Paul W. Bell Middle School

Faculty Handbook

2026-2027

VISION

The vision of Paul W. Bell Middle School is to enrich the community it serves through the development of bilingual, biliterate, and bicultural students. The school will continue to strive for excellence in the development of lifelong learners and productive citizens by improving academic competencies and infusing technology across the curriculum.

MISSION

The mission of the administration, faculty, staff, students, and community of Paul W. Bell Middle School is to develop bilingual, biliterate, and bicultural students whose knowledge will promote understanding, comprehension, tolerance, and unity in the community. To this end, the school provides the students and the community it serves with excellent educational programs that integrate reading, math, science, and technology.

Paul W. Bell Middle Schools holds the following beliefs as the motivation for all endeavors undertaken by the school:

- We believe firmly that all children can learn and thus hold them to high expectations.
- We believe that we should be, for all who are involved, a place of realized potential.
- We believe that our responsibility is to all of our stakeholders: students, parents, employees, and the community we serve.

ADMINISTRATIVE STAFF

Mr. Rico Jones.……..……..……..…. Principal

Ms. Sofia DaSilva……..…..…… Assistant Principal

SUPPORT PERSONNEL

Mr. Pedro Farinas ……..……. Activities/Athletics Coordinator

Mr. Anthony Reid ..…… Lead Teacher, Cambridge Magnet

Ms. Ayme Quintana ..…….……. Cafeteria Manager

Ms. Mayte Sotomayor …….…….Counselor

Ms. Judersy Fernandez ……. Registrar

Ms. Vilma Benedetti …… Treasurer

DEPARTMENT CHAIRPERSONS

Ms. Daisy Frade ..……..……. Language Arts/Reading

Mr. Arbide ……...…… Mathematics

Ms. Cynthia Menocal …….. Science

Ms. Ada Corvos ……..……..…….…… Social Studies

Ms. Belinda Dominguez.…… ESOL/Media Specialist

Ms. Amy Demoss …. ……...…… SPED

Ms. Mayte Sotomayor ……...……..…….. Student Services

SECTION I
POLICIES AND PROCEDURES

- Procedures Regarding Employee Attendance
    - Notification of Attendance Procedures
    - Attendance Incentives and Benefits
    - Probationary Service
    - Excessive Absences—Faculty/Staff
    - Teacher Workday
    - Abandonment of Position
    - Sick Leave
    - Personal Leave
    - Absences—Faculty/Staff
    - Sign-in/Sign-out
    - Temporary Duty Request Procedures
- Announcements
- Assembly Programs
- Activities Approval
- Back to School Night
- Cafeteria Procedures
- Care of Rooms
- Code of Student Conduct
- Telephone Use
- Duplication of Materials
- Production Workroom
- Classroom Supplies
- Field Trips
- Field Trip Procedures
- Transporting Students in Private Vehicles
- Faculty Dress
- Food Sales
- Fund Raising
- Property Inventory
- Lost and Found
- Mailboxes
- Parking
- Parties
- Planning Days
- Purchase of Instructional Materials
- Dismissal of Classes
- Hall Passes
- Handbook
- Injuries to Students
- Clinic
- Seating Charts
  • Security of Property
  • Textbook Distribution
  • Tutoring

- Student Attendance.
    - Excused/Unexcused Absences
    - Second Attendance Check In
    - Early Dismissals
- Tardies to School
- Other Referrals
- Critical Incidents - Emergency Plan
- Tobacco Free Workplace
- Fire Drill Procedures
- Protection from Electrical Storms
- Flag and Pledge of Allegiance

PROCEDURES REGARDING EMPLOYEE ATTENDANCE

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

- **Notification of Attendance Procedures**

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

- **Attendance Incentives and Benefits**

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

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

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

- **Probationary Service**

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.

