

MIAMI CAROL CITY SENIOR HIGH SCHOOL FACULTY HANDBOOK 2016-2017



Mr. Ja Marv R. Dunn, Principal
Mr. Andy Harrison, Vice Principal
Mrs. Wendy Forteza, Assistant Principal
Ms. Mimose Morgan-Rose, Assistant Principal
Ms. Yamilka Sena, Assistant Principal

The School Board of Miami- Dade County, Florida

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**Principal
Ja Marv R. Dunn**

**Vice Principal
Mr. Andy Harrison**

**Assistant Principals
Mrs. Wendy Forteza
Ms. Mimose Morgan-Rose
Ms. Yamilka Sena**

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ABSENCE

If a staff member is to be absent, he/she must notify the school as soon as possible by calling the Faculty Attendance Hotline at (305)730-9640 no later than 6:30 a.m. the day of your absence. If you are planning to be out consecutive workdays please specify on the Faculty Attendance Hotline Message Board. LEAVING SCHOOL EARLY IS AT THE DISCRETION OF THE PRINCIPAL. YOU MUST HAVE PRIOR APPROVAL FOR HALF DAY RELEASES.

If you are aware of an upcoming absence, please inform Mr. Elbert (Office Manager) as far in advance as possible so that she may pre-arrange substitute coverage for your classes.

Upon return from any absence an employee must complete and sign a payroll Leave card. If you do not find a card in your mailbox, please see Mr. Elbert or Ms. Cabral

In addition, cafeteria personnel must contact the Cafeteria Manager, and custodial personnel must contact the Head Custodian, whenever an absence from work is necessary.

Please note that Mr. Elbert only handles substitute coverage. He is not responsible for classroom coverage in the event that an emergency arises and the teacher must leave the class. The office should be notified in order for an Administrator to handle the situation.

ACCIDENT OR INJURY TO STAFF MEMBERS

If you suffer an injury while at school that is work related, you must report it to Ms. Cabral in the Main Office within 24 hours so that Workers Compensation can be notified. If this is not done, you will not be eligible for Workmen's Compensation benefits if the need arises.

ACCOUNTABILITY FOR ITEMS ASSIGNED TO YOU

All personnel are responsible for the safe use, maintenance, storage, and return of all items assigned to them. These include:

1. Keys to classrooms and other doors.
2. Textbooks on your textbook account.
3. Audio-visual materials and equipment checked out to you.
4. Equipment and furniture in your room.
5. Faculty Handbook/IPEGS Handbook
6. School Improvement Plan (S.I.P.)
7. Any items not listed above for which you are assigned responsibility.

You are required to immediately report the loss of any school property to Ms. Morgan-Rose (Assistant Principal). Do not loan or let anyone use your keys or other items in your care.

ACTIVITIES CALENDAR/NEWSLETTER

The Activities Director maintains the school's calendar and newsletter. All organizations desiring to put dates on the calendar or information on the newsletter must see Ms. Gibson-Smith by the 20th of the month. Change of dates must also be arranged. Sponsors must complete an Activities Request Form to be turned in to Ms. Gibson-Smith for approval. Failure to comply with these guidelines could result in cancellation of events.

Calendar

The school calendar must reflect any club sales and/or activities that affect the general student population. Special events must be placed on the school calendar at least 15 school days prior to the event.

Special Activities or Extracurricular Activities

All special or extracurricular activities **MUST** be submitted on the **Calendar Request Form** to the activities director for approval by the principal at least 15 school days prior to the event. **All calendar requests will be placed on the calendar tentatively until the Calendar Request Form has been approved by the principal. Once approval has been granted, the tentative status will be upgraded.**

ACTIVITIES EVENING PROCEDURES

1. Evening activities need to be cleared with Mr. Harrison, via Ms. Gibson-Smith.
 - a. Coordinate activity date and time with the community school schedule.
 - b. Designate area needed.
 - c. Determine when and where evening rehearsals will be held.
 - d. Make arrangements for custodial and technical assistance.
2. Security
 - a. Submit a list of chaperones committed to attend the activity.
 - b. Chaperones are to be stationed inside and outside activity area.
 - c. Determine if additional security is required and request assistance if deemed necessary.
3. Determine if a school administrator needs to be present. Notify corresponding A.P. with 24 hours notice.
4. It is the responsibility of the activity sponsor to supervise participating students. Arrangements are to be made with Mr. Harrison, if students must remain on campus to wait until parent/guardian pick-up.
5. Clearly announce to students the time the activity will begin and end to avoid students from loitering excessively late in the evening.
6. Complete activity report/roster and turn it in to Ms. Gibson-Smith

AIDS CASES INVOLVING STUDENTS

Employees working closely with students with formally disclosed cases of HIV/AIDS will be advised of the students' medical condition only upon formal consent of a natural parent or legal guardian. Where the Department of Health and Rehabilitative Services (HRS) notifies the Superintendent of a student's positive HIV/AIDS test result, the Superintendent shall maintain the confidentiality of the report and shall release it only in accordance with the statutory provisions. The consent form is a highly confidential record, which must be maintained under the custody of the employee(s) to whom disclosure is authorized.

ANNOUNCEMENTS

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

All announcements should be of concern to the **entire** student body. If an announcement pertains to a select group, this announcement should be **POSTED**.

1. All announcements should be written on the **Announcement Form** and signed by an employee of Miami Carol City Senior High School.
2. All P.A. announcements **MUST** be approved by the Director of Student Activities. Therefore, **please refrain from giving announcements directly to the announcers.**
3. All approved school announcements should be turned in to the Student Activities office no later than 8:00 a.m. each day. Announcements that are turned in after that time will be aired during the afternoon announcement or the following school day.
4. All announcements should be limited to 40 seconds and will be repeated no more than **three** consecutive days.
5. **Club meetings or practices will not be announced after the first month of school.**

6. **Cancellation of meetings and practices can be announced.**

ASSEMBLIES

Teachers must accompany their classes to assemblies and remain with them to assist in speedy seating, ensure attendance and maintain courteous behavior. Students who cut your class during an assembly or pep rally are to be given an "F" in conduct and academic grade for that class. Assembly programs are by invitation only. You will be notified in advance if you have been invited.

ATHLETIC POLICIES ON PARTICIPATION

Athletes must attend school the day of a competition or he/she will be ineligible for that competition (except Saturday).

An athlete in the SCSJ center may practice with his/her team but may not participate in an interscholastic competition.

An athlete on outdoor suspension may not practice with his/her team and may not participate in an interscholastic competition.

AUTHORITY TO REPRESENT THE SCHOOL

Authority to represent the school resides with the principal of the school. He/she may delegate this authority to staff members for specific purposes with prior written administrative approval.

Staff members are NOT AUTHORIZED to solicit school allied and/or community groups for support, in the name of the school or school organizations, without prior administrative approval.

CHILD ABUSE

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, regardless of occupation, who is alleged to be involved or any person who is alleged to have committed any act of child abuse. School personnel are not exempt from mandatory reporting of child abuse even when a fellow employee is suspected or confirmed as the abuser.

Anyone aware of child abuse, suspected or confirmed, shall immediately make a report by calling the Miami office of the Department of Health and Rehabilitative Services (HRS) at (305) 634-4074, or the State of Florida, Child Abuse Registry, at 1-800-342-9152 (toll free). It is suggested that once a report is made, the principal or appropriate school administrator be notified. The name of the person reporting child abuse or neglect shall in no case be released to any person other than employees of HRS responsible for child protective services.

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.

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 this information as indicated in the procedures outlined in this guideline.

Knowing and willful failure to report 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 fine and may be subject to disciplinary action by Miami-Dade County Public Schools.

Reporting of incidents to HRS is not prima facie evidence that child abuse has taken place. A subsequent investigation by HRS will ensure protection for the School Board, the employee, and the student. Additional investigating will not be initiated by school-site personnel.

WHENEVER IN DOUBT, REPORT CHILD ABUSE!

Employees reporting child abuse from an outside source are not to inform parents of the report; it will be the responsibility of HRS to notify the parent/guardian.

Parents or guardians may try to find out who made the report. If confronted by a parent/guardian, school staff members do not need to confirm or deny making the report.

All contact with school personnel by HRS representatives shall be with the principal or designee, and under no circumstances shall an HRS representative proceed directly to a classroom or other portion of the school plant without the specific authority of the principal or designee.

Anyone aware of suspected or confirmed child abuse committed by School Board employees acting in their official capacity shall immediately make a report to the principal or designee who shall immediately make a report to the Dade County Public School Police and the Region Office.

CLINIC

If any student becomes too ill to remain in class, he/she should be sent with a pass to the main office. If it is necessary for the student to be sent home, parents will be called by Attendance Office personnel.

CLUB MEETINGS

All club meetings should be held at the close of the school day. All club meetings **MUST** be submitted to the Director of Student Activities to be placed on the school calendar.

COACHES' RESPONSIBILITIES

In becoming a member of the coaching profession, a person assumes certain obligations and responsibilities to the sport in which he/she is involved. An active coach is involved in several areas of relationships which entail certain obligations and for which definite standards of conduct are required. These areas include but are not limited to: players, school, and other coaches, teams, officials, sportswriters, and sportscasters.

In his/her relationship with players, the coach should always be aware of the influence that he/she has good or bad. The safety and welfare of the players should always be paramount and never be sacrificed for personal gains. Any attempts to disregard rules and regulations, or to teach unsportsmanlike conduct, have no place in the athletic or school program.

The coaches' relationship and conduct to the school and the public is on display at all times. It is important, therefore, that they conduct themselves so as to maintain the principles, integrity and dignity of Miami Carol City Senior High School, and Miami-Dade County Public Schools. Because of the position and responsibility coaches' hold, it is highly important that they support the administration in all policies, rules, and regulations made at Miami Carol City Senior High School.

Participation in athletic contests is predicated upon individual student fulfillment of preordained rules and regulations as defined by the Greater Miami Athletic Conference (G.M.A.C.). Every coach should be familiar with these rules and should assume responsibility for their observation and enforcement in cooperation with school officials.

COLLEGE STUDENT(S)

College students enrolled in Education Methodology classes or internships require fingerprinting per instructional staffing. They are not considered as volunteers; therefore are not classified as school volunteers. College students must present a college ID along with a letter or card that documents their background check clearance from their college. The ID card/letter should contain the college log, student's name, and identification number and validation date. College students who are not Education majors and wish to volunteer must be cleared as a School Volunteer for a level clearance (L1 or L2) for the duty they wish to undertake.

CONTRACTUAL RESPONSIBILITIES OF STAFF MEMBERS

All staff members are responsible for compliance with all contractual obligations and must adhere to M-DCPS policies and appropriate MDCPS/union agreements.

CONSULTANTS

All volunteer consultants who provide professional consultations more than one time must be cleared as a Level I volunteer. For example, an individual who visits your classroom to demonstrate dance or singing techniques must have a Level I clearance as a volunteer.

CORPORAL PUNISHMENT

School Board Policy 5610 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 even as a threat to administer corporal punishment.

HALL SUPERVISION

All teachers are expected to remain in the HALLWAY just outside the door of their classroom during the time when classes are changing. This is necessary before, during and after school, in order to facilitate and ensure a quiet, orderly flow of traffic in the halls. Teachers should be concerned with seeing that students are not unduly loud or disorderly in the corridors and on stairways.

Teacher diligence in this duty is extremely vital to overall school safety.

CUMULATIVE RECORDS

Records of students' past achievements in courses of study and on standardized tests are used to:

1. aid teachers in understanding their students' past achievements and future potential
2. screen students for remedial and advanced courses
3. aid in educational and vocational counseling
4. identify areas of special concerns.

Additional information concerning interpretation of test scores or any other phase of the testing program may be obtained from counselors. Cumulative records must remain in the office at all times. Cums may be checked out for review with Mr. Elbert or Ms. Wallace for SPED/ESE students.

DISABLED EMPLOYEES

The School Board of Miami-Dade County, Florida, adheres to a policy of nondiscrimination in employment and educational activities/programs and strives affirmatively to provide equal opportunity for all as required by state and federal laws on the basis of disability as well as gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, and linguistic preference.

