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Miami – Dade County Public Schools

Vision Statement

We are committed to providing educational excellence for all.

Mission Statement

We provide the highest quality education so that all of our students are empowered to lead productive and fulfilling lives as lifelong learners and responsible citizens.

Miami Edison Middle School

Vision Statement

The vision of Miami Edison Middle School is to provide instruction that focuses on literacy, structured thinking skills, and technologically enriched learning experiences.

Mission Statement

The mission of Miami Edison Middle School and its community is to provide a safe and nurturing learning environment that provides quality educational experiences for all students. We utilize a variety of assessment and program evaluation data to design effective strategies and activities that assist our students in improving their mastery of reading, writing, mathematics, science, and academic excellence in all disciplines. The faculty and staff of Miami Edison Middle School is seeking to establish a culture wherein staff and parents work together to support, nurture, and acknowledge our children in their accomplishments. We accept these responsibilities and are confident that these strategies will assist us in helping our students achieve higher levels of academic performance.

Community Pledge

We the community of Miami Edison Middle School pledge: to always keep an open mind, to acknowledge each others ideas, to work collaboratively, and to communicate effectively. The community will work as a team to establish an environment built on respect that will ultimately lead to a safe and secure learning environment for our students

ABSENCE OF STAFF

Please be reminded that as stated in your contract, page 49, (Notification in the Event of Teacher Absences), when you are going to be absent you are to notify Ms. Allen between 5:30 a.m. and 6:30 a.m. of that day, or between 6:30 p.m. until 9:30 p.m., on the previous day at (954) 456-0782 or (954) 918-4941. Additionally, a staff absence messaging system has been established, you may report your absence on this system by calling (305) 756-2131. If it is a scheduled appointment that requires you to leave early or arrive late, a *Request for Absence or Early Leave* form (see appendix) must be completed and submitted 24 hours prior to the date you are requesting. Any half day requests must receive administrative approval. No approvals will be given unless 24 hours are given to administration to make necessary arrangements to cover your class and extended day program. Additionally, when you are absent, you must call Ms. Allen no later than 1:00 p.m., to let her know if you are returning to work the following day. If contact is not initiated by absent employee by 1:00 p.m., the substitute will be retained for the next day.

In addition, a leave card is to be filled out upon your return from an absence. Illnesses, personal leave, or workshops all necessitate a leave card being filed with the Payroll Department. Please see Ms. Berryhill to sign a leave card on the date of your return. Cards not completed and signed prior to payroll dates will be submitted as unauthorized leave without pay.

The day before a workshop provide Ms. Allen with a temporary duty form signed by your designated administrator.

An employee shall be deemed to have taken an unauthorized leave-without pay whenever he/she is absent and has not given prior notice to the appropriate administrator or designee that accrued sick or personal leave is to be used or other leave has been appropriately applied for and approved. Any member of the unit who is willfully absent from duty without leave shall forfeit compensation for the time of such absence and be subject to disciplinary action.

An unauthorized absence for three consecutive working days shall be evidence of abandonment of position. Unauthorized absences totaling 10 or more workdays during the previous 12-month period shall be evidence of excessive absenteeism. Either of the foregoing may result in disciplinary actions, including termination. Such action shall not be taken in an arbitrary or capricious manner. An employee recommended for termination for abandonment of position shall have the right to request a review of the facts concerning the unauthorized leave by the Chief Personnel Officer for Human Resources or designee. Such right shall exist for a period of 10 working days after notification of termination. The employee shall have the right to representation in the review of the facts concerning the unauthorized leave.

When an employee will be absent from work due to illness or injury or due to personal reasons, he/she shall notify Ms. Allen and supervising administrator or designee one hour before the start of his/her scheduled workday. Where an absent employee does not notify his/her supervising administrator, as stipulated herein, and where there are not extenuating circumstances, as determined by the supervising administrator, such employee will have the option to use personal leave or leave without pay. However, such determination by the supervising administrator shall not be made arbitrarily.

SIGN IN/SIGN OUT

All full-time employees must indicate their attendance by personally initialing the payroll sheet when arriving at work, and at the end of the work day. Part-time (hourly) employees must sign in by indicating the actual start time and sign out by indicating end time. **Simultaneous signing in and out is prohibited.**

LEAVING THE BUILDING

Staff members are permitted to leave the campus during their designated lunch period without administrative approval; however, they must sign in and out in the office. Persons who find it necessary to leave the campus at any other time during the work day, must have approval from the principal and must also sign in and out in the office. Planning time is time designated for that

specific purpose only. Teachers will not be authorized to leave early on designated early release days.

Chapter 231.44, Florida Statute governs all employees:

Any district school board employee who is willfully absent from duty without leave shall forfeit compensation for the time of such absence, and his employment shall be subject to termination by the School Board.

Specific procedures of this law can be found in labor contracts and School Board Rules. Principals and work location supervisors are required to report absences properly and consistently on leave and payroll records. Documented communications will be held with employees whose attendance is irregular. Excessive absences can have a detrimental impact upon program continuity and student achievement.

ABANDONMENT OF POSITION

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

SICK LEAVE

Each full-time employee is entitled to accumulate one day of sick leave per month of employment. Such sick leave is to be accrued in the following manner:

Four days of sick leave will be provided to each employee as of the first day of employment of each fiscal year, and thereafter each person shall accrue one day of sick leave for each month of employment creditable to the member at the end of the month.

PERSONAL LEAVE

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

ACCIDENT REPORTS (STAFF)

Any staff member who is injured while on the job is required to report the incident to Ms. Allen (main office) immediately. The injured staff member must also fill out an accident report. A copy should be provided to the employee's respective administrator.

ACCIDENT REPORTS (STUDENTS)

Staff members are reminded that it is our responsibility to provide a safe and secure learning environment for our students (whether you are the assigned teacher or not). Therefore, you are directed to review the procedures listed below and adhere to them accordingly when reporting student accidents during the 2008-2009 school year.

- ❖ In the event of a student injury (minor, serious and/or extensive), the teacher to whom the student is assigned or the staff member present at the time of injury *will complete an accident form (see appendix) for accidents whether the accident is deemed minor or extensive and whether the student has school insurance or not. This form is completed by the teacher who was in charge, witnessed the accident, or was notified by the student, as soon as possible after the accident occurs.* The student will be directed to the school nurse for treatment if applicable.
- ❖ If the injury is extensive, the teacher to whom the student is assigned or the staff member present at the time of injury will notify the administration by the most expedient and practical method possible. Please ensure that you provide the student's name and grade and the extent of the injury. Immediately after the injury is taken care of, the employee must complete an accident report.

ACTIVITIES

All activities must be approved by the Activities Director, the Assistant Principal for Activities, and the Principal. An Activity Request Form (see appendix) must be submitted to the Activities Director for **all** activities – fieldtrips, guest speakers, team activities, and “in school fieldtrips” such as rehearsals. Parents and respective teachers must be notified when a staff member requests that students be released from a class or classes to participate in an “in school activity”. Teachers must complete an Activity Form and Student Fieldtrip Permission Form for “in school fieldtrips” such as rehearsals and guest speakers.

ADMINISTRATIVE DUTIES

Principal: Richelle Lumpkin

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

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

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

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

Assistant Principals: Roger Miret & Tanya S. Daly-Barnes

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

AIDS INFORMATION

The School Board of Miami-Dade County has adopted certain policies and procedures regarding the confidentiality of students with HIV/AIDS. The district has also developed an AIDS education program for students in grades K-12 which is required instruction for all students. For additional information regarding AIDS, see AIDS information in the Miami-Dade County Public Schools Electronic Handbook or contact the Division of Life Skills and Special Projects at 305-995-1912.

AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

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

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

The Americans with Disabilities Act (ADA) of 1990 prohibits employment discrimination against “**qualified individuals with disabilities.**” A **disabled** individual, under the ADA, is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment. “Major life activities” include such things as caring for one, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. Other examples of major life activities include sitting, standing, lifting, and mental and emotional processes, such as thinking, concentrating, and interacting with

others. The law requires employers to make “reasonable accommodations” to the physical or mental limitations, known about by the employer, of a qualified individual with a disability unless doing so would impose an undue hardship on the institution or business. Additionally, under certain circumstances, applicants for jobs may also require reasonable accommodation in the application process. The District Consultative Committee (DCC) has been designated the responsibility of determining an individual’s eligibility under the ADA and reviewing requests for accommodation from employees and job applicants.

ANNOUNCEMENTS

Announcements will be made during homeroom over the closed circuit and at the end of the school day over the public address system. Any staff member wishing to have an announcement made should fill out a Request for Announcement Form (see appendix) and have it approved by an administrator. Teachers are expected to require students to be attentive to announcements that are made via closed circuit and public address system.

ASSEMBLY PROGRAMS

All assembly programs presented during the school day will pertain to related classroom activities. The activities director will announce assembly programs at least one week in advance so that teachers can prepare his/her classes for attendance. Teachers must accompany students to the assembly program and remain with them. Faculty members should not assume responsibility for more than a single class at a time unless approved by the administration.

ASSIGNMENT--MEMBERS OF SAME FAMILY

Administrative supervisors may not employ or directly supervise relatives at the same work location. The administrative supervisor of any District entity or office shall disclose to the Superintendent of Schools or his/her designee any relative for whom the supervisor is responsible as to employment decisions, payroll authorization or job performance evaluations. All employees shall disclose to the Superintendent of Schools or his/her designee, the names of all relatives working at the same work location. Failure to immediately so advise shall be grounds for disciplinary action, up to and including dismissal. School Board personnel may not directly or indirectly recommend independent contracts between the School Board and any relative. Work location is defined to include payroll cost center or any administrative unit under the direct supervision of a permanent employee of the school system. "Relative" with respect to an administrative supervisor means an individual who is related to the supervisor as father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, half-sister, grandfather, grandmother, grandchild or any person who resides in the same residence as the supervisor. In the event of substantiated charges of favoritism or disruptive repercussions at a work site, based on family relationship, the appropriate area, bureau or district office will be responsible for effective resolution of the issue.

ATHLETICS

Any student interested participating in interscholastic sports must purchase school insurance prior to participation at any level. Additional information on the school's athletic programs may be obtained from the Athletic Director.

A student is eligible to participate in interscholastic sports if he/she:

- ❖ Undergoes a physical evaluation no earlier than April 1
- ❖ Presents an original birth certificate
- ❖ Adheres to the principles of good sportsmanship and the ethics of competition at all times

Students may be declared ineligible by the principal or club sponsor due to:

- ❖ Lack of attendance
- ❖ Lack of required grade point average requirements
- ❖ Improper conduct or other valid reasons

ATTENDANCE

Your attendance record is considered a legal document; therefore, it is imperative that it is maintained in a current and accurate manner. Daily student attendance is to be recorded in the homeroom electronic grade book daily (no later than 9 am) and for each subsequent class period in the electronic grade book. Please note that absences **will be coded unexcused first and will only be excused via a note.** Student attendance procedures will be reviewed as part of the district's FTE review conducted by the Division of Attendance and Support Services.

Students granted an excused absence have the right to make up all course work within three (3) school days upon the return to school. After successful completion of all make up assignments, the student cannot be penalized for that absence. School Board Rule 6Gx13-5A-1.041, (Student Attendance—Specific Responsibilities) Any absence, which is unexplained by a written note, will be unexcused. **Any unexcused absence will result in a failing grade issued for any work missed on the day(s) in question.** Ten (10) or more unexcused absence during a school year may result in the **withholding of a passing grade or grade retention.**

It is recommended that upon a student's third absence from your class (especially if consecutive), parent contact be made. As a matter of accountability, you are required to keep records of any and all parent contacts or attempted contacts. It is extremely important that parents be kept abreast of students' attendance, behavior and educational progress.

Our concerted efforts must be given to ensuring accurate attendance records are maintained. A child's absence from your class must be substantiated. Daily attendance and tardies must be accurately recorded in your electronic grade book.

School Board Rule 6Gx13-5A-1.04 defines excused absences eligible for make-up work as:

- Students Illness- Students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. The written statement must include all days the student has been absent from school.

If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a physician in order to receive excused absences from school.

- Medical Appointment- If a student is absent from school due to a medical appointment a written statement from a medical provider indicating the date and time of the appointment must be submitted to the appropriate personnel.
- Death in Family
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed
- School sponsored event or activity previously approved
- Other individual student absence beyond the control of the parent or student, as determined and approved by the principal or the principal designee.

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits required documentation as specified above. Failure to provide required documentation within three (3) school days upon the return to school will result in an unexcused absence.

INDOOR SUSPENSION: An assignment to SCSi is an EXCUSED absence from class; therefore, assignments missed may be made up. Teachers must provide makeup work, however it is the student's responsibility to ask for the work and to turn it in on the date required by the teacher.

OUTDOOR SUSPENSION: Outdoor suspension is an EXCUSED absence. Students assigned to outdoor suspension **may make up work** missed provided it is completed in a timely manner. Teachers must provide makeup work, however it is the responsibility of the student to ask for the work and then turn it in on the date required by the teacher.

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

** A list of all students with ID # MUST be submitted to the Attendance Office the day before the scheduled trip.

ATTENDANCE POLICY (ATTENDANCE REVIEW COMMITTEE)

The Attendance Review Committee 6Gx12-5A-1.041 is comprised of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:

1. Provide early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester or ten (10) unexcused absences in an annual course.
2. Convene a minimum of six (6) designated times per year.

3. Give consideration to all extenuating circumstances surrounding student absences. The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following:

Issuing of quarterly, semester or final grades

Temporary withholding of quarterly, semester or final grades

The following are among possible options:

Make up assignments

Attendance probation for the following grading period(s)

Completion of a school service project

Permanent withholding of quarterly, semester or final grades and credit

The student is to be informed of his/her right of final appeal to the regional superintendent or designee.

4. Review attendance history for student exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

BACK TO SCHOOL NIGHT/EVENING PARENT CONFERENCES

The presence of every teacher is required for each scheduled Back to School Night/Evening Parent Conferences activity each year. These special evening programs encourage parents to visit his/her child's school. Miami Edison Middle School will host our annual Back to School/Open House on September 17, 2008.