- **Excessive Absences – Faculty/Staff**

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

Specific procedures by which each school district implements this law are enumerated in labor contracts and (for confidential and managerial exempt personnel) School Board Rules. Principals and work location supervisors are required to report absences properly and consistently on leave and payroll records. Documented communication should be held with employees whose attendance is irregular, in order to apprise such employees of the effects and impacts of their absences on the total school program and the continuity of operations at the work location. When absences become excessive and cause a detrimental impact upon program continuity, appropriate disciplinary action should be taken. For members of the AFSCME and MDCSMEC bargaining units, definitions and procedures are cited in those labor contracts. For instructional, certified employees, attendance and punctuality are included among the Professional Responsibilities criteria (Standard 7 IPEGS – Individualized Professional Evaluation Growth System)

- **Teacher Work Day**

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 Paul W. Bell Middle School is 8:30 a.m. to 3:50 p.m. for teachers, unless a 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. The workday shall include a maximum of five teaching periods (unless an extra period supplement is provided) for secondary school teachers. In no case shall teachers be required to remain longer than one (1) hour beyond the regular workday.

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

- **Abandonment of Position**

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

- **Absences**

You must notify the Substitute Locator (Judersy Fernandez) of your absence no later than 7:30 a.m. and are encouraged to do so in order to allow adequate time to secure quality substitute coverage for your classes.

If you know of an upcoming absence, before leaving school, please notify Judersy Fernandez via email and CC: Administration.

If you need to report your absence outside of school hours, please call the School Staff Absence Line at **305-987-0030.**

When you are absent from work, you must notify the Substitute Locator (Judersy Fernandez) by 3:00 p.m. whether you will report to work the following day. Failure to do so will result in the substitute being retained, and you being charged for the day.

- **Sign In and Out**

All faculty members are required to "sign-in" at the start of the school day (by 8:30 a.m.) through the portal.

If a teacher should need to leave the building during the school day, it is the teacher's responsibility to request approval from an administrator and sign out on the log sheet located in the Principal's Office. Teachers must also sign in upon returning to the building.

- **Temporary Duty Request Procedures**

1. Temporary Duty Request forms are available in the Main Office, in a bin near the fax machine.
2. Fill out the form completely, in ink. This should be done at least **one week** in advance. Attach any documentation related to the temporary duty request with substitute funding structure if available. Indicate also if NO substitute is required.
3. Submit the completed form to Judersy Fernandez. The form will then be forwarded to the principal for an approval signature and processing.

ANNOUNCEMENTS

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

EMERGENCY ANNOUNCEMENTS may be made when approved by an administrator and only by authorized personnel.

ASSEMBLY PROGRAMS

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

ACTIVITIES APPROVAL

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

BACK TO SCHOOL NIGHT (See also Section II)

The presence of every teacher is required for one scheduled Back to School Night activity each year.

CAFETERIA PROCEDURES

Lunches for students are free of charge. The teacher's lounge/eating area is located on the 1st floor. In an effort to improve building security and to comply with health regulations, the kitchen area in the cafeteria is restricted to authorized personnel only. All faculty and staff, other than cafeteria employees, are asked to access the cafeteria from the front entrances only. Faculty members are not permitted to enter or exit through the back doors.

CARE OF THE ROOMS

Classrooms are to be kept in good condition at all times. At the close of the day, boards should be erased and desks arranged. The bulletin board should be neat and attractive and should display student work. Please check daily and deal effectively with any property damage. Additionally, all microwaves and refrigerators are to be located in the teacher workrooms and not in individual classrooms. Teachers should instill in the students a pride in keeping the rooms clean, orderly and attractive.

CODE OF STUDENT CONDUCT (See also Section V)

An outline listing the highlights is included in the appendix of this handbook. In addition, The Code of Student Conduct can also be accessed online from the school's Web page https://paulbellmiddle.net/ or www.dadeschools.net.

TELEPHONE USE

Cellular phones are not to be used in front of students or during instructional time. You may not step outside of your classroom to use your cell phone and leave students unsupervised (it only takes a second for an accident to occur). Phones should be placed on silent mode so as to not disturb the learning environment. Please let family members know that in case of an emergency, they should call the main office, and coverage will be provided so that you may attend to the call.

Every telephone in the building is a business telephone. Teachers are requested to keep personal calls to a minimum. Do not call 411 or the operator for assistance, as the school is charged for these calls. Long distance telephone calls can only be made from the principal's telephone in the main office. Any unauthorized calls will be traced and charged to the appropriate individual.