The School Board takes positive steps to identify and overcome real or potential artificial barriers to employment, training, or promotional opportunities for qualified staff and applicants with disabilities.

DRESS CODE

Miami Carol City Senior High School takes pride in having a staff that dresses in an appropriate manner for the school day. Casual business office attire is the expected attire for school. Extremes in dress are to be avoided.

Due to the nature of our profession, we are role models for our students and should therefore dress accordingly.

DRUG-FREE WORKPLACE

Miami-Dade County Public Schools and its employee unions recognize that substance abuse in our nation and our community exacts staggering costs in both human and economic terms. Substance abuse can be reasonably expected to produce impaired job performance, lost productivity, absenteeism, accidents, wasted materials, lowered morale, rising health care costs, and diminished interpersonal relationship skills. M-DCPS and its employee unions share a commitment in solving this problem by helping to create and maintain a drug-free work place.

Miami-Dade County Public Schools is responsible for the instruction and well-being of the students entrusted to its care and must communicate a consistent message to its students; the use of illegal drugs, the abuse of alcohol, and the misuse of prescription drugs is unacceptable.

Drug abuse by employees interferes with the educational and work process, and compromises the safety and well being of staff and students. Employees are expected to conduct themselves in a manner consistent with the following provisions:

- A. Employees on duty, and on School Board property will not manufacture, distribute, dispense, possess or use illegal drugs, nor will they be under the influence of such drugs.
- B. Employees on or off duty will not influence students to use illegal or abuse legal drugs.
- C. An employee convicted of any criminal drug statute shall notify Miami-Dade County Public Schools no later than five (5) days after such a conviction.

Alcohol, prescription and over the counter drugs are legal and readily available. Generally safe and acceptable, these drugs, when abused over time or used in combination with one another, can result in chemical dependency or poly-drug addiction. Employees are expected to conduct themselves in a manner consistent with the following provisions:

- A. Employees on duty or on School Board property will be free of intoxication from alcohol. Employees in safety sensitive positions, as defined herein, will be free of measurable alcohol concentrations. Further, employees will not manufacture or use alcoholic beverages while on School Board property or on duty.
- B. Employees on duty will not use or take prescription drugs above the level recommended by the prescribing physician, and will not use prescribed drugs for purposes other than what the prescribed drugs were intended. In addition, the employee will not distribute or dispense such drugs.

Disciplinary action may be instituted against employees who have violated the standards of conduct cited in this rule, and who the Board believes will not be assisted by rehabilitation or who have negatively impacted students and/or staff, pursuant to School Board Policy, applicable Florida Statutes, State Board of Education Rules, Omnibus Transportation Employee Testing Act of 1991 (OTETA), and applicable provisions of collective bargaining agreements. Disciplinary sanctions, if appropriate, will be implemented as articulated in School Board Policy, applicable Florida Statutes, State Board of Education Rules, Omnibus Transportation Employee Testing Act of 1991 (OTETA), applicable provisions of collective bargaining agreements, and 34 CFR – 86.201. Nothing will preclude the Board from seeking prosecution for violation of this policy where the Board deems appropriate.

EMERGENCY LESSON PLANS

All teachers are to complete five daily, emergency lesson plans for use by substitute teachers. **Plans should be complete and on file with Ms. Adams via your Department Chairperson.** Plans should be updated and replenished on a timely basis, as needed. Emergency lesson plans will not be accepted over the telephone. Plans should include the lesson to be taught, teaching schedule, seating charts, bell schedule, and any other pertinent information the substitute should know, including forms to be filled out in the Temporary Instructor packet.

EMPLOYEE CONDUCT

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

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

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

EXPENDITURE OF SCHOOL FUNDS

Teachers or staff members are not permitted to purchase any item in the name of the school, unless, the purchase has been approved, in advance, by the principal. In addition, the following procedures must have been followed:

1. A "Request for Purchase" form must be obtained from the main office and information as to suggested vendor, item description, stock #, quantity, and cost must be completed by the staff member.
2. The completed form must be signed by the staff member, and department chairperson or team leader.
3. The completed and signed form is given to the school treasurer who will complete the necessary information on the bottom of the form to convert it into a Purchase Order.
4. The completed Purchase Order will be signed by the principal, and a copy of the signed Purchase Order will be given back to the initiator of the request.
5. Telephone orders may only be placed after the completion of the above steps. These orders will indicate that the order was called in and that a copy is being sent to the vendor confirming the order.
6. No purchases can be authorized nor payment made unless all of the above provisions are complied with. Under Florida State law and School Board Policy no retroactive requisitions or requests for payment can be approved.

FIELD TRIPS

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

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

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

1. Discuss the objectives and purpose for taking the trip with the appropriate assistant principal **BEFORE** making contracts or commitments with community resources.
2. Secure application forms from the school's web page. Field trips will be approved on a first come, first served basis.
3. Applications are to be filled out in full and turned in to the appropriate administrator for appropriate approval. Approved field trips will be placed on the activities calendar and a copy of the approved form returned to the teacher.
4. Once you have received approval for the field trip, all arrangements are the responsibility of the teacher/trip sponsor. Make certain that:
 - a. the date of the trip is 15 or more school days after the date of the application.
 - b. the field trip is not planned for days designated for exams, or other such important activities.

- c. administrative personnel, security and clerical staff cannot serve as chaperones. Request that certified parent volunteers share this responsibility.
- d. only students who have paid the field trip fee and returned the necessary signed permission forms may go on the field trip.
- e. a final alphabetical list of participating students, with their ID #'s must be turned in to the attendance office by 1:00 the day prior to the trip.
- f. the cafeteria manager must be notified.
- g. you are responsible for transportation arrangements and parking fees. Cancellation of buses must be done two days prior to the scheduled trip or **YOU** are responsible for the charges. There will be no refunds on transportation.
- h. funds collected for field trips are to be turned in daily to the treasurer along with the recap sheet(s). Students are to sign the recap sheet with their name and amount paid.
- i. students not participating in the field trip should be given special assignments for the day, and sent to the teachers who agree to accept the responsibility for your students while you are away.
- j. select only eligible bus companies and please check their rates.

All field trip requests MUST be submitted to the Director of Student Activities using the following timelines:

- In-County Field Trips (private bus transportation) – 15 school days
- In-County Field Trips (M-DCPS bus transportation) – 15 school days
- In-County Field Trip (hotel accommodations) – 30 school days
- Out-of-County Board Approved (no hotel accommodations) – 30 school days
- Out-of-County Board Approved (hotel accommodations) – 45 school days
- Out-of-County Non-Board Approved – 60 school days

Please note: Any field trips that include hotel accommodations, in-county and out-of-county, must be approved by the Regional Superintendent.

Field Trips (After school hours) – all field trips that take place after the close of the school day must be approved by the principal.

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

In the planning of field trips, absences from school should be restricted to the least number of school days possible. The educational purpose and length of the field trip must be approved by the principal. Provisions for students to make up assignments for classes missed due to participation in field trips must be in accordance with procedures outlined in Board Rule 6Gx13 5A1.04-(Student Attendance). A signed parental permission form must be on file at the school prior to student's participation.

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

School sponsored trips involving students traveling by air must be with an FAA 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.

Provisions must be made for the proper supervision of students by school employees. Certified parent volunteers are not permitted to assist in such supervision. The adult/student ratio shall be 1:15 or less.

***CHAPERONE/ VOLUNTEER GUIDELINES:** School –site employees of the school sponsoring the field-trip as well as the volunteers who have been cleared by the M-DCPS School Volunteer Program (application completed, entered online, background check processed and approval received from the school) are permitted to serve as chaperones for field trips, so long as the person is aged 21 or older.

Chaperones for Field Trips

Volunteers should have Level 1 Clearance for day field trips, and Level 2 clearance, which requires fingerprinting, for overnight field trips.

- A. Non-school site employees must be cleared as Level I or Level II volunteers (based on the type of trip) before they can assist with students. (See VOLUNTEERS section for more information.)
- B. **Pre-schoolers or children not registered at the school sponsoring the field trip may not accompany chaperones on field trips.**
- C. Chaperones are responsible for student safety above all else.
- D. Chaperones must check attendance periodically and know the whereabouts of the participants at all times.
- E. Chaperones must be 21 years of age or older, even if the person is an M-DCPS employee.
- F. One chaperone per 15 students is required and considered an appropriate proportion.
- G. Chaperones on out-of-town trips assume 24 hour-a-day responsibility. You are always “on duty.”
- H. No chaperone is to share a room with students.
- I. If a student group has members of each sex, then chaperones of each sex should accompany the group.
- J. Chaperones bear the increased responsibility for student safety and conduct. Chaperones serve in “loco parentis.”
- K. Chaperones are required to remain with the group at all times.

VOLUNTEER POLICIES

- Pre-school children, or any other children not registered at the school sponsoring the field trip, may not accompany volunteers/ chaperones on field trips.
- Volunteers/chaperones may not be left alone to supervise students. The visual and auditory presence of an M-DCPS employee must be maintained at all times.
- Volunteer/chaperones must wear an identifying badge whenever serving as a volunteer.
- Volunteer/chaperones must sign in and out every time they serve the school.
- Volunteer/chaperones must immediately report to someone in authority any safety concerns or emergency issues relating to students.
- Volunteer/chaperones must be appropriately dressed at all times.
- Volunteer/chaperones must follow the Board Rules for Employee –Student Relationships and Responsibilities and Duties.
- Volunteer/chaperones must not discipline students, inappropriately touch students, give students gifts, rewards, or food items of any kind without the teacher’s/parent’s permission.
- Volunteer/chaperones must always serve as positive role models using appropriate language and discussing only age appropriate matters with students.

FINANCES

- All money transactions are to be handled through the school treasurer.
- Lost receipt books may result in an audit exception.
- Write B.P.I. receipts for all monies received when the amount is \$15 or more.

- All purchases over \$1000 require three competitive bids (telephone bids are acceptable). List: date, time, amount of bid, description and quantity of product and the seller's name. (Governed by the M-DCPS Manual of Internal Accounting of Elementary and Secondary School.)
- Purchase orders are to be used for all purchases. These can be obtained from the school treasurer.
- Purchase orders must be approved by the school treasurer and the Principal or designee.
- All invoices must be signed by an M-DCPS employee.
- Pay bills immediately; do not owe outside vendors.
- Checks and purchase orders cannot be written/approved "on-the-spot"; allow a minimum of 72 hours.

FUND RAISING ACTIVITIES

1. Fund raising activities must be approved by the school principal prior to the activity taking place. The Region Center Superintendent must also approve sales that extend into the community. Applications are available from the school's treasurer.
2. As money is collected, an official receipt and/or tangible item must change hands in return.
3. All money collected during the school day must be deposited with the school treasurer before the close of the school day. Money collected after school hours must be deposited with the treasurer as soon as possible the next school day.
4. All disbursements must be made by school check. **DO NOT** use cash from collections/sales for disbursements (purchases of supplies, etc.).
5. All expenditures must be approved in advance by the school principal on official MDCPS forms.
6. Collections for performances (dances, etc.) or services (car wash, etc.) must be controlled by tickets. Responsibility for control of tickets or merchandise must be established by recording items distributed to sellers on a Distribution Sheet.
7. Tickets **MUST be purchased from an outside vendor or authorized production shop**. Tickets must contain a serial control number and price printed on them. A separate ticket series must be printed for each price/level (adult, student, advance, door, etc.). Printed admittance price **CAN NOT** be altered. Vendor's invoice must identify and document ticket series and ticket price.
8. A Student Activity Operating Report will be completed establishing profit and/or loss at the end of all fund raising activities. Although a student office may prepare the operating report under the supervision of the club sponsor, the sponsor is responsible for the accuracy of the operating report.
9. A Certificate of Loss Form must be completed to explain missing merchandise, tickets or cash. The statement will be completed by the student seller and signed. The sponsor will review the student statement and turn it into the principal. The principal will review the statement and take appropriate action.
10. All official fund raising records must be forwarded to the school treasurer on a timely basis. These include:
 - A. Approved permission of Fund Raising Activity form.
 - B. Completed Student Activity Operating Report form.
 - C. Distribution sheets.
 - D. Completed Recap of Collection forms
 - E. Certificate of Loss, if needed.
 - F. Certificate of Disposal, if needed.
11. The school treasurer will review and retain all official fund raising records for audit by the Department of Management Audits.

