
- e. Clean blood or other body fluid soils on household or other surfaces with household bleach freshly diluted 1 part to 10 in water. (Do not use bleach on wounds.)
- f. Inform your doctor, dentist, and eye doctor of your positive HTLV-III test status so that proper precautions can be taken to protect you and others.

Recommendations for health care worker are available in another Public Health Service publication (Morbidity and Mortality Weekly Report, Nov. 5, 1982; Sept. 2, 1983; Nov. 14, 1985).

Testing for antibodies to the HTLV-III virus should be offered to persons who may have been infected as a result of their contact with individuals with a positive blood test (i.e., sexual partners, persons with whom needles have been shared, infants born to HTLV-III antibody positive mothers).

Revised recommendation will be published as additional information becomes available and additional experience is gained with the test for HTLV-III antibodies.

Pertinent Telephone Numbers

Employee Assistance Program	305-995-7111 Monday-Friday 8:30 a.m. – 4:30 p.m.
Dade County Public Health Department - Sexually Transmitted Diseases	305-324-2413 Monday-Friday 8:00 a.m. – 5:00 p.m.
Florida AIDS Hotline	1-800-FLA-AIDS Daily 24 Hours
Health Crisis Network	305-634-4666 Monday-Friday
Switch Board of Miami	305-358-HELP Daily

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstance, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Under Title IX of the Education Amendments of 1972, no individual may be discriminated against on the basis of sex in any education program receiving Federal Financial Assistance. Sexual harassment of students is a form of prohibited sex discrimination.

Title IX protects any "person" from sexual discrimination. Accordingly, both male and female students are protected from sexual harassment, even if the harasser and the person being harassed are members of the same sex.

There are two types of sexual harassment:

1. Quid Pro Quo – a school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, request for sexual favors, or other verbal, non verbal, or physical conduct of a sexual nature. Quid Pro Quo harassment is equally unlawful whether the student resists and suffers the threatened harm, or submits and avoids the threatened harm.
1. Hostile Environment – Sexually harassing conduct, such as unwelcome sexual advances, request for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature, by an employee, another student, or by a third party, that is sufficiently severe, persistent, or pervasive to limit a student's ability to participate in or benefit from an education program or activity, or to create a hostile or abusive educational environment.

Liability of A School District for Sexual Harassment Of A Student By An Employee

A school district will always be liable for even one instance of quid pro quo harassment by a school employee in a position of authority, whether or not it knew, should have known, or approved of the harassment at issue.

A school district will also be liable for hostile environment sexual harassment by its employees if the employee acted with apparent authority or was aided in carrying out the sexual harassment of students by his or her position of authority with the school district.

In situations not involving the above situation, the school district is liable for sexual harassment of its students, by employees, if the district fails to take immediate and appropriate steps to remedy the harassment.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

G-18

The Equal Educational and Employment Opportunity (EEEE) performs a two-fold function: (1) to provide technical assistance to Miami-Dade County Public Schools personnel focusing on compliance with various federal laws, state statutes and regulations, and School Board rules regarding equal opportunity and access in employment and in the provision of educational services and programs; (2) to investigate complaints and/or charges of discrimination and harassment, including sexual harassment, filed against the District by applicants, employees, students and their parents.

If any student, employee, or applicant has a complaint of discrimination/harassment that cannot be resolved with the appropriate school system administrator, said complaint can be made to:

Equal Educational and Employment Opportunity, SBAB Annex: 1500 Biscayne Boulevard, Suite 234. The telephone number is (305) 995-1580. E-mail eee@dcps/dade.k12.fl.us.

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

School Board Rule # (s): 6Gx13-4A-1.01

It is the policy of the School Board that no person will be denied access, employment, training, or promotion on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability, and that principles of merit will be followed (see Americans with Disabilities Act).

The Americans with Disabilities Act (ADA) of 1990 prohibits employment discrimination against “qualified individuals with disabilities.” A disabled individual, under the ADA, is a person who has a physical or mental impairment that substantially limits one or more major life activities; has record of such an impairment; or is regarded as having such an impairment. “Major life activities” include such things as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Other examples of major life activities include sitting, standing, lifting, and mental and emotional processes, such as thinking, concentrating, and interacting with others. The law requires employers to make “reasonable accommodations” to the physical or mental limitations, known about the employer of a qualified individual with a disability unless doing so would impose an undue hardship on the institution or business. Additionally, under certain circumstances, applicants for jobs may also require reasonable accommodation in the application process. The District Consultative Committee (DCC) has been designated the responsibility of determining an individual’s eligibility under the ADA and reviewing requests for accommodation from employees and job applicants.

All work site administrators are required to:

- Post in visible areas the “nondiscrimination” and ADA District Functions and Responsibilities posters disseminated by the Equal Educational and Employment Opportunity Office;
- Refer employees seeking assistance under the ADA to Assistant Superintendent, Office of Employee Support Programs, at 305-995-7414*TDD 305-995-2400.
- Provide appropriate information, as requested, to facilitate the District Consultative Committee’s assessment of the merits of the request. This may entail, but is not limited to, providing technical assistance to determine essential functions of a job, attending DCC meeting(s); and providing job performance information.
- Maintain confidentiality of medical records submitted to the site administrator;
- Refer to Ms. Susan Rothstein, Director, Equal Educational and Employment Opportunity, 305-995-1580*TDD 305-995-2400, any complaints from employees alleging that the District is not meeting its obligations under the employment and/or facilities requirements provisions of the ADA; and
- Refer to Mr. Auguste Nicoleau, Executive Director, Division of Facilities ADA Compliance, 305-995-4650, any complaints from employees alleging that the school system’s facilities do not meet the ADA requirements.

**Miami-Dade County Public Schools Acceptable Use Policy
for the Exploration and Utilization of the Internet as a Tool for Learning**

PURPOSE OF THE RULE

The purpose of this rule is to establish a policy for the acceptable use of the Internet as a tool for learning in the School District of Miami-Dade County, Florida (hereinafter referred to as District). Summary, the rule affirms that neither employees nor students may use the Internet to do any act or receive and/or communicate any language that the employee or student could not do in person. Any act or word prohibited by federal, state, and/or local law or regulation (including MDCPS Rules) and/or collective bargaining agreement if done by a MDCPS employee or student in person is similarly forbidden by this rule to be done by any employee or student by or through the internet. Additionally, the rule reflects that there is no expectation of privacy in the use of e-mail or internet communication when such communications occur over MDCPS provided equipment by MDCPS employees, students, or others.