DUPLICATION OF MATERIALS

The copy machines are located in the Production Workroom (Mail Room), in the main office. Please DO NOT send students to the Production Workroom during the school day to run copies.

PRODUCTION WORKROOM

The Production Workroom is a teacher work area which includes the copy machines, teacher mailboxes and payroll sign-in sheets. It is used as an informal lounge area for instructional and non-instructional staff. The Production Workroom is for faculty and staff and is off limits to all students with the exception of student office aides.

CLASSROOM SUPPLIES

Teachers will be assigned one remote control for the Promethean Board. Do not leave it in the classroom when you are not there. Be sure to secure it daily.

FIELD TRIPS (See also Section II)

Trips for students are permitted which have value in meeting educational objectives, are directly related to the curriculum, or are necessary to the fulfillment of obligations to the interscholastic athletic and activity programs. In the planning of field trips, absences from school should be restricted to the least number of school days possible. The educational reason and length of the field trip must be approved by 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 Policy. 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 number of all students who are eligible to participate in field trips 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 for students to make up assignments for classes missed due to participation in field trips must be in accordance with procedures outlined in Board Policy 5200 – Attendance.

Provisions must be made for proper supervision of students by school employees. Parents are permitted to assist in such supervision. The adult/student ratio is 1:15 or less. All chaperones who are not school board employees, must obtain at least a level 1 volunteer clearance for fieldtrips and a level 2 volunteer clearance for any overnight trip.

FIELD TRIP PROCEDURES (See also Section III)

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

All personnel involved with submitting approved field trip requests must carefully review Board Policy 2340, Field Trips, and follow the procedures listed below:

All chaperones must obtain at least a level 1 volunteer clearance for fieldtrips and a level 2 volunteer clearance for any overnight trip.

I. Sponsor's Responsibilities:

A. Secure approval from principal/designee to conduct the field trip.

B. Ensure that adequate funding is procured to fund the trip. Include bid proposals.

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. 07-05) attaching the following information and submit to the activities director for approval:

1. Letter of invitation or written justification for the trip
2. Complete itinerary
3. *Field Trip Request Packet* (FM-2431)
4. *Travel Expense Report By Faculty When Accompanying Students (FM-0994),*
5. Car/van rental form *Request for Travel Expense Advance/Reimbursement (FM-1104),*
6. temporary duty form
7. If applicable*, Approved to Use Private Vehicle (FM-6298)*

E. Follow-up with the activities director concerning the progress of securing approval for the trip. Allow ten 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.

II. Sponsors must remain with the group during travel.

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

TRANSPORTING STUDENTS IN A PRIVATE AUTOMOBILE

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

FACULTY DRESS

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

FOOD SALES

In keeping with Board policy, no food, drinks, candy, etc., may be sold during school hours. Food sales are permitted prior to one hour before school and after one hour after the end of school. You can avoid problems by simply adhering to District policy. Also, sales must be school sponsored: no sales for outside agents.

FUND RAISING (See also Section III)

Fund-raising activities must be approved by the principal, an assistant principal and the activities director. Approval forms may be secured from the activities director. The sponsor is to prepare the form and return it to the activities director, who will assume the responsibility to secure all the required approval signatures. In projects involving fund raising in the community, the principal must submit a written request to the South Regional Office for approval of the activity. Operating reports must be filed immediately after the activity is completed.

PROPERTY INVENTORY

The Miami-Dade County Public Schools has strict guidelines for property control. Adherence to these guidelines is mandatory for **all** school personnel. Any single item of property costing $1000.00 or more must have a property control number bar (PC#) affixed to it by District Personnel. Items of lesser value will not have a property control number but are still the responsibility of school personnel to make sure the property is secured as part of school property. Any item of property that is purchased with funding provided by the school, Regional Office, District, activities, athletics, or booster clubs and exceeds $999.00 must be PC'd. Also, no property should be removed from the building without proper paperwork being completed. Laptops are particularly vulnerable to theft and the District has strict regulations on security. Also, no property should be moved from one location to another on-campus without first informing both the principal and the computer technician.