GUEST SPEAKERS

Individuals who enter school grounds for a "one time only" event or presentation do not need to register as a school volunteer. Guest speakers should sign-in, present a valid, government issued ID with picture,

and guests should be escorted to and from the classroom. All guest speakers should be cleared with an Administrator prior to extending the invitation to the speaker.

GUIDANCE SERVICES

Description of Student Services

The complexities of modern life and the increased pressures and expectations of society have made "growing up" a much more demanding process for today's youth. Therefore, young people have increased needs for information, education, and guidance during the school year. They seek personal awareness, career information, post-secondary educational information, and a constantly changing variety of academic knowledge and skills.

The modern school student services staff attempts to keep abreast of and meet the needs of today's secondary student. The range of services offered in a student services program may include:

1. Academic counseling and advisement
2. Vocational counseling and career planning
3. Group advisement and counseling
4. Personal and social counseling
5. Assessment and evaluation
6. Follow-up studies
7. Curriculum consultant and innovator
8. In-service training
9. School/community liaison
10. Special projects: assemblies, contest, field trips, etc.

Guidelines for making referrals to the guidance office

1. All referrals are to be made in writing on appropriate student services forms. A written explanation of the problem is essential to a proper handling of any student referral.
2. Referrals should be made to the counselor assigned to that pupil. Counselors are responsible for keeping records of conferences held. The purpose of keeping these records, is to provide background information for future counseling. These records are a part of the pupil's confidential records.
3. Pupils can speak to their counselor by filling out a request form available in the student services office. Counselors will send a pass to the student's class when the counselor is able to see the student.
4. Any student who has demonstrated behavior and/or adjustment problems should be promptly referred to the guidance office by way of the designated counselor. If we wait too long before referring a pupil for help, we may compound the problem.
5. Referrals for any service through an outside agency should be made through guidance personnel.
6. Visiting Teacher referrals, are initiated by guidance counselors, through the assigned assistant principal.
7. Team conferences to include teachers, counselor and others (visiting teacher, parents, etc.) should be made for pupils, who are chronic behavior problems, chronically absent, pronounced underachievers and/or potential dropouts.
8. Referrals for psychological evaluation by the school psychologist should be made through the assigned counselor and approved by the school's Child Study Team and appropriate administrative personnel. These referrals will be accepted only after a Team Conference has been held and cooperative consultation forms have been completed and implemented.
9. Referrals for health problems can be made by submitting an explanation of the problem to the guidance department, which will initiate contact with the appropriate outside agency.
10. Referrals to the speech therapist, hearing therapist, visually handicapped therapist and other support personnel also can be made by written request to the appropriate guidance counselor.

UNDER NO CIRCUMSTANCES SHOULD ANY STUDENT BE RELEASED TO VISIT A COUNSELOR WITHOUT THAT COUNSELOR'S PERMISSION. IF AN EMERGENCY ARISES, PLEASE SEE AN ADMINISTRATOR.

Home/Hospital Instructional Program

A student may be eligible for homebound education as soon as the parents know that the student will be absent at least three weeks. Please notify the attendance office of any student you know who may need this program.

NOTE: There is no waiting period for registering in the homebound program.

Crisis Intervention Plan

Miami-Dade County Public Schools and Miami Carol City Senior High School have a trained Crisis Care Core team to assist students, teachers and families in times of crisis.

Teachers and school personnel should be on the lookout for a sudden or dramatic change in a student's performance, attendance or behavior. Report any unusual or sudden changes to the student's counselor.

Awareness of Warning Signs of Suicide

- A. Changes in eating or sleeping habits.
- B. Increasing isolation from friends and family.
- C. Tendency to become more active and aggressive than usual.
- D. Lower academic achievement.
- E. Giving away a valued possession or increased interest in getting his/her "life in order".
- F. Talking about suicide.
- G. Sudden and intense interest in religious beliefs and the after-life.
- H. Recent loss, such as a divorce or death in the family, or a close friend moving away.

Referral of Students Experiencing Emotional Stress

Any person, including, but not limited to, a teacher, staff member, or an administrator, who has reason to believe that a student is experiencing emotional stress should refer the student to his/her counselor. The counselor shall implement the procedures listed below:

- A. Counsel with the student to determine if the student is experiencing emotional stress and, if possible, resolve that problem or reduce the level of stress.
- B. If the student is experiencing stress, notify the parents.
- C. Consult with the school psychologist and, if appropriate, refer the student to the psychologist for services.
- D. Meet with the student on a regularly scheduled basis to provide active support through follow-up counseling.
- E. Provide group counseling to small groups of students who are experiencing stress.
- F. Refer the family to an appropriate community resource if long-term counseling is indicated.

Return of Student to School Following Suicide Attempt

When a student returns to school following a suicide attempt, the counselor or other appropriate staff members shall take the following actions:

- A. Meet with the student prior to the student's return to class to welcome the student back to school and offer support.
- B. Consult the student's current therapist for guidance in ensuring the student's readjustment.
- C. Provide a direct access for the student with an appropriate staff member. The most likely person is the counselor; but, if the student indicates a preference for a different staff member, this request should be considered.
- D. Confer with all staff, who will be responsible for the student during the school day to

- sensitize them to the student's need for support, and to familiarize them with appropriate ways to provide that support.
- E. Consider placing the student in group counseling. Provide individual counseling.
 - F. Determine if the parents have obtained counseling through a community agency or other organization or clinic.
 - G. Consult with the school psychologist to determine if psychological services should be provided.

HALL PASSES

Teachers are to use the school-issued individual teacher's ID badge with the teacher's name and room number or an official yellow hall pass for release of students from the classroom. Students are not to be released from class during the first or last 15 minutes of each period. Students found in the hallways during this time will be escorted back to their classes.

Students are not to be released from the classroom without a pass.

INSTRUCTIONAL PERSONNEL

Members of the instructional staff of the public schools, subject to the rules of the state and district boards, shall teach efficiently and faithfully, using the books and materials required, following the prescribed courses of study, and employing approved methods of instruction as provided by law and by the rules of the state board.

INTER-SCHOOL MAIL

School mail is scheduled for pick up once per week (Tuesday) between 8:00 a.m. and 9:00 a.m. daily. The mailbag is located in the Production room teacher (mail boxes). **OUR MAIL CODE IS 7231.**

JESSICA LUNSFORD ACT

The Jessica Lunsford Act (JLA) does not pertain to individual school volunteers. The JLA pertains to vendors, and/or community/volunteer based organizations with contracts or agreements with the District.

KEYS

Requests for keys are processed through the treasurer's office. All keys checked out in your name must be returned before your final paycheck can be issued. **Lost/stolen keys must be reported to Mrs. Cabral immediately!**

LIBRARY/MEDIA SERVICES

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

Hours: Monday thru Friday from. 6:50 a.m. until 2:30 p.m.

Passes: Passes are required during regular school hours, including lunchtime. This policy is designed to ensure the proper use of the media center. Each student must have a separate pass.

Class Visits: Sign up in advance to schedule your classes for the media center so that we may:

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

If your plans change, please notify us immediately to allow scheduling of other classes.

Conduct: When your classes are scheduled into the media center, the teacher is to remain with the classes at all times. The teacher is responsible for the proper behavior and conduct of the students.

Using and Checking Out Books:

Books must be placed in exact order on the shelves so that they can be easily located; please request that your students not return books to the shelves. Leave them on the designated book carts and we will re-shelve them. To avoid crowding, encourage your classes to check out books at least ten minutes before the end of the period.

Substitutes: Substitutes are not to send students to the media center unless the teacher's lesson plans specifically state a media center activity.

Overdue Books:

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

Orientation: Media center orientations will be provided for all students via Language Arts classes. This includes the location of media center resources and the use of the automated card catalog and other reference tools. On your request, we will provide your classes with an additional orientation geared to your specific needs.

Book and Magazine Orders:

When funds are available, new library books are ordered. If there are any specific subject areas or titles you would like to recommend for purchase, please let us know. A variety of magazines are also ordered each year.

Media Equipment:

A wide variety of media and audio-visual equipment is available for checkout and use in your classroom. Check with the media specialist for instruction and assignment of equipment. To schedule videotapes or other programs on our closed circuit television system check with the media specialist to reserve time on one of our three channels or see your team leader to reserve a portable VCR for specific classroom instructional needs. If you find it necessary to cancel a confirmed date, every effort should be made to give two days notice so that another teacher may be scheduled for that time.

LOST AND FOUND

All lost and found articles are to be taken to the Main Office. All lost and found books are to be returned to the teacher or to the issuing department.

LUNCH PROGRAM POLICY

The following will be observed during the lunch period:

First Lunch - TBA

MAILBOXES/ELECTRONIC MAIL

Mailboxes and Electronic Mail should be checked and cleared by teachers upon reporting to and leaving school as well as during lunch and planning periods. In the event of an emergency, e-mail will be the primary source of information dissemination from the administration to the faculty.

Students are not to be sent to a teacher's mailbox for any reason.

MAINTENANCE REQUESTS

For custodial and/or zone mechanic assistance please e-mail Ms. Morgan-Rose,

MEDICAL AND DENTAL EXAMINATION LEAVE

An employee shall be eligible to utilize sick leave for the purpose of medical and/or dental examinations. Such leave shall be deducted from accrued sick leave in half or full day units, provided, however that no employee shall be compelled to utilize more sick leave than is required by the employee. Principals or supervising administrators may release unit employees for up to two hours without sick leave being charged against the employee for the purpose of medical and/or dental examination and, if deemed necessary, with verification upon return.

Under no circumstances shall an office employee be required to make up time used for this purpose.

Medical and Dental examination leave (with out sick leave charged against the employee) may only be cleared through the Principal or Designee.

NEW CLUBS OR ORGANIZATIONS

Any individual that is interested in forming a new club or organization must seek the approval of the Director of Student Activities and the Principal.

NEWS RELEASES

All news releases that pertain to the school, except the reports of athletic games and information concerning the operation of Miami Carol City Senior High School, shall be cleared through the information office of the Superintendent of Schools. This applies to newspaper releases; radio and television reports; programs and spot announcements, setting up of press conferences and similar activities.

Flyers

- Flyers must be approved by the principal and/or designee before they are posted.
- Flyers are not to be hung on doors, walls, or other painted surfaces. Do not nail, staple, or tape to wood surfaces.
- Flyers and posters are to be placed on hall bulletin boards or within classrooms when permitted by the teacher.
- Flyers should give minimal credit to the organization but maximum importance to the idea, moral, or special event being promoted.

PARENT BOOSTERS

A booster club is a group of parents/guardians and/or interested members who are authorized by the school principal to form an organization to enhance a program, activity, or athletic team through fundraising and services. The booster club must have approved by-laws or a statement of purpose. **A copy of this document must be on file both in the principal's office and the activities office.**

All decisions related to the day-to-day operations of the school group are the sole responsibility of the faculty advisor/coach under the supervision of the principal. These decisions include but are not limited to, show content, music selections, field trip destinations, routine/play selection, staff selection, participant selection, and chaperone/volunteer selection.

All booster club activities and fundraisers are to be approved by the faculty advisor/coach (and athletic director, when applicable) and placed on the master calendar by the principal or activities director. The faculty advisor/coach completes all necessary paperwork and submits it for approval to the activities director.

The principal of the school has the overall responsibility for approving fundraising activities and the control of all activities in accordance with state regulations and Board Rules.

Activities that are considered “extra-curricular” or extensions of the school program (i.e., Athletic games, Classes and Clubs events) wherein student talent in the event is utilized **and** for which an admission/participation fee is charged.

- a. Revenue generated from admission/participation fees must be accounted for in the school's internal fund. However, at the principal's discretion, business transactions related to events involving student talent, such as the sale of event programs and concessions, may be conducted separately by a school-allied organization.
- b. Entertainment, including activities involving student talent, for which admission or participation fees will be charged, may not be conducted during school hours.
- c. Entertainment and/or student activities containing scenes, language or jokes that are not compatible with the dignity of educational institutions are prohibited by Board Policy.

The role of the faculty advisor/coach is to serve as a liaison and to communicate to the booster club membership the needs of the program and/or activity. The faculty advisor/coach coordinates the work of the booster club with the total school program. The faculty advisor/coach is not a member of the booster club

The general membership meetings must be held at the school site. A minimum of one general membership meeting per year is required. A faculty advisor/coach must attend all general and board meetings. Minutes of all meetings must be maintained with copies to the faculty advisor/coach and to the school principal. Executive board meetings do not have to be held on school grounds.

PARENT(S)

Parent/guardians, who are entering school grounds as part of their parenting duties (parent/teacher conferences, etc.) and not as a school volunteer, should be greeted and welcomed as any parent should be greeted when entering school grounds. Parent/guardians, should sign-in as guest, provide a picture ID as proof, and should be issued a Visitors Pass. Parent/guardians may be escorted to their meeting place.

PARENT-TEACHER-STUDENT ASSOCIATION (P.T.S.A)

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

PARKING PROCEDURES

Teachers and staff are to park their cars in the faculty parking lot located on the **EAST** side of campus. Designated parking in the front of the school is for selected staff and school visitors.

PARTIES IN SCHOOL

School parties **are not permitted** during the school day due to distractions to other classes.

PERSONNEL RESPONSIBILITIES

Principal

The Principal is responsible for the operation of the total school program. He/she holds the final authority in all matters of policy and administration within the school.

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

For additional information regarding specific administrative duties, please refer to the organization information section of this handbook.

Vice Principal/Assistant Principals

The Assistant Principal is a very important position, especially in the areas of curriculum development and the administration of departmental services. Below is a list of specific responsibilities and duties to be performed by the curriculum leader:

1. Discuss and encourage correct implementation of school and departmental policies.
2. Discuss and issue courses of study, guide books and related curriculum materials.
3. Recommend teacher assignments and schedules in compliance with contractual provisions.
4. Coordinate interview process for new personnel.
5. Supervise the training and scheduling of all departmental personnel.
6. Be available to teachers as a curriculum consultant and leader in the development of lesson plans.
7. Encourage teachers to participate in professional growth programs and in-service training.
8. With the department, select and evaluate books and materials.
9. Develop, with the department, a budget for submission to the budget committee as necessary.
10. Prepare reports and surveys.
11. Maintain up to date inventory of equipment, supplies, etc.
12. Supervise the use and repair of equipment.
13. Distribute books, supplies, and materials to teachers.
14. Coordinate departmental activities such as field trips, assemblies, etc.
15. Attend meetings to represent the needs and interests of the department.
16. Report administrative actions to the department members for discussion.
17. Approve duplicating requests.

Curriculum Leader

The curriculum leader is essential to the functioning of the instructional staff. They provide organization, support, and leadership to help the staff correlate the student's learning. Below is a list of specific responsibilities and duties to be performed by the Curriculum leader:

1. Coordinate and enforce school disciplinary policies and procedures within your department.
2. Promote correlation of schoolwork, homework, and life experience of the students.
3. Coordinate the integration of the instructional program of students and the team.
4. Hold team meetings with scheduled agendas and minutes. Submit copies of minutes to Ms. Cabral
5. Maintain liaison with student services personnel.
6. Schedule team conferences with parents and students.
7. Visit classes and encourage teachers to visit and observe other teachers to improve

- Instruction.
8. Conduct Student Performance conferences as outlined in the district's Comprehensive Reading Plan.

PHOTOGRAPHING STUDENTS

Form number **FM-5974** should be utilized for publishing, exhibiting, broadcasting, or printing pictures of students.

PLANNING PERIODS

Planning periods, as implied, are provided in order that teachers may have some time during the school day for such necessary activities as preparing future lessons, correcting papers, contacting parents, etc. It is expected that most of the time during this daily period will be spent in this manner. The common planning time before school begins each day will be used for planning, meetings with parents, in-service and other activities. Secondary teachers are allowed planning time equivalent to a period of instruction.

PROFESSIONAL GROWTH

Teachers should avail themselves of every possible opportunity to attend and participate in meetings of a professional nature and should keep themselves abreast of developments in their subject area through attendance at such meetings, acquaintance with professional publications, and participation in in-service activities.

PROFESSIONAL ACTIVITIES PROCEDURES

The following are the steps to be taken when requesting professional in-service activities:

1. Complete the *Record of In-service/Professional Activity Form*.
2. Obtain the approval/signature of the school administrator who authorized your participation in the training/professional activity.
3. Submit the completed and approved form to Mrs. April Thompson-Williams.

PROFESSIONAL DEVELOPMENT PLAN

All teachers are required to prepare a Professional Development Plan.

PROPERTY - CARE OF THE BUILDING

We must properly care for the school building and facilities. One of the important lessons that we would like for our students to acquire is thoughtful appreciation and careful use of public property.

Teachers must be constantly alert to detect any defacing of desktops, writing on walls, loosening of screws and bolts, etc., and report this immediately to an administrator. Each teacher is responsible for the area in which he/she is assigned. Periodically during the year, a survey of the school plant and equipment will be made to evaluate the care of the area.

RECEIPT OF MERCHANDISE AT THE SCHOOL

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

1. All deliveries must be made directly to the main office.
2. Only the principal or designated office staff is authorized to sign for deliveries to the school. After merchandise has been received and properly processed, the originator of the Purchase Order will be notified.
3. The originator is responsible for checking the merchandise carefully against the packing slip to make certain that all material(s) ordered has been delivered. The signed packing

slip indicating items received and items missing must be returned to the main office for payment.

RECORDS AND REPORTS

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

REGISTRATION

Students in the regular school program (K-12) are assigned to attend school on the basis of the actual residence of their parent or legal guardian and the attendance area of the school as approved by the board. Exceptions may be made when a transfer has been requested and approved or when an administrative assignment is deemed necessary and in the best interests of the student and the school.

All registrations, transfers and withdrawals will be processed by the registrar. The student must complete the following procedures:

1. For transfers/withdrawals, students must bring in a parent/legal guardian to sign a release in addition to verification of proof of address change.
2. All textbooks must be returned to the teachers who issued the books.
3. Complete a withdrawal card to be signed by:
 - a. All teachers (If books are not returned, teachers will place a note on the back of the withdrawal card giving name of book and condition. This will be placed on the permanent record card by the office). The teachers will also indicate the subject and grade earned.
 - b. The media specialist
 - c. The treasurer
4. Cards will be returned, by the student, to the registrar's office.

RELEASING/HOLDING STUDENTS FROM CLASS

Once a student enters the class he/she may leave only with the permission of the teacher. The five minutes allowed between classes should be sufficient for students to obtain a drink of water or use the restroom. Therefore, students shall be excused from class in emergencies only and then only one at a time with a pass for this express purpose.

Teachers will not cause students to be absent from another class without prior approval of the teacher whose class the student will miss. Avoid making students tardy to their next class and do not hold any class after the bell.

Teachers cannot permit students to leave the school grounds. This permission can only be granted by the administration through the Attendance Office.

REPORTING DISRUPTIVE BEHAVIOR

All employees of the Miami-Dade County Public School System are under an affirmative duty to report any criminal act and/or disruptive behavior occurring on School Board property to the administrator or designee to whom the employee is responsible. Personnel willfully failing to report such occurrences to the responsible administrator and/or police agency and/or School Security Department will be subject to disciplinary action.

Many potential incidences are prevented each year by the open communications between the faculty and staff. In the event you become aware of any incident or potential problem that would disrupt the orderly educational process, please notify an administrator immediately.

Please ensure that, other than in extreme disciplinary cases, the 6-step Discipline Plan must be adhered.

REPORTING TO SCHOOL - SIGNING IN AND OUT

All personnel will report for work as scheduled. Sign in daily upon reporting to school and sign out when leaving the school. Failure to promptly and properly report your attendance will result in appropriate administrative action being taken.

SCHOOL DAY

The school day may begin and end at different times from school to school. Secondary classroom teachers' normal workday is seven hours and twenty minutes: 7:10 A.M. until 2:30 P.M. This includes a thirty-minute lunch period and scheduled planning time. On occasion, the teacher may leave, after the completion of his/her assignment, for good cause and with prior approval of an administrator. Such departure must be recorded in the log maintained by the principal's secretary.

Teachers may be required to extend their duty day for the purpose of attending a faculty meeting. Every reasonable effort will be made to limit faculty meetings to two per month. Recognizing the duties of teachers which require the expenditure of time beyond classroom duty hours, every reasonable effort shall be made to commence meetings promptly and to limit such meetings to a period of one hour. **LEAVING SCHOOL EARLY IS AT THE DISCRETION OF THE PRINCIPAL. YOU MUST HAVE PRIOR APPROVAL FOR HALF DAY RELEASES.**

STUDENT GOVERNMENT

The Student Government is the liaison between the student body and the administration where questions or ideas arising from the students, teachers, or administration can be handled in a responsible and organized manner. The Student government is the voice of the student population, whose opinions are regarded in the improvement of the school's total environment.

STUDENT VALUABLES

If a teacher confiscates or holds valuables or money belonging to a student, the teacher is liable by law for the return of these articles. If there is any question about a confiscated item, it should be given to an administrator to return.

SUPERVISION OF STUDENTS

Teachers shall not leave their classes unsupervised, nor should an entire class be assigned to another teacher, unless that teacher is free that period.

If an emergency occurs, the principal or his/her designee must be notified to provide temporary supervision.

SUPPLIES

The following consumable supplies are available: erasers, staples, paper clips, pens, chalk, and pencils. A written request for supplies may be submitted to Ms. Cabral or Mr. Elbert.

SUPPLEMENTS

The Miami-Dade County Public Schools issues a list of all authorized sponsor/coaching supplements. The principal will assign and authorize payments for each of these positions. This is done on an annual basis. Teachers should advise the principal or designee of their interest.

TEACHER TRANSFERS

In order for a Miami-Dade County teacher to transfer to another Miami-Dade County school, a transfer application must be completed. Transfer applications are to be completed and on file in the personnel office prior to the end of May each school year.

TOBACCO-FREE WORK PLACE

The School Board of Miami-Dade County seeks to foster the health and safety of all M-DCPS employees, students and visitors.

Tobacco products pose a significant risk to the health of the user. Additionally, in sufficient concentrations, second-hand smoke can be hazardous to nonsmokers in the work environment.

Miami-Dade County Public Schools achieved a totally tobacco-free status on July 1, 1991. Visitors should be politely informed that Miami-Dade County Public Schools are tobacco-free.

VISITORS

Teachers are to discourage all visitors from coming onto the school campus unless they have legitimate school business. Visits by former students or the friends of faculty members during school or working hours are not allowed. When arranging with persons to come into the building, request that they first report to the main office and obtain a visitor's pass.

All personnel are to direct anyone found in the building without a visitors pass to the main office. In addition, notify the office that unauthorized visitors are in the building.

CLASSROOM PROCEDURES

It shall be the policy of the administration of this school, that each teacher establishes a classroom procedure for management and student control. This plan or procedure will be in written form and will be placed in the teacher's daily lesson plan book together with an up to date seating chart for each class.

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

The original copy of the teacher's classroom procedure will be placed in his/her lesson plan book and kept there at all times. Duplicate copies will be kept on file in the main office as well as posted in the classroom for students. It is essential that all students entering the classroom be made fully aware of what is required of them. Ignorance will not be accepted as an excuse for failure to follow class procedures.

No classroom procedure, regardless of its nature or the excellence with which it is constructed, will work unless it is enforced. It is, therefore, expected that each teacher will take the necessary steps to place their classroom procedure into effect and to keep it current.