PURPOSE OF ACCESS TO THE INTERNET

The purpose of providing students and employees access to the Internet is to promote academic excellence in the District's educational objectives. This computer technology provides resource sharing, innovation and communication that will help launch today's schools into the information age.

I. RESOURCES AVAILABLE ON THE INTERNET

Students and employees of the District have access to the following resources:

- A. Electronic mail communication throughout the world;
- B. Local, national and world-wide information and news;
- C. Correspondence with scientists at research institutions;
- D. Access to public domain software of all types;
- E. Collaboration with peers on projects and problem solving strategies;
- F. Science Learning Network (SLN), Library of Congress, Education Resource and Information Center (ERIC), Smithsonian Museums, and many university library catalogs.

II. ACCEPTABLE USE POLICY

Utilization of the Internet by students and employees must be in support of and consistent with the educational objectives of the District. When utilizing the Internet all users must adhere to provisions of this rule and the standards of conduct established in the MDCPS Code of Student Conduct (both elementary and secondary), Code of Conduct for Adult Students, the Code of Ethics of the Education Profession in the State of Florida, and School Board Rule 6Gx13-4A-1.21, Responsibilities and Duties.

- A. Transmission of any material in violation of local, state, and federal law or regulation is prohibited. This includes, but is not limited to copyright material, threatening or obscene material or material protected by trade secret.

1. Obscene material is that material which:

- A. The average person, applying contemporary community standards, would find, taken as a whole, appeals to the prurient interests;
 - B. Depicts or describes, in a patently offensive way, sexual conduct as defined in 847.001(11) F.S. (1995) and
 - C. Taken as a whole, lacks serious literary, artistic, political, or scientific value.
- 2. Procedures concerning the protest of instructional materials and educational media as they are accessed through the Internet are governed by School Board Rule 6Gx13-6A-1.26, Instructional Materials and Resources.
 - 3. School Board Rule 6Gx13-1C-1.06, Politics—Participation of Staff, governs the use of the Internet for political activities.
 - 4. Use of the Internet for product advertisement, commercial activities, political campaigning or solicitation is prohibited.

III. PRIVILEGE

Accessing the Internet through District equipment is a privilege, not a right, and inappropriate use including violation of this rule may result in cancellation of the privilege.

- A. School, Region, and District administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule.
- B. Any user account may be closed, suspended or revoked at any time a school, Region, or District administrator determines an account user or holder has used the Internet in an inappropriate or unacceptable manner in violation of this or any other applicable District rule.
- C. Inappropriate or unacceptable use is defined as use that violates the District's purpose in providing students and employees access to the Internet and use that violates the MDCPS Code of Student Conduct (both elementary and secondary), Code of Conduct for Adult Students, the Code of Ethics of the Education Profession in the State of Florida, and School Board Rule 6Gx13-4A-1.21 or any local, state, or federal law or regulation.
- D. Access to the Internet in school as a tool for learning will be automatic. Parents will be advised in writing of their rights to indicate that they do not want their child to access the Internet in School.

IV. MONITORING

The District reserves the right to review any material on user accounts for purposes of maintaining adequate file server space. In reviewing and monitoring user accounts for the purpose of determining adequate file server space, the District shall respect the privacy rights of user accounts.

V. NETWORK ETIQUETTE

All users are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to the following:

- A. Be polite. Do not get abusive in your message to others.
- B. Use appropriate language. Do not swear, use profanity, use vulgarities or any other inappropriate language.

- C. Do not engage in activities which are prohibited under local, state or federal law.
- D. Do not violate the MDCPS Code of Student Conduct (both elementary and secondary), Code of Conduct for Adult Students, the code of Ethics of the Education Profession in the State of Florida, and School Board Rule **6Gx13-4A-1.21**.
- E. Do not reveal your personal address and/or telephone number, nor that of other students and employees.
- F. Note that electronic mail (E-Mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities and may result in the loss of user privileges.
- G. Do not use the network in such a way that would be disruptive to others.
- H. All communications and information accessible via the networks should be assumed to be private property.
- I. Do not use the network to send or receive messages that discriminate based on gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, disability or that are inflammatory.

VI. SERVICES

Use of any information obtained via the Internet is at the user's own risk. The District will not be responsible for any damages a user may suffer. This includes loss of data resulting from delays, nor deliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions.

The District denies responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they obtain, and consider how valid that information may be.

VII. SECURITY

Security on any computer network is a high priority, especially when the system involves many users.

- A. If a user can identify a security problem on the network, the user must notify a system administrator. The user must not demonstrate the problem to others.
- B. Users must not use another individual's account without written permission from that individual. Attempts to log into the system as any other user will result in cancellation of user privileges. Attempts to log in to the Internet as a system administrator may result in the cancellation of user privileges.
- C. Any user that has been determined by administrators to have violated this rule may be denied future access to the Internet through the District network.
- D. A student or employee with a history of utilizing other computer systems in any inappropriate or unacceptable manner may be denied access to the Internet through the District network.

VIII. VANDALISM AND HARRASSMENT

Vandalism and harassment when utilizing the Internet will result in cancellation of user privileges. This includes, but is not limited to, the uploading or creation of computer viruses and the attempt to destroy, harm or modify data of another user.

IX. PROCEDURES FOR USE

Student users must always get permission from their teachers or facilitators before using the network or accessing any specific file or application. Student users must also follow written and oral classroom instructions.

- A. All users have the same right to use the equipment. Therefore, users shall not play games or use the computer resources for non-academic activities when other users require the system for academic purposes. In addition, users shall not waste nor take supplies, such as paper, printer ribbons, and diskettes, that are provided by the District.
- B. Teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the Internet, and for assuring that students understand that if they misuse the network they will lose their privilege to access the Internet from the classroom environment.

X. INAPPROPRIATE MATERIAL

On a global network it is impossible to control effectively the content of data and an industrious user may discover inappropriate material. Inappropriate material is that material that is determined inconsistent with the goals, objectives and policies of the educational mission of the District.

Access and use of the Internet is for use as a regular instructional activity. It is the user's responsibility not to initiate access to materials that are inconsistent with the goals, objectives and policies of educational mission of the District.