LOST AND FOUND

Found articles belonging to students should be taken to the Main Office, at the end of the school day. Found articles belonging to faculty or staff should be taken to the Principal's Office immediately.

MAILBOXES

The teacher should check his/her mailbox two times a day - the beginning and end of the school day. All correspondence to be placed in the mailboxes must have administrative approval. The mailbox room in located in the Main Office.

PARKING

The parking area for faculty is located in the parking lots directly in front of the main entrance of the school and is accessed from NW 2 Street. Teachers are not permitted to park in the cafeteria loading area.

PARTIES

Party-type activities **MAY NOT** be held during school without administrative approval. When approved, party-type activities will be held in the cafeteria or outside dining areas. Absolutely, no party-type activities are to be conducted inside classrooms.

PLANNING DAYS

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

PURCHASE OF INSTRUCTIONAL MATERIALS

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

- Establish short and long-term program objectives
- Examine all resource materials on hand
- Determine priorities for budget expenditures
- Prepare purchase requisitions
- Secure advance approval from principal

Any supplies acquired without advance approval of the principal will be paid for by the teacher. All purchase orders are channeled through the department chairs to the administration. The teacher must have an approved purchase order on hand, with a P.O. number assigned by the treasurer, when placing an order with an outside vendor. Teachers should never order materials in the name of the school unless proper procedures have been followed. **Without having prior administrative approval for a purchase, the teacher is responsible for the payment.**

DISMISSAL OF CLASSES

The bell schedule must be strictly adhered to regarding the dismissal of classes. **Classes are not to be dismissed before the sound of the bell ending each particular class period.** In the event of a bell malfunction, teacher should wait for verbal dismissal.

HALL PASSES

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.

Students are not allowed to leave class to meet with a counselor unless an official request has been issued by the student services office. An exception may be allowed in an emergency if a student expresses an immediate need to meet with a counselor or when illness is evident, and the student should report to the Main Office.

HANDBOOKS

Teachers should become thoroughly familiar with all aspects of the **Parent/Student Handbook** and the **Faculty Handbook** located online at paulbellmiddle.net.

INJURIES TO STUDENTS

In the case of an injury, teachers should contact the office immediately. Press the emergency button and wait for a response. If the office fails to respond, call the office and send a reliable student to the office immediately for assistance. Once security arrives, he/she will transport the student to the office or call for administrative support.

- When a student is injured in any way, the supervising teacher must be certain that an accident report is completed and filed in the attendance office.

CLINIC

The school clinic is located in the Main Office. The following procedures are in place:

1. Students must obtain a pass from the classroom teacher. The Attendance Office personnel will determine the appropriate action. Students will be permitted to remain in the clinic for a short time only or go home. No medications can be dispensed in accordance with state law.
2. Parents will be notified by the Attendance Office personnel if the recommendation is for the student to go home. A permit to leave school with a parent/guardian signature is required.

SEATING CHARTS

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

SECURITY OF PROPERTY - GUIDELINES FOR LOSS PREVENTION

- Store valuable property in a secure area.
- Maintain a current list of the following:
  - -property name, make, and model number
  - -property serial numbers
  - -property control numbers
- Report all burglaries and thefts.
- **Never loan school keys to anyone, especially students.**
- Secure doors and windows upon leaving the room.
- Close blinds and shades when leaving for the day.
- Report all faulty doors and windows immediately.

REMEMBER THAT SECURITY IS EVERYONE'S CONCERN.

TUTORING

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

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

STUDENT ATTENDANCE/TARDY POLICIES

Attendance shall be officially checked during Advisement each day by the teacher.

APPROVED REASONS FOR EXCUSED ABSENCES

1. Student illness
2. Medical appointment
3. Death in the family
4. Observance of religious holiday
5. School-sponsored event
6. As approved by the principal

- **Excused/Unexcused Absences**

Upon returning to school, the student must present a note written by the parent or guardian to the Attendance Office between **8:30 a.m.** and **9:00 a.m.** The note will be marked excused and must be submitted to each teacher for record keeping purposes and absence clarification. The note is to be initialed by each of the student's teachers. The student should retain the notes to verify excused absences during the appeal procedures. Students will be given only **three** (3) school days to obtain an excused admit. Once a student accumulates ten (10) absences (excused or unexcused), students must submit documentation in the form of a doctor’s note or court summons.