ELECTRONIC GRADE BOOK CRITERIA

Teachers are reminded that the grade book is an official LEGAL document required by state law. It can be summoned in any court case as a legal record of grades and attendance. Therefore, the necessity for accuracy, neatness and consistency in recording cannot be over emphasized. Grade books will be REVIEWED periodically by administration. The following guidelines should be observed in organizing and maintaining your grade book:

1. Indicate when students are absent from class. Absences should be noted as either satisfactory or unsatisfactory.
2. There should be a minimum of nine recorded grades for each nine-week period. (An average of one grade per week).

3. Indicate if an unsatisfactory progress note has been given. A separate sheet/page recording this with the student's signature indicating they were responsible for informing their parents may be used. If you are using a separate log, a copy must be maintained.
4. Record the nine-week and the final grades (academic grade, effort, conduct, attendance) for each student.
5. Explain what each grade has been given for.
6. It is the classroom teacher's duty to check the roll and record grades in the grade book.
DO NOT use students to take roll.
7. Indicate when tardy students enter class and whether the tardy was excused or unexcused.
8. Teachers should print a hard copy of their grade book once a week.

GRADING GUIDELINES FOR STUDENTS OF LIMITED ENGLISH PROFICIENCY

Guidelines for grading student progress reports for students of limited English proficiency enrolled in ESOL are as follows:

1. English for Speakers of Other Languages: Letter grades A - F are to be given which reflect student's progress during the entire ESOL block, that is oral communication as well as in reading and writing skills development.
2. Other Courses: For courses other than basic skills courses, in fields such as Science or Social Studies, students are given an appropriate letter grade A-F. Grades are to be given which reflect instruction provided in such a way that the student's lack of command of the English language does not affect progress.
3. ESOL students' level must be noted in the grade book.

GRADING STUDENT PERFORMANCE

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, regardless of the student's effort and conduct. Grades in all subjects other than the basic skills are to be based on the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based on the teacher's best judgment, after careful consideration of all aspects of each student's performance, during a grading period.

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

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

Students who have 10 or more unexcused absences in an annual course or five or more unexcused absences in a semester course may receive a grade of NC (No Credit). Subject to the review and approval of the principal, a teacher may change this grade to a letter grade, if all course requirements have been met by the student.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall reflect the following explanation:

A --- A grade of "A" (90-100%) indicates that the student has demonstrated excellent achievement in the subject and/or the skills area. The student consistently performs academically at a level 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 an ability to utilize the content of the

program effectively. An "A" student will have achieved and exceeded all of the instructional objectives established for the subject during the grading period.

B --- A grade of "B" (80-89%) indicates that the student has demonstrated good but not outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered skills in content beyond what is required 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 objective/performance standards established for the subject being graded.

C --- A grade of "C" (70-79%) indicates satisfactory academic achievement. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program prescribed for the individual student. The student's rate of progress permits mastery of more than the minimal instructional objectives of the program.

D --- A grade of "D" (60-69%) indicates a minimal acceptable level of mastery of skills and other course content and indicates that improvement is needed to achieve satisfactory level of academic performance. The student's rate of progress is such that the minimal instructional objectives/performance standards for the program will be mastered.

F --- A grade of "F" (0-59%) indicates a level of academic performance that is unsatisfactory. Students functioning at this level are not mastering the minimal objectives required in the regular instructional program.

CONDUCT GRADES

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

A --- A conduct grade of "A" reflects excellent behavior on the part of the student. The student consistently demonstrates outstanding behavior consistent with classroom, school and district standards.

B --- A conduct grade of "B" reflects consistently good behavior. The student meets established standards for student conduct.

C --- A conduct grade of "C" reflects satisfactory behavior. The student's overall behavior is generally acceptable according to established standards of conduct.

D --- A conduct grade of "D" shows that improvement is needed in the student's overall behavior. The student does not consistently demonstrate behavior that is acceptable.

F --- A conduct grade of "F" reflects unsatisfactory behavior overall. The student regularly violates established classroom, school, or district standards of behavior.

EFFORT GRADES

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

1 --- An effort grade of "1" indicates outstanding effort on the part of the student. The student will, when necessary, complete a task again in order to improve the results. The student consistently attends to assigned tasks until completed and generally exerts maximum effort on all tasks.

2 --- An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes

assignments on time and usually stays on task. The student usually works at a level commensurate with his/her abilities.

- 3 --- 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 them in a manner commensurate with the student's ability.

HOMEROOM PROCEDURES

The official school attendance will be taken during first block each day from 7:30-7:40 a.m.

All students are to remain in the classroom during the entire period. Homeroom teachers are responsible for taking and documenting accurate attendance in grade books/Electronic Grade Book during the homeroom period. **AS YOUR GRADE BOOK IS A LEGAL DOCUMENT, THIS RESPONSIBILITY IS NOT TO BE DELEGATED TO A STUDENT.**

The homeroom period and the homeroom teacher play a vital role in building and maintaining school morale, student attendance, and student behavior. Using the time wisely will pay dividends for all of us, consistently working to the best of his/her ability.

HOME LEARNING POLICY

The Miami-Dade County School Board's policy on home learning emphasizes the importance of reading and encourages parents to become involved in the implementation of the home learning guidelines, which include a marked emphasis on reading.

INDIVIDUAL STUDENT CLASSROOM FOLDERS

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

1. Dated written work which has been graded by the teacher and errors corrected by the student.
2. Materials to show evidence of pupil progress.
3. Materials to provide evidence of emphasis on basic Language Arts skills in all subject areas.
4. Record of books, articles, and other significant materials read by the student.
5. It is suggested that you update folders periodically and remove extraneous materials at your discretion. These folders should be retained throughout the school year and should document pupil progress during the school year.
6. Any work that is graded and documented in grade book.

LESSON PLAN POLICY

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

1. Classroom teachers are required to develop weekly lesson plans that shall reflect one or more objectives, activities, homework assignments, and a way of monitoring student progress that is in accordance with the Competency Based Curriculum and the Pupil Progression Plan. Principals may suggest, but not require a particular format.
2. Only where a principal has documented deficiencies through classroom observation using the Instructional Performance Evaluation and Growth System (IPEGS) may a teacher be required to use a set form in preparation of lesson plans.
3. Teachers may reflect required lesson plan components through abbreviated notation and/or referencing techniques.

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

OVERRIDES

A teacher has the right to override a computer-averaged grade as long as the override is to a higher grade. Overrides should be discussed with, and approved by Mr. Harrison. A Grade Change form should be completed and signed by Mr. Harrison prior to handing to Ms. Delifort for inputting.

PARENT CONTACT

School Board Policies require that parents are to be notified at any time during a grading period when it is apparent that the student may fail, or is performing unsatisfactorily in any course or grade level. Parents are also to be notified at any time during the grading period when it becomes evident that the student's conduct or effort grades are unsatisfactory. **THIS NOTIFICATION SHALL TAKE PLACE WITH SUFFICIENT TIME TO ALLOW A STUDENT TO IMPROVE HIS/HER GRADE.** 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. Counselors may be able to assist, if needed. Student progress reports are distributed during the fifth week of each grading period. Teachers have the responsibility to notify parents in writing any time a student's work falls below a "C" in the teacher's class. A failing grade for the marking period is not to be given if the above responsibility is not met.

STUDENT PROGRESSION PLAN REQUIREMENTS

The Miami-Dade County Public School System, in accordance with the Educational Accountability Act of 1976, has established a comprehensive program for pupil progression. Minimum performance objectives in reading, writing, and mathematics have been identified as standards for promotion for grades 3, 5, 8, and 11.

It is each teacher's responsibility to teach these minimum performance objectives as they relate to the content areas. (Example: Social Studies teachers can easily teach and reinforce skills related to the interpretation of graphs and tables. Students in vocational areas need to be taught how to measure time, temperature, distance, etc.). Thus, teaching and reinforcing the basic skills are every teacher's responsibility.

The Pupil Progression Plan establishes requirements for school promotion and high school graduation. Its purpose is to ensure that students' grades, course selections, and program placements afford them an opportunity to achieve academically and to develop emotionally, socially, and physically. Pupil progression is based on an evaluation of each pupil's performance, including how well the minimum performance standard, approved by the state, is mastered.

High school students pass or fail each course. However, promotion or placement in high school from one grade to the next is based on credits earned toward graduation.

Grade 9:	A minimum cumulative of 4 credits including 1 English or 1 Mathematics credit
Grade 10:	A minimum cumulative total of 10 credits including 2 English and 2 Mathematics credits
Grade 11:	A minimum cumulative total of 16 credits including 3 English and 3 Mathematics credits
Grade 12:	A minimum cumulative of 24 credits; a cumulative unweighted grade point average of 2.0 on a 4.0 scale; and all other State and Board approved graduation requirements including mastery of the Sunshine State Standards

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 Region Assistant Superintendent, 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 Opening of School's Procedures and Schedules. A report card will also be issued at the close of the summer program to all students, K-12, who attended any portion of the summer program.

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

1. Report card grades are to provide the student and/or student's parents with an objective evaluation of the student's scholastic achievement, effort, and conduct.
2. Students' 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.
3. 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.
4. 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:
5. Students are to receive grades in all courses in which they are enrolled in the secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.
6. 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, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the pupil's Cumulative Record Folder.
7. If a change in grade is made, as described in number 6 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.

TESTING PROCEDURES

Classroom tests should be given on a regular basis to reinforce mastery of new skills and concepts. Major tests should be announced in advance so students have ample time to prepare for them. A Final Exam Schedule will be announced each semester and must be followed by all teachers. Certain district-wide tests are given throughout the district in Mathematics, Science, and Reading courses. Please make every effort not to schedule tests on days which are religious holidays, but which are not days that the

school is closed. Also, when administering tests, please ensure that the testing environment is conducive to concentration and privacy.

TEXTBOOK PROCEDURES

Miami-Dade County School Board policy requires that all students in Language Arts, Mathematics, Science, Social Studies, and Foreign Language classes are to be issued a textbook to take home.

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

Textbooks should not be issued on the first day of class. Please allow students' schedules to become finalized. By the beginning of the second week of school, you should be able to issue books. Once a textbook is issued, it is the student's responsibility to maintain and return the textbook without damaging it.

Before issuing the textbooks to students, the teacher must write his/her name and the student's name in the textbook. The teacher will record each student's name, book number, condition, and student's signature on Textbook Issued Form.

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

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

Book checks are to be conducted periodically to ensure that students have the textbooks assigned to them, and so that they may demonstrate that they are being taken care of properly.

ALTERNATIVE SCHOOL ASSIGNMENTS

Students who continue to exhibit disruptive behavior and non-adjustment to the regular school program may be assigned to the Alternative Education Program or assignments may be made by administrative placement to an Alternative Education School, in lieu of expulsion.

ASSAULTS

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

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

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

Stern disciplinary action, including suspension and a recommendation for administrative placement in an alternative program, will be administered to those students who repeatedly misbehave and disrupt the educational process of the classroom.

When serious incidents occur that may lead to suspension and/or expulsion, make every effort to provide the administration with a written description of the incident and the names of witnesses to the incident.

ATTENDANCE

Students are to be counted in attendance only if physically present in the class or have been excused by the subject area teacher on a class related assignment. If a student is on a field trip the gradebook should reflect this.

I. Excused School Absence

- A. Student Illness
- B. Medical Appointment
- C. Death in Family
- D. Observance of a religious holiday or service
- E. School-sponsored event or activity previously approved
- F. Immigration/Court appearance

Students granted an excused absence have the right to make up all class work within a reasonable length of time. It is the student's responsibility to request the make-up assignments from the teacher upon his/her return to school. After successful completion of all makeup assignments, the student cannot be penalized for that absence.

II. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories will be classified as an unexcused absence.

Homeroom Teacher Responsibilities

- 1. Record official attendance as described in the faculty handbook.
- 2. Encourage good attendance by calling parents/guardians after the student has accumulated three (3) absences, consecutive or otherwise, within a semester.
- 3. Submit a referral to the appropriate administrator (or designee) after three absences.

Classroom Teacher Attendance Responsibilities

Check the roll personally each day. Each teacher should utilize a seating chart and have it available for the substitute.