XI. DISCIPLINARY ACTIONS FOR IMPROPER USE

The act of accessing the Internet through the District's network signifies that the user will abide by provisions of this rule.

Any user violating this rule, or applicable local, state, or federal law or regulation is subject to loss of network access privileges and any other disciplinary actions, as reflected in the MDCPS Code of Student Conduct (both elementary and secondary), Code of Conduct for Adult Students, the Code agreements, and School Board Rule **6Gx13-4A-1.21.**

Teachers should make concerted efforts to help students meet expectations in the classroom. To give support for your expectations of the students, the following suggestions may be useful:

1. Establish classroom rules that all students are to report to class on time, ready to work and learn.
2. Stress that all students come prepared with essential materials in order to create a worthwhile learning environment.
3. Keep students involved and occupied in meaningful activities.
4. Establish instructional situations that provide for the individual student's needs.
5. Assign homework on a regular basis.
6. Provide make-up assignments for excused absences under the procedure and conditions established by the school upon request of the student. The make-up work assigned by the teacher should be reflected accurately in the course gradebook.
7. Identify and help students with problems that relate to classroom activities.
8. Support and assist the student services department's efforts on behalf of your students.
9. Analyze and use the information available through guidance services (i.e., test results, cumulative guidance records, educational information, bulletins, etc).
10. Schedule conferences or make telephone contacts with parents as needed to foster parental support and enhance the collaboration between the home and the school.
11. Stress, objectively, the educational and vocational outcomes of the instructional program.
12. Become knowledgeable about the Pupil Progression Plan and the Competency-Based Curriculum, as well as the standards to be met as prescribed by the State of Florida Assessment Program.
13. Emphasize that students remain in class except in cases of personal emergency (administrative requests or a scheduled conference with a counselor).
14. Establish clean-up procedures to ensure that the classroom is clean and orderly before each class is dismissed.
15. Dismiss each class at the appropriate time. Emphasize to students the importance of remaining in their seats until you dismiss the class.

Competency-Based Curriculum

In 1994, Miami-Dade County Public Schools adopted the Competency-Based Curriculum (CBC) for grades K-12. The Competency-Based Curriculum was developed as a catalyst to improve student achievement at every level. It is intended to act as a trigger which will help increase student performance standards, equalize the academic expectations for all students regardless of the school which they attend, infuse multicultural content throughout the curriculum, expand curricula topics to include emergency technology, and refocus efforts on helping students gain and utilize higher order thinking skills to solve problems.

The Competency-Based Curriculum represents an approach to instruction which emphasizes the application of knowledge in a manner which may be observed or measured. Competency Based Curriculum guides focus a comprehensive view of teaching courses of study which is delineated into its essential components, a listing of the most important objectives to be mastered, and the competencies which every student should be able to demonstrate after instruction is completed. Competency-Based lessons require students to engage in activities designed to apply learning with an increased emphasis on higher order thinking skills. Students are evaluated not only on knowledge, but primarily on their ability to perform tasks associated with the knowledge acquired.

The Competency-Based Curriculum replaced the Curriculum Frameworks in grades 6-12. The innovative approach is designed to increase student performance standards, incorporate state of the art teaching strategies, emphasize the application of learning, prepare students to meet world class standards, allow teachers maximum freedom in the approached used in the classroom by clearly identifying terminal target performance goals for each component of a course of study, and serve as a comprehensive guide which will assist teachers in identifying areas in which they can utilize alternative forms of students assessment. CBC is a more complete curriculum because rather than simply listing objectives to be covered in a course of study, it directly targets what a student should be able to do, thereby identifying the necessary and desired changes that should occur with the learner.

Another important feature of the CBC is that it is spiral in nature. This unique curriculum design allows for certain competencies and objectives to remain similar from one grade level to the next. The significant changes that are observed as students move through the curriculum correspond to changes in the cognitive levels and complexity of the objectives sought. The spiral format of the curriculum promotes the reinforcement of competencies once they are introduced and allows for the exploration of interdisciplinary relationships among the various subject areas.

Excerpts from the Practitioner

An effectively managed classroom is one in which students accomplish learning tasks with little or no disruptive behavior.

The real key to good discipline is prevention. Teachers, by following effective classroom management principles, appropriately manage the classroom environment before students' misbehavior becomes a major issue.

Good management and preventive discipline start before the school year begins. The classroom must be arranged with books, materials, and supplies ready. Good teachers are organized.

Seat students away from distracting displays; keep frequently used equipment/material accessible. No one arrangement of space, furniture, storage, and equipment is best for all settings and purposes, but some general principles do underlie any effective and efficient arrangement.

The teacher must be able to observe all students, as well as monitor their work and behavior.

Students should be able to see the teacher and presentation area without undue turning or movement. Keep aisles clear.

Commonly used classroom materials (e.g., book, attendance pads, permits, passes, referrals, detention forms, are to be picked up by teachers, NOT students, etc.). Students' reference materials should be readily available.

Potentially distracting seating arrangements should be avoided until students have established a pattern of cooperative behavior.

Some degree of decoration will help the setting, but the emphasis should be on functional use of space.

Teachers should identify expectations for students behavior and communicate those expectations to the students and their parents in writing. Such correspondence increases communication and support.

Be explicit in setting specific procedures such as:

- Beginning and ending class, attendance, behavior
- Use of pencil sharpener, supplies, and special equipment
- Teacher-led instruction
- Seat Work
- Independent group work such as laboratory activities or small group projects

School wide regulations, particularly safety procedures, should be explained carefully. This requires that the teacher have a clear concept of the regulations so that he or she can convey clear expectations to the students.

SUMMARY

Beginning with the 2002-2003 school year, the evaluation instrument for instructional personnel in the Miami-Dade County Public School System is the Professional Assessment and Comprehensive Evaluation System (PACES).

Assessment and evaluation processes are highly interrelated because ongoing assessment and professional development are the keys to successful employee evaluations. Assessments provide individuals with information important for developing ongoing professional growth. Professional growth is a process for enhancing the skills essential to effective teaching and learning. Evaluations, on the other hand, reflect the extent to which employees are meeting job performance expectations. All indicators for both assessment and evaluation are outlined on the following pages. The forty-two required indicators for evaluation purposes are in bold type. Comprehensive assessment and evaluation systems are processes for teachers, administrators, and other educators that are linked in a manner that give priority to professional development. These systems also recognize and accommodate individual differences among educators and appreciate the unique contexts in which different educators work.