BELL SCHEDULE 2008-2009

DAILY

7:45	FIRST BELL
7:50 - 8:40	LITERACY BLOCK
8:40 - 8:45	PASSING
8:45 - 8:55	HOMEROOM
8:55 - 9:00	PASSING
9:00 - 10:40	BLOCK I

10:45 - 12:55	BLOCK II & LUNCH
11:20 - 11:50	LUNCH SHIFT 1
12:00 - 12:30	LUNCH SHIFT 2
12:55 -1:00	PASSING
1:00 - 2:40	BLOCK III

BILINGUAL/ESOL ESE PROGRAM GENERAL GUIDELINES FOR COMPLIANCE

The following is a list of the documentation that will be reviewed by Bilingual/ESOL ESE Program staff when conducting monitoring and therefore must be adhered to:

1. A Home Language Survey that was administered to the parents upon initial enrollment documented with the student's home language.
2. An Oral Language Proficiency Scale (OLPS), Oral Language Proficiency Scale Revised (OLPS-R), Modified-Oral Language Proficiency Scale-Revised (M-OLPS-R) Relative Language Dominance Revised (RLDC-R) or Relative Language Dominance Assessment B, C or D reflecting an ESOL Level V score for exceptional students who were identified as not being LEP when first enrolled in Miami-Dade County Public Schools.
3. Section V of the Individual Educational Plan (IEP) must be documented for ESOL Levels 1-4 students with the current assessment date, ESOL level, ESOL entry information, the location of ESOL and content area instruction, and any other IEP section as it relates to ESOL.
4. A current OLPS, OLPS-R, M-OLPS-R, or RLDA-B, C or D reflecting an ESOL Level V for students who were exited from the ESOL Program within two years.
5. Instructional goals and benchmarks (insert) reflecting ESOL for LEP exceptional students (ESOL Levels 1-4)
6. An OLPS, OLPS-R, M-OLPS-R, RLDC-R or RLDA –B, C or D reflecting an ESOL Level V for students who were exited form the ESOL Program within two years.
7. Post Program Review documented on the IEP or Individual LEP Student Plan for students who were exited from the ESOL Program within two Years. **Language Arts teachers** will sign the LEP folder on designated dates indicating academic progress of exited ESOL students.
8. ESOL Level V Test and Post Program Review completed with the four dates for students who were exited for more than two years.
9. Lesson plans which reflect the use of ESOL strategies.
10. A grade book indicating the ESOL students in the class

BULLETIN BOARDS

The teacher and his/her students are responsible for maintaining the bulletin boards in their classroom and in the hallway. The students' work is to be displayed in a neat and attractive manner. Please use backing on all bulletin boards.

CAFETERIA PROCEDURES

To increase our effectiveness in improving student behavior, it is important that teachers abide by the following procedures:

Students: (Please review with your class)

- ❖ Students are to be escorted by their **teacher** quietly into the cafeteria.
- ❖ All students will proceed to the serving line together using the main aisles.
- ❖ Students should wait patiently and orderly in the serving line until they are attended. Keep hands and feet to themselves, stay in line, and speak softly.
- ❖ Once students are served, they will walk quietly to their assigned area and sit down immediately.
- ❖ Once students have been seated, they are not allowed to leave their seats for any reason. Students should be reminded to purchase all items while in the serving line.
- ❖ After trays have been discarded, students will stay in their seats and speak softly until the teacher picks them up from their tables.
- ❖ Students will exit the cafeteria in an orderly fashion using the exit doors.

Teachers:

- ❖ Please allow your students to use the restroom before or after lunch. During lunchtime, students should not use the restroom unless it is an extreme emergency
- ❖ Please be on time to the cafeteria and pick your students up on time.
- ❖ Please escort your class inside the cafeteria. **Please do not drop your class off at the cafeteria door.**

Violations, such as fighting, “play fighting”, or any other unauthorized games which may result in danger and or injury to staff or students, throwing food, paper objects, disobeying school personnel’s directions, and excessive loud noises will result in severe disciplinary action. Unauthorized students found in the halls during lunch will receive an automatic detention.

CALENDAR (MASTER)

All activities you wish to add on to the master calendar must be approved by the principal using the appropriate form. The forms must then be forwarded to the activities director for an available date. Please make sure to get all activities approved and added to the calendar by the 20th of every month prior to when the activity should take place so that it can be added and distributed to the staff.

CALENDAR– 2008-2009

August 14, 15, 2008	Teacher planning days; no students in school
August 18	Begin first semester
September 1	Labor Day; holiday for students and employees
September 18	Secondary early release day

September 30*+#	Teacher planning day; no students in school
October 7	Early Dismissal – Elementary Schools and K-8 Centers Afternoon Parent-Teacher Conferences
October 9	Teacher planning day; no students in school
October 14	Early Dismissal – Middle Schools Afternoon Parent-Teacher Conferences
October 21	Early Dismissal – Senior High Schools Afternoon Parent-Teacher Conferences
October 23	End first grading period; first semester
October 24*+#	Teacher planning day; no students in school
October 27	Begin second grading period; first semester
November 4 ¹	Teacher planning day; Professional Development Day-not available to opt; no students in school
November 11	Observation of Veterans’ Day; holiday for students and employees
November 18	Evening Parent-Teacher Conferences – Elementary Schools and K-8 Centers (Tentative)
November 20	Secondary early release day
November 27, 28	Thanksgiving; Board-approved holiday for students and employees
December 2	Evening Parent-Teacher Conferences – Middle Schools (Tentative)
December 9	Evening Parent-Teacher Conferences – Senior High Schools (Tentative)
December 22 -	Winter recess for students and 10-month employees; December 24, 25, 31, 2008, and January 1, 2009, January 2, 2009, Board-approved holidays for 12-month employees
January 13	Early Dismissal – Elementary Schools and K-8 Centers Afternoon Parent-Teacher Conferences
January 15	End first semester and grading period
January 16*+#	Teacher planning day; no students in school
January 19	Observance of Dr. Martin Luther King, Jr.’s Birthday; holiday for students and employees
January 20	Begin second semester; third grading period
January 27	Early Dismissal – Middle Schools Afternoon Parent-Teacher Conferences
January 29	Secondary early release day
February 3	Early Dismissal – Senior High Schools Afternoon Parent-Teacher Conferences
February 6	Teacher planning day, Professional Development Day – not available to opt; no students in school
February 16	All Presidents Day; holiday for students and employees
February 19	Secondary early release day
March 26	End third grading period; second semester
March 27*+#	Teacher planning day, no students in school
March 30	Begin fourth grading period; second semester
April 6, 7, 8, 9, 10	Spring recess for students and 10-month employees
April 14	Evening Parent-Teacher Conference Sessions – Senior High Schools
April 21	Evening Parent-Teacher Conference Sessions – Middle Schools
April 23	Secondary early release day
April 28	Evening Parent-Teacher Conference Sessions – Elementary Schools and K-8 Centers

May 25	Observance of Memorial Day; holiday for students and employees
June 4	End fourth grading period; second semester
June 5	Teacher planning day; no students in school

NOTE: Every Wednesday – Students (Grades 2-8) in elementary and K-8 Centers are released one (1) hour early

Job Category	Beginning Date	Ending Date
Teachers new to the system	August 7, 2008	June 5, 2009
Assistant Principals and 10-month clerical	August 7, 2008	June 12, 2009
Cafeteria Managers	August 11, 2008	June 5, 2009
Satellite Cafeteria Managers	August 13, 2008	June 4, 2009
Assistant to Cafeteria Managers/MAT Specialists	August 15, 2008	June 4, 2009
All Instructional Staff, Paraprofessionals & Security	August 14, 2008	June 5, 2009
Cafeteria Workers (part-time)	August 18, 2008	June 4, 2009

***Teachers/paraprofessionals and school support personnel** may opt to work one or two days, August 12, 13, 2008, or June 8, 9, 2009, or during winter or spring recess with the consent of the principal, in lieu of any one or two of the following days: September 30, 2008, October 9, 2008, October 24, 2008, January 16, 2009, March 27, 2009. November 4, 2008¹, and February 6, 2009, are Professional Development Days and are not available to opt.

+Teachers new to Miami-Dade County Public Schools may opt to work one or two days, June 8, 9, 2009, or during winter or spring recess with the consent of the principal, in lieu of any one or two of the following days: September 30, 2008, October 9, 2008, October 24, 2008, January 16, 2009, March 27, 2009. November 4, 2008¹, and February 6, 2009, are Professional Development Days and are not available to opt.

#Ten-month secretarial and clerical employees may opt to work one or two days, August 5, 6, 2008, or June 15, 16, 2009, or during winter or spring recess with the consent of the principal, in lieu of any one or two of the following days: September 30, 2008, October 9, 2008, October 24, 2008, January 16, 2009, and March 27, 2009. November 4, 2008¹, and February 6, 2009, are Professional Development Days and are not available to opt.

¹Voting leave: Full time teachers released with pay two (2) hours earlier than the end of the teacher’s workday. All other full time employees (non-teachers) will be granted voting leave according to their respective contracts. All employees may be required to show proof of registration prior to being granted voting leave.

CARE OF CLASSROOM

The care of the classroom and all equipment is the responsibility of each teacher who uses that classroom. Classrooms should not be left unlocked when not in use, nor should students be left unattended in the classroom. Lights must be turned off in order to conserve energy, and doors

locked. If classroom care becomes a problem for any teacher, the problem should be discussed with the administrator in charge of that area. Food is not to be eaten in classrooms and teachers are not to bring coffee or sodas into the rooms.

No property controlled equipment is to be removed from the school without the specific authorization from the administrator in charge of property control.

CELLULAR TELEPHONES

Students -According to the Code of Student Conduct (CSC) handbook, sole possession of a cellular telephone is not a violation of the CSC. However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone during school hours; and the possession or use of a cellular telephone which disrupts or interferes with the safety-to-life issue for students being transported on a school bus, would be a violation of the CSC. If a student needs to make an emergency telephone call, the student should with permission report to the attendance office with a hall pass and request to use the school's telephone. Use of a cellular telephone or any electronic equipment during school hours will result in the item being confiscated. Confiscated items are to be labeled with the student's complete name and id number and will only be released to the student's parent or guardian.

Staff- Cellular telephones should not be in use during scheduled instructional blocks. Headsets and earpieces should not be utilized in the presence of students.

CHILD ABUSE REPORTING/INCIDENT REPORTING

Nothing is more important to a community than the safety and health of its children. In Miami-Dade County Public Schools, many policies and procedures that are meant to specifically guide our actions whenever an incident arises that may possibly compromise a secure learning environment.

All work location administrators have the responsibility of reporting all critical incidents to 305-995-COPS and the appropriate Regional Center. If any incident requires immediate medical or police response, 911 should be called first. Once 305-995-COPS is called the appropriate District Critical Incident Response Team member will respond.

All work location administrators are required to complete an incident report. Beginning with the 2008-2009 school year, Miami-Dade County Public Schools (M-DCPS) employees can enter on-line information about non-critical and critical incidents through the newly created **Automated Incident Reporting System (AIRS)** which will replace form FM-5963. The description of the incident should be brief. However, it should provide enough information to identify what occurred and all parties involved. If an arrest has taken place, the charges and case number should be reported.

Incidents to be reported will include, but are not limited to the following:

- Those that require a police, fire rescue, and/or any other type of investigative agency response.
- The hospitalization of student or staff
- Incidents that are newsworthy
- Serious disturbances involving injury or a weapon
- Civil disturbances
- Shootings that involve students on or off campus
- Incidents that are sex related
- Possible sighting of sexual predator
- Major fires, and/or bomb threat
- Missing persons
- Major acts of vandalism
- Infectious diseases
- Car and/or bus accidents
- Any major incidents that threaten the safety of students, staff, and/or the facility
- Lockdowns

Each employee must report any criminal act and disruptive or inappropriate behavior immediately upon knowledge or reasonable cause to suspect an employee or student engaging in such an activity. In addition, any allegation of child abuse must be reported directly to the Department of Children and Families; merely informing a school administrator is not sufficient. Once a police or administrative investigation of an incident is underway, no employee should ever interfere in any way. Interference will result in immediate disciplinary action.

If the school information changes after the report has been called in, the school staff is responsible for reporting the updated information as soon as it is discovered to District and Regional Center staff.

District and Regional Center staff is available to receive incident reports from 8:00 a.m. - 4:30 p.m., Monday-Friday. Should an incident occur after 4:00 p.m. or on the weekend, the work location administrator or designee is responsible for reporting information to the Division of Safety, Energy, Communications, and Fiscal Management at 305-995-1550.

The reporting requirements of sexual battery, improper sexual conduct, and a host of other violations are covered by the guidelines listed in the following documents:

Responsibilities and Duties (*Board Rule 6Gx13 – [4A-1.21](#)*)

Employee – Student Relationships (*Board Rule 6Gx13 – [4- 1.09](#)*)

Suspension, Board-approved Alternatives, Expulsions, and Referrals (*Board Rule 6Gx13 – [5A-1.062](#)*)

Zero Tolerance for School Related Violent Crime (*State Education Goals [Section 1006.13 F.S](#)*)

Child Abuse Reporting ([*Procedures for Promoting and Maintaining a Safe Learning Environment – Guideline #4*](#), and [*Section 39.201 \(2\)\(a\), F.S.*](#))

Harassment ([*Procedures for Promoting and Maintaining a Safe Learning Environment – Guideline #37*](#), *Florida Board of Education Rules* [*6A-19.008*](#) and [*6B-1.006*](#), and *M-DCPS Board Rule* [*6Gx13 – 5D-1.10*](#))

K-20 Education Code, Title XLVIII (*Florida Education Standards Commission, Chapter* [*1012.799*](#))

Opening of Schools Handbook (*M-DCPS School Operations*)

[*Personnel Investigative Model \(PIM\)*](#) (*M-DCPS Office of Professional Standards*)

All employees are under affirmative duty to report any sexual conduct and /or sexual battery, immediately upon knowledge of incident or reasonable cause to suspect. All incidents/crimes involving students must be reported to Department of Children and Family toll free at 1-800-96-ABUSE and Miami-Dade School Police Department (M-DSPD) at 305-995-COPS. All crimes involving employees must be reported to M-DSPD at 305-995-COPS. All incidents involving employees must be reported to your contact site or Regional supervisor. Failure to report incidents may result in criminal prosecution and/or disciplinary actions.

Any School Board employee aware of suspected or confirmed child abuse shall immediately follow these procedures:

1. Report the abuse to the Department of Children and Families Central Abuse Hotline (1-800-96-Abuse)
2. Report the abuse to the school-site administrator.
3. Report the abuse to the Miami-Dade County Schools Police Department.

No school-site employee shall contact the child’s parent or guardian. The representative from the Department of Children and Families or law enforcement agency will contact the parent/guardian.

When in doubt, report any suspicions to a guidance counselor or the Trust Counselor. Additional information regarding Child Abuse Reporting can be found in the Miami-Dade County Public Schools Electronic Handbook.

CHILDREN PLACED OUTSIDE THE CLASSROOM

Placing students in the hallway outside of the classroom, unsupervised, **is not allowed**. If you feel a child needs to be separated from the class due to flagrant disruptive behavior, please abide by the procedures set forth by the progressive discipline plan. If appropriate, a Student Case Management Referral must be completed.

CLASSROOM CHECKLIST

The following is a checklist of the items that should be evident at all times in your classroom and

available for administrative review.

- ❖ fire safety routes at each exit
- ❖ mission statement displayed
- ❖ classroom clean and organized
- ❖ desks neat and organized
- ❖ centers equipped and neat
- ❖ current work displayed, using outcome based assessments
- ❖ word lists and writing samples displayed
- ❖ use of ESOL strategies evident (lesson plans, grade books)
- ❖ student portfolios and folders displayed and labeled
- ❖ computers turned on and being utilized
- ❖ teachers instructing and/or interacting with students
- ❖ use of higher order questioning during discussions and assessments
- ❖ classroom rules posted
- ❖ schedules posted
- ❖ lesson plans containing an objective, activity, evaluation, and home learning
- ❖ electronic grade books current with attendance and sufficient grades recorded
- ❖ copy of accommodations and modifications outlined in Individual Educational Plans (IEP) for ESE students in your classroom
- ❖ Parent Contact Logs
- ❖ Professional Development Plans (PDP)

CLASSROOM MANAGEMENT/SUPERVISION

- ❖ Stand in the doorway during the passing of classes in order to supervise students in the hallway and classroom.
- ❖ Provide a definite seating arrangement, and rearrange periodically.
- ❖ Place directions on the board for a “bell ringer” or “do now” activity, which students can immediately begin at the start of each period.
- ❖ Establish a specific procedure for handling admits and follow it consistently.
- ❖ Establish definite **in-class** penalties for tardies and lack of materials or supplies and reinforce them.
- ❖ Move about the room during the class period.
- ❖ Develop classroom procedures as it applies to management and student control, have it available in lesson plan book along with current seating chart for each class.
- ❖ Provide students with a written copy of these procedures and grading policy; periodically review each nine week period.
- ❖ Discuss Student Code of Conduct with each of your classes.
- ❖ Under no circumstances should students be placed in the hallways without teacher supervision.
- ❖ Under no circumstances should students be left unattended.

CLINIC

When a child comes to the clinic because of illness or an accident, a clinic pass describing the problem should accompany him. The office will contact parents or persons named in the emergency contact card. No medication or treatment may be administered by any school personnel. No child may bring or take any medication unless proper documentation is on file in the office, and then only under office personnel supervision.

CLUBS AND ORGANIZATIONS

Miami-Dade County Public Schools' students may participate in a wide variety of activities, including student council, subject area clubs, honor societies, service clubs, school publications and class activities. School –sponsored clubs may be curriculum-related or non-curriculum related.

The School Board of Miami-Dade County, Florida endorses the creation of clubs and other approved school organizations for the purpose of reaching the interests of as many students as possible. To spread the benefits of these organizations to the largest possible number of students, the Board encourages the establishment of a system which will limit the number of organizations and/or offices that may be held by any one student.

Secret societies and fraternities are expressly forbidden by State law. See Board Rules 6Gx13-5C-1.04 and 6Gx13- 5C-1.041.

CODE OF ETHICS

All members of the School Board of Miami-Dade County, Florida, administrators, teachers and all other employees of Miami-Dade County Public Schools, regardless of their position, full or part time status, collective bargaining status or role, because of their dual roles as public servants and educators are to be bound by the Code of Ethics as outlined by School Board Rule 6Gx13- 4A-1.213. Employees are subject to various other laws, rules, and regulations, including but not limited to “The Code of Ethics for the Education Profession in Florida”, Chapter 6B-1.001 and -1.006, F.A.C., the Code of Ethics for Public Officers and Employees”, found in Chapter 112, Part III of the Florida Statutes, and School Board Rule 6Gx13- 4A1.212

As stated in the Code of Ethics of the Education Profession in Florida (State Board of Education Rule 6B-1.001):

The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

Aware of the importance of maintaining the respect and confidence of one's colleagues, students, parents, and other members of the community, the educator strives to achieve and sustain the highest

degree of ethical conduct.

Further, nonacademic and elected officials are bound to accept these principles since these groups reflect critical policy direction and support services for the essential academic purpose.

This Code of Ethics applies to all members of The School Board of Miami-Dade County, Florida administrators, teachers, and all other employees. The term “employee,” as used herein, applies to all these groups regardless of full or part time status. It further applies to all persons who receive any direct economic benefit such as membership in School Board funded insurance programs.

FUNDAMENTAL PRINCIPLES

The fundamental principles upon which this Code of Ethics is predicated are as follows:

- ❖ Citizenship – Helping to create a society based upon democratic values; e.g., rule of law, equality of opportunity, due process, reasoned argument, representative government, checks and balances, rights and responsibilities, and democratic decision-making.
- ❖ Cooperation – Working together toward goals as basic as human survival in an increasingly interdependent world.
- ❖ Fairness – Treating people impartially, not playing favorites, being open-minded, and maintaining an objective attitude toward those whose actions and ideas are different from our own.
- ❖ Honesty – Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.
- ❖ Integrity – Standing up for your beliefs about what is right and what is wrong and resisting social pressure to do wrong.
- ❖ Kindness – Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.
- ❖ Pursuit of Excellence – Doing your best with the talents you have, striving toward a goal, and not giving up.
- ❖ Respect – Showing regard for the worth and dignity of someone or something, being courteous and polite, and judging all people on their merits. It takes three major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.
- ❖ Responsibility – Thinking before you act and being accountable for your actions, paying attention to others and responding to their needs. Responsibility emphasizes our positive

obligations to care for each other.

Each employee agrees and pledges:

- ❖ To abide by this Code of Ethics, making the well-being of the students and the honest performance of professional duties core guiding principles.
- ❖ To obey local, state and national laws, codes and regulations.

- ❖ To support the principles of due process to protect the civil and human rights of all individuals.
- ❖ To treat all persons with respect and to strive to be fair in all matters.

- ❖ To take responsibility and be accountable for his or her actions.
- ❖ To avoid conflicts of interest or any appearance of impropriety.
- ❖ To cooperate with others to protect and advance the District and its students.

- ❖ To be efficient and effective in the delivery of job duties.

CONFLICTS OF INTEREST

Employees shall employ independent objective judgment in performing their duties, deciding all matters on the merits, free of partiality or prejudice and unimpeded by conflicts of interest or other improper influences. No employee shall engage in conduct, which creates a conflict of interest. A conflict of interest shall be defined as a situation in which regard for a private interest tends to lead to disregard of a public duty or interest. A conflict of interest shall exist upon use by an employee of the authority of his/her office or the use of any confidential information received through his/her employment for the private pecuniary benefit of the employee, or the employee's immediate family or a business with which the employee or a member of the employee's immediate family has employment or ownership worth \$5,000 or more, either directly or indirectly, without disclosure to the appropriate school district official.

Financial Interest- Except as authorized in any collective bargaining agreement, an employee shall not engage, or have any interest, financial or otherwise, direct or indirect, in any business, transaction or professional entity, either as a director, officer, partner, trustee, employee, or manager in that entity, which conflicts with or impairs the proper discharge of official duties or which could bring disfavor or disrespect upon the employee or Miami-Dade County Public Schools. Any provision of this code which requires disclosure to school district officials will be satisfied by the filing of a financial disclosure statement in the form required of members of the School Board.

Contracting Decisions An employee shall not recommend vote or otherwise participate in the decision to make any contract between the school district and any business or entity in which the employee has a personal or financial conflict of interest. This includes contractual relationships with units of government as well as for profit and not for profit organizations such as charter schools.

An employee who has a financial conflict of interest because of a relationship with a business, governmental agency or not for profit institution must recuse him or herself from any decision

concerning that entity including any decision to contract or not to contract with the entity and the administration of the contract. The reason for such recusal must be stated in writing and filed with the Superintendent and the School Board Attorney prior to or at the time of the action requiring the recusal.

Honoraria An employee will not solicit or accept an honorarium, which is related to the employee's job duties. "Honorarium" shall be defined consistent with § 112.3149, F.S., as a payment of money or anything of value paid to the employee or on his or her behalf as consideration for an oral presentation or writing other than a book.

Personal Advertisements An employee shall not advertise business or professional activities on school property or use schoolwork hours, property or services to perform or promote personal, not for profit, or commercial enterprises or to campaign or raise money for any candidates for political office.

Employee Publications An employee shall not participate in the review and approval of publications or materials for school district purchase by the office in which the employee is employed if the employee or a member of the employee's immediate family is the author/editor of or has any financial interest in the sale of such publications or materials.

Referrals In no situation, shall an employee refer a parent or student to a service, service provider or product in return for anything of value. Officers or employees making referrals as part of their official duties shall make referrals to more than one provider of the service or product, if available. For example, school counselors shall refer parents or students to more than one counselor or provider of medical services, if available. Additionally, an employee shall not refer a parent or student to any service, service provider, or product in which that employee has a financial interest, without first disclosing that interest to the parent or student.

Outside Income Employees shall not accept any outside earned income in any situation where a reasonable person in the community could conclude that the receipt of the income would be inconsistent, incompatible or in conflict with the employee's official duties.

General Limitation on Solicitation An employee shall not solicit, directly or indirectly any payments or other benefits under circumstances that would create in the mind of a reasonable person in the community the belief that such payments or benefits were provided with the intent to improperly influence the employee's actions. This provision does not apply to lawful campaign contributions.

Gifts and Gratuities The acceptance of gifts as per School Board rule, payments or other benefits from those with whom Miami-Dade County Public Schools does business, regardless of profit or not for profit status, can be improper. A gift is defined as anything of value that an employee receives, or that is paid or given to another on an employee's behalf without any payment or consideration received in return. Examples of gifts are tickets to sporting or cultural events, items of food, meals which cannot be immediately consumed such as a holiday party, use of facilities, forgiveness of debts, interests in real property, investments, or merchandise, or a rebate or discount (unless the rebate or discount is normally given to any member of the public). Employees who are in the

position to make or influence a decision to spend school funds shall not solicit or accept any personal gifts, favors or benefits of more than nominal value during a calendar year from any single person or organization that might benefit from the employee's decision. This provision does not apply to: (a) Meals provided at an event at which the employee participates in a seminar or similar activity; (b) Travel expenses and meals paid by a local, state, federal or foreign government agency; or (c) Lawful campaign contributions.

CONDUCT REGARDING STUDENTS

- ❖ As set forth in the Principles of Professional Conduct for the Education Profession in Florida, each employee:
- ❖ 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.
- ❖ Shall not unreasonably restrain a student from independent action in pursuit of learning.
- ❖ Shall not unreasonably deny a student access to diverse points of view.
- ❖ Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
- ❖ Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- ❖ 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.
- ❖ Shall not exploit a relationship with a student for personal gain or advantage.
- ❖ Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Personnel Matters

Confidentiality An educator shall comply with state, and federal laws and regulations, and local school board policies relating to the confidentiality of student records. Unethical conduct includes, but is not limited to, sharing of confidential information concerning student academic and disciplinary records, personal confidences, health or medical information, family status and/or income, and assessment/testing results.

Enforcement will be pursuant to State law and to School Board rules, which may include penalties for violations of the Code of Ethics that will be imposed pursuant to the applicable State law or School Board Rule.

Certification Each employee will be required to sign a Certificate in substantially the form and substance attached as Exhibit "A", which is incorporated herein by reference, certifying that the employee has read, understands and agrees to abide by this Code of Ethics as well as the state laws and School Board rules and regulations cited in the Code. A failure to sign the Certificate will not excuse a failure to comply with the Code of Ethics. The certification shall be according to a process determined by the Office of Human Resources, Recruiting, and Performance Management. Infractions shall be reported to the Office of Human Resources, Recruiting, and Performance Management and the Office of the Inspector General.

Specific Authority: F.S. 1001.41(1) (2); 1001.42 (23); 1001.43(10) F.S. Law Implemented, Interpreted, or Made Specific: Chapter 112, Part III, F.S.; 6B-1.001; 6B-1.006, F.A.C.

6Gx13- 4A-1.213

Exhibit A

Certificate

I, the undersigned, _____
(Print your name)

Hereby certifies as follows:

I have received copies of School Board Rule 6Gx 13- 4A-1.213, Code Of Ethics which incorporate by reference The Code of Ethics for Public Officers and Employees, Chapter 112, Part III, Florida Statute, The Code of Ethics and the Principles of Professional Conduct of the Education Profession in Florida and School Board Rule 6Gx13- 4A-1.212, Conflict of Interest (hereinafter collectively referred to as the "Policy"); and I have read and understand the Policy.

Date _____

Your Signature

Employee Number and Work Location
Number

Your Title, Position or Relationship with the
Miami-Dade County Public Schools

PLEASE RETURN THIS CERTIFICATE, TO Office of Human Resources, Recruiting,
Performance Management VIA SCHOOL MAIL OR BY FACSIMILE (305-995-7013).

Office of Human Resources, Recruiting, and Performance Management
Work Location #9311
1500 Biscayne Boulevard, Annex Suite 241
Miami, FL 33132

CODE OF STUDENT CONDUCT

Every student in the Miami-Dade County Public School district will receive a copy of the *Code of Student Conduct*

CODE RED

In the event of an emergency, the primary responsibility of all school personnel is to provide for the safety of all students. In the event of an announcement of a “Code Red” by a school administrator, students, faculty, and staff will comply with all the procedures outlined in the Miami-Dade County Public Schools Critical Incident Response Plan and remain on Lock Down until a school administrator makes an All Clear announcement.

COFFEE BREAKS/EATING

Coffee, food, soft drinks, and water should never be consumed in the classroom or in front of the students. **PLEASE DO NOT EAT OR DRINK IN YOUR CLASSROOMS.** Eating is permitted only in designated areas (i.e. cafeteria, teachers’ lounge, and hospitality suite). Teachers are asked to remove any refrigerators and/or microwaves from instructional areas.

COLLECTION OF MONIES

Money collected for school pictures, insurance or special activities must be submitted to the office each day by 9:00 a.m. No money should be kept by teachers overnight. Plans involving collection of funds must be cleared with the principal and treasurer before they are implemented.

COMMITTEES

Each school designated committee will elect a chairperson. The chairperson will be responsible for calling meetings, setting up the agenda for the meeting and setting the place of the meeting. They must also make sure that the outcomes of the meeting are disseminated to the staff. The chairperson must make certain that the goals of the committee are being met. Please refer to the appendix for a listing of the committees and the sign up form.

COMMUNICATIONS OUTSIDE THE CLASSROOM

No form letters or notices bearing the school's letterhead are to be sent to parents, agencies, organizations, or individuals within the school without being approved by the principal.

K-12 COMPREHENSIVE RESEARCH BASED READING PLAN

Middle school students are required to read at least five books or their equivalent during each nine week-grading period, including in-class independent reading and at home reading. Students must also read for 30 minutes at home as part of their daily homework assignment. The length of the books and the complexity of the content may be taken into account when accounting for this requirement. In secondary schools, the independent reading is a school-wide program. Accelerated Reader will be used to facilitate independent reading time in all subject areas.

CORPORAL PUNISHMENT

Corporal Punishment in all Miami-Dade County Public Schools is prohibited.

CRITICAL INCIDENT RESPONSE PLAN (CIRP): TEACHER'S RESPONSIBILITIES (REVISED 5-14-04)

Schools continue to be among the safest environments for our youth; however, potentially dangerous and tragic events have occurred on school campuses and within surrounding communities. Being prepared to address immediate threatening situations is key in preventing injuries to students and staff. Please ensure that students are afforded the opportunity to seek post incident counseling services.

“Critical Incident Response Plan: Teacher Responsibilities” was produced to assist instructional staff in responding effectively and expediently to critical incidents or situations that may impact the well-

being of Miami-Dade County Public Schools (M-DCPS) students, faculty and staff. This document will provide teachers guidance in responding to events that may potentially impact student safety and security.

CUMULATIVE RECORD FOLDER

The registrar is responsible for accurate and complete cumulative records for each student. They will be kept up-to-date at all times. Records for students who transfer to another location must be completed as soon as possible after the teacher is informed of the student's withdrawal.

Caution

- ❖ The information in the cumulative record folder is confidential.
- ❖ Teachers must use the Cum Sign In/Out form when taking any Cums from the office.
- ❖ Volunteers and students are not to handle cumulative record folders.
- ❖ Cumulative records must never be taken from the school grounds nor are they to be left in the classroom overnight.
- ❖ The cumulative records of all students are located in the registrar's office within the attendance office.

CURRICULUM POLICY

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

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

Another important feature of the CBC is that it is spiral in nature. This unique curriculum design allows for certain competencies and objectives to remain similar from one grade level to the next. The significant changes that are observed as students move through the curriculum correspond to changes in the cognitive levels and complexity of the objectives sought. The spiral format of the

curriculum promotes the reinforcement of competencies once they are introduced and allows for the exploration of interdisciplinary relationships among the various subject areas.

The Competency Based Curriculum (CBC) correlated with the Sunshine State Standards (SSS) is the official curriculum in Miami-Dade County Public schools. Teachers will receive a copy from their respective department chairperson or curriculum support/ coach. In addition, teachers will also implement supplemental resources that will be provided by their respective department chairperson or curriculum support/ coach. A variety of methods and strategies should also be implemented to assist all students' mastery of goals and objectives related to each competency. For our special needs learners, a copy of the IEP should be on file for each student that is serviced in that teachers' classroom. The goals and objectives should be addressed daily.

Curriculum maps have been developed by and for each department to address student needs, strengths, weaknesses based upon FCAT assessment data. Teachers should develop plans that promote challenging, engaging and rewarding activities to achieve higher order thinking skills.

It is imperative that we focus our instructional program to address the specific academic needs of our students and use data to drive the instructional program accommodations. To ensure that data is a consistent part of the curricular decision making process at Miami Edison Middle School, we are implementing the following:

- ❖ Assessments: Students are going to be assessed on the school's focused benchmarks on a consistent basis. Teachers need to model for students the expectations of the assessments so that they get adjusted to this new way of testing. The administrative team will be monitoring the performance of students and provide interventions accordingly for them to succeed. Teachers are reminded that if less than 70 percent of your students succeed on a given benchmark, you need to reteach the benchmark the following week incorporated within the new one being taught.
- ❖ Quarterly Assessments/Interim Assessments: The district has developed quarterly assessments to determine student mastery of each benchmark aligned with district authored pacing guides. These assessments will be administered during the window period designated by the district office.

All assessments are to be kept in the students' work folders and should be available for administrative review at any time. In addition, these assessments should be noted in your grade book.

CUSTODIAL SERVICES

Custodial requests should be made by completing the *Custodial Concerns* form (see appendix) and placing it in the head/lead custodian's mailbox. In an emergency, request immediate service by contacting the office. Custodial requests not responded to in a reasonable amount of time should be reported to the respective administrator to follow-up.

DEPARTMENT CHAIRPERSONS

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

The department chairperson will be assigned school level planning responsibilities to include:

- ❖ Serve as curriculum leader by assisting in the review of lesson plans, and in the development of curriculum, goals, and philosophies.
- ❖ Assist teachers with the development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in remediation of unacceptable areas cited by the administrators on observation forms.
- ❖ Coordinate and conduct department meetings on a consistent basis.
- ❖ Submit agendas, minutes, sign in sheets, surveys including preparation of reports (if applicable) to administration in a timely manner.
- ❖ Serve as a contributing member of Miami Edison Middle School's Leadership Curriculum Council.

DETENTIONS

Students may be required to serve a one hour after school detention. In the event that a detention is assigned a detention notification form is sent home and returned signed by the parent. Parents should be given twenty-four hours notice so that they can make special arrangements for transportation, if necessary. Please note that if the detention is confirmed over the phone a witness and you must sign the detention form.

Detentions will be assigned for student infractions to include:

- ❖ Excessive tardiness
- ❖ Dress Code Violation
- ❖ Hall Sweep Violation
- ❖ Disruptive Conduct
- ❖ Cutting Class

DRESS CODE

Miami Edison Middle School is a mandatory uniform school. Our regular uniform dress code is in effect during our school session. Consistency on the teacher's part will be imperative for adherence on the students' part. Students' failure to adhere to the policy and procedures outlined for dress code compliance will be subject to disciplinary measures including indoor/outdoor suspension. 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 distracts the attention of the other students and the learning environment will not be permitted. Students that disregard this

policy will be required to make the necessary dress code alterations to attire prior to entering the classroom.

Additionally, jackets with attached hoods (hoodies), hats, wool caps, stocking caps, do-rags, wrap caps, sleep caps, or scarves are not permitted for students or staff members.

As always, we expect our staff to dress in an appropriate manner. Clothing that draws undue attention and/or comments from students and/or other staff members may not be appropriate work attire and is not permitted.

DRUG FREE WORK PLACE

Drug-Free Workplace General Policy Statement 6gx13- 4-1.05

The School Board of Miami-Dade County, Florida recognizes 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. Miami-Dade County Public Schools (M-DCPS) and its employee unions share a commitment to solve this problem and to create and maintain a drug-free work environment.

Miami-Dade County Public Schools is responsible for the instruction and well-being of the students entrusted to its care. A consistent message needs to be communicated to Miami-Dade County Public Schools' students and staff; the use of illegal drugs, the abuse of alcohol, and the misuse of prescription drugs is unacceptable and will not be tolerated.

Policy Objectives

- ❖ To promote a healthy, safe working and learning environment.
- ❖ To seek the rehabilitation of permanent employees with a self-admitted or detected substance abuse problem.
- ❖ To eliminate substance abuse problems in the workplace.
- ❖ To provide a consistent model of substance-free behavior for students.
- ❖ To provide a clear standard of conduct for Miami-Dade County Public Schools employees.
- ❖ To communicate that persons who violate the standards of conduct cited in this rule and who refuse or cannot be assisted by rehabilitation or who have negatively impacted students and/or staff shall be dismissed.
- ❖ To hire drug-free employees.

I. Policy Statement - Illegal Drugs

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:

- ❖ Employees on duty or on School Board property will not manufacture, distribute, dispense, possess or use illegal drugs, nor will they be under the influence of such drugs.

- ❖ Employees on or off duty will not influence students to use illegal or abuse legal drugs.
- ❖ An employee convicted, adjudicated guilty, or who has entered a plea of guilty for any criminal drug statute violation occurring in the workplace shall notify Miami-Dade County Public Schools within 48 hours after final judgment.

One time only, prior to testing, the Miami-Dade County Public Schools shall give all job applicants and part-time employees going to full-time employment a written statement of its policy on a drug-free workplace. XV-4

II. Policy Statement - Alcohol and Prescription Drugs

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:

- ❖ Employees on duty or on School Board property shall not be under the influence of alcohol. Employees in safety sensitive positions, as defined in the Drug-Free Workplace Technical Guide, which is incorporated by reference into this rule, and made a part thereof, will be free of measurable alcohol concentrations. Further, employees will not manufacture or use alcoholic beverages while on School Board property or on duty.
- ❖ 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, except as provided in School Board Rule 6Gx13-5D-1.021, School Health Services Program.

DUPLICATING PROCEDURES

Instructional material that requires duplication is to be placed in the appropriate box in the office. The materials need to have the appropriate *Xerox Copy Request* form attached with clear instructions so that the job can be completed within a reasonable amount of time. Ditto banks will not be permitted and teachers are asked to limit the number of items requiring duplication.

Please remember that copyright laws must be followed and that only instructional materials are to be duplicated. Copyright – Educational Media board rule 6Gx13-4C-1.06

EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCILS (EESAC)

Composition of the Educational Excellence School Advisory Council shall be in accordance with School Board Rule 6Gx13- 1B-1.031

Professionalization of teaching/education has clearly demonstrated the positive effects that result when administrators, teachers, parents and other stakeholders cooperatively develop instructional programs. The parties agree that joint planning serves to enhance the delivery of effective instruction. To this end, an EESAC is the sole advisory committee, among the various committees at the school site, responsible for developing and making final recommendations relating to the development and implementation of the School Improvement Plan (SIP).

ELECTRONIC MAIL CORRESPONDENCE (E-MAIL)

In a continued effort to operate a paperless school, it is imperative that all faculty and staff check their e-mail at least twice daily, once in the morning and then prior to leaving the building. Teachers are responsible for all of the information sent to them via e-mail. Training can be provided for those who request it to assist with the navigation of the e-mail system.

Accessing the Internet through district equipment is a privilege, not a right, and inappropriate use, including violation of School Board Rule 6Gx13-6A-1.112 may result in cancellation of the privilege.

School, regional center, and District administrators are delegated the authority to determine appropriate and acceptable use as provided under this rule.

Any user account may be closed, suspended or revoked at any time a school, regional center, or District administrator determines an account user or holder has used the network in an inappropriate or unacceptable manner in violation of this or any other applicable District rule.

Inappropriate or unacceptable use is defined as use that violates the District's purpose in providing students and employees access to the internet and use that violates the M-DCPS *Code of Student Conduct* (both elementary and secondary) *Code of Conduct for Adult Students*, the *Code of Ethics of the Education Profession in the State of Florida*, the *M-DCPS Network Security Standards*, and School Board Rule 6Gx13-4A-1.21, or any local, state, or federal law or regulation.

EMERGENCY EMPLOYEE INFORMATION

All employees need to be sure to fill out an *Employee Emergency Personal Information* form (see appendix) and turn it in to Ms. Allen by August 22, 2008. It is imperative that this information is kept accurate throughout the year.

EMERGENCY SUBSTITUTE PLANS

Emergency Substitute Plans should be developed with three days of work for students. These are not regular substitute plans that you would prepare if you knew you were going to be out (workshop, personal day etc.). These will be used only in the event of an emergency requiring your absence, or an unforeseen absence. All completed plans are due to Ms. Allen by **August 29, 2008**. Updated emergency substitute plans should be kept on file in the office with Ms. Allen. If you are absent and your plans are utilized, please ensure you add to the folder accordingly. Each teacher is responsible for completing a substitute guidelines packet (see appendix) which will include lesson plans for three days, copy of schedule, copy of seating charts per period, class attendance procedures, and etc.

EMPLOYEE ASSISTANCE PROGRAM

A wide range of problems not directly associated with an employee's job function can have an effect

on an employee's job performance and/or attendance. Assistance will be provided to such employees through the Employee Assistance Program (EAP). The EAP is intended to help employees and their families who are suffering from such persistent problems as may tend to jeopardize an employee's health and continued employment. The program goal is to help individuals who develop such problems by providing for consultation, treatment, and rehabilitation to prevent their condition from progressing to a degree which will prevent them from working effectively. Appropriate measures will be taken to ensure the confidentiality of records for any person admitted to the program, according to established personnel file provisions, state statutes, and federal regulations. Further details (i.e., job security, employee rights) are furnished in School Board rule 6Gx13-4 D-1.11 and the UTD Contract.

***WHAT IS THE EMPLOYEE ASSISTANCE PROGRAM?**

The Employee Assistance Program (EAP) is for the individual employee, and for the immediate family members. The EAP is designed to provide confidential help to individuals whose personal problem

***HOW DOES THE PROGRAM WORK?**

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

***THE EAP IS CONFIDENTIAL**

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

***WHEN IS A PROBLEM SERIOUS ENOUGH TO REQUIRE PROFESSIONAL HELP?**

When a personal or medical problem has persisted in spite of efforts to correct it, an employee may need outside help. It's always better to work on problems before they get out of hand. Some of the areas in which the Employee Assistance Program can provide assistance include:

- | | |
|-------------------------------|-----------------------|
| 1. Alcoholism or Drug Abuse | 5. Financial Concerns |
| 2. Family or Marital Problems | 6. Domestic Violence |
| 3. Stress | 7. Conflicts on the J |
| 4. Grief ob | |

*** COST**

There is no cost to you for a visit to the Employee Assistance Program. If the EAP consultant decides that a particular problem warrants outside professional help or counseling, confidential referrals will be made to community resources. These counseling services may be covered either by

the employee's insurance, with a small co-payment, or provided on a sliding fee scale. If assistance is needed, the employee may call the Employee Assistance Program at (305) 995-7111 from 8:00 a.m. to 4:30 p.m., Monday through Friday. In cases of emergency, 24 hours a day, call (305) 379-7715.

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

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

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

Education about AIDS must be two-fold:

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

EMPLOYEE-STUDENT RELATIONSHIPS

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

Any School Board employee who has knowledge of or has reasonable cause to suspect that another school Board employee is engaging in unacceptable relationships and/or communications with a student, as herein defined, shall immediately report such information to a site or region supervisor. Failure to do so shall constitute a violation of School Board Rule 6Gx13-4-1.09.

ENTRY TO THE SCHOOL BUILDING AFTER THE SCHOOL DAY

Official permission must be obtained from the principal to enter the school building during hours that the school is not officially open for school business.

EQUAL EDUCATIONAL AND EMPLOYMENT OPPORTUNITY

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

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

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

EQUIPMENT-REMOVAL OF SCHOOL EQUIPMENT

Any school equipment leaving the building must be signed out on the official equipment sign-out form. Permission to sign out equipment must be obtained from the principal (see appendix).

Protection of Equipment

- ❖ Make sure that typewriters, calculators, adding machines, and other moveable teaching devices are housed in a designated, safe area each day before leaving the rooms.
- ❖ All staff members must check the windows and doors of their designated rooms at the end of each day before leaving, to make sure that they are locked.
- ❖ Immediately report all lost, stolen, or missing equipment to an administrator.

FACULTY HANDBOOK

All staff members are required to become familiar with, and abide by policies and procedures contained in the Miami-Dade County Public Schools Electronic Handbook and Miami Edison Middle School's Faculty Handbook.

FACULTY MEETINGS

Faculty: After school faculty meetings may be scheduled twice per month. An attendance roll will be taken and recorded for each meeting. Advance notification of meetings will be provided to staff members in order to ensure that employees are able to plan accordingly. Teachers are reminded to avoid scheduling appointments the dates of faculty meetings.

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

FIELD TRIPS

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

In the planning of field trips, absences from school should be restricted to the least number of school days possible. The educational purpose and length of the field trip must be approved by the principal. Provisions for students to make up assignments for classes missed due to participation in field trips must be in accordance with procedures outlined in Board Rule 6Gx13- 5A-1.04 -- Student Attendance. A signed parental permission form must be on file at the school prior to student's participation.

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

School-sponsored trips involving students traveling by air must be with a Federal Aviation Administration certified air carrier.

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

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

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

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

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

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

Requests for student groups other than those indicated above or pre-approved by the Board to leave the county for events, shall be directed by the principal to the region superintendent for approval or disapproval prior to the formulation of plans for the trip.

An ad hoc task force consisting of a representative from the Miami-Dade Council of Parent-Teacher Association/Parent-Teacher-Student Association, the Family and Community Involvement Advisory Committee, the United Teachers of Dade, region and district administration, students and principals, will be appointed annually, by the Superintendent of Schools, or his/her designee, to develop a list of recommended out-of-county and out-of-state trips for submission to the Board for action prior to the 1st of September. Approval of this list by the Board would permit students to participate, providing the trip is recommended by the principal. All other out-of-state and out-of-country trips will require specific Board approval and shall be directed to the Superintendent of Schools, and shall include the recommendation of the District Director of the Division of Athletics/Activities and Accreditation for approval or disapproval.

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

Specific Authority: 230.22(2) F.S.

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

FIELD TRIP PROCEDURES

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

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

I. Sponsor's Responsibilities:

- A. Secure approval from principal to conduct the field trip (complete form).
- B. Ensure that adequate funding is procured to fund the trip.
- C. Secure completed and signed parent permission form (includes transportation information) from each student who will participate in the field trip. Emphasis should be placed on complete medical information.
- D. Complete the Field Trip Permission Request Form, FM-2431 (Rev. 08-98) attaching the following information and submit to the activities director for approval:
 1. Letter of invitation
 2. Objectives of the trip
 3. Complete itinerary, including coordination of transportation
 4. Field trip roster FM-3530 (Rev. 08-98).
 5. Signed parent permission form for each participating student

6. A list of the names of the chaperones. The maximum ratio of 1:15 applies to chaperones aged 21 or older.
- E. Follow-up with the activities director concerning the progress of securing approval for the trip. Allow three days for approval (in county).
- F. Upon approval, ensure that the appropriate information is available and accessible to chaperones during the trip:
 1. Field trip roster.
 2. Copy of all parent permission forms which provide emergency contact information for each student.
 3. Evacuation/Fire Protection Information
 4. Any other information which will assist them in their responsibilities for students during the trip.