- A. A daily attendance bulletin will be printed and distributed to each teacher by the attendance office. The bulletin will include:
 - 1. Students absent each day
 - 2. Students suspended outdoors
 - 3. Students who are in SCS (excused class absence)
 - 4. Withdrawals, entries and corrections
 - 5. Students on field trips
- B. The names of students who were absent on the bulletin, but present in your class should be given to the attendance office.
- C. Students who claim they were absent on the bulletin must have that absence verified via attendance bulletin.
- D. An absence should be marked unexcused until the teacher receives information otherwise.

DETENTION POLICY

- 1. A detention may be assigned to a student who violates class rules such as failing to complete assignments, coming unprepared for class, etc.
- 2. Students shall be given 24 hours notice in writing for their parents. The teacher should require that the notice be returned with the parent's signature.
- 3. Whenever possible, teachers should hold detentions in their own classrooms. If you assign a detention, you are responsible for that student during the time the student remains on campus

- after school is dismissed.
4. Administrative staff, guidance personnel, clerical staff, and other non-instructional staff members shall not supervise detentions in the place of the assigning classroom teacher. Classroom detentions shall not be assigned to the general office area.
 5. Detentions should be held after school hours and generally not for a period of longer than fifty minutes.
 6. Students who refuse to serve detentions at the time assigned or refuse to serve all of the time assigned by the teacher shall be regarded as in defiance of that teacher's authority and should be referred to his/her A.P. after parent contact has been made.
 7. Many students travel to and from school by bus. You may wish to provide an alternate to after school detentions. This will also relieve you of concern for the safe transportation home for those students.

DISRUPTIVE STUDENTS

Each teacher is expected to handle the disciplinary problems, which may occur within the classroom. Teachers should be able to resolve most situations themselves. Procedures and steps to be followed in resolving problems are outlined below:

1. The teacher discusses the problem privately with the student involved along with ways to correct the problem. If it is not resolved:
 - a. Via written note or telephone, the teacher informs the parent/guardian of the problem. If application and follow up of all agreements reached and commitments made do not resolve the problem, then:
 - b. Contact parent/guardian for personal and/or team conference regarding continued misbehavior. If unacceptable behavior still persists and teacher(s) feel assistance is needed, then:
 - c. Discuss it in detail with the assigned counselor for additional strategies to be implemented. If application and follow up of all findings still do not produce positive results, then:
 - d. Review all steps taken. Be certain that all possibilities have been exhausted. If not certain, repeat as needed. After teacher(s), student, parents, and student services staff efforts have been documented and unacceptable behavior continues, then:
 - e. Submit a referral to the appropriate A.P.
 - f. If the student refuses to report to the office, notify the main office for immediate assistance.
2. Prior to the student returning to the teacher's class, a member of the student services and/or administrative staff will confer with the student, teacher(s) and parent as needed. Appropriate actions will be taken in dealing with the situation as outlined in the MDCPS Student Code of Conduct. A copy of the completed SCM form will be returned to the referring staff member indicating what student services and/or administrative actions have been undertaken in an effort to resolve the situation.
3. Refer directly to the assistant principals any immediate control situations such as fighting, smoking and other serious violations of the Student Code of Conduct. A SCM form must be completed as soon as possible by the referring staff member in order for administrative action to be taken and a report sent back to that individual.

DRESS CODE/UNIFORMS

Miami Carol City Senior High School is a uniform-approved school for student dress. Students are required to wear uniforms to school unless they have been granted an exception by the principal.

While recognizing that student dress and personal grooming are primarily the responsibility of the parent, the Board directs the Superintendent to prepare regulations to assist parents and students in choosing the appropriate school attire. Such regulations shall be known as the official dress code for Miami-Dade County Public Schools.

The regulation shall provide that students not wear clothing or hairstyles that can be hazardous to them or to other students in their school activities.

The regulation shall provide for the protection of the health and safety of pupils and for the prevention of disruptions in the school program.

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 shall be subject to appropriate disciplinary measures including suspension.

The determination of what constitutes a safety or health hazard, or what constitutes a distraction of students from a classroom activity, or what constitutes a disruption of a school program or excessive maintenance of school property shall be made by the teacher, or other school board employee concerned, and by the principal. Common sense, when rendering such a judgment, should prevail.

DRUG ABUSE-STUDENTS

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

1. There is no violation of the law for a child seeking help to admit to using drugs; therefore, it is not necessary to report this information to law enforcement agencies.
2. Possession, sale or use of drugs is a definite violation of the law and must be referred to the appropriate school authority, which is the principal and/or his designee.
3. For further assistance concerning procedures relating to drug abuse, contact our school's TRUST counselor or a member of the administrative staff.

SCHOOL CENTER FOR SPECIAL INSTRUCTION (SCSI)

Purpose

To provide temporary placement within the school for those pupils involved in chronic misbehavior, which might result in outdoor suspension.

To provide a behavior management program designed to assist the pupil in adjusting to his/her school environment, opportunities for attitudinal changes toward peers, adults, classroom situations and social interactions.

To provide opportunities for pupils to engage in situations that reinforces positive behavior and extinguishes negative behavior.

Basis for Referral to SCSI

Those students who have consistently exhibited disruptive behavior, violated school policies and rules, and who have not responded positively to other attempts to improve behavior may be assigned to SCSi by the principal/designee.

Academic Credit

Academic credit is received from regular class teachers for work completed in the center (this allows the students easier readjustment upon release).

Attendance Policy

It should be noted that indoor suspension is part of the assigned student's educational program for the period of time the student is assigned; therefore, absences from regular classes are excused absences.

Teacher Responsibility

It is the responsibility of the individual classroom teacher to supply the daily, weekly classwork to the student in the SCSi program. Completed assignments will be returned to the classroom teacher for grading and recording in the grade book.

Student absences from class, which are a result of assignment to SCSi, must be indicated in the teacher's grade book.

STUDENT BEHAVIOR

To make it possible for a student to know what is expected of him/her, it is necessary that each teacher hold to certain standards in regard to class procedures and discipline. Good working conditions must prevail at all times, even though teachers may differ in the ways with which they secure results. Good discipline is required for good teaching. The policy of Miami Carol City Senior High School is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the school. The teacher's standards are not what he/she expects, but what he/she accepts.

Good discipline can usually be obtained without difficulty. Any teacher who departs from the requirements makes it more difficult for the rest of the faculty. Therefore, it is essential that every teacher requires from the first meeting of each class exactly what is expected from that class, with regard to proper student behavior. At no time should there be any doubt in the student's mind as to what is expected.

Each teacher is expected to handle the discipline problems that occur within his/her classroom. If a situation arises that which a teacher cannot resolve, the teacher should follow the procedures outlined in this handbook to secure any needed assistance in resolving the problem. The teacher should not hesitate to preserve class morale by dealing firmly and fairly with a troublesome student.

Every teacher and staff member is expected to correct any breach of proper behavior that he/she may observe, providing no other teacher is directly in charge of the situation. All teachers and staff members are to assist in the orderly movement of students during changes of class by standing at their classroom doors. Only by all of us working together can we ensure proper student behavior.

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 that are provided for students and the disciplinary actions taken to improve student behavior. Miami-Dade County Public Schools maintains 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 has 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 assists in making recommendations for the refinement and strengthening of services provided to students.

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

A5	Assigned Progress Report	E8	Parent notified of class exclusion
CA	Conference-Teacher/Student	E9	Parent notified of Placement Review Committee
CB	Conference-Team	I 1	Individual Counseling
CT	ConferenceStd/Parent/Teach	L 1	Letter to Parent
C4	ConferenceGroup	R 4	Referred to J.R.E. Lee
C6	ConferenceParent	R 7	Referred to Student Services
C7	ConferenceStudent	R 9	Reprimand/Warning Issued
D2	Detention	W 1	Waiver of Expulsion
E5	Expulsion (Recommended)	W 3	Work Detail
E7	Excluded from class by teacher		

will be processed during the school

Use school guidelines and classroom discipline plan.

SUSPENSION

Suspension is defined as the temporary removal of a student from the regular school program or school bus for a period not to exceed ten (10) consecutive days.

LOCKDOWN PROCEDURES

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

1. Teachers supervising students will keep them indoors and continue class activities. If students are outside, they are to be taken indoors to the nearest suitable place, and do all possible to keep everyone calm. At the first opportunity after being notified of the emergency, doors should be closed and locked. No unauthorized person should be allowed in a classroom during the emergency. Teachers should remain alert for announcements; classes will not change until the emergency ends.
2. Teachers not supervising students will move immediately to the area outside their classroom and do all possible to:
 - a. move students indoors
 - b. protect students from injury
 - c. deny unauthorized individuals access to the school
 - d. protect school property from damage
3. Administrative and guidance personnel will report to the area of disturbance.
4. Custodial personnel will, as soon as possible, secure storerooms, restrooms, and workrooms. Teachers near these areas should assist in clearing the students from these rooms if necessary.
4. Cafeteria personnel will take the necessary action to secure trays, silver and cash registers and close and lock doors.
5. Library personnel will have students remain in their seats, close and lock all doors.

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

BOMB THREAT

Receiving the call

1. Keep the caller on the line as long as possible. Ask the caller to repeat the message. Record every word spoken by the caller.
2. Listen closely to the voice: male or female, youthful sounding, accent or speech impediment, or excited speech.
3. If the caller does not indicate the location of the bomb, or time of possible explosion, you should ask the caller for this information.
4. Pay particular attention for strange or peculiar background voices or sounds that may indicate location or certain types of employment.
5. If there is sufficient time, you should attempt to advise the caller that there are several hundred children in the school who may be injured/killed in an explosion.
6. Attempt to get the caller's name if possible.
7. Notify the principal immediately. In his/her absence, notify an assistant principal and he/she will determine notification of the police and fire department, school security office and region office.
8. Each bomb threat must be evaluated and an appropriate response determined by the person(s) in charge of the school.

Bomb Search

1. The principal or the designee is responsible for making the decision to evacuate.
2. The cafeteria personnel will be responsible for the examination of the kitchen, sculleries or storage rooms, garbage can rooms, dining room areas, and other areas as the principal directs. If the facility is not staffed, it will be responsibility of the principal to assign personnel to search this area.
3. The physical education instructors and other special personnel who may be at the particular school will be assigned to examine certain portions of the grounds and inspect the P.E. areas, such as locker rooms, and P.E. storage rooms.
4. The custodial staff will be assigned to inspect such areas as the boiler room, meter room, toilet areas, storage rooms and the teacher's lounge.
5. The office staff is responsible for checking all administrative offices.
6. The media center staff is responsible to checking the media center area.
7. Non-instructional personnel will report to the office for search assignments.
8. Teachers will remain with their classes outdoors in the event of an evacuation.
9. The principal will assign staff members to cover areas of the building not previously covered.
9. Fire drill signals and evacuation routes will be used unless there is reason to reroute classes, in which case you will be advised.

ELECTRICAL STORMS

Electrical storms present life safety hazards to students and personnel that are unique in their characteristics and fatality producing potential.

The following protective action will be taken by faculty and students in the event of a storm in the vicinity causing lightning that is generally associated with thunderstorm activity:

A. School Grounds

Get out of the open area as quickly as possible upon the approach of the storm. Do not seek shelter under isolated trees or close to wire fences, playground equipment or shelters located in exposed locations. The decision to move indoors when students are involved will be made by their responsible supervisor who will act in accordance with these guidelines.

B. School Buildings

Avoid standing close to windows, electrical light circuits, plumbing and metal objects until the storm has passed.

C. Field Trips

Get off high ground as quickly as possible. Avoid lone trees and small sheds. Stay away from metal fences, pipes and railroad tracks. Seek shelter in thick timber.

D. Power Failure

In the event of a power failure, remain where you are. Under no circumstances should you send students out of the room, keep your students with you in your classroom until power is restored or until you receive further instructions.