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

- Date(s) of absence(s)
- Date of note
- Reason for absence
- Student's full name and ID #
- Contact phone number (home and work)
- Signature of parent or guardian

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

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. It is the student's responsibility to ask for the work and to turn it in on the date required by the teacher.

FIELD TRIPS: A school-sponsored field trip is an EXCUSED absence from class. Please indicate this in the grade book. 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.

- **Early Dismissals**

The student who wishes to leave school early must report to the Main Office for a "permit to leave school" form. Only persons listed on the emergency contact card will be permitted to sign students out. If someone cannot come into the Main Office to sign the student out, the student will NOT be released.

- **Professional Responsibility**

It is a violation of school site and district policy to withhold a student from another teacher's class without prior approval from that teacher.

- **Tardies To School**

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

- Student illness
- Medical appointment
- Death in the family
- Observance of a religious holiday
- School-sponsored event
- As approved by the principal

All students late to school, must report to the Main Office to secure an admit. The tardy policy is for the school year. All tardies are unexcused unless the parent accompanies the student to the Main Office to fill out a tardy slip.

OTHER REFERRALS

Please make sure all information is completed on a referral form: school number, student name, ID #, grade, date and time of incident, teacher's name, and the person referred to. Also, be reminded that parent contact is **REQUIRED** for all referrals submitted, as well as a clear and concise description of the incident. Refrain from writing opinions or critique on the referral, let the facts speak for themselves.

SCHOOL SITE DISTURBANCE

During a disturbance in the school, on campus, or in the immediate vicinity of the school, the responsibilities of all school personnel are to provide for the personal safety of students and staff. The primary responsibility of the administration is to isolate the problem area and defuse the situation as quickly as possible. Although it is the ultimate responsibility of the principal and his staff to maintain a safe teaching and learning environment, if an emergency occurs, all staff members (instructional and non-instructional) will be expected to assume additional responsibilities.

Personnel Responsibilities

In the event that an emergency situation arises and/or a potentially hazardous condition exists the following procedures will be implemented by classroom teachers:

- The principal or designee will announce **"LOCKDOWN"** over the P.A. System.
- **Immediately close and lock all doors and windows.**
- Maintain calm and order within the classroom.
- Instruct all individuals to quietly remain in their seats, unless otherwise instructed to move to a safer location. An alternate location within the classroom would be to sit themselves where floors and walls meet and to place themselves in a protected position with their heads and faces covered by their hands and arms.
- **Do not permit students to leave the classroom for any reason.**
- Do not permit students to make phone calls.
- Do not make any outgoing phone calls unless you or a student is in immediate danger.
- Ignore all bells. Do not dismiss students from your classroom until you receive word from the principal or an administrator or the fire alarm is alarmed.
- Listen carefully and attentively to all announcements.
- If the problem occurs at dismissal, hold students in class until you are instructed to release them. If it becomes necessary to evacuate the building the fire system will be alarmed.
- An administrator will review any necessary procedures via the P.A. System.
- (If the P.A. System is not functioning, communication of the required procedures will be relayed by school personnel).
- Staff and students located in open areas should immediately report to the nearest secured area.
- Turn off all audio-visual equipment
- Secure school perimeter as best possible
- Disregard the bell system
- Lockdown update announcements should be made every 30 minutes, or sooner if indicated.
- All staff and students/visitors should remain in Lockdown mode until "All Clear" announcement is made.
- Once "All Clear" announcement has been delivered, regular school activity may resume.

- School administrator should conduct a debriefing meeting with members of the School Critical Incident Response Team, in order to assess the effectiveness of the lockdown.

LOCKDOWN: SPECIAL CONSIDERATIONS

Public Address Systems

Classrooms and other areas of the facility may not be equipped to receive announcements via the public address system. In such areas, staff will be directed to alert teachers of the lockdown status.