PACES

I. DOMAIN I-PLANNING FOR TEACHING AND LEARNING

Thorough and thoughtful reflection when planning is an important component of effective teaching and learning. Reflection includes not only what is to be accomplished daily in classrooms, but also consideration of how teaching and learning activities are linked to learning outcomes. Personal reflection and collaborative discussion using PACES Domain I is an integral part of the PACES professional growth process. PACES Domain I includes objectives and corresponding methods and tasks (including the use of technology) written specifically to accommodate individual differences among learners, and reflects specific content to be learned. Multicultural concerns are addressed in Domain I to reflect learner characteristics and lesson content as needed. Attention is given to the content to be covered, the selection and use of resources for learning, and the inclusion of home learning as a logical extension of learning in school. Formal assessment and evaluation of learner performance are planned, are directly linked to objectives, and guide future planning for learning. The PACES Planning for Teaching and Learning (PLAN) domain provides a comprehensive framework that can influence the quality of teaching and learning reflected in other PACES domains.

TEACHING AND LEARNING COMPONENT: GOALS AND/OR OBJECTIVES

- IA1** Learning goals and objectives are consistent with state (Sunshine State Standards), District (Competency Based Curriculum), and school curriculum initiatives.
- IA2** Performance of (students) learners on standardized measures and/or other indicators of learning are used to develop the PLAN.
- IA3** Learning objectives are referenced to goals and are in a logical sequence.
- IA4** Learning objectives accommodate the range of individual differences among learners.
- IA5** Assessment information is used to develop learning objectives as needed.

TEACHING AND LEARNING COMPONENT: TEACHING METHODS AND LEARNING TASKS

- IB1** Teaching and learning activities are referenced to goals and/or objectives, sequenced logically, and separated into components as needed.
- IB2** Activities accommodate the range of individual difference among learners.
- IB3** Activities are planned that enable the development of thinking skills among learners.
- IB4** Supplemental activities are planned as needed.

TEACHING AND LEARNING COMPONENT: ALLOCATION TIME

- IC1** The amount of time to be allocated to each teaching and learning activity is specified.
- IC2** A logical and hierarchical order in which knowledge is structured and will be learned is specific.
- IC3** The amount of time allocated for each segment of learning is specified.
- IC4** Sufficient breadth and depth of content and of teaching and learning activities are included in the plan.

TEACHING AND LEARNING COMPONENT: RESOURCES FOR LEARNING

- ID1** The planned use of resources for learning is logically sequenced as needed.
- ID2** Aids and materials accommodate the range of individual differences among learners.
- ID3** Resources for learning enable the development of thinking skills among learners.
- ID4** Supplemental and/or differential resources for learning are planned as needed.

TEACHING AND LEARNING COMPONENT: HOME LEARNING

- IE1** A sufficient number of home learning opportunities that enhance learning are planned.
- IE2** Home learning opportunities accommodate the range of individual differences among learners.
- IE3** Activities for monitoring home learning and for providing feedback about learning are planned.

TEACHING AND LEARNING COMPONENT: ASSESSMENT AND EVALUATION

- IF1** Formal and/or informal assessment and evaluation procedures that measure learning goals and/or objectives are planned.
- IF2** Formal and/or informal assessments and evaluations reflect a variety of procedures and items.
- IF3** Formal and/or assessment and evaluation procedures accommodate the range of individual differences among learners.
- IF4** Formal and/or assessment and/or evaluation procedures include a variety of cognitive and/or performance levels as appropriate.
- IF5** Communication of performance standards for formal assessments and evaluations to learners is planned.
- IF6** Feedback about formal assessment and evaluation results is provided to learners and to parents as appropriate.

II. DOMAIN II -MANAGING THE LEARNING ENVIRONMENT

Effective classroom and behavior management is a necessary element of effective teaching and learning. Clearly communicated and well-established behavioral expectations with fair and consistent consequences facilitate effective and efficient monitoring and maintenance of acceptable learner behavior. Learner active engagement in learning tasks is a strong correlate of learner achievement. Engagement is facilitated by the use of stimulus variation techniques and is enhanced by redirecting and revisiting learners who are not engaged in learning. Appropriate learning activities can be provided for early finishers to maximize learning time and learner engagement in learning tasks. Time for learning is further maximized by initiating teaching and learning activities promptly, implementing transitions without delays, efficiently handling routines for learning, and avoiding undesirable digressions from topics and/or learning activities.

TEACHING AND LEARNING COMPONENT: TIME MANAGEMENT

- IIA1** Learning begins promptly.
- IIA2** Expectations for maintaining and completing timelines for learning tasks are clearly understood by learners.
- IIA3** There are no inefficient delays in organizational or teaching and learning activities.
- IIA4** Learners engage in supplemental learning tasks or none are needed to fill the time allocated for learning.
- IIA5** Learning activities are implemented in a time efficient manner.
- IIA6** Learning activities continue until the end of the allocated time period.

TEACHING AND LEARNING COMPONENT: LEARNING ROUTINES

- IIB1** Learners are paying attention before direction for routines for learning are communicated.
- IIB2** Directions for learning routines are clear to learners.
- IIB3** Resources for learning are available and ready for use.
- IIB4** Routines for learning tasks are managed effectively.

TEACHING AND LEARNING COMPONENT: LEARNER ENGAGEMENT

- IIC1** High levels of quantity and quality of learner engagement in learning tasks are evident throughout the lesson.

TEACHING AND LEARNING COMPONENT: MANAGING ENGAGEMENT IN LEARNING

- IID1** Changes in teaching and learning activities are sufficient to engage learners.
- IID2** Active involvement is sought from learners who are only passively engaged in learning or no learners are only passively engaged.
- IID3** Momentary off-task behavior and disengagement from learning is monitored throughout the lesson.
- ID4** Learners who are persistently off-task or lack sufficient engagement in learning are redirected or there is no persistent off-task behavior or lack of sufficient engagement in learning.
- ID5** Techniques are used to maintain the engagement of learners who have been redirected or there is no persistent off-task behavior or lack of sufficient engagement in learning.

