

Faculty Handbook

2013-2014



751 Dove Avenue

Miami Springs, FL 33166

305-885-3585

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MIAMI-DADE COUNTY SCHOOL BOARD MEMBERS

Chairperson

Ms. Perla Tabares Hantman, District 4

Vice-Chairperson

Dr. Martin Karp, District 3

Dr. Dorothy Bendross-Mindingall, District 2

Ms. Susie Castillo, District 5

Mr. Carlos L. Curbelo, District 8

Dr. Lawrence S. Feldman, District 9

Dr. Wilbert "Tee" Holloway, District 1

Dr. Marta Perez, District 8

Ms. Raquel A. Regalado, District 6

SUPERINTENDENT OF SCHOOLS

Albert M. Carvalho

CENTRAL REGION OFFICE

Dr. Albert Payne, Jr., Central Region Superintendent

Ms. Lourdes P. Gimenez, Administrative Director

Mr. James R. Haj, Administrative Director

Dr. Janice M. Cruse, Administrative Director

Dr. Jacques Y. Bentolila, Administrative Director

MIAMI SPRINGS SENIOR HIGH SCHOOL

ADMINISTRATIVE STAFF

Mr. Edward SmithPrincipal
Mr. Anthony SaundersAssistant Principal
Mr. Alfred Torossian.....Assistant Principal
Ms. Alina ValeroAssistant Principal

SUPPORT PERSONNEL

Ms. Amy RobainaActivities Director
Mr. Craig Jay..... Athletic Director
Ms. Barbara Martinez.....Assistant Athletic Director
Mr. Wilfredo Perez.....Athletic Business Manager
Mr. Rodney Castillo Technology Coordinator

DEPARTMENT HEADS

Ms. Linda Brown	Fine Arts, Family & Consumer Sciences
Ms. Desiree Valdes	Mathematics
Ms. Carol Haile	ESOL
Ms. Susanne Meadows	SPED
Ms. Jessica Latoni	Language Arts
Ms. Beatriz Llerena-Garcia.....	Advanced Academics
Mr. William Drew	Physical Education
Mr. Jose Piedra	Foreign Language
Ms. Andrea Ackner	Social Studies
Ms. Corina Mills	Student Services
Mr. Jason Jackson	Science
Ms. Mariana Laney.....	Reading
Ms. Anna Caranza	AOHT
Mr. Rene Barge	iTECH Academy

STUDENT SERVICES/COUNSELING STAFF ASSIGNMENTS

Ms. Rosamelia Gonzalez	Students A-C (9-12) & All ESOL Students
Ms. Corina Mills	Students D-M (9-12) & All Cambridge Students
Ms. Kristie Shaltenbrand ...	Students N-Z (9-12), SPED, TAP, & ESE Students
Ms. Barbara Martinez	College Program Advisor (CAP)
Dr. Javier Berezdivin	EBD Counselor

*All AOHT & iTECH Academy is divided by alphabet

PRINCIPALS STATEMENT

August 19, 2013

The Miami Springs Senior High School staff joins me in welcoming all students and families to the 2013-2014 school year! I want to take this opportunity to introduce myself to you and invite you to join me in making Miami Springs Senior High School the best high school in the district. It is with great pleasure that I rejoin Miami Springs Senior High as your new principal, having served as Principal from 2005 – 2006.

Our challenging curriculum continues to make us one of the best schools in the country. It is my expectation that we will continue to foster excellence and professionalism with continuous improvement, as evidenced by the “A” that Miami Springs Senior High received last year from the State of Florida. With your assistance and commitment, these goals will be easily achieved.

It has been said that “*opportunity without preparation is but an empty promise.*” We have an opportunity and responsibility to instill discipline, personal goal planning, and values to our students in order to prepare them for a *promising* future. It is with this in mind, that we will be diligently implementing district and school site policies. These guidelines will be explained to all students in grade-level orientation meetings and will be posted on our school’s website.

As we continue to grow and make improvements in our facility, as well as in our educational program, I invite all parents to stay involved and participate in their children’s education. A Parent Resource Center is located in the main office providing current information impacting your child’s education. You are encouraged to communicate as needed with your child’s teachers, counselor, and administrative staff.

Once again, welcome to Miami Springs Senior High School and I look forward to a great 2013-2014 school year filled with student achievement and many great accomplishments.

Sincerely,
Edward R. Smith
Principal

MISSION STATEMENT

The mission of Miami Springs Senior High School (MSSH) is to encourage students to become life-long learners and to build successful lives in a rapidly changing global community by providing excellence in academics.

To fulfill this mission:

- Emphasis on Reading Inquiry Skills
- A technology-enhanced curriculum to strengthen thinking skills
- Emphasis on instruction in the areas of Math/Science/English
- Teachers will continue to participate in professional development to improve the delivery of effective instruction

PHILOSOPHY AND GOALS

Education is the cornerstone of American society. As our society undergoes changes, it is imperative that every school periodically re-examine its responsibilities to its students and the community that it serves, to insure that programs and policies reflect those changes.

Providing students with opportunities for personal growth, individual expression and development of their potential are admirable goals. MSSH operates under a philosophy that maximizes opportunities for young people to achieve both educational and personal success by providing them with the tools that will allow them to become productive, contributing members of society.

The responsibility of our staff is to provide an instructional program in which students can learn the fundamental skills of reading, writing, listening, speaking, spelling and mathematics. In addition, classes offered in art, literature, music, foreign languages, natural sciences, social science, physical education, medical careers, fashion production, child care, business education, and technology should prepare students for the outside world of work, as well as develop sound character and responsible citizenship. Provisions are made for the development of individual interests, needs and capabilities of each student.

We share a joint responsibility with other educational institutions, community agencies, and parents for such activities as health, safety, consumer competence, thrift, family living, conservation, the arts, ethical values, vocational training, social adjustments and the worthy use of leisure time.

We are responsible for contributing to the culture, traditions, standards, and objectives of our democratic society.

SECTION I

POLICIES AND PROCEDURES

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 Homeroom Procedures
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 Field Trips
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 Early Dismissals
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Emergency Plan
 Code Red
 Classroom Emergency Phrase
Tobacco-free Workplace
Fire Drill Procedures
Electrical Storm Procedures
Pledge of Allegiance
Recycling Program

PROCEDURES REGARDING EMPLOYEE ATTENDANCE

Reasonable regularity of attendance is expected from all Miami-Dade County Public Schools (M-DCPS) employees in order to maintain efficiency and productivity. Both the school board rules and labor contracts contain provisions, which address both good attendance incentives and excessive unauthorized absences.

NOTIFICATION OF ATTENDANCE PROCEDURES

Work site supervisors and principals are responsible for communicating attendance procedures to employees, including appropriate and timely procedures for reporting absences. Work site supervisors and principals are also expected to apprise all employees of good attendance incentives through faculty handbooks or similar staff guidelines, as well as by review in faculty and staff meetings.

GOOD ATTENDANCE INCENTIVES

Good attendance provisions entitle eligible full-time employees to "cash in" sick leave days accrued each year at 80% of value, provided no more than three sick/personal leave days were used during the fiscal year, and at least 21 accrued sick leave days remain after cash-in.

Terminal pay provisions reward employees who have maintained regular attendance by payment for accrued sick leave days upon resignation or normal retirement. (This benefit is paid to beneficiaries if services are terminated by death.) Under specific conditions set forth in each labor contract, and in school board rules for exempt employees, eligibility is initiated when an employee begins to accrue sick leave, and is maximized after twelve years of service.

A primary related benefit exists to assist employees in maintaining good attendance: the Personnel Support Program (PSP). The PSP provides for service such as consultation, treatment, and rehabilitation to help employees prevent personal problems from negatively affecting job attendance and performance. The PSP is completely voluntary and is strictly governed by confidentiality of records.

PROBATIONARY SERVICE

Non-certified employees new to M-DCPS are employed in probationary periods of varying lengths depending on applicable labor contracts; during this time, performance and attendance are monitored carefully. During the probationary period, employees may be terminated without recourse. After the probationary period, such employees are considered annual contract employees and are subject to annual reappointment.

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. For members of the AFSCME and MDCSMEC bargaining units, definitions and procedures are cited in those labor contracts.

TEACHER WORKDAY

The employee workday shall be seven (7) hours and twenty (20) minutes for employees at the secondary level. The workday shall include lunch and planning preparation periods. **With no exception, teachers are expected to arrive at school on time and to meet classes 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 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.

ABANDONMENT OF POSITION

After unauthorized absences by exempt personnel or members of AFSCME, UOPD, UTD, MDCSMEC and FOP bargaining units for three consecutive workdays, work location supervisors, may after having made reasonable efforts to contact the absent employee refer employee to the Office 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.

ABSENCES - Teachers

If it is possible to notify Mrs. *Candy Bozan* 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 Mrs. Bozan at extension 2233 or stop by her office, Room 154. If you need to call after school, please call her at 305-523-8410, before 9:00 p.m.

If you need to report your absence the same morning, please call the school at 305-885-3585 Ext. 2233 after 6:30 a.m.

Please report your absence directly to Mrs. Bozan. You may make suggestions as to which substitute you prefer, but do not secure the substitute yourself. Make sure all lesson plans are available from your department chairperson.

When you are absent from work, you must notify Mrs. Bozan by 1:00 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:

1. Notify the appropriate department head for class coverage assistance.
2. Notify an administrator.
3. Notify Ms. Lopez for payroll purposes.
4. Sign out on the sheet located in the main office.

SIGN IN AND SIGN OUT

As per the UTD contract Article XX Section 3 Paragraph D, employees are expected to "sign-in" upon arrival to the school site. The roster is located on the bulletin board in the teacher mailroom. Any blank spaces appearing next to a faculty member's name will be recorded as an absence when the payroll is prepared.

Special announcements will be posted for your attention on the "sign-in" bulletin board. Additionally if a teacher should need to leave the building during the school day, it is the teacher's responsibility to obtain authorization from the principal or an assistant principal and sign out on the log sheet located in the main office. Teachers must also sign in upon returning to the building.

TEMPORARY DUTY REQUEST PROCEDURES

1. 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.
2. Have the form signed by your department chairperson and the designated assistant principal.
3. The form will then be forwarded to the principal for the approval signature and then returned.
4. When the form is returned to you, please submit to Ms. Lopez and personally inform her of the temporary duty.

If you require a substitute for temporary duty, please inform Mrs. Bozan 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 Ms. Diaz or you will be charged for the day.

ANNOUNCEMENTS

When school is in session, announcements related to school concerns will be made at designated times on the public address system (P.A.) and/or the television news broadcast. Times designated for announcements are: each morning during homeroom, and five minutes prior to the school dismissal. Announcement forms are to be used for all P.A. and MSSH TV announcements. The forms must be approved by, either the activities director or an assistant principal. Announcement forms are available in the activities office. Only authorized personnel will conduct the morning exercises and make announcements at established times.

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. The activities director will announce assembly programs at least one week in advance so that teachers can prepare his/her classes for attendance. **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.