EVACUATION PROCEDURES

1. Teachers shall take their place at room exits and at their signal; the pupils shall march out of the room in regular order.
2. While pupils are marching out of the room, the teacher will check the room to see that everyone is leaving. The teacher will then close, but not lock, the door and will join the pupils as they march out of the building. Classroom windows are not to be closed, shades are not to be drawn and classroom items are to be left in the room. Teachers must take their roll book with them during an evacuation.
3. Pupils not under the direct supervision of a teacher are to be instructed to join and march out with the nearest supervised group.
4. While it is desirable that buildings be evacuated quickly, speed should not become a consideration to the extent that injuries occur due to tripping, shoving, etc. It is also necessary that conversation be held to a minimum so that the person in charge can remain in absolute control of the situation.
5. A building diagram is posted in each room, giving specific routes to be followed by the occupants of that room.

FIRE DRILL PROCEDURES

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

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

Classroom teachers should be certain students do not rearrange their desks thereby blocking the doorways at any time. While the pupils are marching out of the room, the teacher will check the room to see that everyone is leaving. **Remember to take your grade book and to take attendance once outside the building.** The teacher will then ensure that the door has been closed, but not locked, and will join the pupils as they march out of the building.

HURRICANE PRECAUTIONS

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

1. All windows closed and fastened.
2. All loose boards and debris disposed of or stored in a safe place.
3. Awnings secured or taken down and stored.
4. All books, papers, and other equipment should be moved as far away as possible from the windows and other areas that might be damaged and admit water to the building. These items should be stored at least several inches above the floor to protect

6. them from water damage due to minor flooding.
7. All items such as garbage cans, cartons, tin cans, and other miscellaneous items, should be stored inside the building.
6. All sensitive, electronic equipment, such as computers, will be covered in plastic.

SERIOUSLY ILL OR INJURED STUDENTS

It is imperative that every student have a completed EMERGENCY HOME CONTACT card on file in the Attendance Office. Emergency procedures of any kind must be simple in nature and clearly understood by all personnel. All members of the school staff are expected to study the following procedures and implement it correctly in case of emergency. When a child is judged by the classroom teacher/person in charge of the activity to be seriously ill, or when a child is seriously injured, the following procedures are to be implemented:

1. The teacher shall **IMMEDIATELY** notify the administrative staff via the office.
2. In cases of serious illness or injury, make the child as comfortable as possible under the circumstances. **DO NOT ATTEMPT TO MOVE THE CHILD.**
3. In case of an accident, take First Aid measures depending on the nature of the accident. Each staff member needs to have a basic working knowledge of First Aid.
4. The Attendance Office will notify the parent/relative, neighbor, physician, etc. as listed on the Emergency Contact Card.
5. In cases where the parents or others listed on the Emergency Contact Card cannot be reached and it is apparent that immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning assistance.
6. **ALL** accidents are to be reported, in writing to the Attendance Office by the teacher in charge of the group or activity as soon as possible, but no later than 24 hours of the occurrence.
7. Students with minor ailments, i.e., headaches, hangnail, etc. are to remain in the classroom.

If a teacher is negligent in the performance of these duties, there is no legal power, which can protect against the consequences of negligence. However, if a teacher exercises due care to foresee harmful consequences and to provide reasonable safety measures; the burden of proof of negligence is placed on the accuser. The courts have upheld teachers who exercised reasonable care in handling students under their supervision.

There are no statutes in Florida that grant immunity to teachers from suits for injuries sustained by pupils. However, the courts have interpreted the law to mean that a teacher is not liable for injuries to a pupil unless the teacher is negligent.

The best course of action for any teacher to take is to follow known safety rules, to instruct students as to the best way of carrying out a specific assignment, and to exercise reasonable precaution in the performance of regular school duties whether they are in the classroom, on the field or on a field trip. In other words, teachers should use sound judgment and exercise initiative.

TORNADO ALERT PROCEDURES

The following procedures should be taken in the classrooms following a tornado alert from the main office:

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

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

CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
 - (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - (b) Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - (c) Shall not unreasonably deny a student access to diverse points of view.
 - (d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - (f) Shall not intentionally violate or deny a student's legal rights.
 - (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - (h) Shall not exploit a relationship with a student for personal gain or advantage.
 - (i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purpose or is required by law.
- (4) Obligation to the public requires that the individual:
 - (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - (b) Shall not intentionally distort or misrepresent facts concerning and educational matter in direct or indirect public expression.
 - (c) Shall not use institutional privileges for personal gain or advantage.
 - (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - (e) Shall offer no gratuity, gift, or favor to obtain special advantages.
- (5) Obligation to profession of education requires that the individual:
 - (a) Shall maintain honesty in all professional dealings.
 - (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - (c) Shall not interfere with colleague's exercise of political or civil rights and responsibilities.
 - (d) Shall not engage in harassment or discriminatory conduct which unreasonable interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - (e) Shall not make malicious or intentionally false statements about colleague.
 - (f) Shall not use coercive means or promise special treatment to influence professional judgment of colleagues.
 - (g) Shall not misrepresent one's own professional qualifications.
 - (h) Shall not submit fraudulent information on any document in connection with professional activities.

- (i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.
- (j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.
- (k) Shall provide upon the request of the certificated individual, a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- (l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct of the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.
- (m) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules.
- (n) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules.
- (o) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.
- (p) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

COMPETENT PROFESSIONAL PERFORMANCE STANDARDS

These standards are the minimal standards of the education profession in Florida and are the basis for reviewing the performance of professional educators. The standards shall apply to those teachers and those who supervise and provide administrative services to those who teach.

Administrative and Supervisory Requirements

Competent educators must possess the abilities and skills necessary to perform the designated task. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following administrative and supervisory requirements:

- (1) Keep records in accordance with responsibilities designated by law and with accepted practices of the school district.
- (2) Supervise and evaluate other in accordance with law and accepted practices of school district.
- (3) Recognize the role and function of community agencies and groups as they relate to the school.
- (4) Utilize available instructional materials and equipment necessary to accomplish the designated task.
- (5) Adhere to and enforce administrative policies of the school, district rules and State Board rules, in accordance with Florida Statutes.
- (6) Adopt or develop a system for keeping records of student progress.
- (7) Counsel with students both individually and collectively concerning their educational needs.

Analysis of Individual Needs and Individual Potential

The competent educator shall use or ensure the use of acceptable techniques to analyze the needs and potential of individuals. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques to analyze the needs and potential of individuals:

- (1) Diagnose the entry level and skills of students, using diagnostic tests, observations, and student records.
- (2) Select, adapt or develop, and sequence instructional materials and activities for the designated set of instructional objectives and students needs.
- (3) Create interest through the use of materials and techniques appropriate to the varying abilities and backgrounds of students.
- (4) Use in individual student interests and abilities when planning and implementing instruction.
- (5) Make assignment of tasks and duties consistent with individual abilities and specialties.
- (6) Recognize the instructional needs of exceptional students.
- (7) Recognize patterns of physical and social development in students.

Instructional Procedures

Each competent educator shall ensure or promote accomplishment of the designated task through selection and use of appropriate instructional procedures. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following instructional procedures:

- (1) Establish rapport with students by using appropriate verbal and visual motivational devices.
- (2) Use procedures appropriate to accomplish the designated task to include but not be limited to:
 - (a) Identifying long-range goals for a given subject area.
 - (b) Constructing and sequencing related short-range objectives for a given subject area.
- (3) Practice instructional and social skills, which assist students to interact constructively with their peers by encouraging expressions of ideas, opinions, and feelings.
- (4) Give directions for carrying out an instructional activity by assuring that the task is understood and using feedback techniques, which are relevant to the designated task.
- (5) Utilize information and materials that are relevant to the designated task.

Communication Skills

In communicating with students and educators, each educator, commensurate with job requirements and delegated authority, shall demonstrate competence with the following communication skills:

- (1) Use language and terminology relevant to the designated task.
- (2) Use language that reflects and understanding of the ability of the individual or group.
- (3) Orally communicate information coherently and logically.
- (4) Write in a logical and understandable style with appropriate grammar, spelling, and sentence structure.
- (5) Comprehend and interpret oral messages.
- (6) Extract major ideas or themes from the statements of others.
- (7) Encourage individuals to state their ideas clearly.

Management Techniques

The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following management techniques:

- (1) Resolve discipline problems in compliance with the policies of the school, rules of the district school board, and the State Board, and Florida Statutes.
- (2) Maintain consistency in the application of policy and practice by:
 - (a) Establishing routines and procedures for the use of materials and the physical movement of students.
 - (b) Formulating appropriate standards for students' behavior.
 - (c) Identifying inappropriate behavior and employing appropriate techniques for correction.
- (3) Maintain standards of conduct required in Rule 6B-5.007(2),FAC.
- (4) Use management techniques appropriate to the particular setting.

COMPETENCE IN SPECIALIZATION

Each competent educator shall possess knowledge within the area of specialization to a degree consistent with educator's professional preparation. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in specialization by:

- (1) Demonstrating an awareness of current developments in the field of specialization.
- (2) Demonstrating an ability to read, comprehend, interpret, and use professional material.

EVALUATION OF LEARNING AND GOAL ACHIEVEMENT

Each competent educator accepts responsibility commensurate with delegated authority to evaluate learning and goal achievement. The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following techniques used to evaluate learning and goal achievement:

- (1) Use several types of evaluative techniques, including but not limited to classroom tests constructed by the educator to measure student performance according to criteria base upon objectives.
- (2) Provide frequent and timely responses concerning the work attempted and tasks assigned.
- (3) Analyze and interpret effectively the results of evaluation for judging instruction, the achievement of stated goals, or the need for further diagnosis.
- (4) Utilize the results of evaluation for planning, counseling, and program modification.
- (5) Explain methods and procedures of evaluation to those concerned.
- (6) Possess the ability to comprehend and work with fundamental mathematical concepts.

HUMAN AND INTERPERSONAL RELATIONSHIPS

The educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following human and interpersonal relations skills:

- (1) Assist students in developing their values, attitudes, and beliefs.
- (2) Encourage and support behavior which reflects a feeling for the dignity and worth of other people.
- (3) Demonstrate instructional and social skills that assist others to interact constructively.
- (4) Provide leadership and direction for others by appropriate example.
- (5) Offer constructive criticism when necessary.
- (6) Comply with reasonable requests and orders given by and with proper authority.
- (7) Assign reasonable tasks commensurate with objectives and designated responsibility.
- (8) Demonstrate self-confidence and self-sufficiency in exercising authority.
- (9) Apply instructional and social skills in developing positive self-concepts.

PERSONAL REQUIREMENTS

In assessing the mental or physical health of educators, no decision adverse to the educator shall be made except on the advice or testimony of persons competent to make such judgment by reason of training, licensure and experience. Each educator, commensurate with job requirements and delegated authority, shall demonstrate competence in the following personal requirements:

- (1) Engage in physical activity appropriate to the designated task except for temporary disability.
- (2) Communicate effectively to accomplish the designated task.
- (3) Exhibit appropriate control emotions.
- (4) Perform designated tasks with sufficient intellectual ability.

EMPLOYEE ASSISTANCE 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 Employee Assistance Program is intended to help employees and their families who are suffering from such persistent problems as may tend to jeopardize an employee's health and continued employment. The problems may include alcoholism, drug abuse, emotional or other concerns, such as health, family, financial, legal, or vocational difficulties. Miami-Dade County Public Schools recognize behavioral disorders and mental health problems as illnesses that can be successfully treated. Employees who need help in those areas of concern will be given the same considerations as those employees with other illnesses. The program goal is to help individuals who develop such problems by

providing for consultation, and 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.

The Employee Assistance Program's objectives are:

- A. To provide employees with the humanitarian viewpoint of behavioral/medical disorders and to encourage an enlightened attitude toward these health problems.
- B. To help those individuals who develop behavioral/medical problems by providing for consultation and referral to treatment and rehabilitation to prevent their condition from progressing to a degree at which they cannot work effectively.
- C. To provide supervisors with policy and procedural guidelines for the management of behavioral/medical problems affecting job performance.
- D. To direct managers and supervisors toward prompt corrective action where deterioration in an individual's work performance is apparently related to behavioral/medical disorders.
- E. To identify, develop and implement the Wellness Program to promote physical and mental health for Miami-Dade County Public Schools' employees.

The Employee Assistance Program offers consultation to supervisors and employees through ongoing training programs and instructional materials, provides diagnostic evaluation services for treatment and implements the Wellness Program to insure ongoing strides to prevent employees' behavioral/medical health problems.