Physical education and other outdoor activities

Staff and students involved in outdoor activities present a challenge during a lockdown procedure. It is recommended that school administrators appoint staff to alert students and staff in these locations.

Cafeteria, gymnasium, and media center

Once a lockdown has been announced, all students and staff in the aforementioned areas should remain locked down in these areas. Staff and students located in the cafeteria are to move to back storage areas away from the main room.

Special Needs

During a lockdown, designated staff may deliver prescribed medications to students previously identified with such needs. This may only occur if the absence of the medication causes a medical emergency.

Transportation

Students being transported to school by a M-DCPS bus may upon their arrival find their school under “lockdown” status. School site administration should immediately inform their Regional Center of said status, so that transportation officials may alert the bus driver to take appropriate action.

Administrative duties

Teachers and staff not assigned to a classroom site during a lockdown will direct students in open areas to the nearest secure area and then seek shelter.

Substitute teachers

A copy of the lockdown procedures located in the Critical Incident Response Plan Teacher’s Responsibilities should be placed within the Emergency Lesson Plans folder.

TOBACCO-FREE WORK PLACE

The Miami-Dade County Public Schools, Tobacco-Free Work Places Rule, approved by the School Board on August 23, 1989, states, in part:

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

FIRE DRILL PROCEDURES

Teachers are expected to:

- Bring a class roster.
- Assist and cooperate with the principal in the development and use of fire exits or emergency evacuation drills.
- Effect and lead a prompt and orderly evacuation of assigned classes by having full control of all students.
- Account for all students upon reaching the termination point of evacuation or drill, and report any discrepancy to the school official in charge.
- Supervise and assist in the evacuation of any physically handicapped students.
- Be acquainted with the use of fire alarms, fire department notification, exit facilities, and fire extinguishers.
- Acquaint each student with procedures to be followed in the event egress routes are not usable, the proper use of fire alarms, and the subsequent procedures of notifying the administration.
- Notify the teacher in the adjoining room of departure when absence from the room is necessary, and return to provide evacuation supervision at all times.

PROTECTION FROM ELECTRICAL STORMS

This section provides information for protection from electrical storms. It is estimated that at any given moment, some 1,800 electrical storms are in progress over the earth's surface. The frequency with which these giant generators of local weather occur, the quantity of energy they release, and the variety of forms this energy may take make electrical storms great destroyers of life and property.

• Protective Action

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

School Grounds

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

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

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

Athletic Events
a. Seek shelter in buildings.
b. Avoid open fields and high objects in the area when there is no shelter.
c. Keep twice as far from isolated trees and objects as the trees/objects are high and get into a crouching position when caught in the open.
d. Avoid open spaces, wire fences, sheds or shelters not fully enclosed and any electrically conducive elevated objects such as overhead wires.
e. Leave the water during swimming events and go into the nearest shelter.
f. Do not use metal objects like fishing rods and golf clubs.

In Transit
a. Stay inside of vehicles. Vehicles offer excellent lightning protection. DO NOT TOUCH EXPOSED METAL PARTS.
b. DO NOT park vehicles under electrical lines or isolated trees.
c. Persons using scooters, motorcycles, bicycles and other open vehicles should seek immediate protected shelter.

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

• **Pre-Planning**
Pre-plan activities to consider lightning storm activity whenever possible. Desirable pre-planning should include first-aid procedures for electric shock and burns.

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

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, Florida and federal statutes, and court decisions provide the basis for the following guidelines to be observed by each school in carrying on instructional activities in regard to the flag and Pledge of Allegiance.

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

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

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

Students will be taught NOT to pause after one nation when reciting the pledge of allegiance to the flag. The Pledge of Allegiance will be rendered by standing with the right hand over the heart.

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

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

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

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

SECTION II
PROFESSIONAL RESPONSIBILITIES

- Administrative Duties
    - Principal
    - Assistant Principal
- Professional Personnel
- Administrative and Specialized Assignments
- Board Policy 1210 Code of Ethics
- School Police
- Child Abuse Laws
    - Reporting Procedures
    - Sexual Battery
- Employee Assistance Program
- Program Objectives
- Program Services
- