Hialeah-Miami Lakes Senior High

Home of the Trojans

2017-2018

Faculty Staff Handbook

Lisa B. Garcia, Principal
Juan Ramirez, Assistant Principal
Felicia S. Robinson, Assistant Principal
Barbara Vinas, Assistant Principal
MIAMI-DADE COUNTY SCHOOL BOARD MEMBERS

Dr. Lawrence Feldman, Chair
Dr. Marta Perez, Vice Chair
Dr. Dorothy Bendross-Mindingall
   Ms. Susie V. Castillo
   Dr. Steve Gallon III
   Ms. Perla Tabares Hantman
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SUPERINTENDENT OF SCHOOLS

Mr. Alberto M. Carvalho

Deputy Superintendent/Chief Operating Officer
   School Operations
   Mrs. Valtena G. Brown

NORTH REGIONAL CENTER

Mr. Jose Bueno, Region Superintendent
   Sally J. Alayon, Administrative Director
   Dr. Verena Cabrera, Administrative Director
   Dr. Charmyn M. Kirton, Administrative Director
   Mr. Andy J. Pierre-Louis, Administrative Director
   Ms. Reva A. Vangates, Administrative Director
Dear Hialeah-Miami Lakes Senior High School Faculty and Staff:

This employee handbook will assist in meeting District and school requirements for notifying employees of expectations, standards, rules, policies, and procedures. Read it carefully, as everyone is expected to adhere to the policies contained in this guide for the successful operation of Hialeah-Miami Lakes Senior High School.

The faculty and staff will pursue and promote the highest performance standards for all of our employees at Hialeah-Miami Lakes Senior High School. We will maintain and promote ethical performance standards in accordance with School Board policy, contractual stipulations, state and federal statutes, and competent practice, in concert with the District Strategic Plan. We are committed to ensure that high performance standards are promoted, monitored and maintained for all Miami-Dade County Public Schools (M-DCPS) employees.

This employee handbook will be provided to all employees, including non-instructional staff, part-time/hourly, and half-day employees, whether employed in a school site or other work location.

Please refer to this handbook and/or consult an administrator if you have questions concerning school policies and procedures.

We are proud of Hialeah-Miami Lakes Senior High School and we look forward to the 2017—2018 school year.

Sincerely,

Lisa B. Garcia
MIAMI-DADE COUNTY PUBLIC SCHOOL
FACULTY/STAFF HANDBOOK

HIALEAH-MIAMI LAKES SENIOR HIGH SCHOOL

ADMINISTRATIVE TEAM

Lisa B. Garcia .................................................................Principal
Juan Ramirez .................................................................Assistant Principal
Felicia S. Robinson ............................................................Assistant Principal
Barbara Vinas ............................................................................Assistant Principal

DEPARTMENT CHAIRPERSONS

Hector Aguilar ...........................................................................Cooperative Education
Ted Dinicola................................................................................Electives
Yenilen Cabanas ........................................................................ESOL
Elena Sanchez...........................................................................Language Arts/Writing
Madelin Domenech .................................................................Mathematics
Michael Turner ...........................................................................Physical Education
Miriam Ochoa ............................................................................Reading
Robert Mayrovitz........................................................................Science
Eileen Padro...........................................................................Student Services
Barbara Garcia..............................................................................Social Studies
Lourdes Duckart .......................................................................Special Education
Shenita Hunt .................................................................Foreign Language/Fine and Performing Arts
SUPPORT STAFF

Richard Silberman ................................................................. Activities Director
Enildo Padron ........................................................................ Athletic Director
Raquel Cruz ............................................................................. CAP Advisor
Daniel Francia ............................................................................. EESAC Chairperson
Melissa Dominguez ....................................................................... Magnet Lead Teacher
Tosha Daniels ........................................................................ Math Coach
Anne Knight ........................................................................... Reading Coach
Sandra Ortiz ................................................................................ SPED Program Specialist
Randall Jones ........................................................................... Test Chairperson

CLERICAL STAFF/SUPPORT STAFF

Ligia Garcia ................................................................................ Attendance
Maria Rosemond ........................................................................ Payroll/Substitute Locator Clerk
Maria Parra ................................................................................ Principal’s Secretary
Sharonda Postell ........................................................................... Registrar
Maria Brito ................................................................................ Treasurer
Section 1

SCHOOL-WIDE POLICIES/PROCEDURES, TEACHER ATTENDANCE, WORKDAY RESPONSIBILITIES, & FUNDRAISERS
HANDBOOKS
Teachers should become thoroughly familiar with all aspects of the Student/Parent Handbook and the Faculty Handbook.

TEACHER WORKDAY HOURS
The employee workday for teachers shall be seven (7) hours and twenty (20) minutes for employees at the secondary level. The workday shall include lunch and planning preparation periods. The established workday at Hialeah-Miami Lakes Senior School is 7:10 a.m. to 2:30 p.m. for teachers, unless a faculty meeting is scheduled. With no exception, teachers are expected to arrive at school on time and to be at their classroom doors on time. In case of serious emergencies, such as school wide disruptions that affect the safety and welfare of the student body, employees may be required by the principal to stay longer than the ordinary workday in order to assist in supervising students. The principal shall make every effort to resolve the emergency as quickly as possible. The workday shall include a maximum of five/six teaching periods (unless an extra period supplement is provided) for secondary school teachers. In no case shall teachers be required to remain longer than one (1) hour beyond the regular workday.

In the case of late arrival or early departure from the work location, an employee present more than one-fourth (1/4) and less than three-fourths (3/4) or more of the workday is considered as working one half (1/2) day; an employee present three-fourths (3/4) or more of the workday is considered as having worked a full day, upon prior notification and approval by the principal, or the designated supervising administrator.

EMPLOYEE ATTENDANCE
Reasonable regularity of attendance is expected from all Miami-Dade County Public Schools’ employees in order to maintain efficiency and productivity. The school board policies and labor contracts contain provisions which address both good attendance and excessive unauthorized absences.

TEACHER ABSENCES
If it is possible to notify Mr. Michael Vargas of your absence in advance, you are encouraged to do so in order to allow adequate time to secure quality substitute coverage for your classes.

If you know of an upcoming absence, before leaving school, please notify Mr. Michael Vargas or stop by his office. If it is after school, please call the hotline at 305-995-4698.

If you need to report your absence the same morning, please call the school at 305-823-1330 between 6:00 a.m. and 6:45 a.m. Please be advised that it is difficult to acquire substitutes. Therefore, your calling in late may cause problems in providing coverage for your classes.
Please report your absence directly to Michael Vargas. Make sure all emergency lesson plans are available for your department chairperson.

When you are absent from work, you must notify Michael Vargas by 2:00 p.m. whether you will report to work the following day. Failure to do so will result in the substitute being retained and you being charged for the day.

If it becomes necessary to leave the building when classes are in session, please do the following:

1. Notify the appropriate department head for class coverage assistance.

2. Notify the assigned administrator. If he/she is not available, then notify the AP in charge of your department. Sign out with Ms. Maria Parra, Principal Secretary

3. Notify Mr. Michael Vargas for payroll purposes.

EXCESSIVE ABSENCES
All employees are governed by Chapter 231.44 Florida Statutes: School board employees who are willfully absent from duty without leave shall forfeit compensation for the time of such absence, and his/her employment shall be subject to termination by the school board.

Specific procedures by which each school district implements this law are enumerated in labor contracts and (for confidential and managerial exempt personnel) School Board Rules. Principals and work location supervisors are required to report absences properly and consistently on leave and payroll records. Documented communication should be held with employees whose attendance is irregular, in order to apprise such employees of the effects and impact of their absences on the total school program and the continuity of operations at the work location. When absences become excessive and cause a detrimental impact upon program continuity, appropriate discipline action should be taken.

UNAUTHORIZED ABSENCES
After unauthorized absences by exempt personnel or members of AFSCME, UOPD, UTD, MDCSMEC and FOP bargaining units for three consecutive work days, work location supervisors, may after having made reasonable efforts to contact the absent employee refer employee to the Division of Professional Standards and fill the position with a provisional replacement until a final disposition is determined.

SICK LEAVE
Each full-time employee is entitled to accumulate one day of sick leave per month of employment. Such sick leave is to be accrued in the following manner:
Four days of sick leave will be provided to each employee as of the first day of employment of each fiscal year, and thereafter each person shall accrue one day of sick leave for each month of employment creditable to the member at the end of the month.

PERSONAL LEAVE
Full time employees who are eligible to accrue sick leave may use up to a maximum of six days personal leave, with pay, per year.

SIGNING IN AND OUT
All faculty members are required to sign-in at the start of the school day and sign-out before leaving at the end of the day. The roster is located on the bulletin board inside of the teacher's mailroom. Any blank spaces appearing next to a faculty member's name will be recorded as an absence when the payroll is prepared.

TEMPORARY DUTY REQUEST PROCEDURES
If you will be attending a professional development workshop or training, you must fill out the form completely in ink. This should be done at least one week in advance. Attach any documentation related to the temporary duty request and/or with substitute funding structure. Indicate also if NO substitute is required.

✓ Submit the form for review to the administrator Lisa B. Garcia, Principal/Maria Parra, Principal's Secretary. When the form is approved, please give it to Michael Vargas for payroll purposes.

✓ If you require a substitute for temporary duty, please inform as soon as possible. Do not wait until you receive the necessary approval signatures.

✓ If your temporary duty is NOT approved, or is cancelled for some reason, you should immediately inform Mr. Vargas or you will be charged for the day.

FACULTY DRESS
All faculty members are expected to dress in a manner appropriate for a professional in the business community. Casual attire is to be reserved for workdays and sporting events.

PARKING
Faculty parking is located in the southeast parking lot. Use of the handicapped parking spaces requires a handicap permit. Faculty members are NOT permitted to park in the service road or the rear of the building.
ANNOUNCEMENTS
When school is in session, announcements related to school concerns will be made at designated times on the public address system. Times designated for announcements are: each morning during the first block, and ten minutes prior to the school dismissal. Announcement forms are to be used for all P.A. announcements. The forms must be approved by an assistant principal. Announcement forms are available in the activities office. Only authorized personnel will make announcements.

EMERGENCY ANNOUNCEMENTS may be made when necessary and only by authorized personnel.

ASSEMBLY PROGRAMS
All assembly programs presented during the school day will pertain to related classroom activities. Teachers must accompany students to the assembly program and remain with them. Faculty members should not assume responsibility for more than a single class at a time unless approved by the administration.

ACTIVITIES APPROVAL
Any club/organization activity that is planned before, during or after school requires approval from the administration. Please see Jennifer Murray regarding school activities.