TEACHING AND LEARNING COMPONENT: MONITORING AND MAINTAINING LEARNER BEHAVIOR

- IIE1** Expectations about acceptable behavior are clear to learners and are consistently maintained throughout the lesson.
- IIE2** Behavior of the entire class is effectively monitored throughout the lesson.
- IIE3** Learners are provided specific feedback (verbal/non-verbal) about acceptable and unacceptable behavior as needed.
- IIE4** Techniques are used to stop unacceptable behavior or there is no unacceptable behavior.
- IIE5** Unacceptable behavior is managed quickly and in a reasonable manner or there is no unacceptable behavior.

III. DOMAIN III-TEACHER/LEARNER RELATIONSHIPS

Creating an environment conducive to learning is an important dimension of building a classroom culture that enhances learning. The total classroom learning environment encompasses psychological, interpersonal, and physical elements. Elements of the learning environment include the individual and collective perspectives of the teacher and learners. Thus, each learner's perceptions of characteristics of the classroom learning environment are important concerns. In a supportive learning environment, learners and the teacher are treated fairly and with courtesy and respect and enjoy a relaxed and accepting atmosphere. The teacher is warm and friendly toward learners and models enthusiasm for teaching, learning and the subject being taught. Motivation for learning is evident throughout the lesson and praise is specific to learners and to learning tasks. Personalizing the lesson for learners and encouraging all learners to participate enhance learner involvement in and efficacy for learning. A neat, safe and orderly classroom environment facilitates effective teaching and learning.

TEACHING AND LEARNING COMPONENT: INTERPERSONAL RELATIONS

- IIIA1** A classroom climate of courtesy and respect is evident.
- IIIA2** Warmth and friendliness are evident throughout the lesson.
- IIIA3** Comments to or about or from learners are free of sarcasm, ridicule and derogatory or humiliating references.
- IIIA4** Enthusiasm for teaching for the content taught and for learning is evident.
- IIIA5** Patience, empathy and/or understanding for learners is evident throughout the lesson.
- IIIA6** Teaching and learning activities and content are personalized.

TEACHING AND LEARNING COMPONENT: LEARNING EQUITY

- IIIB1** Comments, questions, examples, demonstrations and/or other contributions are sought from or by learners throughout the lesson.
- IIIB2** Learners' contributions are considered and/or recognized.
- IIIB3** Fairness and impartiality are evident in interactions with and among learners.
- IIIB4** Learners are given reasons for actions, decisions and/or directives as needed.
- IIIB5** Functional elements of the learning environment are arranged to enhance the equity of learning activities.

IV. DOMAIN IV-ENHANCING AND ENABLING LEARNING

An important dimension of the enhancement of learning is the interactive process of teaching and learning. Effective initiation of a lesson or of an activity within a lesson involves securing learner attention, clear communication of expectations, and providing an appropriate context for new learning. An effective lesson proceeds in a logical sequence, and continuity is ensured through such techniques as summarizing and reviewing. The lesson should end with appropriate closure. Methods and tasks and related resources for learning are appropriately used in ways that facilitate achievement of planned objectives. Information presented by the teacher should be accurate, up-to-date, communicated clearly using appropriate vocabulary for the developmental and ability levels of the learners. During teaching and learning activities, essential elements are emphasized and effective questioning techniques are used to extend thinking skills. Areas of learner misunderstanding or difficulty are effectively and efficiently handled. Adjustments in teaching and learning are made where indicated by learner performance.

TEACHING AND LEARNING COMPONENT: INITIAL MOTIVATION TO LEARN

- IVA1** Learners are engaged and/or involved in initial reviews of past, relevant learning to ensure readiness for new learning as appropriate.
- IVA2** The attention of learners is ensured before directions and explanations for learning tasks begin or learners are attending.
- IVA3** Specific learning outcomes are clearly understood by learners.
- IVA4** Learners are interested and engaged in learning tasks as these begin.
- IVA5** The purpose and/or importance of learning tasks are clear to learners.
- IVA6** Directions necessary to implement learning tasks are clear and complete.
- IVA7** Expectations about engagement/or involvement in learning tasks are clear to learner at the beginning of learning tasks.
- IVA8** As new ideas/concepts/activities begin, they are integrated with past and future learning.

TEACHING AND LEARNING COMPONENT: TEACHING METHODS AND LEARNING TASKS

- IVB1** Learning activities are appropriate for the complexity of the learning context.
- IVB2** Teaching methods and learning tasks are implemented in a logical sequence.
- IVB3** Teaching methods and learning tasks are implemented at an appropriate pace.
- IVB4** Two or more methods agree used that engage and/or involve learners in learning and that broaden learners' understandings.
- IVB5** The teacher and the learners interact in more than one group size as appropriate.
- IVB6** Learning activities are closed as appropriate.

TEACHING AND LEARNING COMPONENT: RESOURCES FOR LEARNING

- IVC1** The use of teaching aids and/or materials is appropriate for learning activities and enhances learning.
- IVC2** Teaching aids and/or materials are used properly and accommodate the range of individual differences among learners.
- IVC3** Teaching aids and/or materials are used at appropriate times during the lesson.

TEACHING AND LEARNING COMPONENT: KNOWLEDGE OF CONTENT AND PEDAGOGY

- IVD1** Learners have opportunities to learn at more than one cognitive and/or performance level or to integrate knowledge and understandings.
- IVD2** The value and/or importance of topics and/or learning activities are emphasized.
- IVD3** Content knowledge is accurate and logical to learners.
- IVD4** Directions for learning tasks and explanation of content and/or learning tasks are clearly understood by learners.
- IVD5** Essential elements of content knowledge and/or learning tasks are emphasized as needed.
- IVD6** Potential areas or points of difficulty in content and in learning tasks are emphasized as needed.

TEACHING AND LEARNING COMPONENT: CLARIFICATION OF CONTENT/ LERANING TASKS

- IVE1** Areas of minor misunderstanding are identified and addressed or no minor misunderstanding occurs.

- IVE2** Different words or examples are used in clarification or no clarification is needed.
- IVE3** Bases for learner difficulties or misunderstandings are sought or no misunderstanding or difficulties occur.
- IVE4** Misunderstanding or difficulties are successfully clarified as appropriate or no misunderstandings or difficulties occur.

V. DOMAIN V- ENABLING THINKING

These teaching and learning indicators are not independent teaching methods or learning tasks. They represent a complex set of interrelated possibilities to enhance learner engagement and involvement in developing their abilities to think. On-task behavior may not be sufficient to engage and involve learners in the development of thinking skills. Involvement in the development of thinking skills suggests more in-depth cognitive activity than being at tasks. Involvement in thinking may be evident in group activities and developing thinking abilities require prior knowledge. Thinking is enhanced when learner can process and construct new knowledge in ways that are meaningful to them and when essential elements of knowledge are given emphasis.

In enabling thinking, the teacher uses methods that actively engage and/or involve learners in ample opportunities to develop concepts and skills in generating, structuring, restructuring, integrating, transferring, and transforming knowledge. Learners are encouraged to think actively by the use of wait time, questioning strategies, and extending responses and ideas. Home learning assignments that engage and/or involve learners in developing their abilities to think might also be planned. Indicators in this teaching and learning component are applicable to all contexts and may be addressed over time. All indicators may not, however, be evident in a single lesson.

TEACHING AND LEARNING COMPONENT: HIGHER ORDER COGNITIVE

- VA1** Learners are actively engaged and/or involved in developing associations.
- VA2** Learners are actively engaged and/or involved in developing concepts.
- VA3** Learners are actively engaged and/or involved in developing principles, rules and/or generalizations.
- VA4** Learners are actively engaged and/or involved and encouraged to generate and think about examples from their own experiences.
- VA5** Learners are actively engaged and/or involved in and encouraged to use mental imagery.

TEACHING AND LEARNING COMPONENT: QUESTIONING STRATEGIES

- VB1** A variety of questions that enable thinking are asked and/or solicited.
- VB2** Wait time is used as appropriate to enhance the development of thinking skills.

TEACHING AND LEARNING COMPONENT: PROBLEM SOLVING AND CREATIVE THINKING

- VC1** Learners are actively engaged and/or involved in critical analysis and/or problem solving.
- VC2** Learners are actively engaged and/or involved in elaborating, extending or discussing their own or other learner responses.
- VC3** Learners are actively engaged and/or involved in creative thinking.
- VC4** Learners are actively engaged and/or involved in extending learning to different contexts.
- VC5** Learners are encouraged to think about their roles and responsibilities as thinkers and learners.

VI. DOMAIN VI- CLASSROOM-BASED ASSESSMENT OF STUDENT LEARNING

Actively monitoring learner engagement and/or involvement in learning throughout the lesson is an important element of effective teaching and learning. Informal assessment techniques provide the teacher and learners with information about learner understandings of content and learning tasks. Because learning proceeds throughout a lesson, monitoring and informal assessment activities should be continuous. Feedback about learning typically follow monitoring and informal assessment. Learners receive feedback that is specific to the individual learner and/or group and the learning task and are afforded sufficient opportunities for learning that reflect concern for individual differences. If learners have difficulty understanding content and or performing learning tasks, adjustments in teaching methods and learning tasks need to be made.

- VIA1** Learners' initial engagement and/or involvement in learning tasks is monitored.
- VIA2** Learners' engagement and/or involvement during learning tasks is monitored.
- VIA3** Learners' completion of learning tasks is monitored.

TEACHING AND LEARNING COMPONENT: INFORMAL ASSESSMENT

- VIB1** A range of learner responses is solicited as appropriate to assess various cognitive and/or performance tasks.
- VIB2** Summaries or reviews during teaching and learning activities are used to monitor/assess the pace of teaching and learning.
- VIB3** Adjustments in teaching and learning activities are made as needed or no adjustments are necessary.

TEACHING AND LEARNING COMPONENT: FEEDBACK

- VIC1** Learners are provided specific feedback about adequate and inadequate responses.
- VIC2** Learners are provided with suggestions for improving learning or none are needed.
- VIC3** Learners who respond inadequately are revisited or no learners respond inadequately.
- VIC4** Learners receive specific feedback when learning tasks and/or learning outcomes are completed.

VII. DOMAIN VII -PROFESSIONAL RESPONSIBILITIES

Compliance with rules, policies, and directives is the primary focus of this domain. Evaluation of indicator is the exclusive responsibility of the principal. Co-participation in professional development activities is considered the teacher's duty and responsibility.

- VIIA1** Complies with State and School Board Rules/Policies and implementation requirements of the School Improvement Plan which are consistent with Board rules and contract provisions.
- VIIA2** Complies with published school-site rules and policies which are consistent with Board rules and contract provisions.
- VIIA3** Reports accidents; vandalism and emergencies as appropriate; and/or missing or damaged school property for which she/he is directly responsible.
- VIIA4** Keeps accurate required records.
- VIIA5** Facilitates home-school communications (bulletins, announcements, conferences.)
- VIIA6** Conducts parent-teacher conferences in accordance with contractual provisions as required. To establish and maintain a positive collaboration relationship with students' families to increase student achievement.
- VIIA7** Attends meetings permitted by the contract.
- VIIA8** Teacher attendance is regular, exclusive of authorized leave.

MEMORANDUM

TO: All Staff Members
Miami Carol City Senior High School

FROM: Kim W. Cox, Principal
Miami Carol City Senior High School

SUBJECT: PRE-APPROVAL PURCHASE AUTHORIZATION

In order to ensure that proper documentation and approval is obtained when making purchases from **out of pocket** expenses. Please make sure you obtain pre-approval by using the **Pre-Approval Purchase Authorization Form** for your activity or event.

The pre-approval purchase authorization form **MUST** be used when requesting authorization(pre-approval), to purchase merchandise, goods, services and/ or supplies for your club, activity, or job related duties and responsibilities out of your own pocket.

Once completed, this form must be submitted to the Principal for review and approval. Once approved, this form must be attached to your check requisition along with your original receipts(s) for reimbursement. **You will be reimbursed within one week from the submission of these documents and when there are enough funds in your funding structure to cover this purchase.**

If you have any question or concerns, as always my door is open for discussion.