** Sponsors must remain with the group during travel.

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

FILMS/EDUCATIONAL TELEVISION

Teachers are encouraged to plan for the use of educational films and educational television programs. They should be previewed prior to their use with the students. The educational objective(s) must be clearly identified in the lesson plans. They are never to be used as busy work.

All educational television programs, films and selected commercial television programs viewed in the classroom setting must be included in the weekly lesson plans. Films must also be approved by an administrator 24 hours prior to the requested viewing date. This may be done by completing the *Request to Show Films, Filmstrips, or Video* form (see appendix).

Teachers may also utilize 'Teacher's Choice' to schedule films and shows online. These films can be viewed instantly or scheduled for a later time. To schedule a film go to www.wlrn.org/internetbooking and enter your employee number as the login ID.

FIRE DRILL PROCEDURES

Ten fire drills will take place according to the Miami-Dade County Public School Policy and Emergency Procedures. At the sound of the emergency bell students must stop what they are doing and immediately follow the teacher's instructions. Promptly clear the building by the prescribed evacuation route. Students, teachers, and staff are to remain outside the building until permission is given to reenter.

Fire drills are required by law and are important safety precautions for everyone. Teachers are to practice the evacuation route with their students by the end of the second day of school. Every classroom should have an Emergency Evacuation Route posted near each exit door. Study your evacuation route carefully. In case of a fire drill, teachers must carry a copy of student rosters for the designated class period. Check attendance and count students once outside. This is the only official source valid to verify the whereabouts of each student in case of a real fire.

Notify the principal/assistant principal immediately if you do not have emergency evacuation routes posted at each exit.

FIRST DAY OF SCHOOL PROCEDURES

Teachers are asked to adhere to the procedures listed in the Opening of School information packet during the week of 8/18/08-8/22/08:

- ❖ **Attendance:** The Official Daily School Attendance (ODSA) will be recorded in the Electronic Gradebook. To record students as No-Shows the following action must be taken: Teachers must open the class by clicking the tab for class designated as the one for recording ODSA (Homeroom), Click on **Quick Attendance** (located under Attendance), Click on the No- Show (NS) code for each No-Show student. If all students appear on the first day of school, the teacher clicks on the ALL PRESENT button on the right hand side of the page to report 100% attendance.
- ❖ **Count Form:** Each teacher will be given a Daily Count Form that must be completed and updated on a daily basis. The form must be sent to the attendance office daily as advised. See appendix.

Lunch Forms, Emergency Contact Cards, Insurance Forms, and PTA information shall be handed out to students to take home to parents.

- ❖ **Lunch Forms:** All students who had a free or reduced status during the 2007-2008 school year will have a 20 day grace period this year. Every student must complete and return an application by Friday, August 29, 2008, in order to have adequate time to be processed. All applications shall be turned in to the attendance office in a folder identified with the Homeroom teacher's name on a daily basis. Teachers are encouraged to offer incentives in order to have students meet the deadline.
- ❖ **Emergency Contact Cards:** All students shall take home an emergency contact card to have their parents complete and update the necessary information. Teachers are to keep accurate records of who returns a card and keep them in a bundle until you have a complete set. At which time the cards will be returned in a folder identified with the Homeroom teacher's name. Please emphasize the importance of a card being returned as soon as possible. All cards are due no later than Friday, August 29, 2008.
- ❖ **Insurance Forms:** All students shall take home an insurance form. Please submit all envelopes to the office on a daily basis.

All teachers are reminded that the guidelines listed above must be adhered to in order to ensure a successful opening of school and accurate records. If you have any questions, please see an administrator.

FIVE MEASURES OF CLASSROOM EXCELLENCE

All classrooms at Miami Edison Middle School are expected to contain the Five Measures of Classroom Excellence listed below so that we provide an environment conducive to students succeeding academically.

- ❖ ***High Expectations:*** By High Expectations, we mean that there is clear evidence that the teacher genuinely believes that his or her students can accomplish great things. That evidence may be in the form of teacher comments, lesson objectives written on the chalkboard, materials students are using, the words and body language a teacher uses, students' work in portfolios or folders, a quiz or examination, the wording and manner by which questions are asked, the quality of teacher responses to students' questions, the interactions between teacher and students, or any number of other indicators.
- ❖ ***Rich, Appropriate Content:*** The content of a class is determined to a large extent by the required curriculum of a district, in our case, the Competency-Based Curriculum and the Sunshine State Standards. Beyond the prescribed courses of study, however, lies a great deal of latitude for the teacher to select content. For instruction to be at its peak, that content must be rich as well as appropriate. A basic text at grade level is just the beginning; that text should be amplified with other resources such as supplementary texts, periodicals, computer software, audio and videotapes, classroom libraries, and books from the media center.
- ❖ ***Engaging Strategies:*** Are the students engaged in the instruction? Are their heads "in gear"? When the teacher is talking and all of the students are listening attentively, illustrates an example of an engaging strategy. Also, more dramatically, if students are conducting experiments, working in cooperative groups, making dioramas, writing essays, participating in discussions, reciting poetry, conducting research, or role-playing, are all examples of engaging activities. The key is the level of student involvement.
- ❖ ***Unconditional Support for Students:*** The fourth criterion is unconditional support for students. That support is measured by how the teacher responds to students. Is there encouragement? Are mistakes dignified with supportive comments? Are questions encouraged? Are students' feelings treated gently? Is the student honored in this classroom? Does the teacher smile? Does the teacher move among students frequently and easily? Is there positive, lavish, specific praise for work well done? Is courtesy the order of every encounter? If the answer to all of these questions is yes, then there is support for students in that classroom.
- ❖ ***Literate Learning Environment:*** Perhaps the easiest of the five criteria to control is that of

the literate learning environment, for this one has to do solely with the environment itself, not the behavior of the teacher or students. To define a literate environment, we need only to think of words themselves: literate means lettered, environment the surroundings. If the classroom is **print-rich**, it is literate. More specifically, the presence of: a classroom library of five to seven books per student; word walls; current written work by students posted on the walls or bulletin boards; posters related to the subject (scientific process, the four processes of Reciprocal Teaching, CRISS, how to analyze a prompt, the classroom rules); objectives, goals, vocabulary words, sentences on the chalkboard.

6Gx13- 5C-1.07

FUND RAISING/STUDENT ORGANIZATIONS

- ❖ Sale of magazines shall be permitted by students in grades 9, 10, 11, and 12 only.
- ❖ Solicitations shall be permitted in homes only if a student is accompanied by an adult; no soliciting in offices or businesses of any kind.
- ❖ The fund raising activities in each school shall be limited to two weeks.
- ❖ Promotional activities shall be kept within reasonable bounds and competition among schools, and among students in individual schools, shall not be unduly stimulated.

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 230.22(5) F.S.

GRADEBOOKS

The teacher's electronic gradebook should be clearly organized to indicate the semester, subject, and attendance code, conduct code, grading scale, dates, and specific source of each recorded grade (title of assignment, page number, questions, etc.) Please note that it is extremely important to have the student assignment with noted grade for each recorded grade. In order to facilitate this process, file folders will be provided to each teacher to store student assignments. A minimum of two grades per week should be recorded as evidence of student progress.

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

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

Listed below are references/ tips for maintaining a gradebook that is thorough and accurate.

To create a **New Assignment**:

1. Click on **New**.
2. Fill in the name of the assignment (be as descriptive as possible).
3. Verify the Assignment scale is selected in the Grading Scale drop-down.
4. Choose the date assigned and the assignment due date. The date assigned and the due date can be typed in mm/dd/yyyy format, or you can click on the icon to select a date from a monthly calendar. You may also use a “smart date” such as yesterday, next Friday, etc.
5. Fill in the maximum value for the assignment (4 or 100 depending on selected grading scale).
6. The weight of the assignment should remain as 1 for the score to count once in the calculation of the Marking Period grade. Entering a number greater than 1 will multiply the points earned and the points possible for the assignment. Entering a 0 will make the assignment “not count” in the Marking Period grade. All assignments **MUST** have a date assigned and a date due. The date assigned will default to today’s date and the date due will default to the next valid school day. Assignments are arranged by Date Due.

In the area of attendance information, each teacher must use the codes below as outlined in the Attendance Procedures document.

A2	Excused Absence	Block Schedule
A	Excused Absence	Daily Period (7 th & 8 th Period)
U2	Unexcused Absence	Block Schedule
U	Unexcused Absence	Daily Period (7 th & 8 th Period)
T2	Excused Tardy	Block Schedule
T	Excused Tardy	Daily Period (7 th & 8 th Period)
TU2	Unexcused Tardy	Block Schedule
TU	Unexcused Tardy	Daily Period (7 th & 8 th Period)
ENT	Entered Class	
WD	Withdrawn from Class	
NS	No Show	

All teachers must advise students, throughout the process of determining their academic and effort grades, of the amount of time they have missed from class and whether or not the class work has been satisfactorily made up. When a student enters the class late or withdraws from the class, this information should be clearly marked on the appropriate date.

Record the name and student identification number for every student and the date he/she entered the class. In classes where textbooks have been issued, there should also be the book title, the textbook number, and the condition of the book when issued.

For English Language Learners (LEP/ELL) students, record the ESOL level.

Indicate when students are absent from class. Absences should be noted as unexcused (U2) unless

provided with a note to excuse the absence. Approved fieldtrips are excused absences.

Teachers have the capability of logging teacher-parent communication in the electronic grade book. When doing so, specify whether such contact was in person, by telephone, or through written correspondence. Attempted contact does not constitute parent contact! When **required** parent contact is not achieved, evidence of attempts to contact parent(s) should be recorded in the grade book, and referred to designated administrative personnel for follow-up.

Unsatisfactory progress notes/failure notices that have been issued should be indicated in the gradebook, according to site procedures. School Board policy, states that an unsatisfactory progress notice **must** be given to every student that is in danger of achieving a grade below a "C" or a 2 in effort. It is recommended that teachers print the unsatisfactory notice student signature page from the electronic gradebook and have each applicable student sign in receipt of stated notice.

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

- (1) Stanine scores/FCAT practice scores
- (2) Textbook number
- (3) Conduct grades - should reflect such items as tardiness, and general classroom conduct. *At no time may a teacher lower an ACADEMIC grade as a penalty for a CONDUCT problem.*
- (4) Effort - participation in relation to ability.
- (5) Scholarship - should reflect a) major tests, b) quizzes, c) class participation, d) homework data, e) final exams, f) written/oral projects, and g) other pertinent material.

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

GUIDELINES FOR INSTRUCTION PERTAINING TO THE FLAG AND PLEDGE OF ALLEGIANCE

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

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

Board Rule 6Gx13-6A-1.08, 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.

- ❖ Teachers will direct their instructional efforts toward understanding patriotism and appreciation of freedom in our country.
- ❖ The essentials of the United States Constitution and flag education, including proper flag display and flag salute will be taught in all schools.
- ❖ In pledging allegiance to the flag, the following pledge will be used: “I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.”
- ❖ Students will be taught not to pause after one nation when reciting the pledge of allegiance to the flag.
- ❖ The pledge of allegiance will be rendered by standing with the right hand over the heart.
- ❖ Students who, because of religious or other deep personal conviction, do not participate in the salute and pledge of allegiance to the flag will stand or sit in silence.

The staff will counsel with students who do not participate in the pledge and flag salute. The main purpose for counseling would be to assist students in understanding our democratic heritage and in respecting the rights of all citizens.

Parents are to be contacted to determine the reason for the student’s behavior. Parents will be asked to provide a written request to excuse the student from reciting the pledge.

Students who do not participate in the pledge and salute, who stand or sit quietly, even though failing to get written parental permission, may not be disciplined.

Students not participating in the pledge and salute to the flag who interfere with others doing so will be considered disruptive. Any gestures, words, or actions other than those officially prescribed above will be considered interference with the rights of others and disruptive. In those instances where interference or disruption occurs, the school staff will take appropriate disciplinary action.

Specific Authority: 230.22(2) F.S.

Law Implemented, Interpreted, or Made Specific: 233.061(2)(d) F.S.; 36 U.S.C. 172

HALL DUTY

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

HALLWAY PASSES

Passes are necessary when a student leaves your classroom. Teachers must closely supervise the use at all times. Please limit trips and the number of children (maximum of 2 at a time) who are out of the classroom at one time. Be sure that students return to the classroom promptly.

Students sent on errands to the office or another classroom should be issued a pass. Students should never be sent to retrieve items from cars, pick up lunch, or retrieve something from the teacher's lounge.

HOME LEARNING

The School Board of Miami-Dade County, Florida recognizes regular, purposeful homework as an essential component of the instructional process in Miami-Dade County Public Schools. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self discipline. It is expected that teachers will implement the established District homework policy and assign work for home learning each night. Students need to be assigned reasonable, but challenging home learning assignments to support classroom instruction. All school homework policies must be based on School Board Rule 6Gx13-6A-1.23.

Frequency and Quantity of Home Learning Assignments:

Grades 6-7-8 daily (5 days a week) for 75 minutes (total daily average in all subjects)

These times do not reflect the **additional 30 minutes** that are required to be devoted to **daily independent reading**. At the secondary level, students in academic classes should receive a minimum of two homework assignments each week in each class. These assignments should be reflected in the students' class grade.

HONOR ROLL CRITERIA

Principal's Honor Roll: (1) No grade below "B" with an average of 3.75 or above. (2) No grade below "B" in conduct with an average of 3.75 or above. (3) Effort grades must be "1" in all areas.

Honor Roll: (1) No grade below "B" in all areas with an average of 3.0 or above. (2) Only one "C" allowed. (3) No effort grade below "2". (4) No grade below "B" in conduct with an average of 3.0 or above.

Conduct Honor Roll: (1) Student must earn grades of "A" in conduct in all subject areas with only one "B" allowed with an average of 3.75 or above.

INTERNAL FUNDS

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

- II. Fund Raising
 - A. Application for Fund Raising Activity
 - 1. Submit to Activities Director three (3) weeks prior to activity
 - 2. Wait until the application has been approved
 - 3. Concerts, productions, etc. are to be controlled by tickets. See treasurer
 - 4. Sell only during the approved time and dates
 - 5. Only one fundraiser at a time
 - B. Distribution of Goods
 - 1. Distribution sheet is kept when merchandise or tickets are issued to students or staff to sell.
 - a. Student/staff member signs sheet for merchandise received
 - b. Items not sold and returned to sponsor should be noted on the distribution sheet with the student's initial
 - C. Collection of Money
 - 1. Payee signs recap of collection for \$15.00 or less or may elect to issue a receipt from MDCPS receipt book.
 - 2. Receipt must be issued for over \$15.00
 - a. Student receipt book (students only). See treasurer
 - 1. White copy to payee
 - 2. Pink copy with recap sheet
 - 3. Blue copy stays in the book
 - b. Employee receipt book (M-DCPS only). See treasurer
 - 1. White copy to payee
 - 2. Yellow copy with recap sheet
 - 3. Green copy stays in the book
 - 3. Students ID #'s and full name are required on *all checks*
 - 4. Do not accept or cash \$50 or \$100 bills
 - D. Depositing Money
 - 1. Deposit with the school treasurer
 - 2. Deposit in the same form as collected
 - 3. Deposit with recap sheet and receipt book when used
 - 4. Deposit same day or next day: **DO NOT HOLD MONEY**
 - E. Operating Reports
 - 1. Required 10 days after completion of fundraiser with all applicable documents attached
 - F. Final Reports (attached to the operating reports)
 - 1. Distribution Sheet – Merchandise or tickets issued to students
 - 2. Continuous Sales Report – See treasurer; year round sale
 - 3. Certificate of loss – Merchandise or money is lost or stolen
 - 4. Certificate of Disposal – Goods are damaged, spoiled, etc.

5. Complimentary Form – Goods are issued at no charge

III. Purchase Orders and Payments

- A. Required for ALL purchases from class/club funds
 1. Obtain from school treasurer
 2. Purchases over \$1000 require a minimum of three bids (in writing)
 - a. Name of vendor
 - b. Name of contact
 - c. Telephone number
 - d. Quote
 3. Sales tax 7%
 - a. Purchases for resale
 - b. Class/club items purchased and kept by students
 - c. No tax on awards
 4. All purchases must have an itemized invoice or bill
 - a. Sign, date and forward to the treasurer's office
 5. Check requisition required for payment of goods
 - a. Complete all necessary blanks
 - b. Allow five working days to process check
 - B. Purchase Order Chain of Approval
 1. Purchase order can be obtained from the school treasurer
 2. Complete, sign and forward to the school treasurer
 3. Minimum of three days to process purchase orders
 4. A purchase order number will be issued after verification of funds
 5. Purchase order will be sent to administration for approval
 6. After the approvals, the treasurer will put the purchase order in the requester's mailbox
 7. When approved purchase order has been placed in the mailbox, the order may be placed
1. Fieldtrips and Conferences
 - A. Requires fieldtrip approval
 1. Travel approval forms – see Activities Director
 2. Forward completed form to Activities Director for approval routing.
 - B. In-County Fieldtrips and Conferences
 1. Purchase order required: list the following
 - a. Name of attraction
 - b. Entrance fees
 - c. Substitute (if paid from club/class funds)
 - d. Transportation
 2. Copy of the approved Temporary Duty form
 3. Copy of the approved travel approval form
 4. Information attached as to date, time, cost, etc.
 5. All monies and requests for checks must be forwarded to the school treasurer five (5) days prior to the fieldtrips

- C. Out of County Fieldtrips, Banquets and Conferences
 - 1. Requires a request for travel/expense form when accompanying students (to be used in lieu of a purchase order). This form goes to the Region for approval. Please submit to the treasurer at least three (3) weeks prior to travel
 - 2. Submit a copy of approved temporary duty form
 - 3. Submit a copy of approved travel approval form
 - 4. Attach information as to date, time, cost, etc.
 - 5. All monies are to be forwarded to the school treasurer five (5) school days prior to the trip
 - 6. Requests for checks must be forwarded to the school treasurer with the required documentation attached
 - a. Allow a *minimum* of five (5) school days to process checks
- 2. Donations
 - A. Requires a letter/memo from donor indicating the purpose of the donation
 - B. Issue a receipt to donor from the M-DCPS receipt book
 - C. Deposit funds with recap and receipt book to the school treasurer
- 3. Banquets and Luncheons
 - A. Purchase order required
 - B. Quote or contract
 - C. Minimum of five (5) days to process any required checks
 - D. Itemized invoice from the vendor at the time of payment
 - E. Follow fieldtrip and conference procedures
- 4. Treasurer's Office
 - A. Open from 8:00 a.m. to 2:00 p.m.
 - B. Do not send students down during class time to clear financial obligations.
 - C. Payment of current class fees by the student needs to be arranged with the treasurer
 - D. No personal checks cashed
 - E. Collect cash or money orders only. **Do not** accept checks
 - F. Do not cash or accept \$50 or \$100 dollar bills

LEP/ELL STUDENT COMPLIANCE

In order to remain in compliance with the ESOL program and to assure equal access and success to LEP students, we must continue to service ESOL students using ESOL strategies in our daily lessons.

Evidence of ESOL strategies is required in your lesson plans. It is strongly recommended that you make a list of the strategies you implement the most and create a code for each strategy. Include the list in the front of your lesson plan books so that you or anyone may refer to the strategies and/or the codes when reading your lesson plans. The following are some examples of ESOL strategies you may implement in your classrooms:

- ❖ Chain Drills
- ❖ Completion Drills
- ❖ Vocabulary in Context
- ❖ VAKT (Visual, Auditory, Kinesthetic, Tactile)
- ❖ Simple Repetition

- ❖ Whole Group to Individual Response
- ❖ Cloze Techniques
- ❖ Directed Response to Free Response
- ❖ Substitutions
- ❖ Role Playing
- ❖ Questions and Answers
- ❖ Language Experience Approach
- ❖ Controlled Composition

In addition, it is required for all teachers to be familiar with all the ESOL students they service and their levels. Therefore, it is required for you to identify all your ESOL children by writing down the ESOL levels (I, II, III, IV) beside the children's names in your grade book.

LESSON PLANS

Planning is essential for effective teaching and learning. In order to support the instructional program, the principal or supervising administrator has the authority to determine whether or not instructional objectives and related content are consistent with Board educational policy decisions and established instructional guidelines. **Teachers are required to develop written plans in accordance with the required indicators in the PACES Domain I.** Please refer to ESOL/ESE strategies, targeted benchmarks, and the respective curriculum maps when creating your lesson plans. In keeping with the professionalization of teaching, the parties agree, that plans are best developed by the teacher to enhance learning and facilitate reflective practice. Planning shall be governed as follows:

- ❖ Teachers are required to develop written plans in accordance with the required indicators in the PACES Domain I
- ❖ A teacher may be required to use a set form in the preparation of planning only when a principal has issued a Professional Improvement Plan indicating the standards in the PACES Domain I
- ❖ Plans shall be available during classroom visit(s) and/or prior to an official observation.
- ❖ All teachers shall retain their plans for the current school year for review by principal or supervising administrator at the school site, upon request.
- ❖ Teachers shall be required to prepare emergency plans for use by temporary instructors using a daily format and not exceeding five days in length and replenished as necessary.

LOST KEYS

Please report any lost or misplaced keys to Mr. Miret immediately.

MAILBOX CHECK

Please check your mailbox when you arrive and before leaving in the afternoon. **Do not send students to retrieve materials from your mailbox.**

PROCEDURES FOR PROVIDING SPECIAL EDUCATION FOR EXCEPTIONAL STUDENTS

As a primary goal, it is the policy of The School Board of Miami-Dade County, Florida, to provide access for exceptional students to specialized instruction and related services that are individually designed to provide educational benefit to children with disabilities. An exceptional student shall be defined as any student who, because of physical, mental, emotional or learning disability is unable to receive an appropriate educational program without specialized instruction and, if appropriate, related services. This instruction may be provided in a regular class, a special class, or in a special facility. The term exceptional student shall also be applied to those students identified as gifted. The Board will provide special educational programs to students who show eligibility and require special education in one or more of the following areas: deaf or hard-of-hearing; visually impaired; physically impaired; trainable, educable, and profoundly mentally handicapped; specific learning disabled; speech and language impaired; homebound or hospitalized; dual sensory impaired, emotional/behavioral disabilities; and autism spectrum disorder. Services are also provided for the gifted student.

Exceptional Student Education is an integral part of Miami-Dade County Public Schools. Regular schools, special centers, special services, related state and local agencies, and resources are all utilized. All of the facilities and services of the regular school are made available to the exceptional student. The document entitled **Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students**, and the addendum provided by the Florida Department of Education (FDOE) for the 2007-2008 school year are a part of and incorporated into this rule and will be submitted to the FDOE. Copies of **Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students** are on file in the Office of Board Recording Secretary and the Citizen Information Center.

PROFESSIONAL ASSESSMENT AND COMPREHENSIVE EVALUATION SYSTEM (PACES)

Summary

Beginning with the 2003-2004 school year, the evaluation instrument for instructional personnel in Miami-Dade County Public Schools has been the Professional Assessment and Comprehensive Evaluation System (PACES).

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

different educators work.

PACES

I. DOMAIN I PLANNING FOR TEACHING AND LEARNING

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

TEACHING AND LEARNING COMPONENT: GOALS AND/OR OBJECTIVES

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

TEACHING AND LEARNING COMPONENT: TEACHING METHODS AND LEARNING TASKS

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

TEACHING AND LEARNING COMPONENT: ALLOCATION TIME

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

TEACHING AND LEARNING COMPONENT: RESOURCES FOR LEARNING

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

TEACHING AND LEARNING COMPONENT: HOME LEARNING

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

TEACHING AND LEARNING COMPONENT: ASSESSMENT AND EVALUATION

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

II. DOMAIN II MANAGING THE LEARNING ENVIRONMENT

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

TEACHING AND LEARNING COMPONENT: TIME MANAGEMENT

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

TEACHING AND LEARNING COMPONENT: LEARNING ROUTINES

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

TEACHING AND LEARNING COMPONENT: LEARNER ENGAGEMENT

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

TEACHING AND LEARNING COMPONENT: MANAGING ENGAGEMENT IN LEARNING

- IID1 Changes in teaching and learning activities are sufficient to engage learners.
- IID2 Active involvement is sought from learners who are only passively engaged in

- IID3 learning or no learners are only passively engaged. Momentary off-task behavior and disengagement from learning is monitored throughout the lesson.
- IID4 Learners who are persistently off-task or lack sufficient engagement in learning are redirected or there is no persistent off-task behavior or lack of sufficient engagement in learning.
- IID5 Techniques are used to maintain the engagement of learners who have been redirected or there is no persistent off-task behavior or lack of sufficient engagement in learning.

TEACHING AND LEARNING COMPONENT: MONITORING AND MAINTAINING LEARNER BEHAVIOR

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

III. DOMAIN III TEACHER/LEARNER RELATIONSHIPS

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

TEACHING AND LEARNING COMPONENT: INTERPERSONAL RELATIONS

- IIIA1 A classroom climate of courtesy and respect is evident.

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

TEACHING AND LEARNING COMPONENT: LEARNING EQUITY

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

IV. DOMAIN IV ENHANCING AND ENABLING LEARNING

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

TEACHING AND LEARNING COMPONENT: INITIAL MOTIVATION TO LEARN

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

learning.

TEACHING AND LEARNING COMPONENT: TEACHING METHODS AND LEARNING TASKS

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

TEACHING AND LEARNING COMPONENT: RESOURCES FOR LEARNING

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

TEACHING AND LEARNING COMPONENT: KNOWLEDGE OF CONTENT AND PEDAGOGY

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

TEACHING AND LEARNING COMPONENT: CLARIFICATION OF CONTENT/LEARNING TASKS

- IVE1 Areas of minor misunderstanding are identified and addressed or no minor misunderstanding occurs.
- IVE2 Different words or examples are used in clarification or no clarification is needed.

- IVE3 Bases for learner difficulties or misunderstandings are sought or no misunderstandings or difficulties occur.
- IVE4 Misunderstandings or difficulties are successfully clarified as appropriate or no misunderstandings or difficulties occur.

V. DOMAIN V ENABLING THINKING

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

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

TEACHING AND LEARNING COMPONENT: HIGHER ORDER COGNITIVE

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

TEACHING AND LEARNING COMPONENT: QUESTIONING STRATEGIES

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

TEACHING AND LEARNING COMPONENT: PROBLEM SOLVING AND CREATIVE

THINKING

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

VI. DOMAIN VI CLASSROOM-BASED ASSESSMENT OF STUDENT LEARNING

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

TEACHING AND LEARNING COMPONENT: MONITORING ENGAGEMENT AND/OR INVOLVEMENT IN LEARNING

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

TEACHING AND LEARNING COMPONENT: INFORMAL ASSESSMENT

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

TEACHING AND LEARNING COMPONENT: FEEDBACK

- VIC1 Learners are provided specific feedback about adequate and inadequate responses.
- VIC2 Learners are provided with suggestions for improving learning or none are needed.

- VIC3 Learners who respond inadequately are revisited or no learners respond inadequately.
- VIC4 Learners receive specific feedback when learning tasks and/or learning outcomes are completed.

VII. DOMAIN VII PROFESSIONAL RESPONSIBILITIES

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

- VIIA1 Complies with State and School Board rules/policies and implementation requirements of the School Improvement Plan which are consistent with Board rules and contract provisions.
- VIIA2 Complies with published school-site rules and policies which are consistent with Board rules and contract provisions.
- VIIA3 Reports accidents; vandalism and emergencies as appropriate; and/or missing or damaged school property for which s/he is directly responsible.
- VIIA4 Keeps accurate required records.
- VIIA5 Facilitates home-school communications (bulletins, announcements, conferences)
- VIIA6 Conducts parent-teacher conferences in accordance with contractual provisions as required. To establish and maintain a positive collaboration relationship with students families to increase student achievement
- VIIA7 Attends meetings permitted by the contract.
- VIIA8 Teacher attendance is regular, exclusive of authorized leave.
- VIIA9 Performs assigned professional duties permitted by the contract (homeroom monitoring).
- VIIA10 Plans for the incorporation of technology in the teaching and learning process.
- VIIA11 Uses (student) learner performance assessment data in planning for teaching and learning.
- VIIA12 Uses (student) learner performance assessment activities to advance teaching and learning.
- VIIIB1 Is punctual in meeting responsibilities.
- VIIIB2 Is punctual in attendance.

PARENTAL INVOLVEMENT

The School Board of Miami-Dade County 6Gx13- 1B-1.012 recognizes that strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

This school board policy creates a collaborative environment in which the parents and families of our students are invited and encouraged to be involved stakeholders in the school community. It establishes the framework and responsibilities for implementation of strategies to increase family and community involvement. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

Title I School-Parent Compacts. In each school implementing the Title I Program, parents shall jointly with the school develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high standards.

Title I School's Parental Involvement Policy. In each school implementing the Title I Program, parents shall jointly with the school add language to the existing M-DCPS School Board Rule 6Gx13- 1B-1.012, Parental Involvement – A Home-School-District Partnership, to describe how the school will carry out the parental involvement requirements in Section 1118 of The No Child Left Behind Act of 2001. This amended document will serve as the Title I School's Parental Involvement Policy. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

PARENT LOGS/PHONE CALLS

Teacher-Parent Communication contributes greatly to the enhancement of the school's relationship with the community it serves. It also serves to improve the quality of education in the school. It is suggested that each teacher make positive parent contacts during the first two weeks of school for each student in his/her classroom. These parent contacts should be documented. Additional parent contact throughout the year should be entered as they occur. This log should be recorded in your grade book for review by the administration.

Parental involvement is greatly encouraged at our school. Please do not hold informational conferences with parents during time when you are responsible for supervising students. Also, do not impart any information to parents regarding any aspect of the school other than exactly what pertains to you, the student, and your teaching. Refer them to an administrator instead. We are committed to strengthening our relations with parents and community members.

PARENT/TEACHER CONFERENCES

Parent conferences are to be scheduled during teacher planning periods and before school during designated team conference times or after school. Each teacher from the team should be present. At the conference, specific information should be provided to the parent in regards to student work, effort, and conduct. Language that is positive and constructive should be used at all times when communicating with parents. Please request assistance from an administrator if special arrangements for a conference are required.

PAYROLL PROCEDURES

Payroll procedures are a part of the internal audits conducted each year. Please keep the following in mind:

- ❖ All staff members must sign in upon arrival and sign out upon departure. A reminder that all full-time employees work between the hours of 7:20 a.m.-2:40 p.m.
- ❖ All hourly employees are required to sign in the arrival time and sign out the departure time, as they occur.
- ❖ Staff members are reminded that when leaving the building at anytime during the day (except during duty-free lunch); administrative permission must be obtained prior to leaving. If you are planning to be late, please ensure you speak to an administrator.
- ❖ Upon returning to work from an absence, please refer to Ms. Berryhill to complete a leave card.

PERSONNEL FILES

General Policy Statement

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

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

School Site Personnel Files

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

1. Except for materials pertaining to work performance or other such matters that may be cause for discipline, suspension or dismissal under laws of this state, no derogatory materials relating to an employee’s conduct, service, character, or personality shall be placed in the personnel file of such employee.
2. No anonymous letter or anonymous materials shall be placed in the personnel file.
3. Materials relating to work performance, discipline, suspension or dismissal must be reduced to writing and signed by a person competent to know the facts or to make a judgment.
4. No such materials may be placed in a personnel file unless they have been reduced to writing within 45 calendar days, exclusive of the summer vacation period, and of the school system administration becoming aware of the facts reflected in the materials.
5. Additional information related to such written materials previously placed in the file may be appended to such materials to clarify or amplify as needed.
6. A copy of such material to be added to an employee’s personnel file shall be provided to the employee either:
 - a. By certified mail, return receipt requested to his/her address of record; or
 - b. By personal delivery to the employee. The employee’s signature on a copy of the materials to be filed shall be proof that such materials were given to the employee,

with the understanding that such signatures merely signifies receipt and does not necessarily indicate agreement with its contents.

7. The employee shall have the right to answer in writing any such materials in a personnel file as of July 1, 1983. As well as any such materials filed thereafter, and the answer shall be attached to the file copy. The employee shall have the right to request that the Superintendent or his/her designee make an informal inquiry regarding material in his/her personnel file which the employee believes to be false. The official making the inquiry shall append a written report of his/her findings to the material.
8. Upon request the employee or any person designated in writing by the employee shall be permitted to examine the personnel file. The employee shall be permitted to conveniently reproduce any materials in the file, at a cost no greater than five cents per page.
9. The custodian of the record shall maintain a record in the file of those persons reviewing the file each time it is reviewed.
10. Public school system employee personnel files are subject to the provisions of Chapter 119, except as follows:

Any complaint and any material relating to the investigation of a complaint against an employee shall be confidential until the conclusion of the preliminary investigation or until such time as the preliminary investigation ceases to be active. If the preliminary investigation is concluded with the finding that there is no probable cause to proceed further and with no disciplinary action taken or charges filed, a statement to that effect signed by the responsible investigating official shall be attached to the complaint and the complaint and all such materials shall be open thereafter to inspection pursuant to Chapter 119. If the preliminary investigation is concluded with the finding that there is probable cause to proceed further or with disciplinary action taken or charges filed, the complaint and all such materials shall be open thereafter to inspection pursuant to Chapter 119. If the preliminary investigation ceases to be active, the complaint and all such materials shall be open thereafter pursuant to Chapter 119. For the purpose of this subsection, a preliminary investigation shall be considered active as long as it is continuing with a reasonable, good faith anticipation that an administrative finding will be made in the foreseeable future. An investigation shall be presumed to be inactive if no finding relating to probable cause is made within 60 calendar days after the complaint is made.
11. Employee evaluations prepared pursuant to s. 231.17 (3), s. 231.29, s. 231.36, or rules adopted by the State Board of Education or a local school board under the authority of said sections, shall be confidential until the end of the school year, immediately following the school year during which each evaluation is made. No evaluations prepared prior to July 1, 1983, shall be made public pursuant to this section.
12. No material derogatory to the employee shall be open to inspection until ten calendar days after the employee has been notified, as stated previously.
13. The payroll deduction records of the employee shall be confidential.
14. Employee medical records including psychiatric and psychological records shall be confidential; provided; however, at any hearing relative to an employee's competency or performance, the hearing officer or panel shall have access to such records.
15. Notwithstanding other provisions of this section, all aspects of each employee's personnel file shall be open to inspection at all times by school board members, the Superintendent and the principal, or their respective designees, in the exercise of their respective duties.

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

PERSONNEL RECORDS – UTD CONTRACT

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

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

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

Responsibility Required Actions:

Employee Send request only for the inclusion of items in one's own personnel file to the Director of Operations and Records, Office of Personnel.

Work Location Send documents for the Personnel file to the Director of Operations, and Administrator Records, Office of Personnel. Such Documents must bear the signature of the employee acknowledging receipt of a dated copy of the documents being submitted.

Operations and Records Return to the sender, documents that are not authorized for inclusion and retention in the Personnel file.

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

PLANNING DAYS

The majority of time during teacher planning/preparation is to be used by the employee for INSTRUCTIONAL PLANNING, RECORDING OF GRADES, REVIEWING STUDENT CUMULATIVE FOLDERS, AND/OR INSTRUCTIONAL MATERIAL OR ACTIVITIES. The length of a workday may not be reduced or increased on planning days. A one hour lunch period

may be authorized within the regular day. *The children of faculty/staff members are not authorized to access the building on workdays.*

PROBATIONARY SERVICE

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

PROFESSIONAL DEVELOPMENT

It is the intention and assumption of Miami Edison Middle School's administration to enhance and build the capacity of teachers by working as a whole school; a team of professionals focused on a common goal reducing teacher isolation developing and extending effective literacy tools in working with children who are low performing.

Professional Development is the umbrella under which all in-service activities occur. It is a collaborative effort and responsibility of every person who affects student learning and the learning environment

PROFESSIONAL DEVELOPMENT PLANS

One of the components of the PACES process is to complete and implement a Professional Development Plan. This plan is created to enhance teaching and learning by addressing the needs of students for whom teachers are assigned. This data should come from the needs assessment section of the School Improvement Plan , student assessment results, nine week grades, individual classroom assessments, or other student performance data. At Miami Edison Middle School, all teachers are to adhere to the following procedures when completing a Professional Development Plan:

1. The teachers should meet with their department, and identify two instructional goals for the students during the school year. PLEASE REFER TO THE FCAT SCORES AND IDENTIFY AREAS OF COMMON WEAKNESSES.
2. Each teacher will identify the areas of training needed to facilitate meeting the goals. Teachers are reminded that the outcomes of the training must be measurable through student performance data and other relevant benchmarks.

It is the teacher's professional responsibility to register for training sessions in TEC, local universities, district/region offices, or through the professional development portal to meet the training objectives identified in their Individual Professional Development Plans. The administration will provide several school-site training sessions that will address the various district initiatives.

PROGRESS MONITORING PLANS

Students in grades 6-8 who scored at achievement level 1 and 2 on the Florida Comprehensive Assessment Test (FCAT) during the 2007-2008 school year in Reading and Mathematics, must have a current Progress Monitoring Plan (PMP) on file. This plan should contain current assessments and intervention strategies that will improve students' academic performance in the area of his or her deficiency. Listed below are the procedures that shall be followed to ensure compliance with district guidelines.

1. All teachers will be trained on how to complete an automated Progress Monitoring Plan.
2. All core courses teachers will initiate the PMPs for the selected students prior to assigned deadline. Instructional Support /Coaches will be available if needed for assistance. All completed draft PMPs are due to appropriate administrator for review prior to parent conferences.
3. All homeroom teachers will disseminate the parent letters that will be provided. This letter will inform parents of the date their grade level is scheduled for the Progress Monitoring Plan Parent Conferences.

Teachers are reminded that the selected interventions will be monitored and therefore, should be implemented. Appropriate documentation of implementation should be kept on file in your team leaders' classrooms in folders. PMPs must be updated at the end of each grading period and progress of mastery reported to parents.

PROGRESS REPORTS/SPECIAL AREA REPORTS AND REPORT CARDS

Progress Reports

Interim progress reports are to be issued for each student on the 5th week of each grading period. Parents are to be notified via a second progress report if the child's grades decrease in any subject (including a "3" in effort or a "D" or "F" in conduct) after the first progress report has been sent home. Parents are to sign and return notices. Copies of UNSATISFACTORY progress reports must be kept on file. Make sure that parents receive information via more than one method.

Special Area teachers are to use Special Area Progress Report forms and forward these to the corresponding team leaders. No student may receive an "F", "D" or "3" in effort UNLESS AN UNSATISFACTORY PROGRESS REPORT HAS BEEN SENT HOME.

The dates for Interim Progress Reports are as follows:

- ❖ September 17, 2008
- ❖ November 25, 2008
- ❖ February 18, 2009
- ❖ May 6, 2009

Report Cards

Teachers are advised to contact the counselor and team leader about general education student's academic and behavior concerns, and the special area teacher about special education student's academic and behavior concerns. Special education teachers will be responsible for the IEP status, goals and benchmarks report which needs to be attached to the report card.

Please be advised of the dates in which report cards will be sent home:

- ❖ November 10, 2008
- ❖ February 2, 2009
- ❖ April 15, 2009
- ❖ June 18, 2009

The 4th quarter report card will be mailed in the self addressed stamped envelope each child brings (in the summer).

The following is a letter and numerical interpretation of academic grades:

Letter Grade	Percent Value	Interpretation
A	90-100%	Outstanding
B	80-89%	Good
C	70-79%	Satisfactory
D	60-69%	Minimal Improvement Needed
F	0-59%	Unsatisfactory

Effort: Based upon the degree to which a student works up to his/her ability.

- 1 = Outstanding effort
- 2 = Satisfactory effort
- 3 = Insufficient effort

Conduct: Based upon the behavior under supervision of the teacher or other official school personnel.

- A = Excellent behavior
- B = Consistently good behavior
- C = Satisfactory behavior
- D = Improvement in behavior needed
- E = Unsatisfactory overall behavior

PROGRESSIVE DISCIPLINE PLAN

The primary objective of Miami-Dade County Public Schools and Miami Edison Middle School is to ensure that students are given the opportunity to develop their potential for learning and to interact positively with other students in a safe environment free of disruptions. The purpose of the school-wide progressive discipline plan initiative is to assist all stake holders (students, parents, teachers, and administrators) in promoting and maintaining a positive teaching environment conducive to

learning. The plan aims to provide uniformity amongst colleagues and consistency for the students. This will alleviate many of the discipline concerns that arise when there is no congruency between rules and procedures in each avenue of the child's school day.

- Schools are established for the benefit of all students. The educational purposes of schools are accomplished best in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process. Student behavior that disrupts this process or that infringes upon the rights of other individuals will not be tolerated. In addition to the rules set forth by the Student Code of Conduct, it is imperative to have established behavioral guidelines that Miami Edison Middle School students must abide by.

In order for this initiative to be successful, full faculty support and participation is required. It is also imperative that these behavioral expectations are explained to the parents. The primary objective is to provide uniformity and continuity for the student which will facilitate an optimal learning and teaching community.

It is important that classroom rules are communicated to parents therefore; it behooves us all to draft a letter explaining these behavioral expectations with a section for the parent to sign indicating receipt and review. Afterwards teachers will file the returned forms with parent contact information in the event of a misunderstanding in regards to punishment. The teacher then has documentation that rules were explained along with applicable consequences.

Teachers need to be aware that a referral to administration **should not** be the first recourse in the event of minor discipline infractions. Procedures outlined in the individual discipline plans should be adhered to:

The **classroom teacher** will handle the following minor student infractions and record the incident

- ❖ Tardies
- ❖ Teasing
- ❖ Skipping
- ❖ No materials/supplies
- ❖ Profanity
- ❖ Excessive Talking
- ❖ Getting out of the seat without permission
- ❖ Failure to complete assignments
- ❖ Failure to complete homework
- ❖ Minor children's conflicts/arguments
- ❖ Other minor infractions of classroom/school rules

The classroom teacher will record the follow up action taken which should include parent contact, date, and time for each infraction. Upon the third occurrence of such stated violations a SCM (Student Case Management Referral Form) should be sent to your designated administrator.

The following student offenses will immediately be referred to **administration**:

- ❖ Leaving the classroom and/or school without permission
- ❖ Bringing weapons and/or drugs to class/school
- ❖ Serious fights which cause injury or disrupt the educational process
- ❖ Excessive profanity
- ❖ Destruction of school property
- ❖ Flagrant disrespect or defiance of authority
- ❖ Verbal or physical assault on the teacher
- ❖ Unauthorized removal of another's property
- ❖ Continued tardies and/or absences following teacher's warning and parental contact

Recommended Techniques For teachers: to prevent, reduce, or resolve discipline problems:

- ❖ Establish and enforce class rules early
- ❖ Use a reward system/positive reinforcement
- ❖ Use peer approval/disapproval
- ❖ A conference with the student
- ❖ Parent contact
- ❖ A conference with the parent
- ❖ A conference with student, parent, and an administrator

PUBLIC ADDRESS SYSTEM ANNOUNCEMENTS

Teachers are expected to require students to pay attention to all announcements and to model that behavior themselves.

PURCHASE OF INSTRUCTIONAL MATERIALS

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

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

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

RETENTION

Decisions regarding student promotion, retention, and special placement are primarily the responsibilities of Miami Edison Middle School's professional staff; however, the final decision in regard to grade placement is the responsibility of the principal. The district-wide standards, in accordance with which placement decisions must be made, are entitled *Student Progression Plan 2007-2008*, which is incorporated by reference herein and made a part of this Board rule 6Gx13- 5B-1.04. Also, the purpose of this plan is to establish requirements and procedures for pupil progression within Miami-Dade County Public Schools. Copies of this plan are on file in the Office of Board Recording Secretary and the Citizen Information Center. The standards and the procedures for their implementation that are contained in the plan reflect clearly that promotion in Miami-Dade County Public Schools is based primarily on student achievement and is not an automatic process.

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

Parents will be informed at the beginning of the second grading period if their child is not meeting performance standards. A parent/teacher conference will follow.

ROOM APPEARANCE AND CARE

Bulletin boards should display students' work which is current and attractive. The way a classroom looks sets the tone for instruction. An attractive uncluttered room inspires children to learn. Children should be encouraged and trained to develop an attitude of personal responsibility for careful use of their "home" at school. It is important to stop working sufficiently before the end of the school day not only to evaluate the day's work, but also to tidy up the instructional areas and to prepare for the next day. Each student is responsible for his/her immediate seating area; furniture must not be written on or defaced in any way.

SCHOOL LIBRARY MEDIA PROGRAMS

The School Board 6Gx13- 6A-1.30 recognizes that today's school library media program plays an integral role in educating students for the challenges of a rapidly changing world. The school library media center shall serve as a multimedia learning center to enrich, support, and vitalize the school's instructional program. Its purpose is to provide students and teachers with access to information through its collection of resources in print, non-print, and electronic formats. The school library media programs continuing aim is to encourage and enable each student to achieve his/her optimum potential as a learner, as a citizen, and as a human being. In this setting, the school library media specialist's role is to integrate information literacy, research, and inquiry into all areas of the curriculum and to serve as a teacher, technology leader, information specialist, and instructional consultant who is totally involved in the teaching/learning process.

To ensure the effectiveness of its instructional programs the school system will provide and maintain an evolving library media program in each school. The Superintendent of Schools will develop rules, regulations and procedures to ensure the quality of the school library media program and its systematic maintenance as an effective current resource for teachers and students.

SEXUAL HARASSMENT

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

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

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

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

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

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

Title IX protects any "person" from sexual discrimination. Accordingly, both male and female

students are protected from sexual harassment, even if the harasser and the person being harassed are members of the same sex.

There are two types of sexual harassment:

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

Liability of a School District for Sexual Harassment of a Student by an Employee

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

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

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

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

STUDENT BEHAVIOR

Maintaining a positive classroom climate through good behavior management is the responsibility of all teachers. A classroom management plan, which establishes rules of behavior and methods used to maintain the desired learning environment, must be developed and implemented fairly and consistently. Time out, notes/phone calls home, parent/teacher conferences, daily progress reports,

and behavior contracts are all strategies, which can be included in the plan. Set the tone and establish your procedures from the very beginning.

1. Be very definite in the procedure, which is to be followed. Be consistent with expectations and allow plenty of time for directions to be followed. If a definite routine is established the first day of school, it becomes routine. Routines aid good organization and discipline.
2. Start teaching at the level of understanding of the group. Nothing succeeds like success. Children become frustrated if too much or not enough is expected of them and often find other things to do which tend to create discipline problems.
3. Be fair and reasonable. Try not to “react” to pupils when they become angry and emotional. Be calm, but firm. Be consistent and follow through on any promised disciplinary action. Children should understand the classroom rules, have a voice in the development of rules where practical, and should consistently be expected to follow the rules. Teachers must also be consistent and fair when delivering consequences from their actions. Do not punish whole groups.
4. In maintaining discipline, the emphasis should be on determining the cause of unacceptable behavior or altering those causes, rather than on administering punishments. For example, a chaotic classroom may be the result of inadequate or inappropriate plans. A disruptive child may be one who should be given more recognition, etc.
5. The following punishments should never be used:
 - ❖ Corporal punishment of any kind (hitting, pinching, grabbing, etc.)
 - ❖ Sending a child to stand outside the classroom.
 - ❖ Making a child leave your class unless his or her offense is serious enough to warrant a parent-teacher conference as a follow up.

Completion of a Student Case Management Referral Form (SCM) should occur only after all other appropriate alternatives have been exhausted. However, completion of a SCM is necessary when severe violations of the Code of Student Conduct such as fighting, theft, and harassment occur. The complete SCM must be given to the appropriate administrator. The administrator will respond and inform you of the outcome in a timely fashion. Students are not to be automatically sent to the administrator or to the attendance office. Removal from class is to occur only upon administrative directive.

6. A SCM form must be filled out on each serious incident to include the offense, the steps taken to solve the problem, previous conferences, alternative strategies and documentation of parent contact. The SCM must include the student’s ID number. Please write student’s telephone number in the upper right-hand corner, if possible. **Administrators should not initiate the first parent contact in regards to student misconduct.**
7. The administration will review the discipline forms and take appropriate action as per the *Code of Student Conduct*.
8. Teachers are encouraged to utilize “individual behavior contracts” and daily progress reports as strategies for improving student behavior.
9. The administrative team **cannot** support the teacher if proper procedures are not followed. Our philosophy is that once a disciplinary issue reaches our office, it is very

serious and that you have **exhausted** your efforts to resolve the problem. Be sure that you have employed all strategies prior to referring a student to the office.

Cooperative team efforts, consistent enforcement of school/class rules and clear, concise directions are all ingredients of effective student behavior management. High expectations and the demonstration of a genuine respect toward all children will result in a well-behaved enthusiastic student.

STUDENT PROGRESSION PLAN

The *Student Progression Plan* (SPP) for Miami-Dade County Public Schools is incorporated by reference into School Board Rule 6Gx13-5B-1.04 and contains the requirements and procedures for pupils to progress from one grade to the next, kindergarten through grade 12 and adult education. It is expected that with appropriate motivation, the vast majority of Miami-Dade County Public Schools pupils who receive appropriate instruction can make satisfactory progress through the grades and graduate from high school. It is expected that most pupils will be able, to achieve a level of academic proficiency and social and emotional development yearly that will enable them to benefit from instruction in the next grade. However, for a variety of reasons, individuals may require more than the usual amount of time in school to develop their educational potential.

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

Intervention strategies for students who need additional support to succeed in school are indicated in the plan. In addition to the hard copy which is distributed each year following revision and School Board approval, the SPP is available on line through the M-DCPS web page by clicking on e-handbooks and scrolling to SPP (www.dadeschools.net).

STUDENT SERVICES

- ❖ Guidance and Counseling services are provided by Miami Edison Middle School guidance counselors. School guidance counselors assist students in the developmental acquisition of knowledge and skills that will help them reach their academic, personal/social, health and career/community potential. The ultimate goal of the program is for students to graduate with the competencies necessary to be able to make self-directed, realistic, and responsible decisions and to be successful contributors to society. Counselors will assist in the following areas:
- ❖ Meet with students and teachers on a frequent and consistent basis
- ❖ Work within Code of Student Conduct to assist teachers in modifying and improving student behavior where problems are identified
- ❖ Work to affect behavior modification in classroom discipline, tardies, and academic process
- ❖ Provide academic counseling and subject selection direction

- ❖ Ensure that all exceptional education and Limited English Proficiency students are properly identified and served in special programs
- ❖ Expand career, vocational education, and equity issues
- ❖ Provide a program of counseling and guidance services for all students through individual, small group, and large group sessions.
- ❖ Assist staff in working to improve student achievement in school, district, state, and national test programs.
- ❖ Assist in maintaining and updating all student records that relate to the Pupil Progression Plan
- ❖ Provide education and counseling in prevention of drug abuse, runaways, dropout and suicide prevention.
- ❖ Respond to emotional, affective, and psychological needs of students.

STUDENT SERVICES AND THE SECONDARY SCHOOL TEACHER

The teacher in the secondary school, under the leadership of the principal, has a vital and indispensable part to play in the student services program. It is imperative that the instructional and student services personnel coordinate their functions so that common objectives may be achieved. The secondary school teacher will:

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

TRUST COUNSELOR

The TRUST (To Reach Ultimate Success Together) Counselor is assigned to the school on a full-time basis and reports to the principal, assistant principals or department chairperson. The counselor works cooperatively with other student services personnel in the school in the prevention and

intervention of substance abuse and other self-defeating and destructive behaviors.

The TRUST Counselor responsibilities are:

1. Implement a Substance Education Prevention program.
2. Conduct individual and group counseling sessions with “at risk” students in regard to the prevention and intervention of drug abuse and other self-defeating and destructive behaviors.
3. Conduct an alternative intervention center as an alternative to suspension and/or for students who are exhibiting behavioral problems.
4. Develop and maintain a close working relationship with parents/guardians, church groups, social counseling, parent training, and workshops, on substance education for parents/guardians.
5. Develop and implement self help groups (peer counseling) in order to encourage and promote peer leadership experiences for students who have been referred by school personnel, parents/guardians or self-referred.
6. Assist administrators and other student services personnel in the handling of drug involved youth, as well as those exhibiting other types of dysfunctional behavior.
7. Develop and implement sessions which will utilize community agencies and recovering addicts as resource personnel to work with students involved in the program.
8. Develop and implement in-service training programs for school personnel, in order to provide them with identification and prevention approaches.
9. Assist the feeder schools in establishing “Just Say No” clubs, and participating in other special substance abuse prevention activities, i.e., “Just Say No” walk, the substance education poster and essay contests.

TEST CHAIRPERSON

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

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

SUPPLIES

Supplies will only be issued when a *Materials and Supplies Requisition* form is filled out and submitted to Ms. Allen.

TARDIES

Students arriving after 7:50 a.m. are considered tardy to school. A progressive plan to combat tardiness will be devised and is subject to change. **DO NOT EXCLUDE STUDENTS FROM CLASS DUE TO TARDIES.**

TEACHER WORKDAY

The employee workday shall be seven (7) hours and twenty (20) minutes for employees at the secondary level. The workday shall include lunch and planning preparation periods. The established workday at Miami Edison Middle School is 7:20 a.m. to 2:40 p.m. for teachers, unless an afternoon faculty meeting is scheduled. **With no exception, teachers are expected to arrive at school on time and to meet classes on time.** In case of serious emergencies, such as school wide disruptions that affect the safety and welfare of the student body, employees may be required by the principal to stay longer than the ordinary workday in order to assist in supervising students. The principal shall make every effort to resolve the emergency as quickly as possible. In no case shall teachers be required to remain longer than one (1) hour beyond the regular workday.

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

TEAM LEADERS

The Team Leader is responsible for the effective operation and communication within the team leader's council and between the team and administration. School level planning responsibilities to include:

- ❖ Conduct weekly meetings of the grade level team to disseminate information and respond to requests from the principal.
- ❖ Record minutes of team meetings and submits copies to the principal.
- ❖ Coordinate field trips and special activities for the team. (This may include arranging for transportation, securing reservations and appropriate permission slips, and arranging for meals. These duties may be delegated by to the teacher sponsoring and in charge of the field trip.)
- ❖ Assist in the integrated curriculum development and instructional program of assigned grade levels.
- ❖ Serve on school-wide committees as requested by the Administration.
- ❖ Assist with behavior management situations when appropriate.
- ❖ Act as a mentor for new teachers on the team.
- ❖ Assist the school's Leadership Council Chairperson, Academic Team Leaders and Administration with the implementation of school-wide initiatives.
- ❖ Work with other team leaders and/or faculty members as deemed necessary.

- ❖ Dedicate time for after school duties on an as- needed basis.
- ❖ Perform other duties as assigned by the principal.
- ❖ Maintain a working knowledge of all relevant School Board Policies to ensure proper implementation by the grade level team.

TELEPHONE USAGE/MESSAGES

The school's telephones are for conducting school business. Personal telephone calls are to be limited to EMERGENCIES ONLY. Telephone messages will be placed in your mailbox. You will be informed immediately should you receive an emergency message. Phones on secretaries' desks are not to be used by staff members. Cellular phone usage during instructional time is not allowed.

TEXTBOOKS

It is both county and school policy that all students have assigned textbooks for their use. It is imperative that proper inventory procedures are adhered to for the purposes of minimizing losses, and ensuring that there are an adequate number of texts for each student. Prior to the disbursement of textbooks to students, teachers will sign out their specified number of books and materials from their respective grade level or department chairperson. Each book should be issued a number; this includes teacher's guides, supplementary texts, collection kits, and consumable workbooks. Please verify and count all items prior to signing. Your signature indicates full receipt of all listed items. Teachers are to become familiarized with the materials that will be issued to them. This is of the utmost importance, as each of these books must be accounted for in the end of the year textbook inventory report.

TEXTBOOK DISTRIBUTION

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

- ❖ Assign each student a book.
- ❖ Record each book number, its condition and the related price on the textbook log sheet for each student and have the student sign for the textbook.
- ❖ Require that the student print his/her grade level and the date (in ink) on the bookplate. Also, include your name and room number on the bookplate.
- ❖ Conduct book checks at the end of each grading period according to the outlined guidelines.
- ❖ Encourage students to cover their textbooks with protective covers supplied free from the Activities Office.
- ❖ Require immediate payment for lost or damaged textbooks.
- ❖ Give the completed obligation forms to the treasurer at the end of the school year, for those students who did not return the books that were issued to them.

It is recommended that teachers periodically inventory their texts and make every attempt to collect the replacement cost in the event of lost or damaged books.

In the event that a student withdraws from your class, please make every effort to collect assigned books prior to the student leaving. If you are unable to do so prior to the withdrawal, inform Ms. Allen that the student has outstanding textbooks which need to be returned or paid for before the grades and cum's are forwarded to the new school.

At the end of the school year, it is expected that each teacher will return all textbooks and materials and disburse them to the appropriate areas.

TOBACCO FREE WORKPLACE POLICY

Dade County Public Schools has approved Policy 6GX13-4-1.06 which describes all School Board properties as Tobacco-Free. Miami Edison Middle School's property, parking lot and surrounding sidewalks included are considered tobacco-free areas.

VISITORS

All visitors must stop by the office and secure a visitor's pass before proceeding into an instructional area. When possible, staff members will be notified when groups of visitors are expected in the building. Visitors are expected to observe all fire regulations and are to conduct themselves in such a manner as not to interfere with the instructional program. Visitors must first register with security at the main entrance, sign-in and produce photo identification, and then proceed to register in the main office. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

MEMORANDUM

TO: All Faculty and Staff
Miami Edison Middle School

FROM: Richelle T. Lumpkin, Principal
Miami Edison Middle School

SUBJECT: Faculty and Staff Handbook

The Miami Edison Middle School Faculty Handbook is a document with important information and procedures to help you better understand your responsibilities during the school year.

These policies include State Regulations, School Board Policies UTD/M-DCPS Contract Articles and standard operating procedures for Miami Edison Middle School. Additional information will be distributed during the year to be placed in the handbook.

Please sign and date that you acknowledge that the Miami Edison Middle School Handbook has been issued to you and have been informed that copies of the Miami-Dade Community Public Schools Staff Handbook are available for your review and use in the Media Center and the offices of each assistant principal.

Additionally, you acknowledge the availability of the following items on the Internet on the Miami-Dade County Public Schools website (<http://www.dadeschools.net/>).

School Board Rules:

6GX13 – <u>4-1.09</u>	Employee/Student Relationship
6GX13 – <u>4A-1.21</u>	Responsibilities and Duties
6GX13 – <u>4-1.08</u>	Violence in the Workplace
6GX13 – <u>4A-1.302</u>	Weapons Separation-Dismissal or suspension – All Personnel
6GX13 – <u>5C-1.02</u>	Conduct – Standards of Behavior
6GX13 – <u>5D-1.08</u>	Maintenance of Appropriate Student Behavior
6GX13 – <u>5D-1.07</u>	Corporal Punishment – Prohibited
6GX13 – <u>5C-1.031</u>	Dress Code
6GX13 – <u>5A-1.062</u>	Suspension, Board-Approved Alternatives, Expulsions, and Referral to Florida Department of Children and Families
6GX13 – <u>4-1.09</u>	Employee-Student Relationships

6GX13 – 4-1.03	Personnel Files
6GX13 – 4-1.05	Drug-Free Work Place General Policy Statement
6GX13 – 4-1.06	Tobacco-Free Work Places
6GX13 – 3E-1.081	Safety Program
6GX13 – 1D-1.012	Equal Access-Availability of Secondary School Facilities to Student for Meetings
6GX13 – 4D-1.11	Employee Assistance Program
6GX13 – 1B-1.031	Educational Excellence School Advisory Councils
6GX13 – 6A-1.112	Acceptable Use Policy - Internet
6GX13 – 4A – 1.32	Discrimination/Harassment: Complaint Procedures for Employees
6GX13 – 4C-1.063	Compliance with copyright law and “Fair Use” guidelines
6GX13 – 6A-1.23	Homework
6GX13 – 6A-1.213	Code of Ethics
	How to Use Common Sense and Professional Judgment to Avoid Legal Complication in

Teaching

Equal Educational and Employment Opportunity Manual

Signature

Date

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Employee Copy

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Miami Edison Middle School

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Date