BACK TO SCHOOL NIGHT
The presence of every teacher is required for one scheduled Back to School Night activity each year. This special evening program encourages parents to visit his/her child’s school, and is usually scheduled during the first school

CAFETERIA PROCEDURES
Lunches are served in the cafeteria and courtyard for students and staff. Hialeah Miami Lakes Senior High participates in the free and reduced lunch program for students who cannot afford full price. Breakfast is free to all Miami-Dade County Public Schools students. We encourage all students to participate in the breakfast program at HML.

In an effort to improve building security and to comply with health regulations, the kitchen area in the cafeteria is restricted to authorized personnel only. All faculty and staff, other than cafeteria employees are asked to access the cafeteria from the front entrances only. Faculty members are not permitted to enter or exit through the back doors.

CARE OF THE ROOMS
Classrooms are to be in good condition at all times. Paper should not be on the floor, and the furniture should be kept free of marks. At the close of the day, the room should be presentable with desks arranged. Teachers should instill in the students a pride in keeping
the rooms clean, orderly, and attractive. The bulletin boards should be educational, attractive and should display up-to-date students’ work. All classrooms should be locked when exiting.

TELEPHONE USE
Every telephone in the school is a business telephone. Teachers are requested to keep personal calls to a minimum. **Do not call 411 or the operator for assistance**, as the school is charged for these calls. Teachers are requested to make personal calls only when necessary. Please charge all personal long distance calls to your home number or your calling card. Any unauthorized calls will be traced and charged to the appropriate individual.

CLASSROOM SUPPLIES
All general classroom supplies (pencils, paper clips, thumbtacks, tape, etc) are to be obtained from your department chairperson.

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 reason and length of the field trip must be approved by Jennifer Murray, Activities Director. Provisions for students to make up assignments for classes missed due to participation in field trips must be in accordance with the procedures outlined in Board Rules (6Gx13-5A-1.04) Student Attendance. A signed parental permission form must be on file at the school prior to the student’s participation.

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 field trip regardless of the student’s decision to participate in said trip. Clubs and/or organizations shall provide funds from fund-raising activities to assist students with financial needs. Provisions shall be made, when necessary, to finance the field trip through fund-raising 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 a Federal Aviation Administration-certified air carrier. All air travel requires 3 quotes.
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 proper supervision of students by school employees. Parents are permitted to assist in such supervision. The adult/student ratio is 1:15 or less.

Permission for students to participate in any of the following events within the state may be granted by the principal:

- Scheduled Florida High School Activities Association Events
- Scheduled Vocational Student Organization Events
- Scheduled Interscholastic Athletic Events

Requests for student groups other than those indicated above or pre-approved by the Board 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.

Field trip requests to be approved by the School Board may be submitted to the District Director of the Division of Athletics/Activities and Accreditation at any time, but no later than 30 school days before the Board meeting prior to the anticipated trip. In cases of emergency the Board may, upon request, permit exceptions to this requirements.

FIELD TRIP PROCEDURES

** Prior to making any commitments to students, parents, teachers, etc, secure permission from the principal to conduct the field trip.

All personnel involved with submitting approved field trip requests must carefully review Board Rule 6Gx13-6A-1.22, Field Trips, and follow procedures listed below:

SPONSOR'S RESPONSIBILITIES:

- Secure approval from principal to conduct the field trip (complete form).
- Ensure that adequate funding is procured to fund the trip.
- Secure completed and signed parent permission form (including transportation information) from each student who will participate in the field trip. Emphasis should be placed on complete medical information.
- Complete the Field Trip Permission Request Form, FM-
243. Field Trip cover sheet with all applicable items completed submit to Activities Director. Submit following information for approval.

✓ Letter of invitation
✓ Objectives of the trip
✓ Complete itinerary, including coordination of transportation
✓ Field trip roster FM-3530
✓ Allow three days for approval (in county).

✓ Signed parent permission form for each participating student
✓ A list of the names of the chaperones. The maximum ratio of 1:15 applies to chaperones aged 21 or older.
✓ Follow-up with an Activities Director concerning the progress of securing approval for the trip.

Upon approval, ensure that the appropriate information is available and accessible to chaperones during the trip:

✓ Field trip roster.
✓ Copy of all parent permission forms which provide emergency contact information for each student.
✓ Evacuation/Fire Protection Information
✓ Any other information which will assist them in their responsibilities for students during the trip.

** SPONSORS MUST REMAIN WITH THE GROUP DURING TRAVEL**

All out-of-state trips not specifically listed on the Field Trip Request Form and all out-of-county field trips must have Board approval. Field trip requests must be submitted to the Division of Athletics/Activities and Accreditation with all supporting documentation and approval signatures no later than 30 days preceding the Board meeting prior to the anticipated trip. The division of Athletics/Activities and Accreditation will prepare the Board agenda item and notify the principal of the Board’s decision.

**TRANSPORTING STUDENTS IN A PRIVATE AUTOMOBILE**

Transporting students in a private automobile is emphatically discouraged. However, there are times when the principal may feel it is necessary, particularly if the student is seriously ill and must be provided medical attention. An individual school board employee who transports a student in his/her personal automobile must be acting within the scope of employment. Any employee acting in bad faith with malicious purpose or with willful disregard of human rights, safety or property will be held liable. Private vehicle request form must be submitted along with a valid driver’s license and proof of insurance.

**FOOD SALES**

In keeping with Board policy, no food, drinks, candy, etc., may be sold in the courtyard/classrooms during school hours. Sales before and after school are acceptable.
Also, sales must be school sponsored: no sales for outside agents. All food sales must be approved as listed below under Fund Raising.

FUND RAISING
Fund-raising activities must be approved by the principal or an assistant principal. Approval forms may be secured from an assistant principal. The sponsor is to prepare the form and return it to an assistant principal, who will assume the responsibility to secure all the required approval signatures. In projects involving fund raising in the community, the principal must submit a written request to the regional office for approval of the activity, at a minimum of 5 weeks before the requested activity.

INTERNAL FUNDS

CLUB ACCOUNT BOOK
✓ Used by the club/class to record all financial transactions

✓ Account balances will be given
   upon request after the last Friday
   of each month.

FUND RAISING
✓ Application for Fund Raising Activity

✓ Submit to an Activity director 10 days for in school, 5 weeks for community sales prior to the fund raising activity. You must wait until the application has been approved.

✓ Concerts, productions, etc. are to be controlled by tickets. See treasurer

✓ Sell only during the approved time and dates. Only one fundraiser at a time is allowed per group.

DISTRIBUTION OF GOODS

✓ Distribution sheet is kept when merchandise or tickets are issued to students or staff to sell.

✓ Student/staff member signs sheet for merchandise received. Items not sold and returned to sponsor should be noted on the distribution sheet with the student's initial.

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COLLECTION OF MONEY

✓ Payee signs recap of collection for $14.99 or less or may elect to issue a receipt from MDCPS receipt book.

✓ Receipt must be issued for over $15.00

✓ Employee receipt book (M-DCPS only). See treasurer

✓ Deposits with the school treasurer

✓ Deposit in the same form as collected

✓ White copy to payee. Yellow copy with recap sheet. Green copy stays in the book

✓ Deposit with recap sheet and receipt book when used

✓ Do not accept $50 or $100 bills.

✓ Deposit same day or next day: DO NOT HOLD MONEY!

PURCHASE OF INSTRUCTIONAL MATERIALS

The purchase of teaching supplies (material to be used in the classroom) is based on student enrollment and special funding sources. The department chairs along with staff members should:

1. Establish short and long-term program objectives
2. Examine all resource materials on hand
3. Determine priorities for budget expenditures
4. Prepare purchase requisitions
5. Secure advance approval of designated assistant principal

Any supplies acquired without advance approval of the administration will be paid for by the teacher. All purchase orders are channeled through the department chairs to the administration. The teacher must complete a "Request for Purchase" to receive funding approval. Teachers should never order materials in the name of the school unless proper procedures have been followed. Without having prior administrative approval for a purchase, the teacher is responsible for the payment.

MAILBOXES

The teacher should check his/her mailbox three times a day - beginning, mid-day, and end of the school day.
E-MAILS
Teachers are expected to check their e-mails three times a day—beginning, mid-day, and end of the day.

PLANNING DAYS
The majority of time during teacher planning/preparation is to be used by the employee for instructional planning, recording of grades, reviewing student cumulative folders, and/or instructional material or activities. The length of a workday may not be reduced or increased on planning days. A one hour lunch period may be authorized within the regular day.

DISMISSAL OF CLASSES
The bell schedule must be strictly adhered to regarding the dismissal of classes. Classes are not to be dismissed before the sound of the bell or held after the bell. Students aids are not to be dismissed prior to the ringing of the bell.

HALL PASSES
Teachers are discouraged from granting students permission to leave the classroom except in cases of personal emergency. In this instance, a standard hall pass will be provided for each student. If a student exhibits disruptive classroom behavior, teachers should use the emergency call button to obtain assistance. The passes are to be used any time a student leaves your class and is expected to return. DO NOT send more than one student per pass. Additionally, yellow passes are to be used any time a student leaves your class and is not expected to return. Yellow hall passes should be properly prepared by the assigned teacher and issued to the student. These passes should be legible and contain the following information:

- Name of student
- Date and time
- Teacher’s signature
- Reason for pass

SUPERVISION OF STUDENTS
The safety of all students is a professional responsibility and the prime concern of all school personnel. Upon the dismissal of each class, it is imperative that each teacher stands at the door to his/her classroom in a position where he/she can simultaneously monitor the classroom. This is required of all teachers.

INJURIES TO STUDENTS
In case of injuries, teachers should contact the office immediately. Once security arrives, he/she will transport the student to the office or call for administrative support.
*When a student is injured in any way, the supervising teacher must be certain that an accident report is completed and filed in the attendance office.

SECURITY OF PROPERTY; GUIDELINES FOR LOSS PREVENTION

✓ Store valuable property in a secure area.

✓ Report all burglaries and thefts.

✓ Never loan school keys to anyone, especially students.

✓ Secure doors and windows upon leaving the room.

✓ Report all faulty doors and windows immediately.

**REMEMBER THAT SECURITY IS EVERYONE’S CONCERN.**

TEXTBOOK DISTRIBUTION

With the rising costs of textbooks, it is imperative that every effort is made to maximize the instructional materials purchased with these funds. You are to:

✓ Assign each student a book.

✓ Follow school procedures for the distribution of books.

✓ Require that the student print his/her grade level and the date (in ink) on the bookplate. Also, include your name and room number on the bookplate.

✓ Conduct book checks at the end of each grading period according to the outlined guidelines.

✓ Require immediate payment for lost or damaged textbooks.

✓ Give the completed obligation forms to the treasurer at the end of the school year, for those students who did not return the books that were issued to them.

ATTENDANCE/HOMEROOM PROCEDURES:

Homeroom attendance shall be officially checked at the beginning/end of the first block each day by the teacher.

*Official attendance must be recorded in the electronic gradebook.

APPROVED REASONS FOR EXCUSED SCHOOL ABSENCE (School Board Rule 6GXx13-6A-1.04)
1. Student illness
2. Medical appointment
3. Death in the family
4. Observance of religious holiday
5. School-sponsored event

**EARLY DISMISSALS:**
Only persons listed on the emergency contact card will be permitted to sign students out. If someone cannot come in to the Attendance Office to sign the student out, the student will NOT be released.

**TARDIES TO SCHOOL:**
All tardies to school will be considered unexcused except for the following reasons: **DO NOT EXCLUDE STUDENTS FROM CLASS DUE TO TARDIES.**

1. Student illness
2. Medical appointment
3. Death in the family
4. Observance of a religious holiday
5. School-sponsored event

All students late to school because of an M-DCPS school bus must secure a bus pass from the attendance office.

**TARDIES TO SCHOOL/CLASS:**
- Tardy 1 - Written Warning
- Tardy 2 - Written Warning
- Tardy 3 - Detention (After School)
- Tardy 4 - Alternative to Suspension
- Tardy 5 - Alternative to Suspension
- Tardy 6 - Administrative Suspension

(Parent Contact prior to detentions/alternative to suspension/administrative suspension)

**CLASS CUTS:**
- One class cut
  - Parent contact/ Administrative suspension
- Referral to administration

Two or more class cuts/Administrative suspension
**OTHER REFERRALS:**
Submit referrals to the appropriate administrator.

Please make sure all information is completed on a referral form: school number, student name, Id #, grade, date and time of incident, teacher’s name, and the person referred to. Also, be reminded that parent contact is **REQUIRED** for all referrals submitted, as well as a clear and concise description of the incident.

* Referrals MUST be completed correctly!

**EMERGENCY PLAN**
The potential for disruption of daily activities within a high school necessitates a contingency plan to ensure student and faculty safety. A large institution, such as HML, requires a comprehensive outline of individual duties dictated by the nature of a given situation. To signal an impending crisis, an administrator will follow the Critical Incident Plan. At this time the following guidelines **MUST** be adhered to:

- Listen carefully to all announcements.
- Keep students in the classroom. Bells will be turned off.
- Lock classroom doors.
- Control rumors and continue to conduct a normal class routine.
- **DO NOT DISMISS UNTIL DIRECTED TO DO SO VIA THE P.A. SYSTEM**

**MEETINGS**
Faculty: After school faculty meetings will be scheduled once per month. An attendance roll will be taken and recorded for each meeting. A calendar indicating all faculty meeting dates for the year is provided at the beginning of the year. Teachers are reminded to avoid scheduling appointments the dates of faculty meetings.

Departmental: Administrative announcements and all other information of school-wide interest will be communicated to the faculty through departmental meeting. An attendance roll will be taken and recorded for each meeting.

Department Chairs: Regularly scheduled meetings will be held once a month.

EESAC: The particular day will be proposed and agreed upon by the members of this group at a preplanning meeting held in August of the new school year. Formal meetings of the elected committee are determined by the committee at the beginning of the year. All members of the faculty are invited to attend these meetings, and to participate in the EESAC process in accordance with HML approved procedures.
EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCILS
As stipulated in Section 1001.452, Florida Statutes, Florida’s system for school improvement and education accountability, each school must establish a school advisory council, which shall be named an Educational Excellence School Advisory Council (EESAC), in Miami-Dade County Public Schools. The EESAC must be composed of the principal, and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community citizens who are representative of the ethnic, racial, linguistic, disabled and economic community served by the school. In an effort to meet statutory requirements regarding the establishment of school advisory councils, district and Region Center administrators have worked cooperatively with representatives of parents, teachers, citizen groups, business groups, and students to develop the guidelines.

PROFESSIONAL ORGANIZATIONS
Membership in professional organizations is encouraged by your administrative team. There are many such organizations to consider at the district, state and national levels that offer opportunities for professional involvement. These organizations may also provide professional resources related to your area(s) of interest.

TOBACCO-FREE WORKPLACE
MIAMI-DADE COUNTY PUBLIC SCHOOLS WILL ACHIEVE A TOTALLY TOBACCO-FREE STATUS BY JULY 1, 1991. As of July 1, 1991, there will be no use of tobacco products on any owned or leased school board property or vehicles.

FIRE DRILL PROCEDURES
Teachers are expected to:

✓ Assist and cooperate with the principal in the development and use of fire exits or emergency evacuation drills.

✓ Effect and lead a prompt and orderly evacuation of assigned classes by having full control of all students.

✓ Account for all students upon reaching the termination point of evacuation or drill, and report any discrepancy to the school official in charge.

✓ Supervise and assist in the evacuation of any physically handicapped students.

✓ Be acquainted with the use of fire alarms, fire department notification, exit facilities and fire extinguishers.
Acquaint each student with procedures to be followed in the event egress routes are not usable, the proper use of fire alarms, and the subsequent procedures of notifying the administrator.

Notify the teacher in the adjoining room of departure when absence from the room is necessary, and return to provide evacuation supervision at all times.

PROTECTION FROM ELECTRICAL STORMS
It is estimated that at any given moment, some 1,800 electrical storms are in progress over the earth’s surface. The frequency with which these giant quantity of energy they release and the variety of forms this energy may take, make electrical storms great destroyers of life and property.

PROTECTIVE ACTION
The following protective action shall be taken by faculty and students in the event of a storm in the vicinity, causing lightning that is associated with thunderstorm activity. (Weather-alert radios provided to all schools can be used to determine severe weather conditions approaching your area.)

SCHOOL GROUNDS
Get out of the open areas and into an enclosed building as quickly as possible upon the approach of a storm.

DO NOT seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations.

SCHOOL BUILDINGS:
- Stay indoors and do not venture outside unless absolutely necessary
- Stay away from open doors and windows, metal objects, electrical appliances and plumbing until the storm has passed.
- Keep telephone use to a minimum during storms
- Do not handle flammable materials in open containers.
- TV sets, other electrical equipment and appliances should be unplugged to the extent possible.

ATHLETIC EVENTS
- Seek shelter in buildings.
- Avoid open fields and high objects in the area when there is no shelter.
- Keep twice as far from isolated trees and objects as the trees/objects are high and get into a crouching position when caught in the open.
- Avoid open spaces, wire fences, sheds or shelters not fully enclosed and any electrically conductive elevated objects such as overhead wires.
- Leave the water during
swimming events and go into the nearest shelter.
f.) Do not use metal objects like fishing rods and golf clubs. Golfers wearing cleated shoes are particularly good lightning rods.

IN TRANSIT
a.) Stay inside of vehicles. Vehicles offer excellent lightning protection. **DO NOT TOUCH EXPOSED METAL PARTS.**

b.) **DO NOT** park vehicles under electrical lines or isolated trees.

c.) Persons using scooters, motorcycles, bicycles and other open vehicles should seek immediate protected shelter.

FIELD TRIPS OR HIKING
a.) Move from high ground as quickly as possible and avoid lane trees and small sheds.
b.) Stay away from metal fences.
c.) Seek shelter in thick timber, a ravine, ditch or in an enclosed vehicle or building, if possible.

PRE-PLANNING
Pre-plan activities to consider lightning storm activity whenever possible. Desirable pre-planning should include first-aid procedures for electric shock and burns.
Section 2

ADMINISTRATIVE LEADERSHIP

&

PROFESSIONAL RESPONSIBILITIES
ADMINISTRATIVE DUTIES

**PRINCIPAL:** Lisa B. Garcia

The principal is responsible for the total school program. He is the final authority in all matters of policy and procedure within the school and is responsible to the Region Superintendent, North Regional Operations, the School Board, and the community.

In addition, the principal must coordinate all aspects of the school program. In so doing, he will seek input from the school advisory committee, the Educational Excellence School Advisory Committee (EESAC), the PTSA, the school staff, and the students. Utilizing the best ideas, the principal will offer the students the educational experiences most suited to their needs.

Curriculum Development and Improvement: Responsibility of the Principal. The duties of the principal as prescribed in State Statutes are as follows:

**Duties of Principal**- A district school board shall employ, through written contract, public school principals who shall supervise the operation and management of the schools and property as the board determines necessary. Each principal shall perform such duties as may be assigned by the superintendent pursuant to the rules of the school board. Such rules shall include, but not to be limited to, rules relating to administrative responsibility, instructional leadership of the educational program of the school to which the principal is assigned, submission of personnel recommendations to the superintendent, administrative responsibility for records and reports, and student suspensions.

**ASSISTANT PRINCIPAL(S):** Juan Ramirez, Felicia S. Robinson & Barbara Vinas

**Duties of Assistant Principal**- The assistant principals are directly responsible to the principal. Each assistant principal is assigned specific duties by the principal; however, general duties include student control, attendance, contact with the community, supervision of personnel, safety, transportation, property control, budget, student records, scheduling, articulation, curriculum development, supervision of all aspects of cafeteria, written reports, security, and classroom observations. Also included are such duties as monitoring school records, maintaining open communications with department chairs, and other responsibilities as directed by the principal.

It endeavors to select new personnel as needed to maintain the high regard enjoyed by its teachers, supervisors and administrators in the District and surrounding areas.
CODE OF ETHICS

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 freedom to learn and to teach and the guarantee of equal opportunity for all.

2. The educator’s 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.

DEPARTMENT CHAIR

The primary goal of the department chair is to provide leadership in the development of quality instruction for students. The department chair will assist the administration and teachers with strategies to improve student achievement.

SELECTION CRITERIA

Vacancies will be filled based on the recommendation of the departments. The principal will appoint the position based on the recommendation and qualifications.

LEADERSHIP EXPERIENCE

The Department Chair position provides teachers with an opportunity to have a significant role in school level planning and program development, as well as an opportunity to further develop positive leadership skills.

DEPARTMENT CHAIR ROLES

The Department Level Chairperson shall be assigned one or more of the school level planning responsibilities listed below, to the extent that release time and duty free time permit:

- Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies.
Assist teachers with development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in remediation of unacceptable areas cited by the administrators on observation forms.

Coordinate departmental duties including preparation of reports, data chats, agendas, minutes and surveys.

Recommend curriculum offerings and appropriate instructional assignments; monitor department master schedule.

Review status of department regarding objectives and staff development activities.

Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders.

Provide coverage when needed and assist substitute teachers assigned to the department. Serve as a communication liaison between the teachers in the department, the principal, the assistant principals and other school groups.

Assist in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies and equipment, and assist teachers in the interpretation of administrative directives.

Help to administer tests, analyze test results, and develop strategies for improving instruction.

Meet with building administrators and other department chairs to facilitate articulation and eliminate duplication of services.

Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to courses and/or special programs.

Assist with implementation of new programs.

SUBSTITUTE GUIDELINES
All substitutes are requested to follow the School District polices as stipulated below:

DUTY HOURS - All substitutes are expected to report by 6:45 a.m. and may leave at 2:30 p.m. Substitute teachers are expected to work the same hours as a regular teacher.

SUPERVISION OF STUDENTS - Substitute teachers shall not leave their classes unsupervised. If an emergency occurs, an administrator or the designated substitute...
secretary must be notified. Utilize a reliable student to obtain administrative and/or security assistance.

**ACCIDENT REPORTS** - When a student is injured in any way, the supervising substitute teacher must be certain that an accident report is completed and filed in the attendance office. It is imperative that an administrator and/or security is notified when an injury occurs.

**CLASSROOM USE** - Smoking, food and/or beverages are not allowed in the classroom during scheduled class time. Make sure the classroom is secured after use. Students are not allowed to stay in an unsupervised classroom/teaching area.

**DISCIPLINE** - It is the professional responsibility of the substitute teacher to handle routine disciplinary problems. Please send for security when it becomes necessary for a student to be removed from the classroom. Students are not to be removed from a classroom and placed in an area that is unsupervised by qualified person. The substitute teacher may be held liable if a student is injured while unsupervised. The teacher is only permitted to touch a student if it is necessary to prevent the student from injuring himself/herself or another individual.

**EXCLUSION** - Always give the student a warning of exclusion if he/she continues to be disruptive. If the situation persists, exclusion may then be requested. After completing the exclusion referral, use the emergency call button to get assistance in escorting the student to the office.

**LESSON PLANS** - It is the substitute's responsibility to secure lesson plans from the designated substitute secretary or department head and to follow those plans accordingly. If for any reason, no lesson plans are located in the designated area listed on the schedule, notify the substitute secretary immediately. Do not allow students to do other activities. Emergency lesson plans will be available.

**CLASSROOM ACTIVITIES** - Substitute teachers must limit student participation in classroom activities to the class time allotted for that particular period. No student may be detained or prohibited from attending another regularly scheduled class without prior approval from the teacher who is obligated to account for that student's attendance in class.

**STUDENT ASSIGNMENTS** - All written work done by the students should be placed in the regular teacher's mailbox at the end of the day. Any relevant comments made by the substitute teacher should be in writing to the assistant principal for curriculum.
PASS UTILIZATION - There are no passes permitted the first fifteen (15) minutes of class and the last fifteen (15) minutes of class. A pass to leave the classroom should be given to a student only on an emergency basis. Only one (1) student should be allowed to leave the room at a time. A student may be allowed to keep a scheduled appointment during class time, if the student displays an official hall pass.

Do not send students to the Media Center, computer lab, other classes, or to see their counselors. The students must make an appointment to see the counselor before school, after school or during the lunch periods. Students are permitted to go to the restroom in case of emergency situations, but do not allow them to abuse the privilege. If the student is not feeling well, he/she may be sent to the attendance office to call home or sign into the clinic.

CHILD ABUSE

GUIDELINE #4:
CHILD ABUSE REPORTING CURRENT LAW AND/OR PRACTICE
Pursuant to Section 39.201(2)(a), F.S., each report of known or suspected child abuse, abandonment, or neglect pursuant to this section shall be made immediately to the Department's Florida Department of Children and Families Central Abuse Hotline on the single statewide toll-free telephone number at 1(800) 96 ABUSE. This statute applies to suspected or confirmed reports against a child regardless of occupation. Teachers, school officials or personnel are included in this statute. Chapter 794, F.S., defines sexual battery and Chapter 800, F.S., defines lewdness and indecent exposure. Any reports involving perpetrators who reside outside of the State of Florida will be accepted by the Central Abuse Hotline so long as the victim is residing in the county in Florida where the report is being made. A person who is required by Section 39.201, F.S., to report known or suspected child abuse or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the second degree, punishable as provided in Section 775.082, Section 775.083 or Section 775.084, F.S.

GENERAL DEFINITION OF ABUSE
Child abuse is defined to include harm or threatened harm to a child’s physical or mental health or welfare by acts or omissions of a parent, adult household member, or other person responsible for the child’s welfare, or, for purposes of reporting requirements, by any person. Harm to a child’s health or welfare can occur when the parent or other person responsible for the child’s welfare inflicts, or allows to be inflicted upon the child, physical, sexual or mental injury that causes or is likely to cause the child’s physical, mental or
emotional health to be significantly impaired. As noted in the statutory definition of child abuse, in determining whether harm has occurred, the following factors must be considered in evaluating any physical, mental, or emotional injury to a child:

- The age of the child
- Any prior history of injuries to the child
- The location of the injury on the body of the child
- The multiplicity of the injury
- The type of trauma inflicted

**EXAMPLES OF ABUSE**

**I. PHYSICAL ABUSE**

A. Willful acts that produce the following specific injuries: sprains, dislocations, or cartilage damage
B. Bone or skull fractures
C. Brain or spinal cord damage
D. Intracranial hemorrhage or injury to other internal organs
E. Asphyxiation, suffocation, or drowning
F. Injury resulting from the abuse of a deadly weapon
G. Burns or scalding
H. Cuts, lacerations, punctures, or bites
I. Permanent or temporary disfigurement
J. Permanent or temporary loss or impairment of a body part or function
K. Purposely giving a child poison, alcohol, or other substances that substantially affects the child’s behavior, motor coordination, or judgment or that result in sickness or internal injury. For the purposes of this paragraph, the term “drugs” means prescription drugs not prescribed for the child or not administered as prescribed, and controlled substances as outlined in Section 893.03, F.S.
L. Inappropriate or excessively harsh disciplinary action taken likely to result in physical injury, mental injury as defined in this section, or emotional injury. The significance of any injury must be evaluated in light of the following factors: the age of the child; any prior history of injuries to the child; the location of the injury on the body of the child; the multiplicity of the injury; and the type of trauma inflicted. Corporal discipline may be considered excessive or abusive when it results in any of the injuries set forth in subsection I (A-J) above. As used above, the term “willful” refers to the intent to perform an action, not to the intent to achieve a result or to cause an injury.

**II. NEGLECT**

The term “neglects the child” means that the parent or other person responsible for the child’s welfare fails to supply the child with adequate food, clothing, shelter, or health care,
although financially able to do so or although offered financial or other means to do so, or leaving a child without adult supervision or arrangements appropriate for the child’s own needs or another’s basic needs or is unable to exercise good judgment in responding to any kind of physical or emotional crisis. However, a parent or other person responsible for the child’s welfare who, by reason of the legitimate practice of religious beliefs, does not provide specific medical treatment for a child may not be considered abusive or neglectful for that reason alone, but such an exception does not:

A. Eliminate the requirement that such a case can be reported to the Department of Children and Families
B. Prevent the Department of Children and Families from investigating such a case
C. Preclude a court from ordering, when the health of the child requires it, the provision of medical services by a physician, as defined in this section, or treatment by a duly accredited practitioner who relies solely on spiritual means for healing in accordance with the tenets and practices of a well-recognized church or religious organization

III. SEXUAL ABUSE
A. Commits, or allows to be committed, sexual battery, which is defined as follows: 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; however, sexual battery does not include an act done for a bona fide medical purpose.
B. Commits lewd or lascivious acts, against the child as defined as follows:
   1. Handles, fondles, or assaults any child under the age of 16 years in a lewd, lascivious, or indecent manner
   2. Commits actual or simulated sexual intercourse, deviate sexual intercourse, sexual bestiality, masturbation, sadomasochistic abuse, actual lewd exhibition of the genitals, or any act or conduct which simulated that sexual battery is being or will be committed upon any child under the age of 16 years or forces or entices the child to commit any such act.
   3. Commits an act defined as sexual battery, as set forth above, upon any child under the age of 16 years
   4. Knowingly commits any lewd or lascivious act in the presence of any child under the age of 16 years
C. Allows, encourages, or forces the sexual exploitation of a child, which includes allowing, encouraging, or forcing a child to:
   1. Solicit or engage in prostitution
   2. Engage in a sexual performance

IV. ABANDONMENT
The term “abandons the child” means that the parent or legal custodian of a child or, in the absence of a parent or legal custodian, the person responsible for the child’s welfare, while
being able, makes no provision for the child’s support and makes no effort to communicate with the child, which situation is sufficient to evidence a willful rejection of parental obligation. If the efforts of such a parent or legal custodian or person primarily responsible for the child’s welfare to support and communicate with the child are only marginal efforts that do not evidence a settled purpose to assume all parental duties, the child may be determined to have been abandoned.

V. ADDITIONAL CATEGORIES OF ABUSE
A. Exploits a child, or allows a child to be exploited:
1. Hiring and employing
2. Infliction of pain or suffering
B. Exposes a child to a controlled substance or alcohol as evidenced by:
1. Use by the mother of a controlled substance or alcohol during pregnancy when the child, at birth, is demonstrably adversely affected by such usage.
2. Continued chronic and severe use of a controlled substance or alcohol by a parent when the child is demonstrably adversely affected by such usage.
The term “controlled substance” means prescription drugs not prescribed for the parent or not administered as prescribed and controlled substances as outlined in Section 893.03, F.S. The parent of a newborn infant may not be subject to criminal investigation solely on the basis of the positive drug toxicology of a newborn infant.
C. Uses mechanical devices, unreasonable restraints, or extended periods of isolation to control children
D. Engages in violent behavior that demonstrates a wanton disregard for the presence of a child and could reasonably result in serious injury to the child
E. Negligently fails to protect a child in his/her care from inflicted physical, mental, or sexual injury caused by the acts of another
F. Has allowed a child’s sibling to die as a result of abuse or neglect

REPORTING PROCEDURES
I. Reporting Non-School Related Child Abuse
A. Pursuant to Florida law, suspected abuse perpetrated by anyone must be immediately reported to the Florida Department of Children and Families Central Abuse Hotline, Tallahassee, Florida (Toll Free: 1-800-96-ABUSE.) The report should include the child’s name and other identifiable information, e.g., date of birth, ethnicity, sex, reporting date and a very brief narrative of the alleged abuse. Any School Board employee aware of suspected or confirmed child abuse committed by a Non-School Board employee, shall immediately complete the following procedures:
1. Report the abuse to the Department of Children and Families Central Abuse Hotline as set forth above
2. Report the abuse to a school-site administrator
3. Report the abuse to the Miami-Dade Schools Police Department
4. **NO SCHOOL-SITE EMPLOYEE SHALL CONTACT THE CHILD’S PARENT OR GUARDIAN.** The representative from Department of Children and Families or law enforcement agency will contact the parent/guardian.

B. Should a citizen report a suspected case of child abuse to a School Board employee, it becomes the responsibility of the employee to complete the procedures set forth in subsection I (A)(1) above.

C. When a child discloses information to one school staff member regarding abuse, a determination should be made as to where the incident occurred, for appropriate law enforcement notification, thus further questioning of the child by School Board employees shall take place. The person who reports the alleged abuse shall remain at the school and an appropriate School Board employee shall remain with the child until law enforcement arrives on campus. At that point questioning of the child may resume, but only at the direction of the Department of Children and Families or the law enforcement agency.

D. In the event a report of suspected child abuse is made after regular school hours, the School Board employee must complete the procedures set forth in subsection I (A)(1) above. In the event a school administrator is unavailable because the report occurred after hours, the School Board employee must be sure to inform the school administrator the following morning. If the Miami-Dade Schools Police Department is unavailable and the incident occurred on School Board property, a request should be made to have an on-call Miami-Dade Schools Police Department investigator respond. If the incident occurred off campus, the School Board employee shall call police emergency at 911. Please note that the Department of Children and Families Central Abuse Hotline must always be called first.

E. No separate record shall be created and maintained by the school or school staff members during the investigation. All information pertaining to child abuse cases is confidential. Additionally, the individual who reports the alleged abuse shall not be identified as the reporter except to those authorized representatives from the Department of Children and Families or the appropriate state attorney or law enforcement agency.

F. Reporting of incidents to the Department of Children and Families will prompt an investigation by the Department of Children and Families and/or law enforcement agency. No additional investigation should be initiated by any school-site
personnel. Depending on the nature of the allegations, a representative from one or both of those agencies has the authority to conduct an interview with a student on school premises during the school day and may come to school to do so. Upon arriving on campus the representative from the Department of Children and Families and/or law enforcement agency shall advise the principal or his or her designee of that agency’s presence and purpose. Upon the presentation of proper identification such individuals must be given access to the student. In accordance with Section 39.301 (16), F.S., a school staff member known to the child may be present during the interview only under the following conditions:

1. A representative from the Department of Children and Families or law enforcement believes that the school staff member(s) could enhance the success of the interview
2. A school-site administrator has informed the alleged abused child that the child may have a staff member present and the child chooses to do so. When a determination has been made to conduct an interview on school grounds, it should be conducted in an area that ensures confidentiality and avoids embarrassment to the student. If the representative from the Department of Children and Families or law enforcement agency determines that the student is to be removed from school, this shall be done as inconspicuously and expeditiously as possible. The agency who removes the student from school shall be responsible for contacting that student’s parent(s) or guardian(s).

II. REPORTING CHILD ABUSE COMMITTED BY A SCHOOL BOARD EMPLOYEE
A. Any School Board employee aware of suspected or confirmed child abuse committed by a School Board employee, shall immediately complete the following procedures:
   1. Report the abuse to the Department of Children and Families Central Abuse Hotline as set forth in subsection I (A)(1) above
   2. Report the abuse to the principal or designee
   3. Report the abuse to the Miami-Dade Schools Police Department
   4. NO SCHOOL-SITE EMPLOYEE SHALL CONTACT THE CHILD’S PARENT OR GUARDIAN. The representative from the Department of Children and Families or law enforcement will contact the parent/guardian.

B. Miami-Dade Schools Police Department will then contact the Office of Professional Standards (OPS) to inform OPS of the incident

C. Should a citizen report a suspected case of child abuse to a School Board employee, it becomes the responsibility of the employee to complete the procedures set forth in subsection I (A) (1) above
D. When a child discloses information to one school staff member regarding abuse, a determination should be made as to where the incident occurred, for appropriate law enforcement notification, then no further questioning of the child by School Board employees shall take place. The person who reports the alleged abuse shall remain at the school and an appropriate School Board employee shall remain with the child until either the Department of Children and Families or law enforcement arrives on campus. At that point questioning of the child may resume, but only at the direction of either the Department of Children and Families or law enforcement agency.

E. In the event a report of suspected child abuse is made after regular school hours, the School Board employee must complete the procedures set forth in subsection I (A) (1) above. In the event a school administrator is unavailable because the report occurred after hours, the School Board employee must be sure to inform the school administrator the following morning. If officers of the Miami-Dade Schools Police Department are unavailable and the incident occurred on School Board property, a request should be made to have an on call Miami-Dade Schools Police Department investigator respond. If the incident occurred off campus the School Board employee shall call police emergency at 911. Miami-Dade Schools Police Department must be contacted, so that OPS can be notified. Please note that the Central Abuse Hotline must always be called first.

F. 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. Additionally, the individual who reports the alleged abuse shall not be identified as the reporter except to those authorized representatives from the Department of Children and Families or the appropriate state attorney or law enforcement agency.

G. Reporting of incidents to the Department of Children and Families will prompt an investigation by the Department of Children and Families and/or law enforcement agency. No additional investigation should be initiated by any school-site personnel. Depending on the nature of the allegations, a representative from one or both of those agencies has the authority to conduct an interview with a student on school premises during the school day and may come to school to do so. Upon arriving on campus the representative from the Department of Children and Families and/or law enforcement agency shall advise the principal or his/her designee of that agency’s presence and purpose. Upon the presentation of proper identification such individuals must be given access to the student. School Board employees may be present during the interview only under the following conditions:
1. Representatives from the Department of Children and Families or law enforcement agency believe that the school staff member(s) could enhance the success of the interview, and
2. A school-site administrator has informed the alleged abused child that the child may have a staff member present and the child chooses to do so.

H. When a determination has been made to conduct an interview on school grounds, it should be conducted in an area that ensures confidentiality and avoids embarrassment to the student. If the representative from the Department of Children and Families or law enforcement agency determines that the student is to be removed from school, this shall be done as inconspicuously and expeditiously as possible. The agency which removes the student from school shall be responsible for contacting that student’s parent(s) or guardian(s).

III. PENALTIES FOR FAILURE TO REPORT OR WILLFULLY MAKING A FALSE REPORT OF SUSPECTED CHILD ABUSE AND/OR DISCLOSING IDENTIFYING INFORMATION

A. A person who is required by Section 39.201 F.S. to report known or suspected child abuse or neglect and who knowingly and willfully fails to do so, or who knowingly and willfully prevents another person from doing so, is guilty of a misdemeanor of the second degree, punishable as provided in Section 775.082, Section 775.083 or Section 775.084, F.S.

B. A person who knowingly and willfully makes public or discloses any confidential information contained in the central abuse registry and tracking system or in the records of any child abuse or neglect case, except as provided in Sections 39.201 and 794.024, F.S. is guilty of a misdemeanor of the second degree, punishable as provided in Section 775.082 or Section 775.083, F.S.

C. A person who knowingly and willfully makes a false report of child abuse or neglect, or who advises another to make a false report, is guilty of a misdemeanor of the second degree, punishable as provided in Section 775.082 or Section 775.083, F.S. Anyone making a report who is acting in good faith is immune from any liability under this subsection.

D. Section 794.024, F.S., Unlawful to disclose identifying information.- (1) A public employee or officer who has access to the photograph, name, or address of a person who is alleged to be the victim of an offense described in Chapter 794, Chapter 800, Section 827.03, Section 827.04, or Section 827.071, F.S. may not willfully and knowingly disclose it to a person who is not assisting in the investigation or prosecution of the alleged offense or to any person other than the defendant, the defendant’s attorney, or a person specified in an order entered by the court having
jurisdiction of the alleged offense, or to organizations authorized to receive such information pursuant to Section 119.07(3)(h), F.S. A violation of subsection II (A)(1) constitutes a misdemeanor of the second degree, punishable as provided in Section 775.082 or Section 775.083, F.S.

E. Section 794.03, F.S., Unlawful to publish or broadcast information identifying sexual offense victim. No person shall print, publish, or broadcast, or cause or allow to be printed, published, or broadcast, in any instrument of mass communication the name, address, or other identifying fact or information of the victim of any sexual offense within Chapter 794. Such identifying information is confidential and exempt from the provisions of Section 119.07(1), F.S. An offense under this section shall constitute a misdemeanor of the second degree, punishable as provided in Section 775.082 or Section 775.083, F.S.

REPORTING PROCEDURES FOR INCIDENTS OF SEXUAL BATTERY
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 recommendations 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.
EMPLOYEE ASSISTANCE PROGRAM
A wide range of problems not directly associated with an employee’s job function can have an effect on an employee’s job performance and/or attendance. Assistance will be provided to such employees through the Employee Assistance Program (EAP). The EAP 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 program goal is to help individuals who develop such problems by providing for consultation, treatment, and rehabilitation to prevent their condition from progressing to a degree which will prevent them from working effectively. Appropriate measures will be taken to ensure the confidentiality of records for any person admitted to the program, according to established personnel file provisions, state statutes, and federal regulations. Further details (i.e., job security, employee rights) are furnished in School Board rule 6Gx13-4 D-1.11 and the UTD Contract.

WHAT IS THE EMPLOYEE ASSISTANCE PROGRAM?
The Employee Assistance Program (EAP) is for the individual employee, and for the immediate family members. The EAP is designed to provide confidential help to individuals whose personal problem.

HOW DOES THE PROGRAM WORK?
The primary objective of the EAP is to assist employees who need help in resolving their personal problems as soon as possible. When you contact the program, a specialist will assess your problem, advise you of the available alternatives for solving the problem and then help you find the best solutions. The EAP can help in gaining some perspective, and perhaps guidance to professional counseling. Special needs (language, culture, geographic location) will be considered.

THE EAP IS CONFIDENTIAL
The EAP is designed to protect your confidentiality. No one in the system other than the program staff has access to information on any employee who voluntarily seeks help through this program. Seeking voluntary assistance through the EAP will in no way jeopardize your employment or promotional opportunities. The primary purpose of the program is to help solve personal problems.

WHEN IS A PROBLEM SERIOUS ENOUGH TO REQUIRE PROFESSIONAL HELP?
When a personal or medical problem has persisted in spite of efforts to correct it, an employee may need outside help. It’s always better to work on problems before they get out of hand. Some of the areas in which the Employee Assistance Program can provide assistance include:

1. Alcoholism or Drug Abuse
2. Family or Marital Problems
3. Stress
4. Grief
5. Financial Concerns
6. Domestic Violence
7. Conflicts on The Job

COST
There is no cost to you for a visit to the Employee Assistance Program. If the EAP consultant decides that a particular problem warrants outside professional help or counseling, confidential referrals will be made to community resources. These counseling services may be covered either by the employee's insurance, with a small co-payment, or provided on a sliding fee scale. If assistance is needed, the employee may call the Employee Assistance Program at (305) 995-7111 from 8:00 a.m. to 4:30 p.m., Monday through Friday. In cases of emergency, 24 hours a day, call (305) 379-7715.

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 evaluations, 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.

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
SEXUAL HARASSMENT

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.
TWO TYPES OF SEXUAL HARASSMENT

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.

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 situations, 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 known 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.
THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

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 a 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 by 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;
USE OF VIDEO MATERIALS IN MIAMI-DADE COUNTY PUBLIC SCHOOLS

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 or to in-service education programs and used in a manner that is consistent with Federal Copyright law.

Teachers or administrators who are seeking video materials to be used in classroom instruction or in-service education should first seek those materials from their school media center. Most school media centers are now building collections of the most used videos, and all media centers can provide the information concerning the 10,000 video titles that are available from the school system’s instructional television broadcasts and Miami-Dade County Public School’s Film and Video Library, or from programs broadcast by public or commercial television stations.

Teachers seeking video materials which are not available from those sources should submit a District Film/Video Request Form available from school media centers. The Division of Media Programs will make every effort to provide video materials on the topics that are requested.

The only video materials which are authorized for use in Miami-Dade County Public Schools are those obtained from the sources, and used under the conditions, listed below.

- Video materials that have a specific and direct relationship to content and goals of classroom instruction and are:
  - videos obtained from Miami-Dade County Public Schools' Film and Video Library;
  - videos purchased specifically for use in classroom instruction by individual schools and circulated from school media centers;
  - videos viewed on, or copied from, broadcasts on WLRN-TV, Channel 17, or closed-circuit instructional television Channels 9, 11 or 13 during the school day. If these
programs are not scheduled for broadcast at a time appropriate for classroom use, they may be recorded, held until that use occurs, and then erased:

- original videos produced by teachers or student which do not make more than a minimal use of copyright visuals or music;

- videos obtained from rental sources only 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 video other than the use specifically authorized above is prohibited;

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:

- 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.

- No anonymous letter or anonymous materials shall be placed in the personnel file.

- 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.
No such materials may be placed in a personnel file unless they have been reduced to writing within 45 calendar days, exclusive of the summer vacation period, and of the school system administration becoming aware of the facts reflected in the materials.

Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed.

A copy of such material to be added to an employee’s personnel file shall be provided to the employee either:

- By certified mail, return receipt requested to his/her address of record;
- Or 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 signifies receipt and does not necessarily indicate agreement with its contents.

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.

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.

The custodian of the record shall maintain a record in the file of those persons reviewing the file each time it is reviewed.

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.

- 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.

- No material derogatory to the employee shall be open to inspection until ten calendar days after the employee has been notified, as stated previously.

- The payroll deduction records of the employee shall be confidential.

- 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.

- Not withstanding 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.

- Not withstanding other provisions of this section, all aspects of each employee’s personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.

- 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.

- 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.
Work Location | Send documents for the Personnel file to the Director of Operations, and Administrator Records, Office of Personnel. Such documents must bear the signature of the employee acknowledging receipt of a dated copy of the documents being submitted.
Operations and Records | Return to the sender, documents that are not authorized for inclusion and retention in the Personnel file.

Send copies of anonymously received documents to the person(s) named, the work location administrator of the person(s) named, and the supervisor of the work location administrator for follow-up action if warranted.
M-DCPS Acceptable Use Policy

Utilization of the network by users must be in support of and consistent with the educational objectives of the District. When utilizing the network all users must adhere to the provisions of this rule and the standards of conduct established in the M-DCPS 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, the M-DCPS Network Security Standards and School Board Rule 6Gx13-4A-1.21, Responsibilities and Duties.

II. 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. 6Gx13-6A-1.112

III. Monitoring

Administration reserves the right to review any material on user accounts for purposes of maintaining adequate fileserver space and monitoring appropriateness of material accessed through the network. In reviewing and monitoring user accounts for the purpose of determining adequate fileserver space, the District shall respect the privacy rights of user accounts.

IV. Network Etiquette

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

V. 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 incur. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions. The District is not responsible for the accuracy or quality of information obtained through the network. All users need to consider the source of any information they obtain through the network, and evaluate the accuracy of the information.
VI. Security
Security on any computer network is a high priority, especially when the system involves many users.

VII. Vandalism and Harassment
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.

VIII. 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.

IX. 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.

X. Disciplinary Actions for Improper Use
The act of accessing the Internet through the District’s network signifies that the user will abide by the provisions of this rule.

Disciplinary action for inappropriate use by students will be based on the tiered actions described in the codes of student conduct (Elementary, Secondary or Adult) and may include, but is not limited to, loss of privilege, suspension or expulsion.

Disciplinary action for inappropriate use by staff will be as provided for in the applicable collective bargaining agreements.
Section 3

STUDENT DISCIPLINE, PARENT COMMUNICATION & GRADING
SECTION III
DISCIPLINE/STUDENT BEHAVIOR

TEACHER EXPECTATIONS
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 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 request 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.

BEGINNING THE YEAR
The beginning of school is a critical time for classroom management. Effective managers use the first of the year to help students learn appropriate behavior. Typically the first day begins with a discussion of classroom rules and procedures. This discussion often takes place in the context of introducing course requirements and teacher expectations. It should include a clear explanation of what is expected.

Teacher styles and personalities vary, but effective managers are clearly in charge of the class at the beginning of the year. They begin promptly, conduct activities at a reasonable pace, give students something constructive to do, and provide information about what is expected. Effective teachers do not give students the opportunity for deviant behavior. They tend to be pleasant, businesslike and supportive, rather than harsh, critical, or withdrawn.

Do:
- let students know what is expected of them.
- consider individual differences by designing activities in which students can succeed.
- use mainly whole class and seat work activities until students are following correct procedures.
- stay in charge, be visible, be helpful, and be encouraging.
- monitor student behavior and provide corrective feedback when needed.
- show enthusiasm about the exciting materials or students' knowledge in the class.

Don't:
- force students to guess what they are allowed to do or not to do.
- assign difficult work at the beginning of the year until you know the students, and are prepared to help those who need assistance.
- use complex or unusual activities until students have settled into regular classroom routines.

CLASSROOM MANAGEMENT
The Instructional Performance Evaluation and Growth System (IPEGS) includes a section on managing the learning environment which assesses teacher performance relative to five
components: 1) time management; 2) learning routines; 3) learner engagement; 4) managing engagement in learning and 5) monitoring and maintaining learner behavior. The official discipline plan followed by Miami-Dade County Public Schools to manage student behavior in the Adult and K-12 program is the Code of Student Conduct. Staff is reminded that School Board rule 6Gxl3-5D-1.07 prohibits the use of corporal punishment as a disciplinary measure.

More information can be found in the IPEGS document. IPEGS is a system that focuses on collegial assessment of teaching and learning for the purpose of developing professional growth activities. Evaluation criteria is determined to meet or not meet standards by administrators in making an employment decision. Managing the Learning Environment and Classroom Climate are two IPEGS components that describe teaching and learning indicators that impact student progress.

MANAGING INAPPROPRIATE BEHAVIOR
Most inappropriate behavior in the classroom is not seriously disruptive and can be managed by relatively simple procedures that prevent escalation. Minor misbehavior such as excessive talking, movement around the classroom, play, prolonged inattention, or failure to follow instructions should not be ignored unless they are likely to be of brief duration. How the teacher reacts to unacceptable behavior is a clear signal to students about what will or will not be tolerated. Effective classroom managers practice skills that minimize inappropriate behavior. They monitor students carefully and frequently so that misbehavior is detected early, before it involves many students or becomes a serious disruption. They take prompt action to stop inappropriate behavior, usually unobtrusively, so as not to interrupt the instructional activity or to call excessive attention to the student. Unobtrusive strategies for handling inappropriate behavior include the following:

- Moving close to the offending student or students; making eye contact; giving a nonverbal signal to stop the offensive behavior.

- Calling a student’s name or giving a short verbal (instruction) to stop the behavior.

- Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule.

- When several students are involved, an effective strategy is to refocus class attention. The teacher might say, “Everyone look at the overhead projector and read the first line with me. I need to see everyone’s eyes looking here.” The object of such a strategy is to create a behavior that is incompatible with disruptive activity, but does not cause a disruption of instruction.
More serious disruptive behavior such as fighting, continued interruption of lessons and refusal to follow reasonable procedures or rules cannot be dealt with in the classroom unobtrusively. They require direct action according to the district/school disciplinary code.

**PROMOTING APPROPRIATE USE OF CONSEQUENCES**

In secondary school classrooms, the most prevalent positive consequences are intrinsic satisfaction resulting from success, accomplishment, good grades, social approval and recognition. If the teacher is skillful in motivating students to a level that ensures real interest, student performance and good grades will help to promote good behavior. Frequent use of punishment is associated with poor classroom management and generally should be avoided. When used, punishment should be related logically to the misbehavior. CONSISTENCY OF ENFORCEMENT IS A KEY FACTOR. If a student receives disapproval or punishment on one occasion, but is reinforced at other times, higher levels of the misbehavior may occur.

One should keep in mind that in most cases simple to use, mild punishment can often make it possible to handle inappropriate behavior without seriously disrupting ongoing activities. The more positive approaches described earlier may be the most preventive approaches.

**ASSERTIVE DISCIPLINE**

It is recommended at Hialeah-Miami Lakes Senior High School, that all teachers develop, post, and use an assertive discipline plan for their classrooms. Training materials, books, and other resource materials are available in the Media Center.

The following guidelines may be used as a guide when developing and using the plan:

**Develop and Post a Classroom Discipline Plan**

The plan is posted in a place that is visible to all students and visitors.

The plan contains rules, consequences, and positive reinforcement.

There are a maximum of five rules on the plan.

The rules are observable and in terms that students easily understand.

The consequences are arranged in a hierarchy in order of severity.

The plan includes a severe clause for severe misbehavior.

The teacher follows the plan.
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 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.

Teacher-parent conferences shall occur when students begin to display a consistent pattern of disruption or when students demonstrate unacceptable academic achievement through failure to exert sufficient effort. The principal will exclude from class, for a period not to exceed ten days, a student who has displayed a consistent pattern of disruption, until a teacher-parent conference is held or until the principal determines such a conference cannot or need not be held.

Written or telephone communication may be appropriate alternatives for parent conferences. A student progress report constitutes written communication. Teachers must log teacher-parent conferences in the official gradebook. Where required parent contact is not achieved, evidence of attempts to contact the parents should be recorded and then referred to the designated administrative personnel for follow-up.

- Teacher-parent conferences should be scheduled at a time and place and/or manner convenient for the teacher and the parent. Principals and teachers are encouraged to use teacher workdays for teacher-parent conferences, whenever possible. Student Services will schedule parent conferences.

- Written notification must be sent home by the teacher to the parents or guardians at any time during the grading period when it becomes evident that the student performing unsatisfactorily in academics, conduct, or effort. Minimally, such written notification should be sent home prior to the beginning of the eighth week of each of the four nine week grading periods. If an unanticipated reduction in performance becomes evident in academics, conduct or effort, the teacher shall notify the parent or guardian. It is the teacher’s responsibility to award a grade commensurate with the student’s performance.

- The standardized interim progress report includes a place for the teacher to indicate that a parent conference is requested. The school personnel must make every effort to attempt to schedule the conference however. If these actions fail, the form will be verification of the original request. Although every attempt shall be made by the school to communicate directly with parents, the signature of the middle school student on the
interim progress report will constitute documentation that the report was issued with instructions to deliver it to the parents.

- When, in the professional judgment of the administrator or his/her designee, daily or weekly progress reports may improve behavior of a student who displays a consistent pattern of disruption or improve the academic performance of a student who is in danger of earning a grade of less than a "C", a teacher must comply with the request for the report.

A teacher is required to issue an official report of pupil progress once at the end of each grading period. This report is communicated to parents on the official M-DCPS report card.

The greatest degree of parental involvement occurs through teacher-parent conferences. These conferences are often the first contact many parents have with the school. Such conferences are critical from a public relations point of view in that they help both parents and teachers accomplish their goals.

In a teacher-parent conference, the teacher is the professional and should act accordingly. Parents look to teachers to give them the help and guidance they need to extend and enhance the educational process at home. Consequently, the teacher is a helping person and the conference is an opportunity to develop and encourage a viable home school collaboration. Teachers should be positive, prepared and confident about what they expect to accomplish in the conference.

Making Parent-Teacher Conferences Work

The following tips or guidelines will help make a parent-teacher conference more effective:

BEFORE THE CONFERENCE:

Plan ahead of time for what you want to say.

1. What are your purposes or goals? What do you want to accomplish? What does the parent need?
2. Gather material to show parent.
3. Have a plan of action.

Gather pre-conference data, if you think it is necessary.

Reconfirm your conference. This can be done by phone or note, and it may save you a lot of time.

For/During the Conference:
Be on time. It helps to be early. This way you can relax or you can begin if the parent early.

Be prepared. You should have the materials you will need for the conference. These include:
   a. samples of work
   b. records
   c. books
   d. materials

Bond with the parents. This bonding process includes: getting to know the parents, establishing rapport with them and generally making them feel at ease. This approach is a good utilization of time, and sets a positive tone for the conference.

Talk the parent’s language. This does not mean that you talk down to or are patronizing to the parent. What it does mean is that you employ every effort to use words, phrases and explanations that the parent understands and is familiar with.

Don’t hide behind your desk. This may cause a parent to feel uncomfortable. You want to open lines of communication, not block them. A good way to conference with a parent is by using two chairs pulled together or by sitting on the same side of a table.

Be positive. Just as you don’t like to constantly hear negative things or be constantly reminded about problems, neither does the parent. You should make every effort to show and tell the parents that the child is doing well. Communicating in this manner does not mean that you never talk to a parent about the child’s problems. Quite the contrary, it is how you deal with the problem(s) that are important. When you deal with the problems of children, you put them in the proper perspective: what the child is able to do, what the goals and purposes of the learning program are, what specific skills or concepts you are trying to help the child to learn, and what problems the child is having in achieving according to his/her ability. Most important of all you should discuss what you plan to do to help the child achieve, and what specific role the parent can play in setting goals for achievement. An effective conference should result in a positive plan of action.

Be honest. Don’t say you will do something if you can’t or do not intend to follow through. Don’t hide the truth if you believe the information may be helpful to the parent.

Be firm. You should be in charge of the conference, not the parent.
Stay on task. This is where pre-planning helps.

Give the parent a chance to talk. You really won’t learn much if you do all the talking. You probably won’t achieve your goals either. Allow the parent the opportunity to express ideas and concerns. A parent may be less verbal than you. If so, you may need to initiate the discussion in such a way as to convey the importance of the parent’s contributions to the discussion.

It also means you will have to be a good listener. An active listener: a) holds eye contact, b) uses body language such as head nodding, hand gestures, etc., c) does not interrupt, d) avoids arguing, e) paraphrases the parent’s comments as a way of clarifying ideas, and f) keeps the conversation on track and on the topic.

Bring closure to your conference. This is when you review the relevant points of the discussion and reiterate the commitments made by each participant in the conference.

Never leave the parents with a sense of helplessness or frustration which can result from not having a positive plan of action to which all conference participants can agree and be committed. Every communication with parents should end on a positive note so that all involved will know what needs to be done and what follow up communication may be necessary.

TELEPHONE CONFERENCES
Another frequent and convenient method of parent involvement is the telephone conference. Not every family has or can afford a telephone, so this method does not work with every family, but it does provide an efficient method for contacting parents. The guidelines for communicating with parents on the telephone are similar to those used in face-to-face conferences; however, there are some other things you should do.

Since you can’t see the person you are to talk to on a telephone, it takes a little longer to build rapport and trust. The time you spend overcoming a parent’s initial fears and apprehensions will pay dividends later.

Constantly clarify with the parent what you are talking about and what you and the parent have agreed to do. You clarify by using such phrases as: "What I heard you say... ," or "So far we have agreed that" etc.

Don’t be in too much of a rush to finish your phone call. There is a limit to the amount of time you can spend on the phone, but you may be the only person who has expressed a personal interest or concern about the child. From the point of view of the parent, you may represent the support system of the school, the person who cares enough to take the time to call and who provides the parent a convenient opportunity to communicate with the
MAINTENANCE OF APPROPRIATE STUDENT BEHAVIOR

The schools are established for the benefit of all students. The educational purposes of the schools are accomplished best in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. Student behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated.

The School Board reaffirms its support of the administrative staff and teachers in taking all necessary steps to enforce and implement all Board rules pertaining to the maintenance of appropriate student behavior. Important among these rules are those in the areas of conduct, corporal punishment, suspensions and expulsions, and climate for learning.

The School Board directs that:

The Superintendent of schools, through the School Board Rules, shall pursue the investigation and assist in the subsequent prosecution of any adults inciting students to perform violent and unlawful acts in the school; and Each individual teacher shall be granted full disciplinary authority over every student in his/her classroom, in accordance with Florida Statues, Board rules, and administrative regulations.

GUIDELINES

Guidelines for assisting in the maintenance of appropriate behavior are found in administrative regulations and the following Board Policies:

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<tr>
<th>Board Policy No.</th>
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<tbody>
<tr>
<td>5500</td>
<td>Conduct - Standards of Behavior</td>
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<td>5500</td>
<td>Maintenance of Appropriate Student Behavior</td>
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<td>5511</td>
<td>Dress Code - Responsibility of the Superintendent</td>
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<tr>
<td>5511</td>
<td>Dress Code - Specific Regulations</td>
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</table>
These Board rules are applicable to all students under the jurisdiction of the Miami-Dade Public Schools and are augmented by the Code of Student Conduct and the Procedures for Promoting and Maintaining a Safe Learning Environment, which are incorporated by reference in this Board Rule, and are a part hereof.

II. Additional guidelines for the maintenance of appropriate student behavior are issued by memorandum from the District Administration. Board Policy-5500.
CORPORAL PUNISHMENT
Corporal punishment is **NOT** to be administered by any staff member at Hialeah Miami Lakes Senior High.

School Board Policy (5630) prohibits the use of corporal punishment. Staff members may not use rulers, paddles or other instruments for the administration of corporal punishment, no matter how lightly administered or as a threat to administer corporal punishment.

Subject to Florida Statutes and School Board Rules, each teacher shall have the authority for the direction and discipline of students as may be assigned by the principal or designee. The teacher shall keep good order in the classroom and in other places in which he/she assigned the responsibility for students.

REMOVAL OF STUDENT FROM CLASS AND POSSIBLE EXCLUSION OF THE STUDENT BY THE TEACHER
School Board Rules allow for teachers to remove a disruptive student from class if the behavior of the student has an adverse effect on the teacher’s ability to communicate effectively with students or the ability of the students to learn. Florida Statute 232.271 provides for the right of the teacher to refuse to accept a student back to class who has been removed for disruptive behavior which adversely affects the teacher’s ability to communicate effectively with the students.

TEMPORARY REMOVAL FROM CLASS
The teacher shall have the authority to remove a seriously disruptive student from the classroom. In such cases, the principal or designee shall be notified immediately and the teacher shall be entitled to receive, prior to the student’s return to class, a report describing corrective action(s) taken.

CODE OF STUDENT CONDUCT INFRACTIONS
The principal or designee will follow the Code of Student Conduct on all disciplinary matters.

Only those disciplinary problems that disrupt a teacher’s instruction, and the teacher requests the student’s permanent removal from class, shall be referred to the Placement Review Committee, if the request is not resolved by the principal.
Section 4

Curriculum & Instruction
LESSON PLANS
The lesson plan notebook is to be utilized by classroom teachers to contain weekly lesson plans for each nine-week grading period. The weekly lesson plans should be placed in the notebook in a sequence that is consistent throughout each nine-week grading period. Teachers assigned more than one course preparation may prefer a sequence based on the course designations rather than one by the order of class periods.

GRADEBOOKS
The teacher’s computerized gradebook should be clearly marked to indicate the semester number, subject, attendance code, conduct code, grading scale, and source of each grade. A minimum of two grades per week should be recorded as evidence of student progress.

As the only formal document which contains evaluation of student progress, all grade reports must be retained by the teacher until they are turned in at the end of the year. To repeat, it is imperative that accurate attendance information and a minimum of eighteen grades per grading period be recorded to justify the final grade.

NOTE: It is the teacher’s professional responsibility, by law, to take daily student attendance. This record must be accurate. A student is never permitted to take attendance. This state law and Board policy will be enforced by this administration.

Use additional sheets in the gradebook to log other pertinent information relating to evaluation of students, such as: parent-teacher conferences, referrals, unsatisfactory progress reports, etc.

Textbook number
Conduct grades - should reflect student behavior, any assignment to S.C.S.I., and general classroom conduct. At no time may a teacher lower an ACADEMIC grade as a penalty for a CONDUCT problem.

Effort - participation in relation to ability.
Scholarship - should reflect a) major tests, b) quizzes c) class participation, d) homework data, e) final exams, f) written/oral projects, and g) other pertinent material.

GRADE AND REPORTING STUDENT PROGRESS
In board policy 5410, the Board states: "Student grades, unsatisfactory work notices, parent reports on state assessment and/or the standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards (for promotion)."

"A student’s academic grade should reflect the teacher’s most objective assessment of the student’s academic achievement." The code also states: "Students have the right to receive a conduct grade consistent with their behavior in each class."

Specific guidelines for grading student performance and for reporting student progress follow in this section of the Pupil Progression Plan.
Grading Student Performance

Academic Grades

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 which 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.

A--- A grade of "A" (90 - 100%) indicates that the student has demonstrated outstanding achievement in the subject and/or skills area. The student consistently performs academically at a level that is considerably higher than that of the typical student in the same 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 the 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 for 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 objectives/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 a 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" (0) 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.
(May be issued with administrative approval only)

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:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Numerical Value</th>
<th>Interpretation</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100 %</td>
<td>Outstanding</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89 %</td>
<td>Above Average</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79%</td>
<td>Average</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
<td>Lowest Acceptable</td>
<td>Progress</td>
</tr>
<tr>
<td>F</td>
<td>0 - 59%</td>
<td>Failure</td>
<td>0</td>
</tr>
</tbody>
</table>

2. 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.

The conduct grading system for grades 1-12 is as follows:

A - A conduct grade of "A" reflects excellent behavior on the part of the student. These students consistently demonstrate 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 display appropriate behavior which is acceptable.

F - A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.
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. For the grades, a teacher must consider the student’s potential, study habits, and attitude. Three numerical grades are used to reflect effort:

--- 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.

--- 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 within his/her ability.

--- An effort grade 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 in a manner commensurate with the student’s ability.

HONOR ROLL

The following qualifications are necessary to achieve honor status in the Miami-Dade County Public Schools. Bonus points are not included in the academic average. No conduct grade below a “B” is required for all honor rolls:

Principal Honor Roll
- Academic grades: All A’s
- Effort: All 1’s
- Conduct: All A’s

Superior Honor Roll
- Academic: 3.60 (A’s and B’s)
- Effort: All 1’s and 2’s
- Conduct: 3.60 (A’s and B’s)

Regular Honor Roll
- Academic: 3.0 - 3.59 (All A’s and B’s)
- Effort: All 1’s and 2’s
- Conduct: 3.0 or >

Citizenship Honor Roll
- Academic: 4.0
- Effort: All 1’s and 2’s
MIAMI-DADE COUNTY PUBLIC SCHOOL
FACULTY/STAFF HANDBOOK

Average Citizenship Honor Roll

<table>
<thead>
<tr>
<th>Conduct</th>
<th>3.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effort</td>
<td>All 1's and 2's</td>
</tr>
</tbody>
</table>

PREPARING REPORT CARDS

All schools shall use a standard computer generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Superintendent for Region Operations, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card.

Report cards are to be issued for all students, K-12, four times a year according to the schedule established in the Opening of Schools Procedures and Schedules. A report card will also be issued at the close of the summer program to all students, K-12, who attend any portion of the summer program.

In conjunction with the above requirements, the following guidelines should be adhered to:

- Report card grades are to provide the student and/or the student’s parents with an objective evaluation of the student’s scholastic achievement, effort, and conduct.

- Student’s academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject.

- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student’s grade placement.

- Grades in conduct and effort are to reflect objectively the student’s progress independent of academic achievement. Standards for grading in these areas are to be explained to the students; CONDUCT implies the degree to which a student relates to others in socially acceptable ways. EFFORT implies the degree to which a student has demonstrated a desire to learn or to engage in learning tasks that should lead to a mastery of educational goals.

- Students are to receive grades in all approved programs ... in all courses in which they are enrolled in the secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student’s performance, an appropriate notation should be made on the report card.

- If the principal of a school feels it is necessary to change a pupil’s grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, complete the grade change card indicating reasons for the change, and place a copy of the reasons in the pupil’s Cumulative Record Folder.

- If a change in grade is made, as described above, it shall be recorded as the principal’s grade and not the teacher’s grade. Students and their parents shall be
NOTIFYING PARENTS OF ACADEMIC FAILURE
School Board rules require that the 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.

TEACHER/PARENT CONFERENCE
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.

WRITTEN NOTIFICATION
In order to assure consistency in reporting unsatisfactory progress to the parents, the administration has directed each school principal to implement the following procedures:

Each school should publish in the Opening of School Bulletin, school newspaper, student handbook, or other communiqués to parents and students the methods and procedures utilized to notify parents of a student’s unsatisfactory progress. The responsibility of parents in this entire process should be specifically stated. Once parents have been notified of unsatisfactory progress through interim reports during the grading period, it is incumbent upon them to contact school officials for further assessment of the student’s performance.

Teacher/parent conferences should take place when students are in need of academic strengthening and when students are judged to possess unique academic potential. Teacher - parent conferences are required when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford parents or guardians of every student an opportunity for a parent - teacher conference.

Although every attempt shall be made by the school to communicate directly with parents, the signature of a high school student on a progress report will constitute documentation that the report was issued with instructions to deliver it to the parent.

At the discretion of the teacher, parents may be notified by a coded message on the student report card that a teacher-parent conference is requested. A principal may elect to withhold issuing of a report card, for one grading period, pending a conference with the parent when a parent has failed to respond to a previous request for a conference.

PROVISIONS FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY
English for Speakers of Other Languages. Letter grades A, B, C, D, F are to be given which reflect the student’s progress during the entire ESOL block, that is, in oral communication as well as in reading and writing skills development.
Other Courses. For courses other than ESOL courses, in fields such as Science or Social Studies, students are given an appropriate letter grade A, B, C, D, F, or I.

Grades are to be given which reflect instructions provided in such a way that the student’s lack of command of the English Language does not affect progress. If students are receiving instructions in their own language, Comment No. 01, “Receiving bilingual instruction in this subject,” is then entered on the report card.

The attention of the school principal is specifically called to provisions in the guidelines that are included so grades are given “which reflect instruction provided in such a way that the student’s lack of command of the English languages does not affect progress.” When instruction is provided primarily in English, it may not be possible to evaluate the student’s progress on the basis of course content mastered. Where that occurs, the teacher should enter “I” for “Incomplete” instead of “F”. If appropriate, the same procedure should be followed for the second and third grading period, with the awarding of a letter grade being postponed until the last grading period. This option allows the student to later have a grade entered and receive credit for the course when his/her future performance permits an evaluation.

The existence of this option in no way relieves the school of its responsibility to provide content area instruction in the home language where possible. Principals are to make certain that teachers who are working with students of limited English proficiency fully understand and exercise this option in awarding grades.

At all grade levels comment number 34 is to be entered on the report card to certify when mastery of computer literacy standards have been demonstrated. (Sections V and VI, Pupil Progression Plan)

EVALUATION OF STUDENTS

Student evaluation is an important aspect of the total instructional program. Evaluation devices are to be used for assessment purposes to show the student, the parent(s) or guardian(s), as well as the student’s teachers, what the student has mastered, where the student needs help and how to motivate the student for continued learning.

Teachers’ oral and written work, student folders, check lists, and observations are representative of the means to be used to determine student progress. Examinations or unit tests shall be averaged as part of the grading period evaluation in which the examinations or unit tests are given. In no case should the examination grade constitute the entire grade for any given grading period. If final examinations are given at the end of a grading period or semester, the test grade may not receive the weighting of a full grading period.

EXAMINATION REGULATIONS:

The following regulations in regard to examinations shall be observed.
Each secondary school will develop its own schedule for giving examinations. Except under unusual circumstances, no student should be required to take more than two examinations on a given day. Schools must make provisions or students to make up examinations missed due to an excused absence. It is at the student's discretion whether or not the make-up examinations are included in the two examinations per day limit.

Where appropriate, examinations must include a reasonable number of questions that require an essay response.

All secondary examination papers must be retained in the school for at least one year.

Examinations in secondary schools should be meaningful in nature. They should be carefully developed and closely examined so they are appropriate to the scope and sequence of the course and to the ability and maturity of the student.

Deviations from above procedures or remission from examinations in a school may be authorized by the area superintendent.

Board Policy 2623

HOME LEARNING POLICY
Homework is an integral factor in fostering the academic achievement of students and in extending activities in the home and in the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, and the development of discipline. Homework should provide reinforcement and extension of class instruction, and as a basis for further study and preparation for future class assignments. In light of the major purposes for homework, it is not to be assigned as punishment for students for disciplinary reasons.

Responsibility for homework 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 assignments for exceptional education students should reflect the special needs of such students.

In general, homework 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 assignments:

- The grade level of the student.
- The level and degree of difficulty with the subject being studied.
- The maturity level of the student.
- The instructional needs of the student.
- The purpose of the assignment and its relationship to the objectives of the course under study.
- The length of the assignment and the amount of time that will be required to complete it.
- Homework demands being made in other subject areas.

It is the responsibility of the school staff to assure quality and value in homework by making assignments that are:

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

It is understood that it is not the parents’ responsibility to give a great deal of assistance to the student in completing homework. It is the school’s responsibility to make instructions related to homework clear, and to provide when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.

ADDITIONAL HOMEWORK GUIDELINES

- Reading should be a part of every assignment. When specific assignments are not given, or when homework is completed quickly, the allotted time should be devoted to reading.
- Reading to children can take the place of independent reading for students who have not learned to read yet, or who are experiencing difficulty.
- Feedback on homework should be given to students in a timely manner.
- Homework instructions should be clear, and supervised classroom study should be provided as necessary to assure student understanding.

NOTE: Students can receive additional help through the student portal: Student Resources.

GUEST SPEAKERS

The teachers must secure approval from the administration before bringing in resource persons to contribute to the instructional program. After engaging the persons, the teacher should confirm with the administration, the date and time the speaker will be in the classroom.
SCHOOL INVOLVEMENT
Teachers are encouraged to be involved in, and expected to be committed to, the total school program to the extent that these experiences provide their students interesting and challenging experiences that transcend individual classroom instruction.

PROFESSIONAL MEDIA CENTER
Copies of the School Board Policies and Rules, State Administrative Rules, M-DCPS Pupil Progression Plan, and other state, district, and school administrative documents and manuals, are located in the Media Center. Any faculty member who needs to research a particular matter should request the use of these materials through the Media Specialist.

SUPERVISION OF STUDENTS
All employees responsible for supervision of students and student activities are to take precautions to protect the life, health and safety of every student. Safeguards to reduce or eliminate accidents and injuries should be in place at all times. Any accident or injury should be reported to the administration immediately. A student accident report must be completed by the supervising adult within 24 hours.

Students must be supervised by designated school personnel at all times throughout the school day and at all pre-approved school events. In instances where a teacher must leave his/her assigned students, the teacher must make provisions for supervision by designated school personnel prior to leaving the room.
Anti-Discrimination Policy

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

Boy Scouts of America Equal Access Act of 2002 – no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.
In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information contact:
Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net Website: http://crc.dadeschools.net

Rev: 08/2017

Have a wonderful 2017-2018 school year!