KWC/mjw

Miami Carol City Senior High School

Kim W. Cox, Principal

3422 NW 187th Street

Miami Gardens, Florida 33056

Office: (305)621-5681 Fax (305) 620-8862

PURCHASE AUTHORIZATION PRE-APPROVAL FORM

Requestor _____

Date _____

Vendor Information

Name _____

Address _____

City _____ State _____ Zip Code _____

Phone Number _____ Fax Number _____

E-Mail _____

Approximate Cost of Purchase _____

Funding Structure: Object _____ Program _____ Function _____ Sub-ledger _____

Purchase To Be Used For _____

I _____, request pre-approval to purchase merchandise, goods, services and/or supplies for my club, activity, or my job related duties and responsibilities. I understand that I will be responsible for paying taxes for my purchase and that I must submit an original itemized invoice for reimbursement if my request is approved. **Once these document have been submitted, I will be reimbursed within one week from the submission of these documents and when there are enough funds in my funding structure to cover his purchase.**

The item(s) purchased will be legal in nature, from an approved authorized Miami-Dade County School Board Vendor, and for educational, fund raising, or for my job related duties and responsibilities only.

Signature of Requestor_____
Principal or Designee Approval

****Please attach this form with the Check Requisition and Original Receipt(s) ****

MIAMI-DADE COUNTY SCHOOL BOARD

Mr. Agustin J. Barrera, *Chair*
Dr. Martin Karp *Vice-Chairperson*
Mr. Reiner Diaz de la Portilla
Ms. Evelyn Langlieb Greer
Ms. Perla Tabares Hantman
Dr. Wilbert "Tee" Holloway
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Regional Center I

Dr. Marcos M. Moran	<i>Regional Superintendent</i>
Ms. Jennifer Andreu, <i>Administrative Director</i>	<i>Business/Personnel</i>
Dr. Jose L. Dotres, <i>Administrative Director</i>	<i>Curriculum</i>
Ms. Lourdes P. Gimenez, <i>Administrative Director</i>	<i>Curriculum</i>
Mr. Richard Vidal, <i>Administrative Director</i>	<i>Advocacy/ESE</i>
Mr. Paul Greenfield, <i>Administrative Director</i>	<i>Professional Development</i>

Miami Carol City Senior High School

2008-2009 Administrative Assignments

Principal	Kim W. Cox	Manager Compliance and Implementation of Procedures for the Faculty and Staff			
Assistant Principal	A. Roberts Principal's Designee	B. McKinney	O. Williams	L. Styles	C. Gonzalez
Instructional Program	Attendance Policies/Appeals (Schoolwide) Daily Attendance-10 th Grade Attendance Office Athletic Program Industrial Technology Physical/Health	Daily Attendance-Staff Overall Curriculum Manager SIP Accreditation SACS PMP Textbook/Purchases Professional Development Language Arts/Reading Mathematics Academies Coordination Schoolwide Testing Curriculum Bulletin	Daily Attendance-12 th Grade Gradebook Gifted/ AP Program Media Center Science Student Services ROTC	Daily Attendance-9 th Grade Technology & Network Security SPED Business Technology CST Chair	Daily Attendance- 11 th Grade Activities Program Activities Calendar ESOL/ LEP Fine Arts Social Studies World Languages
Personnel Management	Security School Resource Officer Zone Mechanic Keys PACES Observation Budget/Finance Treasurer Payroll Procedures EESAC Liaison	Paraprofessionals Support Personnel-of-the-Year PACES Observation/Schedule Teacher-of-the-Year Teacher-of-the-Month Opening/Closing of School Certification Reports,	Clerical Rookie-Teacher-of-the-Year Office-Employee-of-the-Year PACES Observation Novice Teacher Program School Registrar	Custodial AFSME PACES Observation Support Person-of-the-Month Budget/Finance Treasurer Payroll Procedures	Cafeteria AFSME AFSME – Employee-of-the –Year PACES Observation Student-of-the-Month Substitute Teacher Procedures Emergency Coverage

	(In absence of Principal)	etc./META Literacy Team Liaison Instructional Staff Support			
Student Services	SCSI School Discipline - 10 th Truancy Title I Manager Registration/Transfer /WD-10th	Orientations Back –to- School Parent Conferences Interim Progress Interns Placement Student Volunteers/ Placement	Military Liaison School Discipline – 12 th Student Transportation/Bus Passes Registration/Transfer/WD-12 th CAP Counselor Trust Counselor Clinic/Health Screening Donnell Morris Health Clinic Liaison	Student ID's (Replacements) School Discipline - 9 th Registration/Transfer /WD-9 th	School Discipline-11 th Youth Crime Watch Student Accidents/Injury Reports Registration/Transfer/WD-11th
Business Management	Payroll Procedures Facilities Management FTE/FTE Survey Capital Improvement Hurricane Assessment Safety Committee ABC/FISH Athletic Insurance	Data Management Faculty/Staff Handbook Meetings Agendas Textbook Inventories TEC Master Plan Points	United Way Coordinator Student/Staff Surveys	Plant Security Property Control Student Parking Decals Payroll Procedures Internal Accounts/Audits IEP Compliance	Lunch Application Alarm/Drills/Lock Down Critical Incident Crisis Team Coordinator
Community Relations	Visitors EESAC Facilities Rental	PTSA Dade Partners Public Relations	School Volunteers Public Relations AP Parent Night	Visitors Booster Clubs(Athletic/	Special Events Coordinator Student/Parent

	Parent Compliant Advocacy	Grants Feeder Pattern Liaison Academies Parent Nights		Activities) Public Relations Team Parent Meetings	Handbook Public Relations ESOL Parent Meetings
School Activities	Athletic/Activities Thursdays/Fridays Saturdays (As needed)	Athletic/ Activities Mondays/ Fridays Saturdays (As needed)	Athletic/Activities Wednesdays /Fridays Saturdays (As needed)	Athletic/Activities Tuesdays/Fridays Saturdays (As needed)	Athletic/Activities Thursdays/Fridays Saturdays (As needed)
Administrative Assignments	AM Duty-Front of School PM Duty- Front of School Lunch Duty- 1 st -Patio 3 rd -Cafeteria Hallways- 2 nd Floor/Math Any other assigned duty deemed necessary by Principal	AM Duty- Staff Parking Lot PM Duty- Staff Parking Lot Lunch Duty- 2 nd –Cafeteria 3 rd - Patio Hallways- Chief /Portables Any other assigned duty deemed necessary by Principal	AM Duty- Portables PM Duty- Portables Lunch Duty- 1 st – Cafeteria 2 nd - Patio Hallways- Trophy/Vocational Any other assigned duty deemed necessary by Principal	AM Duty-9 th Grade(34 th Ct. PM Duty-9 th Grade(34 th Ct. Lunch Duty- 1 st – Patio 2 nd - Cafeteria Hallways- Building 6 1 st /2 nd Floors Any other assigned duty deemed necessary by Principal	AM Duty- Student Parking Lot PM Duty- Student Parking Lot Lunch Duty- 1 st – Cafeteria 3 rd - Patio Hallways- 2 nd English Any other assigned duty deemed necessary by Principal

Miami Carol City Senior High School
2008-2009 Administrative Support Assignments

Dean of Students	K. Alexander	H. Barnwell	C. Pyles	A. Stafford
Instructional Program	Daily Attendance-9 th Discipline Academics Tardy Center – Building 6	Daily Attendance-10 th Discipline Academics Tardy Center	Daily Attendance-11 th Discipline Academics Tardy Center	Daily Attendance-12 th Discipline Academics Tardy Center
Personnel Management	Behavioral Expectations/ Referrals Assist with Clerical	Behavioral Expectations/Referrals Assist with Paraprofessionals	Behavioral Expectations/Referrals Assist with Custodians	Behavioral Expectations/Referrals Assist with Security Monitors
Students Services	Parent Conferences Teacher/Student Liaison	Parent Conferences Teacher/Student Liaison	Parent Conferences Teacher/Student Liaison	Parent Conferences Teacher/Student Liaison
Community Relations	Public Relations Parent Boosters	Public Relations Parent Boosters	Public Relations Parent Boosters	Public Relations Assist with School website
Business Management	Monitor Credit Card Assist with monitoring Athletics Account	Monitor Credit Card Assist with monitoring Internal Accounts	Monitor Credit Card Assist with monitoring Activities Accounts	Monitor Credit Card Assist with monitoring Payroll Procedures
School Activities	Athletics/Activities Mondays/Fridays	Athletics/Activities Mondays/Fridays	Athletics/Activities Mondays/Fridays	Athletics/Activities Mondays/Fridays
Administrative Assignments	AM/PM- 34 th Ct Lunch – 2 nd - Patio 3 rd – Cafeteria Hallways- 3 rd & 2nd Floors Building 6 Any other assigned duty deemed necessary by Principal	AM/PM- Student Parking Lunch – 1st- Cafeteria 3 rd –Patio Hallways- 2nd Floor Any other assigned duty deemed necessary by Principal	AM/PM- Vocational/Patio Lunch – 2 nd - Patio 3 rd –Cafeteria Hallways- Chief/Portables Any other assigned duty deemed necessary by Principal	AM/PM- Trophy/Staff Parking Lunch – 1st- Patio 3 rd – Patio Hallways- Trophy/Vocational Any other assigned duty deemed necessary by Principal

Miami Carol City Senior High School 2008-2009 Literacy Team Assignments

	K. Banks Reading Coach	A. Clark Mathematics Coach	T. Floyd Reading Coach	U. Garbutt Mathematics Coach	T. Hammond Writing Coach	G. McPhee Science Coach	Tamika Spencer Test Chairperson	L. Storr Reading Coach
Instructional Program	Language Arts/ Reading/ Social Studies Data Manager Language Arts/Intensive Reading/ Writing Retakers Tutorials Chief Academy	9 th Grade Mathematics/ Intensive Mathematics Tutorials <u>Tutorials</u> <ul style="list-style-type: none"> • Lowest 25% • Bubble • Loss of Learning Gains 	9 th Grade Language Arts/Reading/ Social Studies Tutorials <u>Tutorials</u> <ul style="list-style-type: none"> • Lowest 25% • Bubble • Loss of Learning Gains 	10 th /11 th /12 th Mathematics /Intensive Mathematics Tutorials <u>Tutorials</u> <ul style="list-style-type: none"> • Lowest 25% • Bubble • Loss of Learning Gains 	9 th /10 th Language Arts/ Social Studies Tutorials <u>Tutorials</u> Students with 1.0-3.0 On Pre Assessment	10 th /11 th Grade Science Tutorials Tutorials Students In Chemistry/ Physics/ Anatomy And as indicated on Pre Assessment	Schoolwide Testing Program Data Manager Mathematics /Intensive Mathematics /Science Assist with Tutorials of Retakers as needed FCAT Coordinator	10 th Grade Language Arts/ Intensive Reading Tutorials <u>Tutorials</u> <ul style="list-style-type: none"> • Lowest 25% • Bubble • Loss of Learning Gains
Personnel Management	11 th /12 th Grade Language Arts/ Reading Teachers	9 th Grade Mathematics /Science Teachers	9 th Grade Language Arts/Reading/ Social Studies Teachers	10 th /11 th /12 th Mathematics /Intensive Mathematics Teachers	9 th /10 th Language Arts/ Social Studies Teachers	10 th /11 th Grade Science Teachers	N/A	10 th Grade Language Arts/ Intensive Reading

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Miami Carol City Senior High School
2008-2009 Administrative Support Assignments

	S. Jordan Student Activities	A. Williams Athletics	D. Wood Gradebook Manager
Instructional Program	Articulation Schedule w/O. Williams Orientation Schedules w/K. Alexander Back to School Night w/B. McKinney Graduation Bulletin Boards/Showcases (Schedule & rotations) School website	All students involved in Athletic Programs: monitoring: attendance/ discipline and academics Clearing House Liaison	Technology support as it relates to On- line Gradebook FCAT related activities
Personnel Management	Liaison for all club sponsors Organizational charts Sponsors meetings & agendas Behavioral expectations/ supervision	All coaches/teams Organizational charts Coaches meetings & agendas Behavioral expectations/ supervision	Assist with meeting requirements/goals in SIP
Community Relations	Media Releases Public Relations Booster Clubs	Media Releases Public Relations Booster Clubs	Media Releases Public Relations Presentations for Special Events
Business Management	Vendor Machines Monitoring Internal Accounts for clubs Facilities as it relates to activities & community organizations	Athletic Budget Gymnasium Facilities as it relates to athletics Athletic Calendar	Assist L. Styles w/ Property Control Software purchases & licenses
School Activities	Activities calendar Pep rallies Clubs fund raisers coordinator	Student eligibility Athletic tutorials Varsity locker (Security/maintenance)	Recoding of activities
Administrative Assignments	Activities/athletic events Any assignment deemed necessary by Principal	Activities/athletic events Any assignment deemed necessary by Principal	Any assignment deemed necessary by Principal