ACTIVITIES APPROVAL

Any club/organization activity that is planned before, during or after school requires approval from the activities director and the administration. Please secure an application form from the activities office. It is important to include all pertinent information. For activities at night, please be reminded that fees for security and/or police may be assessed.

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 school, and is usually scheduled during the first school term.

CAFETERIA PROCEDURES

Lunches are served in the cafeteria for students and staff. Lunches for teachers are \$3.00 per full meal. MSSH participates in the free and reduced lunch program for students who cannot afford full price.

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, boards should be erased and desks arranged. Teachers should instill in the students a pride in keeping the rooms clean, orderly, and attractive. The bulletin board should be neat, attractive and should display students' work.

CODE OF STUDENT CONDUCT

A limited number of Code of Student Conduct Booklets are available for distribution to administrators, counselors, and other staff designated by the principal, and to students entering school who are new to M-DCPS. The entire Code of Student Conduct can be found at: <http://www.dadeschools.net/students/students.htm>

TELEPHONE USE

Every telephone in the building 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. Please use the directory. Teachers are requested to make personal calls only when necessary. Long distance telephone calls are to be made in the main office, utilizing the telephone designated for this purpose. Long distance calls of a personal nature are not to be charged to the school telephone number. 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. Please log all long distance phone calls on the long distance log located in the main office (Mrs. Sharon Gates' desk).

DUPLICATION OF MATERIALS

During the regular school hours, a copy machine operator is available from 7:10 a.m. to 2:30 p.m. each day. Any teacher who requires these services must complete a "Request for Duplication" form and place the materials in the box provided in the copy room. Please allow forty-eight (48) hours for completion. All copied materials will be available in the copy room.

CLASSROOM SUPPLIES

All general classroom supplies (pencils, paper clips, thumbtacks, tape, etc.) are to be obtained through the 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 field trip must be approved by the principal. Provisions for students to make up assignments for classes missed due to participation in field trips must be in accordance with procedures outlined in

School Board Rule 6Gx13-5A-1.04 - Student Attendance. A signed parental permission form must be on file at the school prior to student's participation.

Students shall not be denied the privilege of participating in a field trip because of financial need. A roster is to be submitted along with the field trip application request that includes the names, addresses, and telephone numbers of all students who are eligible to participate in 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 demonstrable 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.

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

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

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

School employees must make provisions for proper supervision of students. Parents are permitted to assist in such supervision. The adult/student ratio is 1:15 or less.

The principal may grant permission for students to participate in any of the following events, within the state:

- 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 School Board to leave the county for events shall be directed by the principal to the Regional Center superintendent for approval or disapproval prior to the formulation of plans for the trip.

An ad-hoc committee consisting of a representative from the Miami-Dade Council of Parent-Teacher Association/Parent-Teacher-Student Association (PTA/PTSA), the Family and Community Involvement Advisory Committee, the United Teachers of Dade (UTD), Region Center and district administration, students and principals, will be appointed annually, by the Superintendent of Schools, or his/her designee, to develop a list of recommended out-of-county and out-of-state trips for submission to the School Board for action prior to

September 1. Approval of this list by the School Board would permit students to participate providing the principal recommends the trip. All other out-of-state and out-of-county trips will require specific School Board approval and shall be directed to the Superintendent of Schools, and shall include the recommendation of the District Director of the Division of Athletics/Activities and Accreditation for approval and disapproval.

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 School Board meeting prior to the anticipated trip. In cases of emergency the School 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 School Board Rule 6Gx13=6A-1.22, Field Trips, and follow procedures listed below:

- I. Sponsor's Responsibilities:
 - A. Secure approval from principal to conduct the field trip.
 - B. Ensure that adequate funding is procured to fund the trip.
 - C. Secure completed and signed parent permission form (includes transportation information) from each student who will participate in the field trip. Emphasis should be placed on complete medical information.
 - D. Complete the Field Trip Permission Request Form, FM-2431 (Rev. 8-11) attaching the following information and submit to the activities proper administrator for approval:
 1. Letter of invitation
 2. Objectives of the trip
 3. Complete itinerary, including coordination of transportation
 4. Field trip roster FM-2431 (Rev. 8-11).
 5. Signed parent permission form for each participating student
 6. A list of the names of the chaperones. The maximum ratio of 1:15 applies to chaperones aged 21 or older.
 - E. Follow-up with the activities director concerning the progress of securing approval for the trip. Allow five days for approval (in-county).
 - F. Upon approval, ensure that the appropriate information is available and accessible to chaperones during the trip:
 1. Field trip roster.
 2. Copy of all parent permission forms which provide emergency contact information for each student.
 3. Evacuation/Fire Protection Information
 4. 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 the School 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 School Board meeting prior to the anticipated trip. The division of Athletics/Activities and Accreditation will prepare the School Board agenda item and notify the principal of the School Board's decision.

TRANSPORTING STUDENTS IN PRIVATE VEHICLE

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.

FACULTY DRESS

All faculty members are expected to dress in professional attire that exhibits a business-like manner. Casual dress is to be reserved for workdays and sporting events.

FOOD SALES

In keeping with School Board policy, no food, drinks, candy, etc., may be sold in the classrooms during school hours. Sales before and after school are acceptable. You can avoid problems by simply adhering to District policy. 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

The principal or his designee, and the activities director must approve fund-raising activities. Approval forms may be secured from the activities director. The sponsor is to prepare the form and return it to the activities director, 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 Center office for approval of the activity. *Operating reports must be filed immediately after the activity is completed.*

INTERNAL FUNDS

- I. Club Account Book
 - A. Used by the club/class to record all financial transactions
 - B. Account balances will be given upon request after the last Friday of each month.

- II. Fund Raising
 - A. Application for Fund Raising Activity
 - 1. Submit to Activities Director three (3) weeks prior to activity
 - 2. Wait until the application has been approved
 - 3. Concerts, productions, etc. are to be controlled by tickets. See treasurer
 - 4. Sell only during the approved time and dates
 - 5. Only one fundraiser at a time
 - B. Distribution of Goods
 - 1. Distribution sheet is kept when merchandise or tickets are issued to students or staff to sell.
 - a. Student/staff member signs sheet for merchandise received
 - b. Items not sold and returned to sponsor should be noted on the distribution sheet and have the student initial
 - C. Collection of Money
 - 1. Payee signs recap of collection for \$9.99 or less may elect to issue a receipt from M-DCPS receipt book
 - 2. Receipt must be issued for over \$10.00
 - a. No student receipt books
 - b. Employee receipt book (M-DCPS only). See treasurer
 - 1. White copy to payee
 - 2. Yellow copy with recap sheet
 - 3. Green copy stays in the book
 - 3. Students ID #'s and full name are required on **all checks**
 - 4. Do not cash or accept \$50 or \$100 bills
 - D. Depositing Money
 - 1. Deposit with the school treasurer
 - 2. Deposit in the same form as collected
 - 3. Deposit with recap sheet and receipt book when used
 - 4. Deposit same day or next day: **DO NOT HOLD MONEY**
 - E. Operating Reports
 - 1. Required ten (10) days after completion of fundraiser with all applicable documents attached
 - F. Final Reports (attached to the operating reports)
 - 1. Distribution Sheet - Merchandise or tickets issued to students
 - 2. Continuous Sales Report - See treasurer; year round sale
 - 3. Certificate of loss - Merchandise or money is lost or stolen
 - 4. Certificate of Disposal - Goods are damaged, spoiled, etc.
 - 5. Complimentary Form - Goods are issued at no charge

III. Purchase Orders and Payments

- A. Required for ALL purchases from class/club funds
 - 1. Obtain from school treasurer
 - 2. Purchases over \$1000 require a minimum of three bids (in writing)
 - a. Name of vendor
 - b. Name of contact
 - c. Telephone number
 - d. Quote
 - 3. Sales tax 7.0%
 - a. Purchases for resale
 - b. Class/club items purchased and kept by students
 - c. Tax on awards
 - 4. All purchases must have an itemized invoice or bill
 - a. Sign, date and forward to the treasurer's office
 - 5. Check requisition required for payment of goods
 - a. Complete all necessary blanks
 - b. Allow five (5) working days to process check
- B. Purchase Order Chain of Approval
 - 1. Purchase order can be obtained from the school treasurer
 - 2. Complete, sign and forward to the school treasurer
 - 3. Minimum of five (5) days to process purchase orders
 - 4. A purchase order number will be issued after verification of funds
 - 5. Purchase order will be sent to administration for approval
 - 6. After the approvals, the treasurer will put the purchase order in the requester's mailbox
 - 7. When approved purchase order has been placed in the mailbox, the order may be placed

IV. Fieldtrips and Conferences

- A. Requires fieldtrip approval
 - 1. Travel approval forms - see Activities Director
 - 2. Forward completed form to Activities Director for approval routing
- B. In-County Fieldtrips and Conferences
 - 1. Purchase order required: list the following
 - a. Name of attraction
 - b. Entrance fees
 - c. Substitute (if paid from club/class funds)
 - d. Transportation
 - 2. Copy of the approved Temporary Duty form
 - 3. Copy of the approved travel approval form
 - 4. Information attached as to date, time, cost, etc.
 - 5. All monies and requests for checks must be forwarded to the school treasurer five (5) days prior to the fieldtrips

- C. Out of County Fieldtrips, Banquets and Conferences
 - 1. Requires a request for travel/expense form when accompanying students (to be used in lieu of a purchase order). This form goes to the Regional Center Office for approval. Please submit to the treasurer at least three (3) weeks prior to travel
 - 2. Submit a copy of approved temporary duty form
 - 3. Submit a copy of approved travel approval form
 - 4. Attach information as to date, time, cost, etc.
 - 5. All monies are to be forwarded to the school treasurer five (5) school days prior to the trip
 - 6. Requests for checks must be forwarded to the school treasurer with the required documentation attached
 - a. Allow a *minimum* of five (5) school days to process checks

- V. Donations
 - A. All donations require a letter from donor indicating purpose of donation
 - B. Issue a receipt to donor from the M-DCPS receipt book
 - C. Deposit funds with recap and receipt book to the school treasurer

- VI. Banquets and Luncheons
 - A. Purchase order required
 - B. Quote or contract
 - C. Minimum of five (5) days to process any required checks
 - D. Itemized invoice from the vendor at the time of payment
 - E. Follow fieldtrip and conference procedures

- VII. Treasurer's Office
 - A. Open from 7:00 a.m. to 2:00 p.m. Monday thru Friday.
 - B. Do not send students down during class time to clear financial obligations. The treasurer's office is open during the students' lunchtime
 - C. Payment of current class fees by the student needs to be arranged with the treasurer
 - D. No personal checks cashed
 - E. Collect cash or money orders only. **Do not** accept checks
 - F. Do not cash or accept \$50 or \$100 dollar bills

PROPERTY INVENTORY

The Miami-Dade County Public Schools has strict guidelines for property control. Adherence to these guidelines is mandatory for **all** school personnel. MSSH has had very successful annual audits by complying with these guidelines.

Any single item of property costing \$1,000 or more must have a property control bar (PC#) affixed to it by District Personnel. All computers and radios, regardless of value, must have

a property control bar codes. All purchases are monitored by the District and routed to the Property Accounting Office for bar coding.

Any item that is purchased with funding provided by the school, Regional Center, District, activities, athletics, or booster clubs and has a retail value of \$1000 or greater, must be marked with PC number. No property should be removed from the building without proper paperwork and authorization from the designated assistant principal. Please do not move such items from room to room without first attaining authorization from the designated assistant principal.

LOST AND FOUND

Found articles should be taken to the Main Office immediately.

MAILBOXES

The teacher should check his/her mailbox three times a day - the beginning, midday, and end of the school day. *All correspondence to be placed in the mailboxes must have administrative approval.*

PARKING

Faculty parking is located on the north (rear of school) and southwest parking lots. Please secure a parking decal from the Athletic Director at the beginning of the school year.

PARTIES

Party-type activities may not be held during school without administrative approval.

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. *The children of faculty/staff members are not authorized to access the building on workdays.*

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

All purchase orders are channeled through the department chairs to the administration. The teacher must have an approved purchase order on hand, with a P.O.# assigned by the treasurer, when placing an order with an outside vendor. 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.**

DISMISSAL OF STUDENTS

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 ending each particular class period. Teachers should not dismiss students for lunch until the appropriate bell has sounded.

HALL PASSES

Teachers are discouraged from granting students permission to leave the classroom except in cases of personal emergency or disruptive classroom behavior. In either instance, a standard hall pass and a bathroom pass will be provided for each teacher. 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:

Student's Name	Date and time
Teacher's Signature	Reason for pass/detention

Students are not allowed to leave class to meet with a counselor unless a conference has been previously scheduled, and the student services office has issued an official hall pass. An exception may be allowed in an emergency, if a student expresses an immediate need to meet with a counselor or when illness is evident, the student should be sent to the Attendance Office.

HALL DUTY

The safety of all students is our number one 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 and hallway. This is required of all teachers.

HANDBOOKS

Teachers should become thoroughly familiar with all aspects of the **Student Handbook** and the **Faculty Handbook**.

INJURIES TO STUDENTS

In case of injuries, teachers should contact the office immediately. Press the emergency button and wait for a response. If the office fails to respond, send a reliable student to the office immediately for assistance. 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 main office.

SEATING CHARTS

Every teacher is required to maintain an up-to-date seating chart for each class assignment. These charts should be placed on top of the teacher's desk, in or with the plan book.

SECURITY OF PROPERTY - GUIDELINES FOR LOSS PREVENTION

- Store valuable property in a secure area
- Maintain a current list of the following:
 - Property name, make, and model number
 - Property serial numbers
 - Property control numbers
- Report all burglaries and thefts
- Never loan school keys to anyone, especially students
- Secure doors and windows upon leaving the room
- Close blinds and shades when leaving for the day
- 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.
- Record each book number, its' condition and the related price on the textbook log sheet for each student.
- 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 a minimum of three (3) book checks during each semester.
- Encourage students to cover their textbooks with protective plastic covers supplied free from the Activities Office.
- 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.

TUTORING

The following rules shall apply to any public school employee who engages in independent tutoring for a fee of any student enrolled in the public school.

- An employee shall not arrange to tutor for a fee any student currently enrolled in his/her class, nor solicit any student on behalf of a private school.
- An employee shall not tutor any student for a fee during the regular working hours of the employee, nor on public school property.
- An employee who accepts a tutoring engagement shall make his/her own arrangements with the student's parent (s)/guardian(s) regarding fees for tutoring services.

ATTENDANCE/TARDY POLICIES

HOMEROOM PROCEDURES:

Homeroom attendance shall be officially checked at the end of period one (1) each day by the teacher.

1. Please input Homeroom attendance no later than 8:15 am in the electronic grade book.
2. All students that are tardy will report to the attendance office to get a tardy pass. Please do not accept any students that are tardy to First Period/Homeroom without a tardy pass.

MARKING PROCEDURES:

The following basic recording codes must be used when inputting student attendance in the electronic grade book:

- U - Unexcused absence
- A - excused absence
- TU - unexcused tardy
- T - excused tardy

This policy has been adopted by the district and **MUST** be used. (School Board Rule 6GXx 3-5A-1.04)

APPROVED REASONS FOR EXCUSED SCHOOL ABSENCE

This policy has been adopted by the district and **MUST** be used. (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

EXCUSED/UNEXCUSED ABSENCES:

Upon returning to school, the student must present a written note by the parent or guardian to the Attendance Office. The students report to the attendance office between 6:55 - 7:15a.m. Students may also obtain excused absence forms during lunch from the attendance office. The note will be marked excused and must be submitted to each teacher for record keeping purposes and absence clarification. The note is to be initialed by each of the student's teachers. The student should retain the notes to verify excused absences during appeal procedures. Students will be given only three (3) school days to obtain an excused admit. Once a student accumulates *five (5) absences* (excused or unexcused), a parent conference is required to excuse absence unless a doctor's note is submitted. **Please do not initial notes unless it has been stamped by the attendance office. Please do not give make up work, unless the student's note has been stamped.**

The notes must be written in ink and include the following information:

- 1. Date(s) of absence(s)
- 2. Date of note
- 3. Reason for absence
- 4. Student's full name and ID #
- 5. Contact phone number (home/work)
- 6. Signature of parent or guardian

INDOOR SUSPENSION:

An assignment to SCSI is an EXCUSED absence from class; therefore, assignments missed may be made up. It is the student's responsibility to ask for the work and to turn it in on the date required by the teacher.

OUTDOORS SUSPENSION:

Outdoor suspension is an EXCUSED absence. Students assigned to outdoor suspension may make up work missed provided it is completed in a timely manner. It is the responsibility of the student to ask for the work and then turn it in on the date required by the teacher.

TRUST COUNSELING:

Appointments with the TRUST counselor are EXCUSED absences from class. It is the student's responsibility to ask for the work and to turn it in on the date requested by the teacher.

FIELD TRIPS:

A school-sponsored field trip is an EXCUSED absence from class. Assignments missed may be made up. It is the student's responsibility to ask for the work and to turn it in on the date requested by the teacher.

****A list of all student names and ID's MUST be submitted to the Attendance Office the day before the scheduled trip. Submit attendance corrections to the attendance office the day of the trip.**

SECOND ATTENDANCE CHECK:

To ensure accurate daily attendance, teachers are asked to return your attendance bulletin to the attendance office daily, in order to fix any discrepancies (students marked absent but present in class).

EARLY DISMISSALS:

The student who wishes to leave school early must report to the Attendance Office for a "permit to leave school" form. 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. Students who are eighteen (18) or older and can produce a picture ID may sign out. Students may not sign out more than two (2) times per semester.

PROFESSIONAL RESPONSIBILITY:

IT IS A VIOLATION OF SCHOOL SITE AND DISTRICT POLICY TO WITHHOLD A STUDENT FROM ANOTHER TEACHER'S CLASS WITHOUT PRIOR APPROVAL FROM THAT TEACHER.

TARDINESS TO SCHOOL:

All tardiness to school will be considered unexcused except for the following reasons:

1. Student illness
2. Medical appointment
3. Death in the family

All students late to school because of a M-DCPS school bus must secure a **bus pass** from the bus unloading area.

All students late to school, other than students riding M-DCPS buses, must report to the Attendance Office to secure a tardy pass. Students habitually tardy to school will be placed on a behavioral contract and may be subjected to disciplinary actions.

Hall Sweeps:

Students that are caught in Hall Sweeps will be marked absent (unexcused) for each period that they are held in SCSI. Each hall sweep will automatically be inputted by the SCSI Instructor. .

CLASS CUTS:

1. One or more class cut
 - a) Parent contact
 - b) Referral to the grade level Assistant Principal
2. Referral to the grade level administrator
3. Possible suspension from activities and athletics

DISCIPLINE / REFERRALS:

Grade 9, 10, & 11 (A-L) - Ms. Valero
Grade 9, 10, & 11 (M-Z) - Mr. Saunders
Grade 12 - Mr. Torossian

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 each referral submitted, as well as a clear and concise description of the incident.

EXCLUSIONS:

DO NOT EXCLUDE STUDENTS FROM CLASS DUE TO TARDIES.

DETENTIONS:

Tuesdays & Thursdays (TBA)
2:25 -3:25 pm

STUDENT PERFORMANCE PLANS

The District in accordance to the Pupil Progression Plan, has established guidelines for addressing students identified as not meeting student performance levels in reading/writing and/or mathematics. Excluding ESE and LEP students, those students are to be placed on Student Performance Plans (SPP). These plans identify specific skill deficiencies and work with teachers, parents, and students to develop strategies for improvement. Once the plans are developed, they are distributed to all of the student's teachers for implementation, where applicable.

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 MSSH, requires a comprehensive outline of individual duties dictated by the nature of a given situation. To signal an impending crisis, an administrator will make the following announcement over the P.A. system: "Code Red". At this time the following guidelines MUST be adhered to:

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

TOBACCO-FREE WORKPLACE

The M-DCPS, Tobacco-Free Work Places Rule, approved by the School Board on August 23, 1989, states, in part:

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:

- Bring with them their grade books. In the event of an electronic grade book, teachers must bring a class roster.
- 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 administration.
- 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.

ELECTRICAL STORM PROCEDURES

This section provides information for 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 generators of local weather occur, the 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

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

School Grounds

- a) Get out of the open areas and into an enclosed building as quickly as possible upon the approach of a storm.
- b) DO NOT seek shelter under isolated trees or close to wire fences, playground equipment, or shelters located in exposed locations.

School Buildings

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

Swimming Areas

- a) Leave the water and go to the closest shelter, preferably an enclosed shelter.

Athletic Events

- a) Seek shelter in buildings.
- b) Avoid open fields and high objects in the area when there is no shelter.
- c) Keep twice as far from isolated trees and high objects and get into a crouching position when caught in the open.
- d) Avoid open spaces, wire fences, sheds or shelters not fully enclosed and any electrically conductive elevated objects such as overhead wires.
- e) 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 trees and small sheds.
- b) Stay away from metal fences.
- c) Seek shelter in thick timber, a ravine, a 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.

Posting

A copy of this procedure must be permanently posted in all physical education teachers' offices and on all school safety bulletin boards.

GUIDELINES FOR INSTRUCTION PERTAINING TO THE FLAG AND PLEDGE OF ALLEGIANCE

The flag and the *pledge of allegiance* to the flag are important symbols of the democratic heritage of the United States. It is required that the *pledge of allegiance* be said at the beginning of the day in every elementary and secondary public school.

The public school system is one of the major social institutions responsible for the transmission of our democratic heritage to present and future generations. In fulfilling that responsibility, each school through its instructional programs and activities will provide knowledge of and encourage respect for the important symbols of our nation.

School Board Rules, Florida and federal statutes, and court decisions provide the basis for the following guidelines to be observed by each school in carrying on instructional activities in regard to the flag and *pledge of allegiance*.

Teachers will direct their instructional efforts toward understanding patriotism and appreciation of freedom in our country.

The essentials of the United States Constitution and flag education, including proper flag display and flag salute will be taught in all schools.

In pledging allegiance to the flag, the following pledge will be used: *I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.*

Students will be taught NOT to pause after *one nation* when reciting the pledge of allegiance to the flag.

The *pledge of allegiance* will be rendered, by standing with the right hand over the heart.

Students who, because of religious or other deep personal conviction, do not participate in the salute and *pledge of allegiance* to the flag will stand or sit in silence.

The staff will counsel with students who do not participate in the pledge and flag salute. The main purpose for counseling would be to assist students in understanding our democratic heritage and in respecting the rights of all citizens. Parents are to be contacted to determine the reason for the student's behavior. Parents will be asked to provide a written request to excuse the student from reciting the pledge.

Students who do not participate in the pledge and salute, who stand or sit quietly, even though failing to get written parental permission, may not be disciplined. Students not participating in the pledge and salute to the flag who interfere with others doing so will be considered disruptive. Any gestures, words, or actions other than those officially prescribed above will be considered interference with the rights of others and disruptive. In those instances where interference or disruptions occur, the school staff will take appropriate disciplinary action.

M-DCPS RECYCLING PROGRAM

The M-DCPS Recycling Program has two primary objectives: to preserve our environment by reducing the district's solid waste output in accordance with state and federal environmental legislation; and to educate our students and staff so that recycling becomes an integral part of their daily lives, both in school and at home.

A system for collecting recyclable materials is currently in place at schools and support facilities throughout the district. Paper, cardboard, aluminum cans and steel cans are collected for recycling. Also, dry-cell batteries and fluorescent lamps are included in the district's recycling program as mandated by law.

Recycling and waste reduction must be emphasized to preserve our natural resources. M-DCPS is committed to providing students with the means and the knowledge to impact their environment in a positive way. By participating in the district's recycling program, children make a tangible contribution.

SECTION II

ADMINISTRATIVE

LEADERSHIP/PROFESSIONAL

RESPONSIBILITIES

SECTION II

ADMINISTRATIVE LEADERSHIP/PROFESSIONAL RESPONSIBILITIES

- Administrative Duties - Principal
 - Assistant Principals
- Professional Personnel
- Code of Ethics
- School Police
- Leadership Assignments
- Union Stewards
- Generic Job Descriptions
 - Educational Leaders
 - Student Services Personnel
 - Principal
 - Assistant Principal
 - Counselors
 - Student Services Department Chairperson
 - TRUST Counselor
 - Test Chairperson
 - Career Specialists
 - College Assistance Program (CAP)
 - Student Services and the Secondary School Teacher
- Other Staff Assignments/Duties
 - Head/Lead Custodians
 - Zone Mechanic
 - Cafeteria Manager
- Substitute Guidelines
- Child Abuse
 - Current Law and Practice
 - Reporting Procedures
- Sexual Battery - Reporting Procedures
- Personnel Support Program
 - Program Objectives
 - Program Services
 - Employee Rights
 - Treatment of Employees with AIDS
 - People with Positive HIV
 - Crisis Pertinent Phone Numbers
- Sexual Harassment
 - Liability of a School District
- Equal Educational and Employment Opportunity
- Americans With Disability Act (ADA)
- Use of Video Materials
- Teacher Education Center
- Academic Freedom
- Personnel Files

Grade book
Interim Progress Reports
Lesson Plans
Liability
Meetings
 Faculty
 Departmental
 Department Chairpersons
 EESAC
Professional Organizations

ADMINISTRATIVE DUTIES

PRINCIPAL: Edward Smith

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 Lead Principal, MSSH Feeder pattern, 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:

231.85 Duties of principals. 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 School 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 of Schools, administrative responsibility for records and reports, and student suspensions.

ASSISTANT PRINCIPALS:

Anthony Saunders
Alfred Torossian
Alina Valero

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.

PROFESSIONAL PERSONNEL

The School Board is proud of its professional staff. 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.

The School Board reaffirms its' wish that all professional personnel enjoy the full rights and privileges of residency and citizenship in this community and in the state. Because of its high regard for the school system's professional staff, the School Board endorses the Code of Ethics of the Education Profession, with special emphasis upon the expectation that its members will adhere to any reasonable pattern of behavior accepted by the community for professional persons.

Teachers are entitled to full rights of citizenship, and no religious or political activities of any teacher or the lack thereof will be grounds for discipline or discrimination with respect to the professional employment of such teacher, provided such activities do not violate the Constitution and laws of the United States or the State of Florida.

The private and personal life of a teacher is not within the appropriate concern of the School Board, so long as it is consistent with high standards, which the teaching profession has set, and except as it may reflect adversely on the teacher's responsibilities and relationships with students, parents, and the community (School Board Rule 6Gx13-4c-1.01)

CODE OF ETHICS

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

1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are 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.

SCHOOL POLICE

Providing for necessary law enforcement services is an important function in a large and complex school system which provides services for more than three hundred thousand

students, employs thousands of individuals, and has the responsibility for public property valued in excess of a billion dollars.

All school personnel share in the responsibility for maintenance of a secure and safe school environment, protection of school personnel and property, prevention of interference in school operations, and prevention of violations of school laws and policies.

However, certain specialized services are necessary to support district, ACCESS center and school staffs in fulfilling these responsibilities. Therefore, the School Board authorizes the Superintendent of Schools to establish the required school system security services.

The functions of the Division of the School Police shall include providing assistance in the following areas:

1. The prevention and detection of crime and the enforcement of the penal laws of this state as the violation occurs on or to the properties of the M-DCPS.
2. The protection of students, staff members, and the school public.
3. The protection of school property.
4. Investigations of staff personnel.
5. Liaison with local law enforcement agencies.
6. Preventative and consultant activities in the areas of safety and security.
7. Assistance to other law enforcement agencies as specified in the Mutual Aid agreements.
8. Enforce all traffic laws of this state when such violations occur on or about properties or facilities, which are under the control of the district School Board.

The specific policies and procedures relative to the organization and responsibilities of security services for the school system are found in the publication, "Departmental Manual, Special Investigation Unit", issued by the Bureau of Personnel Management, and incorporated by reference in this rule as a part hereof.

LEADERSHIP ASSIGNMENTS

Ms. Marta Cabrera	Yearbook Advisor
Ms. Annia Karlic.....	Newspaper Advisor
Ms. Beatriz Llerena-Garcia	Silver Knight Coordinator
Ms. Barbara Martinez	Junior Class Sponsor
Amy Robaina	Senior Class Sponsor
TBA	Sophomore Class Sponsor
TBA	Freshman Class Sponsor

UNION STEWARDS

Donna Bellamy, (Steward)	Desiree Valdes (Alt. Steward)
Mr. Gustavo Rivera (Steward)	Thomas Brakoniecki (Alt. Steward)

JOB DESCRIPTIONS

EDUCATIONAL LEADERS

I. Statement of Purpose

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.

II. 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.

III. Minority Representation

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment, and strives affirmatively to provide equal opportunity for all. It is expected that this policy will be implemented when selecting or appointing department chairs.

IV. 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 roles.

V. Leadership Roles

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

- A. Serve as a curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies.
- B. 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.
- C. Coordinate departmental duties including preparation of reports, agendas, minutes and surveys.
- D. Recommend curriculum offerings and appropriate instructional assignments; monitor department master schedule.

- E. Review status of department regarding objectives and staff development activities.
- F. Provide guidance and assistance in the maintenance of required diagnostic/prescriptive profiles, records, and classroom folders.
- G. Provide coverage when needed and assist substitute teachers assigned to the department.
- H. Serve as a communication liaison between the teachers in the department, the principal, the assistant principals and other school groups.
- I. Assist in the evaluation, selection, distribution, and inventory of textbooks, materials, supplies and equipment, and assist teachers in the interpretation of administrative directives.
- J. Help to administer tests, analyze test results, and develop strategies for improving instruction.
- K. Meet with building administrators and other department chairs to facilitate articulation and eliminate duplication of services.
- L. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to courses and/or special programs.
- M. Assist in implementation of new programs.
- N. Make classroom visitations during the school year as deemed necessary by the principal. When deficiency is noted, the department/grade level chair notifies the principal. The principal and/or the assistant principal validate the existence of a deficiency. The department level chairperson provides timely support and assistance.

STUDENT SERVICES PERSONNEL

The student services program involves the total staff of the school. The following persons, however, are most essential in providing the leadership and implementation of the program.

Principal - Edward Smith

The secondary school principal assumes the leadership for developing and supporting the services available for all students within the school by:

1. Organizing the student services program in the school.
2. Supervising the operation of the program.
3. Selecting the necessary personnel.
4. Insuring that the faculty is aware of the goals of the program and is involved in the development of these goals.
5. Authorizing the coordination of the program through the designated assistant principal and the student services chairperson.
6. Promoting the objectives of the program by limiting those duties, which are not closely aligned to the job functions of the student services staff.

Assistant Principals

The assistant principals, at the direction of the principal, will perform the following duties related to the program:

1. Coordinate the total student services program.
2. Establish policies and procedures for the supervision and monitoring of the total student population.
3. Assist in the selection and supervision of essential personnel.
4. Develop time frames for implementation of specific student services activities.
5. Plan and coordinate all school programs.
6. Work cooperatively with other assistant principals to coordinate all other elements of the total school program.

Counselors

The secondary counselors report directly to the principal, the assistant principals and the department chairperson. The counselors shall:

1. Maintain a systematic, on-going program of regular individual conferences with counsees in the areas of educational, personal, social, and vocational counseling, as well as post-secondary planning.
2. Keep records of conferences with students.
3. Provide a liaison between students, teachers, and administrators.
4. Hold parent conferences and respond to parental requests for information.
5. Assist in identifying students with special needs for referral.
6. Process referrals to other student services personnel and community agencies.
7. Seek special program placement for students with special needs.
8. Conduct group advisement sessions.
9. Provide informational sessions for teachers and parents.
10. Conduct group advisement sessions for groups of students with common needs.
11. Assist in the administration of standardized tests.
12. Provide group and individual interpretation of test results to students, teachers and parents.
13. Assist students with college admission and scholarship applications.
14. Assist each counselee in updating his/her career plan.
15. Maintain and utilize current affective materials and pertinent related information.
16. Participate in articulation and orientation programs.
17. Assist in the assessment and evaluation of the student services program by students, parents and faculty.

Student Services Department Chairperson - Corina Mills

The student services chairperson supervises the day-to-day student services program. The chairperson will:

1. Supervise the work of the student services personnel within the school.
2. Coordinate and conduct orientation programs explaining student services to students, faculty, and parents.
3. Consult with department chairs on proposed curriculum changes.
4. Exercise general supervision of the student services secretaries and student aides.
5. Coordinate and supervises input of student data.
6. Set goals, based upon the overall emphasis of the program, to be conducted by the staff throughout the year.
7. Encourage and establish a developmental counseling program through the scheduling and assignment of counselors for group counseling for group advisement and group counseling sessions.
8. Assist in planning and coordinate the articulation program with the feeder schools.
9. Devise a schedule for conducting group activities such as: visitations by students from feeder schools, subject selection, meeting with representatives from colleges and the military services, visitations by career speakers, etc.
10. Assist the test chairperson in the coordination of the administration of standardized tests.
11. Schedule group test interpretation sessions with students, teachers, and parents.
12. Assist with meetings of the Child Study Teams.
13. Acquire and disseminate current and pertinent information and materials to the student services staff and teachers.
14. Provide for the assessment and evaluation for the student services program by students, parents, faculty and counselors.

TRUST Counselor

The TRUST (To Reach Ultimate Success Together) Counselor is assigned to the school on a full-time basis and reports to the principal, assistant principals or department chairperson. The counselor works cooperatively with other student services personnel in the school in the prevention and intervention of substance abuse and other self-defeating and destructive behaviors. The TRUST Counselor responsibilities are:

1. Implement a Substance Education Prevention program.
2. Conduct individual and group counseling sessions with "at risk" students in regard to the prevention and intervention of drug abuse and other self-defeating and destructive behaviors.
3. Conduct an alternative intervention center as an alternative to suspension and/or for students who are exhibiting behavioral problems.
4. Develop and maintain a close working relationship with parents/guardians, church groups, social counseling, parent training, and workshops, on substance education for parents/guardians.
5. Develop and implement self help groups (peer counseling) in order to encourage and promote peer leadership experiences for students who have been referred by school personnel, parents/guardians or self-referred.

6. Assist administrators and other student services personnel in the handling of drug involved youth, as well as those exhibiting other types of dysfunctional behavior.
7. Develop and implement sessions, which will utilize community agencies and recovering addicts as resource personnel to work with students involved in the program.
8. Develop and implement in-service training programs for school personnel, in order to provide them with identification and prevention approaches.
9. Assist the feeder schools in establishing "Just Say No" clubs, and participating in other special substance abuse prevention activities, i.e., "Just Say No" walk, the substance education poster and essay contests.

Test Chairperson

The test chairperson has a background in testing and statistics. In addition to other duties of a counselor, the test chairperson will:

1. Work under the leadership of the designated assistant principal and/or student Services chairperson in coordinating the school-testing program.
2. Serve as the liaison between the school and the District Department of Educational Accountability, informing the assistant principal of all procedures.
3. Aid in developing a plan for the recording and utilization of test results.
4. Initiate or assist in statistical studies of test results, which will be used by the school.
5. Work closely with the assistant principal responsible for curriculum in relating test information on the improvement of instruction and curriculum
6. Offer leadership in developing an in-service training program for the faculty in understanding the purposes and interpretation of each type of test.

Career Specialist

The occupational specialist reports directly to the principal, assistant principals or department chairperson. The occupational specialist serves as a resource person for career information within the school. The specialist's responsibilities are:

1. Conduct exit interviews and maintain data on each student who leaves school prior to graduation.
2. Collect information on local and national employment trends; disseminate the data to students and concerned staff members.
3. Participate in appropriate organizations and visit business/industry to promote their collaboration with the school to establish resources for speakers, field trips, visual aids, and instructional materials.
4. Arrange and/or present career information programs for students.
5. Participate in articulation and orientation programs.
6. Coordinate summer youth employment programs within the school.
7. Assist students in obtaining necessary work credentials: social security numbers, work permits, job applications, etc.

8. Organize and coordinate career related programs within the school.
9. Assist teachers in the implementation of career education concepts (infusion) into their classroom programs.
10. Establish and maintain a Career Resource Center, which contains an extensive collection of career-related materials, utilizing audiovisual and print media.
11. Gather data on each student who graduates or leaves prior to graduation.
12. Coordinate pre-employment and job hunting clinics for in school and out of school youth.
13. Contact no-show students to encourage his/her return to school or to assist them with alternative educational programs or job placement.
14. Assist vocational teachers and administrators with the collection of specific information related to the placement and follow-up of vocational program completers.

College Assistance Program (CAP) Advisor

The CAP advisor is assigned to a school and reports directly to the principal, assistant principals or department chairperson. The advisor works cooperatively with the counselors to assist college-bound seniors in the areas of college admission applications, financial aid, and admissions test registrations. The CAP advisor will:

1. Assist students to secure information for the selection of appropriate colleges, vocational, and/or technical schools.
2. Help students to secure and complete admissions test registrations.
3. Assist students in obtaining and completing admissions applications.
4. Help students to acquire and complete financial aid applications, including the Family Financial Statement (FFS), the Financial Aid Form (FAFSA), the Guaranteed Student Loan, and other institutional applications for financial assistance.
5. Provide an orientation program for tenth and eleventh grade students to delineate the services available to seniors through CAP.
6. Obtain and utilize current information relative to the college admissions process.
7. Refer students in need of expertise in all other areas to the appropriate counselor.
8. Assist students with scholarship information and applications.
9. Plan, coordinate and implement the following programs: Financial Aid Workshop, College Forum, and College Assembly.
10. Assist parents with college selections, admission and financial aid information.
11. Speak to parent groups and community organizations, regarding post secondary and financial aid opportunities.

Student Services and the Secondary School Teacher

The teacher in the secondary school, under the leadership of the principal, has a vital and indispensable part to play in the student services program. It is imperative that the

instructional and student services personnel coordinate their functions so that common objectives may be achieved. The secondary school teacher will:

1. Assist the principal and the student services staff in studying the need for services in the school that will help each student to accept himself/herself, expand his/her interests, succeed in his/her present program, and to plan further educational goals.
2. Support and assist in providing student services.
3. Utilize the student services staff and other resource personnel in the school or in the community to provide the instructional activities, and to establish a supportive network necessary to meet the student's needs.
4. Stress objectively the educational and career values of his/her subject.
5. Use pertinent information concerning educational and career opportunities when advising students.
6. Participate in the educational counseling and registration activities, which may include, but not be limited to, recommending specific subjects for individual students.
7. Identify and refer students with problems to the student services staff.
8. Hold conferences with parents as needed.
9. Participate in case conferences, IEP's and serve on the Child Study Team.
10. Participate in the school-wide testing program, assuming duties as designated by the principal and the test chairperson.
11. Utilize pertinent information on the cumulative record that will be helpful in working with individual students.
12. Cooperate with the counselors in developing recommendations requested by colleges and other schools regarding probable placement of students.

OTHER STAFF ASSIGNMENT/DUTIES

Head Custodian/Lead Custodian

The head custodian is directly responsible to the principal or assistant principals and is to supervise all other custodial employees. The head custodian is responsible for establishing work schedules and adding specific tasks to be completed on a daily basis by other custodial workers at the school site. The head custodian is also responsible for supervising and/or assisting maintenance workers who report to the school site, receiving and checking all regular deliveries and assisting any health department surveyors in relation to water or customary health checks. Further responsibilities include the start up and shutdown operations of school cooling/heating systems and other major equipment. The principal may assign additional responsibilities.

Zone Mechanic

The zone mechanic is responsible for the performance of planned preventive maintenance, initial troubleshooting, and corrective maintenance, and proper equipment operation for assigned building/plant.

Cafeteria Manager

The cafeteria manager is responsible for the organization, planning and supervision of the food services program.

TEMPORARY INSTRUCTOR GUIDELINES

All substitutes are requested to follow the School District policies as stipulated below:

DUTY HOURS - Substitute teachers are expected to work the same hours as a regular teacher.

SUPERVISION OF STUDENTS - Temporary instructors 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 temporary instructor must be certain that an accident report is completed and filed in the main office. It is imperative that an administrator and/or security are 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 temporary 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 temporary instructor can be 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.

ATTENDANCE - It is the temporary instructor's responsibility to record attendance accurately. If you are substituting for a teacher with a homeroom, use the scantron cards to report the absent students. Take attendance from the roll book or seating chart, pull the scantron card and place your absentee cards in the attendance envelope and send to the attendance office. The scantron cards must be sent to the attendance office by 9:00 a.m. Please, use a reliable student to bring the envelope to the office, and ensure the student is not late to his/her next class.

LESSON PLANS - It is the temporary instructor'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 are available from the department heads.

CLASSROOM ACTIVITIES - Temporary instructors 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 ten (10) minutes of class and the last ten (10) 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 or a counselor/administrator request for student pass completed and signed by the appropriate personnel. Do not send students to the library, to 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, 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.

ABSENCES - If it is necessary for you to be absent from a committed workday, you must contact the secretary for substitutes, Mrs. Bozan, as soon as possible. The school telephone number is 305-885-3585, ext. 2233 from 6:00 a.m. to 2:00 p.m. Her beeper number is 305-730-7035 and she may be called at that number before 9:00 p.m.

CHILD ABUSE

Current Law and Practice

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

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

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

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

Reporting Procedures

Anyone aware of child abuse, suspected or confirmed, shall immediately make a report by calling the Miami-Dade office of the Florida Department of Children and Families, Single Intake, (Telephone 305-634-4074) or the State of Florida, Child Abuse Registry, Tallahassee, Florida (Toll Free 1-800-342-9152)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SEXUAL BATTERY - REPORTING PROCEDURES

It is imperative that a teacher, school official or other school personnel, who initially receives the information, promptly report all incidents of sexual battery to the appropriate police agency. 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.

PERSONNEL SUPPORT PROGRAM

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

The Personnel Support Program is intended to help employees and their families who are suffering from such persistent problems as may tend to jeopardize an employee's health and continued employment. The problems may include alcoholism, drug abuse, emotional or other concerns, such as health, family, financial, legal, or vocational difficulties. M-DCPS recognize behavioral disorders and mental health problems as illnesses that can be successfully treated. Employees who need help in those areas of concern will be given the same considerations as those employees with other illnesses. The program goal is to help individuals who develop such problems by providing for consultation, referral to treatment, and rehabilitation to prevent their condition from progressing to a degree at which they cannot work effectively and to provide physical and mental health promotion activities to enable prevention of such problems.

Program Objectives

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

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

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

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

To identify, develop and implement the Wellness Program to promote physical and mental health for M-DCPS' employees.

Program Services

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

Appropriate measures will be taken to ensure the confidentiality of records for any person admitted to the program, according to established personnel guidelines and School Board Rule (6Gx13 - 4D-1.11). These records are on file in the School Board Office, the Citizen Information Center, and the Office of the School Board Clerk.

The Superintendent of Schools will report annually to the School Board regarding the impact of the Personnel Support Program.

School Board Rule 6Gx13 - 4D-1.11

Employee Rights

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

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

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

Treatment of Employees with AIDS

(Report submitted to the School Board on January 21, 1986)

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

Each case should be handled individually through the Offices of Professional Standards. Mr. Daniel M. Fernandez will serve as the employer contact for media or citizen inquiries, or other government agencies.

Each labor contract, as well as School 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, School Board Rule, and applicable labor contract provisions.

Education about AIDS must be two-fold:

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

People with a positive HTLV-III antibody test should:

- a. Seek regular medical evaluation and follow-up (especially persons who develop signs or symptoms suggestive of AIDS).
- b. Either avoid sexual activity or inform your partner of your test results and protect him or her from any possibility of transmission (contact with body fluids) during sexual activity.
- c. Be careful of personal hygiene. Toothbrushes, razors, or other implements that could become contaminated with blood should not be shared.

- d. Consider the risk to your baby before you become pregnant. Women with a positive blood test, or women whose sexual partners have a positive blood test, are at increased risk of acquiring MDS. If they become pregnant, their offspring are also at increased risk of acquiring MDS.
- e. Clean blood or other body fluid soils on household or other surfaces with household bleach freshly diluted 1 part to 10 in water. (Do not use bleach on wounds.)
- f. Inform your doctor, dentist, and eye doctor of your positive HTLV - III test status so that proper precautions can be taken to protect you and others.

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

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

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

Crisis Telephone Numbers

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

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.

There are two types of sexual harassment:

1. **Quid Pro Quo** - a school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, request for

sexual favors, or other verbal, non verbal, or physical conduct of a sexual nature. Quid Pro Quo harassment is equally unlawful whether the student resists and suffers the threatened harm, or submits and avoids the threatened harm.

2. 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 know harassment.

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

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

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

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

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

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

School Board Rule: 6Gx13-4A-1.01

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

The Americans with Disabilities Act (ADA) of 1990 prohibits employment discrimination against **"qualified individuals with disabilities"**. A **disabled** individual, under the ADA, is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such 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 EEEEO office;
- Refer employees seeking assistance under the EEEEO to Ms Madeliene Rodriguez, Administrative Director, Personnel Support Programs, at 305-995-7414*TDD 305-995-2400.
- Provide appropriate information, as requested, to facilitate the District Consultative Committee's assessment of the merits of the request. This may entail, but is not limited to, providing technical assistance to determine essential functions of a job, attending DCC meeting (s); and providing job performance information;
- Maintain confidentiality of medical records submitted to the site administrator;

- Refer to Gloria Simmons, Executive Director Civil Rights & Diversity Compliance, 305-995-1580*TDD 305-995-2400, any complaints from employees alleging that the District is not meeting its obligations under the employment and/or facilities requirements provisions of the ADA; and
- Refer to Divisions of Facilities ADA Compliance, 305-995-4650, any complaints from employees alleging that the school system's facilities do not meet the ADA requirements.

USE OF VIDEO MATERIALS

It is the policy of M-DCPS 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 M-DCPS'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 M-DCPS 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 M-DCPS 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, broadcast 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;
- Commercial or public television programs broadcast for use by the general public without charge which are recorded off-air more than once at the request of the same teacher;
 - a. The recording must be made by, or at the request of, an individual teacher. Programs may not be recorded in anticipation of a request from a teacher. No broadcast program may be recorded off-air more than once at the request of the same teacher;
 - b. Off-air recordings must not be used more than once with each of the classes of an individual teacher who uses a video for a relevant teaching activity. That same recording may be repeated once, only, when instructional reinforcement is necessary. These uses are permitted only in classrooms and similar places devoted to instruction within a single school building or campus, or in the homes of students receiving formalized home instruction;
 - c. Classroom uses of recorded programs must occur during the first ten (10) consecutive school days of the permissible forty-five (45) calendar day retention period;
 - d. The programs recorded may not be retained by a school for a period exceeding forty-five (45) consecutive calendar days after the date of recordings. Upon conclusion of such retention period, all off-air recordings must be erased or destroyed immediately;
 - e. After ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and must not be used, in the institution which records the broadcast, to show to students or for any other non-evaluation purpose without authorization from the copyright holder;
 - f. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers. Each such additional copy shall be subject to all provisions regarding the original recording.

- g. Programs may be recorded at home, or any other location, if by or at the request of a classroom teacher, but all other restrictions and conditions for classroom use apply to such recordings.

TEACHER EDUCATION CENTER (TEC)

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

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

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

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

POLICIES AND PROCEDURES

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

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

- a. Facilitating in-service teacher education programs for instructional personnel by responding to state, national and district policies and program priorities.
- b. Providing opportunities for district educators to interact with faculty and staff of the colleges and universities in order to enhance the continuing education of instructional personnel.
- c. Providing a vehicle for research studies. The purpose is to be accomplished by:

1. Bringing together the technical and human resources that are supportive of a system for effective teacher in-service education.
2. Involving the school system, teacher education institutions and the community in a consortium concept toward the improvement of teacher in-service education.
3. Providing opportunities for change in teacher in-service education through experimentation, innovation and research.

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

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

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

ACADEMIC FREEDOM

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

While the teacher must be free to live according to his/her own conscience, so must the students and the public. The teacher may not infringe upon the freedom of those served. Proselytism has no place in the public school. Opinion and theory should be clearly stated as such. School Board Rule 6Gx13-4c-1.011

Section 1. Role of the School Board

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

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

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

Section 2. Academic Freedom Guidelines

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

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

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

PERSONNEL FILES

GENERAL POLICY STATEMENT

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

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

SCHOOL SITE PERSONNEL FILES

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

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

Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation, or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed further and with no

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

11. Employee evaluations prepared pursuant to s. 231.17 (3), s. 231.29, s. 231.36, or rules adopted by the State Board of Education or a local school board under the authority of said sections, shall be confidential until the end of the school year, immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public pursuant to this section.
12. No material derogatory to the employee shall be open to inspection until ten calendar days after the employee has been notified, as stated previously.
13. The payroll deduction records of the employee shall be confidential.
14. Employee medical records including psychiatric and psychological, shall be confidential; provided; however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
15. Notwithstanding other provisions of this section, all aspects of each employee's personnel file shall be open to inspection at all times by school board members, the Superintendent and the principal, or their respective designees, in the exercise of their respective duties.
16. Notwithstanding other provisions of this section, all aspects of each employee's personnel file shall be made available to law enforcement personnel in the conduct of a lawful criminal investigation.
17. The term "personnel file" as used in this section shall mean all records, information, data or materials maintained by a public school system, in any form or retrieval system what so ever, with respect to any of its employees, which uniquely are applicable to that employee, whether maintained in one or more locations. Upon request of any employee, such employee's personnel files shall be brought into conformity with s.231.291 (2) Florida Statutes, no later than July 1, 1984.
18. Work site personnel files shall be established and maintained in conformity with provisions of Florida Statutes, Chapter 231.291.

Personnel Records - UTD Contract

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

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

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

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

GRADE BOOK

A minimum of one grade per week should be recorded as evidence of student progress.

NOTE: It is the teacher's professional responsibility, by law, to take daily student attendance. This record *must* be accurate. ***No student is ever to take attendance.*** This state law and School Board policy will be enforced by this administration.

INTERIM PROGRESS REPORTS

At the midway point of each grading period, all teachers must communicate with the parents via the Interim Progress Report. This report is simply a communication between the school and the home to let parent(s) and/or guardian(s) know how the student is performing at that point in time, both academically and behaviorally. This notice, which provides

information related to the student's level and quality of classroom work, ranging from excellence to failure, meets the district requirement for notifying parents of unsatisfactory progress on the part of the student.

LESSON PLANS

Lesson planning is an essential part of the teacher process and a proper subject for evaluation. The principal or supervising administrator has the authority to determine whether or not instructional objectives and related content are consistent with School Board educational policy decisions and established instructional guidelines. The individual teacher best determines the format or organization of lesson plans. Principals or supervising administrators may suggest, but not require, a particular format or organization. Only where a principal has documented deficiencies through classroom observations using the Professional Assessment and Comprehensive Evaluation System (PACES) may a teacher be required to use a set form in preparation of lesson plans.

Lesson plans shall reflect objective(s), activity (ties), and a way of monitoring student progress and homework assignment(s). It is agreed that the manner in which these components are to be reflected in a lesson plan shall be left to the discretion of the individual teacher except as noted above. Teachers shall not be prohibited from reflecting required lesson plan components through utilizing abbreviated notation and/or referencing techniques. Similarly, a subject area reference and a M-DCPS objective number would adequately indicate the objective of a lesson in social studies, science, or other subject areas. The objective need not be written out in its entirety.

Teachers are required to develop weekly plans but not yearly or nine-week plans except on a voluntary basis. It is agreed that lesson plans are for the use of the teacher and any procedure for assessing lesson plans shall be consistent with agreed upon observation/evaluation procedures and shall not require the teacher to spend time making an extra copy (pies) of a lesson plan.

The lesson plan notebook is to be utilized by classroom teachers to contain weekly lesson plans for each nine-week grading period. The department chairperson should develop an appropriate procedure for a weekly review and documentation of lesson plans acceptable to the teachers assigned to a particular department. 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. The record keeping system employed by each department chairperson for monitoring of lesson plans should be made accessible upon request by an administrator.

LIABILITY

Except in the case of excessive force or cruel and unusual punishments, a teacher shall not be civilly or criminally liable for any action carried out in conformity with State Statutes and School Board Rules regarding the control, discipline, suspension, and expulsion of

students. NOTE: SHOULD A TEACHER HIT, SLAP, OR PUSH, ETC., A STUDENT, HIS/HER ACTION MUST BE REPORTED. If a student has violated a school rule, classroom regulation, or is a classroom discipline problem, there are a variety of disciplinary actions open.

- (1) The teacher may assign a detention, giving 24 hours notice to the student and his/her parents.
- (2) All students begin the grading period with an "A" in conduct. This grade may be lowered due to misconduct.
- (3) If a teacher is unable to gain the student's cooperation, the student's parents shall be contacted by the teacher.
- (4) If the preceding methods do not bring an improvement in the situation, a referral to the student's assistant principal may be necessary.
- (5) After conferring with the student, the assistant principal may decide on the following courses of action.
 - a. Administrative detention
 - b. Exclusion from class
 - c. Indoor suspension from all classes
 - d. Assignment of student work assignment in lieu of suspension
 - e. Suspension from school (not to exceed ten (10) days)
 - f. Recommend placement in alternative school
 - g. Recommendation for expulsion

The punishment will depend on the situation and the judgment of the teacher and/or assistant principal. In cases involving suspension, from school, *The Code of Student Conduct* is the guideline for disciplinary procedures.

NOTE: All employees of the M-DCPS are under an affirmative duty to report any criminal act and/or disruptive behavior occurring on School Board property, *to the administrator or designee.*

For apparent reasons, a good relationship with parents and with the immediate community is extremely important. Scheduling conferences when appropriate is an excellent way to establish and maintain good rapport. Teachers are encouraged to communicate with the home of individual students as often as necessary. Communication should occur for positive not just negative, feedback.

MEETINGS

Faculty:

General faculty meetings will be scheduled, as needed each month. An attendance roll will be taken and recorded for each meeting. Teachers are reminded to avoid scheduling appointments on days when faculty meetings are held.

Departmental:

Administrative announcements and all other information of school-wide interest will be communicated to the faculty through scheduled departmental meetings. An attendance roll will be taken and recorded for each meeting. Teachers are reminded to avoid scheduling appointments on days when meetings are held.

Department Chairpersons: Meetings will be scheduled for department chairpersons throughout the school year.

Early Releases Days/Professional Development: All teachers are expected to attend Early Release Day in-services as these are District mandated. Please do not schedule personal appointments on these days.

EESAC:

The committee determines formal meetings of elected 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 MSSH approved procedures.

PROFESSIONAL ORGANIZATIONS

Your administrative team encourages membership in professional organizations. 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.

SECTION III

DISCIPLINE/STUDENT BEHAVIOR

SECTION III DISCIPLINE/STUDENT BEHAVIOR

- Teacher Expectations
- Classroom Management
- Beginning of the Year Recommendations
- Managing Inappropriate Behavior
- Appropriate Use of Consequences
 - Rewards
- Assertive Discipline
 - Classroom Discipline Plan - Develop and Post
 - Classroom Situations
 - Positive Reinforcement
 - Disciplinary Consequences
 - Sample Assertive Discipline Plan
- Student Case Management System
- Teacher Parent Communication
 - Current Law and/or Practices
 - Reasons for Parent Conferences
 - Making Parent-Teacher Conferences Work
 - Telephone Conferences
- Maintenance of Appropriate Student Behavior
 - Guidelines
 - Corporal Punishment
 - Saturday School Detentions

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 grade book.
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.

CLASSROOM MANAGEMENT - EXCERPTS FROM THE PRACTITIONER

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

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

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

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

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

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

Keep aisles clear.

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

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

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

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

Be explicit in setting specific procedures such as:

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

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

BEGINNING OF THE YEAR RECOMENDATIONS

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 seatwork 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.

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.

APPROPRIATE USE OF CONSEQUENCE

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.

REWARDS

The following are suggested ways to reward positive student behavior:

- Positive note or phone call to parents
- Skip a homework assignment
- Extra computer time
- Time in class to do homework
- Excused from pop quiz
- Take a problem off a test

ASSERTIVE DISCIPLINE

It is recommended at MSSH, that all teachers develop, post, and use an assertive discipline plan for their classrooms.

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

Classroom Discipline Plan - Develop and Post

- 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.

Classroom Situation - Give Specific Directions

- The teacher begins each classroom situation by stating clear, observable directions.
- If not, it is obvious from the students' behavior that they have been previously taught the directions.
- If and when the students are disruptive or off-task, the teacher stops the class and reminds the students of the directions for the situation.

Positive Reinforcement - Provided for Appropriate and On-Task Behavior

- The teacher immediately reinforces students who follow directions.
- The teacher periodically reinforces on-task behavior during the lesson.

- Besides praise, the teacher uses a nonverbal method for rewarding individual students and the whole class.

Disciplinary Consequences - Provided for Disruptive or Continually Off-task Behavior

- The teacher provides consequences every time students are disruptive or are continually off task.
- The teacher provides consequences in a calm, matter of fact, assertive manner (non--hostile, sarcastic).
- The teacher follows through and provides the promised consequences.
- The teacher uses a system of names and checks or some other suitable tracking system.

Sample Assertive Discipline Plan

Rules

The student will:

- Follow directions the first time they are given;
- Be on time for class;
- Be prepared to participate in the learning activities of the class;
- Keep hands, feet and objects to oneself; and
- Complete all assignments on time.

SEVERE CLAUSE: If a student is severely disruptive he or she will be sent immediately to exclusion or the Assistant Principal for Discipline.

STUDENT CASE MANAGEMENT SYSTEM

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

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

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

The information on an individual student shall be retained in the active file for a period not to exceed three years, at which time the data shall be transferred to an inactive file. The inactive record shall be destroyed in accordance with the state-adopted schedule of record destruction.

Neither the forms, nor the data generated by the Student Case Management System, shall be made a part of the teacher's personnel file; nor used to initiate disciplinary action against any teacher; nor shall these forms be used as a basis for the assessment of a teacher in any portion of the observation/evaluations forms. Neither the name nor the employee number of the referring teacher shall be entered into the automated data retrieval system.

It is the intent of the School Board to utilize the Student Case Management System exclusively for the refinement and improvement of student services. The Student Case Management System is not to be used as a part of the personnel assessment system; nor is it intended to reduce the range of available student disciplinary actions, pursuant to the *Code of Student Conduct*, nor the availability of the student services provided to students. (School Board Rule 6Gx13 - SD - 1.09)

TEACHER-PARENT COMMUNICATION

Current Law and/or Practices:

Teacher-parent conferences contribute greatly to improving the public school's relationship with its community. The School Board and the UTD agree that improving a public school's relationship with its community and the public in general serves the best interests of students and citizens. Effective teacher-administration-parent communication aids in contributing to, and maintaining, the public's commitment to public education.

- 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.
- 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 grade book. 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.
- 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 senior high 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 viable home school collaboration. Teachers should be positive, prepared and confident about what they expect to accomplish in the conference.

Reasons for Parent Conferences

Some of the reasons for a parent conference are:

- Discuss problems related to the child's classroom behavior.
- Discuss health problems of the child.
- Inform parents about attendance and tardiness.
- Discuss items relating to homework.
- Explain the teacher's philosophy and school policies.
- Explain classroom procedures.
- Review the curriculum. Many parents do not know what their children are being taught or the expectations of their teachers.

- Develop positive home, school/teacher relationships.
- Promote a feeling of goodwill with parents.
- Find meaningful ways to involve parents on school programs.
- Explain special programs that impact their child.

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 is your purpose or goal? 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.

Decide where the conference will be held.

1. Your room?
2. Office?
3. Parent's home?

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. Remember the following:

- a. Don't use jargon and/ or words that the parent cannot understand. Remember, it is much easier to say to the parents that you would like to ask some questions that will help you help the child learn, than it is to say that you want to perform a comprehensive diagnostic evaluation that will result in strategies, which can be implemented to achieve the highest possible utilization of the child's abilities.
- b. Don't use complicated explanations with the parent. Long, drawn out, involved explanations may be counter productive to the need to communicate clearly and effectively with the parent.
- c. Use a natural way of communicating with parents. There is nothing worse than someone who is trying to be "with it." This style of talking is often evidenced by people who try to use slang and/or the accent of the parent when it is inappropriate to do so. The only result is a projection of phoniness, which leads to suspicion and lack of confidence on the part of the parent and all who are involved.

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. This 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 school.

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 School 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 Statutes, School Board rules, and administrative regulations.

GUIDELINES

5500 - 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 endorses a zero tolerance policy toward school related violent crime.
- The School Board reaffirms its support of the administrative staff and teachers in taking all necessary steps to enforce and implement all School 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.

5511 - Dress Code

- Students are expected to come to school with proper attention having been given to personal cleanliness, grooming, and neatness of dress. Students whose personal attire or grooming distracts the attention of other students or teachers from their school work shall be required to make the necessary alterations to such attire or grooming before entering the classroom or be sent home by the principal to be properly prepared for school.
- Students who fail to meet the minimum acceptable standards of cleanliness and neatness as determined by the principal and as specified in this rule shall be subject to appropriate disciplinary measures including suspension.

5610 - Suspension, Board-Approved Alternatives, Expulsions, and Referral to Children and Family Services

- A student cannot be deprived of an education without due process of the law guaranteed by the Fourteenth Amendment to the Constitution of the United States of America.
- Enrollment in a public school does not signify a waiver of the student's constitutional rights.
- It is essential that school administrators be aware that upon initiating disciplinary proceedings against a student they must proceed in a fixed order. A fair hearing procedure must be afforded the student in any type of action which may result in a change in program assignment, school suspension, or expulsion.
- Except in the case of excessive force or cruel and unusual punishment, a teacher or other member of the instructional staff, a principal or designated representative shall not be civilly or criminally liable for any action carried out in conformity with Florida Statutes, State Board of Education Rules, and School Board Rules regarding change in program or school assignments, suspension and/or expulsion of students, or other Board-approved alternatives made in good faith.
- Except in cases of an emergency, a good faith effort must be made by the principal to employ parental assistance or other alternative measures prior to change in program or school assignment, suspension/expulsion, or other Board-approved disciplinary alternatives.

These School Board rules are applicable to all students under the jurisdiction of the M-DPS 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 School Board Rule, and are a part hereof. Copies of these two documents are on file in the School Board Office, the Citizen Information Center, and the Office of the School Board Clerk, and shall be available in each special center.

Additional guidelines for the maintenance of appropriate student behavior are issued by memorandum from the District Administration. School Board Rule 6Gx13 - 5D1.08.

CORPORAL PUNISHMENT

Corporal punishment is NOT to be administered by any staff member at MSSH.

School Board Rule (6Gx13-5D-1.07) 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 his designee. The teacher shall keep good order in the classroom and in other places in which he/she assigned the responsibility for students.

SECTION IV

CURRICULUM AND INSTRUCTION

SECTION IV CURRICULUM AND INSTRUCTION

Curriculum

- Competency-Based Curriculum
- Pupil Progression Plan
 - Graduation Requirements
- Instructional Performance Evaluation and Growth System (IPEGS)

Community Service Requirements

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- Grade and Reporting Student Progress
 - Academic Grades
 - Conduct Grades
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Honor Roll

- Preparing Report Cards
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Report Cards

- Provisions for Limited English Proficiency Students
- Evaluation of Students
- Homework Policy
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- School Involvement
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CURRICULUM

Competency-Based Curriculum (CBC)

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

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

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

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

PUPIL PROGRESSION PLAN

The School Board of Miami-Dade County, Florida is dedicated to the total and continuous development of each student. The professional staff of the school system has the responsibility to develop administrative procedures to insure the placement of each student in the subject, in the grade level, or in the special program best suited to meet the student's academic needs, with consideration given to the student's social, emotional and physical development.

Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of the individual school's professional staff; however, the final decision in regard to grade placement is the responsibility of the principal. The countywide standards, in accordance with which placement decisions must be made, are entitled Pupil Progression Plan for the M-DCPS, which is incorporated by reference herein and made a part of this School Board Rule. Copies of this plan are on file in the Office of the Recording Secretary of the School Board and in the Citizen Information Center. The standards, and the procedures for their implementation, contained in the plan, reflect clearly that promotion in the M-DCPS is based primarily on student achievement and is not an automatic process.

The measures, which are employed to implement the standards, must clearly reflect the multi-cultural composition of this community. Students must be provided placements that are appropriate for their English language competency and cultural background. Limited English Proficient students must be provided instruction, which is understandable, as well as equal and comparable in amount, scope and sequence, and quality that is provided to English proficient students. The acquisition of English language skills is the highest instructional priority for speakers of other languages. Grade placement and promotion, however, are to be based on the student's performance in the dominant language while the student is in the process of becoming independent in English.

The purpose of the instructional program in the district's schools is to provide appropriate instruction and selected services to enable students to perform academically at their grade level or higher. However, in recognition of the wide range of student's abilities, motivation, interests and development, the Pupil Progression Plan establishes minimum standards in the basic skills of reading writing, mathematics, science, computer literacy and social studies, which all students must meet as one condition for graduation within the school districts. These standards assure minimally that all students who earn a diploma from a senior high school or adult center have sufficient basic skills to function effectively in the community. The Pupil Progression Plan provides assurance that all students within the M-DCPS who receive a diploma have met and/or exceeded all the requirements mandated by the State of Florida and by the School Board.