Appropriate measures will be taken to insure the confidentiality of records for any person admitted to the program, according to established personnel guidelines and federal regulation.

Instructional Performance Evaluation and Growth System (I. P.E.G.S.)

What is I.P.E.G.S.?

On June 14, 2006 the Miami-Dade County School Board approved the Instructional Performance evaluation and Growth System (IPEGS). This system will utilize multiple data sources, focusing on student progress. M-DCPS needed another evaluation system, to better comply with Florida Statute 1012.34 (3)-assessment procedures for instructional personnel and school administrators should be primarily based on student achievement and include multiple data sources.

Why was IPEGS developed to replace PACES?

Florida State Board Rule 6B-4.010 requires that all instructional Personnel assessment Systems include three rating levels. IPEGS exceeds the state requirement of three levels, to include a level between satisfactory and unsatisfactory. The four level performance assessment rubric for the performance standards for instructional personnel are exemplary, proficient, developing/needs improvement and unsatisfactory.

Is IPEGS supported by UTD?

The Joint Committee on Standards for Educational Evaluation comprised of M-DCPS and UTD personnel met throughout the year to discuss concerns regarding the IPEG pilot, monitoring and analyzing pertinent data, and issuance of recommendations for modifications and/or amendments, using a collaborative decision-making process.

Are the 97-Calendar Day Initial Probation and the 90-Calendar Day Performance Probation a result of IPEGS?

No. In 1997, the Florida Legislature changed the laws that affect the amount of time that Annual and Professional Service Contract teachers have for remediation of performance deficiencies. The 97-Day Calendar Initial Probation applies only to a new employee's first 97 calendar days of employment. The new laws do not address Continuing Contract teachers.

IPEGS OBSERVATION

The minimum number of required formal observations varies by contract status; i.e annual contract (AC), professional service contract (PSC) or continuing contract (CC). AC employees are new to the district and do not have a valid regular educator's certificate. Annual contract employees will have a minimum of two formal observations a year. PSC employees will have successfully completed three years of probationary service and hold a valid regular educator's certificate, as employees who earned CC on or before July 1, 1984. Professional service and continuing contract personnel will have at least one formal observation a year. An observation lasts a minimum of 20 minutes.

Learning/Program Progress Goal Setting

- Instructional personnel document learner/program benchmarks established at the beginning of the year, set forth strategies to build on strengths, address weaknesses, assess progress at mid-year, and document gains at the end of the year. This approach reflects a contemporary researched-based instructional strategy that can yield impressive results in student learning. The process incorporates professional development as a component of the goal setting, thereby alleviating the need for a separate individual's professional plan.

Who performs the observations for the purpose of evaluation?

Only the school Principal or a Designated Administrator may conduct observations for the purpose of evaluation. Only the Principal completes the annual evaluation form.

TEACHER EDUCATION CENTER

Throughout the school year, the Teacher Education Center (TEC) offers a variety of courses, which can be applied toward certification in additional fields, re-certification in your current field, or simply a desire on your part to learn more about a particular subject matter. The announcement of the course offerings arrives via school mail at the beginning of each month. It will be posted on the bulletin board in the mailroom and in the teachers' lounge.

VENDING MACHINES/COLLECTION MONEY

Hall passes will not be honored by the Activities Director during class time for students to use vending machines, to make payments or to handle other personal obligations. Such business must be handled during lunch time only.

Work experience students will be allowed to make payments or handle other obligations (with the proper work experience identification) before leaving school.

APPENDICES

Instruction—Elementary and Secondary**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 a knowledge of and encourage respect for the important symbols of our nation.

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

- I. Teachers will direct their instructional efforts toward understanding patriotism and appreciation of freedom in our country.
- II. The essentials of the United States Constitution and flag education, including proper flag display and flag salute will be taught in all schools.
- III. 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 A one nation@ when reciting the pledge of allegiance to the flag.

- IV. The pledge of allegiance will be rendered by standing with the right hand over the heart.
- V. 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.

Civil Rights and Diversity Compliance Discrimination/Harassment

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, ADHERES TO A POLICY OF
NONDISCRIMINATION IN THE EDUCATIONAL AND WORK ENVIRONMENTS.

DISCRIMINATION/HARASSMENT

It is the policy of the School Board, that all students and employees be treated with respect. The School Board strives affirmatively to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, the School Board establishes its intent to provide equal access, opportunity, and treatment to students in the provision of educational programs and activities and to applicants and employees in all aspects of the employment process. Slurs, innuendos, hostile treatment, violence, or other verbal or physical conduct against a student or employee reflecting his/her race, ethnic origin, gender, or any other of the categories described below, will **NOT** be tolerated by the School Board.

The School Board Policy covers the following protected categories:

- Gender ➤ Marital Status
- Race ➤ Religion
- Color ➤ Sexual Orientation
- Age ➤ Political Beliefs
- Disability ➤ Pregnancy
- Social and Family Background
- Linguistic Preference
- Ethnic or National Origin

**RETALIATION AGAINST A STUDENT
OR EMPLOYEE WHO FILES A
COMPLAINT IS PROHIBITED BY LAW.**

Sexual Harassment will NOT be tolerated.

Sexual Harassment includes:

- Unwelcome sexual advances;
- Requests for sexual favors; and
- Other verbal or physical conduct of a sexual nature

When:

- Submission to such conduct is made - either explicitly or implicitly - a term or condition of employment or participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

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:

Susan P. Rothstein, Administrative Director
Civil Rights and Diversity Compliance
1500 Biscayne Boulevard, Suite 234
Miami, Florida 33132
Telephone: 305.995.1580 – TDD 305.995.2400

crdc@dadeschools.net

Miami Carol City Senior High School Maintenance Request Form 2016-2017

- Instructions: I. Please complete all items in part I
- II. Please return completed request form to Ms. Morgan-Rose' mailbox.

(Completed by person requesting Service)

Part I: Name: _____

Room/Location: _____ Date: _____

- | | | |
|---|--|---|
| ☐ Light is Out | ☐ Door is Jamming | ☐ Door Squeaks |
| ☐ Door Lock Jammed | ☐ Water Leak | ☐ Pencil Sharpener |
| ☐ Flag Holder | ☐ Floor Damage | ☐ Other |

Additional Description(s): _____

(Completed by School Administrator)

Part II: ☐ Request Approved and Submitted to Zone Mechanic

☐ Request Rerouted

Additional Comments: _____

Date Administrator

(Completed by Zone Mechanic and returned to Ms. Rodriguez)

Part III: ☐ Request Completed

☐ Request Not Completed

Date Zone Mechanic

**Miami Carol City Senior High School
Copy Request**

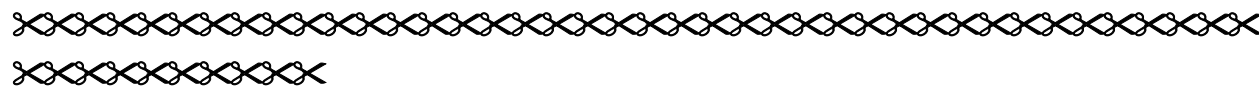
Name: _____ Date: _____

of originals: _____ Book Pages: _____

Specific Instructions

_____ As Attached	_____ Stapled
_____ Front ONLY	_____ Back to Back
_____ 2 Sided original	_____ Reduce to single sided copy

Other: _____



**Miami Carol City Senior High School
Copy Request**

Name: _____ Date: _____

of originals: _____ Book Pages: _____

Specific Instructions

_____ As Attached	_____ Stapled
_____ Front ONLY	_____ Back to Back
_____ 2 Sided original	_____ Reduce to single sided copy

Other: _____

“Do’s for Teachers in Parent Conferences”

Responsibilities for success: Do remember that the success or failure of the conference depends on the skills of the teacher.

Background: Do become familiar with all the available information regarding the child and parent. Review conference materials before beginning the conference.

Greeting: Do give a friendly and relaxed greeting. Remember that the parent is more ill at ease than the teacher.

Purpose: Do let the parent know what you wish to accomplish with the conference.

Use of conference materials: Do discuss the conference material and ask the parents for input.

Working relationship: Do establish a working relationship with the parent. Cultivate a relationship of equality. Respect the contribution of the parents. Point the need for cooperation if the child’s best interests are to be served.

Professional attitude: Do be professional! All conferences are confidential.

Emotional attitude: Do remember that parents are subjective and emotional about their children.

Appreciation: Do begin the conference with by indicating an appreciation of the good qualities of the student and the cooperation of the parent.

Individuality: Do show that the student is seen as an individual, not merely as a group member of the class.

Honesty: Do be honest in matter of fact, but be diplomatic.

“Don’ts for Teacher in Parent Conferences “

Behind the desk: Don’t sit behind the desk with the parent in front. This indicates authority, not the partnership that is desired.

Interruptions: Don’t have interruptions during conferences if they can be avoided.

Technical language: Don’t use technical language or talk down to a parent.

Out-talking the parent: Don’t try to out-talk the parent. Particular attention must be exercised when any disagreement arises.

Arguments: Don’t get into arguments

Blame: Don’t try to blame anyone (parents, teachers, other students) for the student’s problems.

Professional inquiries: Don’t make any inquiries regarding personal family matters.

How many problems: Don’t try to consider too many problems.

Other children: Don’t name or discuss other students with the parent, especially those in the classroom or any child that the parent might know.

Other services: Don’t suggest to the parent that they seek other professional services.

CHECKLIST FOR PARENT-TEACHER CONFERENCE

- ☐ **Make careful preparations**
- ☐ **Insure privacy**
- ☐ **Have an informal setting**
- ☐ **Set a time limit**
- ☐ **Establish a rapport**
- ☐ **Begin on a positive note**
- ☐ **Encourage parents to talk**
- ☐ **Listen attentively**
- ☐ **Develop an attitude of mutual cooperation**
- ☐ **Delay making numerous definite suggestions yourself**
- ☐ **Encourage suggestions from parents**
- ☐ **Use parents' practical suggestions for action program**
- ☐ **Summarize points covered**
- ☐ **Make plans for progress together**
- ☐ **End on a note of continuing cooperation**
- ☐ **Make notes after parents leave**
- ☐ **Be informed about school purposes, methods, and achievements**

A TEACHING AND LEARNING CLASSROOM...WHAT DOES IT LOOK LIKE?

1. CLASSROOM

- Clean and orderly
- Student work is displayed
- Subject/seasonal decorations on bulletin board
- Boards clean for writing
- Objectives written on the board
- Evacuation route posted
- Mission Statement posted
- Subject specific posters/ charts displayed

2. ELECTRONIC GRADEBOOK

- Neat and organized
- Scale on the cover page
- Legend for codes and symbols
- Two or more grades per week
- Columns showing month and dates
- Specific annotations for grades
- Parent/phone log
- Teacher's web page

3. PLANNING PORTFOLIO

- School Performance and Excellence Plan
- C.B.C.'s for subject areas
- Sunshine state standards
- Project Excellence Program Review
- Lesson plans
 1. Objectives
 2. Assessment
 3. Activities
 4. Home learning
 5. Evidence of long term planning
 6. Evidence of higher order thinking

4. STUDENT FOLDERS

- Short answer and essays
- Tests and quizzes
- FCAT Practice
- Current work
- Variety of assessment
- Chronological order

5. OTHER IMPORTANT ITEMS

- Class rules
- Dictionaries
- Reading materials
- School activities
- School colors/mascot

CRISS STRATEGIES

- CLUSTERING, MAPPING OR WEBBING
- K-W-L
- VENN DIAGRAM (FOR COMPARISON AND CONTRAST)
- THINK-PAIR-SHARE
- RAFT (R-role A-audience F-format T-topic)
- QAR- Question-Answer-Relationships
- SELECTIVE UNDERLINING AND HIGHLIGHTING
- USE OF HIGHER ORDER QUESTIONS
- PRE-READING ACTIVITIES
- ONE SENTENCE SUMMARIES
- TWO –COLUMN NOTES

* These are some of the CRISS strategies that may be incorporated into your lesson plans.