As part of the Pupil Progression Plan, procedures are established to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement with the knowledge that within district and state regulations, the final decision regarding grade placement remains the prerogative of the principal. The student, the parent, and other interested patrons must have ample opportunity to understand fully the promotion or

placement requirements of the district. When students are from homes where a language other than English is spoken, communications (written and oral) with parents are undertaken in the parent's primary language or other mode of communication commonly used by the parents unless clearly not possible. When it becomes evident that the standards or requirements for promotion may not be met, parents of students in the K - 12 and adult students must be informed of the possibility of retention or special placement. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards.

Graduation Requirements

English - 4 Credits

Mathematics - 4 Credits (algebra 1/geometry/& 2 other higher level courses)

Science - 3 Credits (earth space/biology & 1 of the following: chemistry, physical science, physics, or integrated science)

Social Science- 3 Credits (world history/American history/government/economics)

Arts- 1 Credit in performing/fine arts or practical arts

Physical Education- 1 Credit

Electives- 8 Credits

GPA - 2.0 or higher

Community Service

Pass FCAT Reading/Math

Instructional Performance Evaluation and Growth System (IPEGS)

Please refer to the IPEGS web page in the employee portal for the IPEGS manual. You may also visit the IPEGS help desk at ipegshelp@dadeschools.net for more information.

COMMUNITY SERVICE REQUIREMENTS

Seniors will receive the Community Service packet from their American Government/Economics teacher at the beginning of the school year. Students new to MSSH will receive a packet at the time of registration. Any other student who wishes to begin the process to fulfill the community service requirement may obtain their packet at the Student Services counter or the social studies chairperson.

When the student has selected a community service project to fulfill the requirement, the student will complete the Community Service Project Proposal, sign it, have a parent/guardian sign it, and turn it in to his/her social studies teacher or the department chairperson for students who do not have a social studies class. The social studies teacher or chairperson is the only person who can approve the project according to the "Well planned, organized, and voluntary effort designed to address a specific need in the community" standard directed by the School Board. If the social studies teacher or chairperson determines that the proposal meets the requirements, he/she will sign it. The student keeps the approved proposal. If the social studies teacher or chairperson determines that the proposal does not meet the School Board standard, then he/she must

discuss with the student how to revise the proposal to meet that standard.

Those students who are pursuing a Florida Scholar's diplomas, Vocational Gold Seal diploma, Superintendent's Diploma of Distinction, Silver Knight nomination, or any of several prestigious awards and scholarships must keep detailed records of their community service on the Activity Log Form, through time cards at the agency, or letters from the agency. It is the responsibility of the student to keep, maintain, and provide these logs when needed for documentation. (Florida Scholar's and the Superintendent's Diploma of Distinction require a minimum of 75 hours of community service.)

When the student has completed the Community Service project, he/she will write the essay as required in the Project Summary Report. The student will complete the Project Summary Report, sign it, have the parent/guardian sign it, and bring it to the same person who signed the Project Proposal. The social studies teacher will approve the Project Summary Report if he/she considers that the project did indeed meet the School Board Standard. For all students in grades 9 through 12, the social studies teacher will forward the approved Project Summary and essay to the Registrar. The Registrar will input the completion of the requirement and forward the Project Summary and essay to the Records Clerk to be filed in the student's cumulative folder.

It is strongly advised that the student make a copy of the Project Summary and essay for their records since it is the student's responsibility to document the fulfillment of this requirement.

The Registrar will provide a MIS-generated list of the names of students who have fulfilled the Community Service Requirement to all 12th grade American Government/Economics teachers and the guidance counselors at the beginning of each nine-week period. It is the responsibility of both social studies teachers and guidance counselors to notify students that they have not fulfilled this requirement for graduation.

Documentation that the Community Service requirement has been fulfilled by 9th, 10th, or 11th grade students should be given to the Registrar at the time the students turns in the Project Summary Report and essay. The final deadline for recording the completion of the Community Service requirement is the end of the third nine-week grading period.

SENIORS WHO HAVE NOT MET AND DOCUMENTED THE COMMUNITY SERVICE REQUIREMENT FOR GRADUATION BY MARCH 22, 2004 WILL NOT BE ALLOWED TO PARTICIPATE IN THE TRADITIONAL END-OF-YEAR ACTIVITIES, SUCH AS GRAD NIGT, SENIOR PICNIC, AND PROM.

GRADE BOOKS

NOTE: It is the teacher's professional responsibility, by law, to take daily student attendance. This record must be accurate. ***No student is ever to take attendance.***

The grade book should reflect the following:

- Standing scores (academic classes)
- Conduct grades - should reflect such items as tardiness, 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

The School Board of Miami-Dade County, Florida has taken major steps to establish standards for the school district for reporting student progress. The steps consist of the adoption of School Board Rules 6Gx13- 5B-1.01 and 6Gx13 - 5B- 1.04, the adoption of the Code of Conduct, and the passage of the Pupil Progression Plan for the M-DCPS.

In School Board Rule 6Gx13 - 5B-1.01, it is stated: "The Board directs the instructional staff to use such evaluative devices and techniques as may be needed to (report)...individual achievement in relation to school goals, acceptable norms, and pupil potential." In School Board Rule 6Gx13 - 5B-1.04, the School 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)."

The Code of Student Conduct refers to student grades as follows: "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

1. Academic Grades

By School Board direction, academic grades are to reflect the student's academic progress. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms, 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.

In grades 9 - 12, in authorized semester courses, the student's final grade shall be determined by the teacher as follows: 40 percent value for each of two nine week grading periods and 20 percent value for the final examination, with a provision for teacher override. For authorized annual courses, the student's final grade shall include: 20 percent value for each of four nine week grading periods and 10 percent each for the midterm and final exam, with the provision for teacher override.

In grades one through twelve, a common report card grading system is to be used. Academic grades for students shall be A, B, C, D, F, or I. The letter grade of I will be reserved for secondary only. A brief explanation of the grades used in grades 1 - 12 follows:

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:

<u>Letter Grade</u>	<u>Numerical Value</u>	<u>Interpretation</u>	<u>Grade Point Value</u>
A	90 - 100 %	Outstanding	4
B	80 - 89 %	Good	3
C	70 - 79%	Satisfactory	2

D	60 - 69%	Minimal improvement needed	1
F	0 - 59%	Unsatisfactory	0
I	0	Incomplete (Secondary only)	0

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.

3. 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 M-DCPS. Bonus points are not included in the academic average. No conduct grade below a "B" is required for all honor rolls:

- Principal's 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 A 1's and 2's
 - Conduct 3.0 or >

- Citizenship Honor Roll
 - Academic 4.0
 - Effort All 1's and 2's

- Average Citizenship Honor Roll
 - Conduct 3.6
 - Effort All 1's and 2's

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 Center, 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 secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate 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 notified of all such changes.

NOTIFYING PARENTS AND ADULT STUDENTS

School Board rules require that the parents or adult students 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.
- Written notification must be sent home by the teacher to the parents or guardians at any time during the grading period when it comes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Minimally, such standardized written notification shall be sent home prior to the beginning of the eighth week of each of the four nine week periods of the regular school year. Subsequent to the seventh week of the grading, if an unanticipated reduction in performance becomes evident in academics, conduct or effort, the teacher shall notify the parents or guardian. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send to the parents of all other students an "Interim Progress Report," at least two weeks prior to the end of each grading period. In order to minimize paperwork, such notification shall be transmitted on a standardized checklist type of form within appropriate guidelines.
- Although every attempt shall be made by the school to communicate directly with parents, the signature of a senior 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.

REPORTS FOR STANDARDIZED TESTS

Parents are to receive reports on their child's performance on the standardized tests administered as part of the countywide achievement-testing program. Parents of the students tested through the State Assessment Program will receive the reports, as they are made available by the state. These reports will be distributed through the Office of Educational Accountability.

INTERIM PROGRESS REPORT PROCEDURES

The standardized interim progress report form will include a place for the teacher to indicate that a parent conference is requested. However, if the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, action to initiate a parent conference. If these actions fail, obviously a conference cannot be forced upon the parent and the form will constitute verification of the original request.

UNSATISFACTORY NOTICES

If a student is likely to earn less than a "C" in any subject, the teacher must notify the parents/guardians officially with the *Notice of Unsatisfactory Progress* report. The teacher must send this notice at any time during the grading period the student is, academically or behaviorally achieving less than satisfactory.

REPORT CARDS-Grading Scale

At the completion of each nine-week period the student will receive a report card. The report card issued at the end of the year (thirty-six weeks) represents an average of all grades given for the entire year. The computer will automatically average all grades to determine the annual grade unless there is a teacher override. The teacher must turn in to the chairperson of the guidance department a written rationale for each override. Interim Progress Reports will be sent home midway in each grading period throughout the year.

Grading Scale:

	Academic	Conduct	Effort
A= 90 - 100	Outstanding	A=Excellent Behavior	1=Outstanding
B= 80 - 89	Good	B=Consistently Good	2=Satisfactory
C= 70 - 79	Satisfactory	C=Satisfactory	3=Insufficient
D= 60 - 69	Minimal	D=Improvement Needed	
F= 0 - 59	Unsatisfactory	F=Unsatisfactory	
I= 0	Incomplete		

PROVISIONS FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

English for Speakers of Other Languages (ESOL). 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, checklists, 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. The school must make provisions for 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 the above procedures or remission from examinations in a school may be authorized by the area superintendent.

School Board Rule 6x13 -- 5b-1.02

Home Learning Policy

The School Board of Miami-Dade County, Florida recognizes regular purposeful homework as an essential component of the instructional process in the M-DCPS. 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 home learning should gradually increase for students in grades one through six. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework 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.

Principals will be responsible for:

- Communicating the School Board Rule on homework to staff members.
- Reviewing the School Board Homework Rule with the total school staff.
- Encouraging parents to communicate with the school if a student's homework assignments are excessive or not sufficiently challenging to the student, according to the parents' views.
- Monitoring the implementation of the homework rule.

Teachers will be responsible for:

- Teaching independent study skills.
- Making specific assignments.
- Checking, reviewing, evaluating, and/or grading student homework, according to the teacher's individual methods, in keeping with a system that is clearly explained to the class.

Students will be responsible for:

- Completing all assigned homework as directed
- Submitting homework to the teacher by the designated time.
- Submitting homework assignments that reflect careful attention to detail and quality of work.

Parents' responsibilities include:

- Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of homework assigned.
- Indicating an interest about assignments and assisting, if possible, when requested by the child, but not including performing work for the child.
- Supporting the school in regard to the student's being assigned homework.
- Requesting assignments for students when short-term absences are involved.

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 Home Learning 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.

School Board Rule 6Gx13-6A-1.23

NOTE: Students can receive additional help through the Dial-A-Teacher program at 305-995-1600, Monday through Thursday from 5:30 p.m. to 8:30 p.m.

RESOURCE PERSONS/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 are 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 LIBRARY

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 Library. Any faculty member who needs to research a particular matter should request the use of these materials through the Media Specialist.

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 Act 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 sex 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.

School Board Rules 66x13-4A-1.01, 66x13-5D-1.10 - prohibits harassment and/or discrimination against a student or employee 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, pregnancy, or disability.

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.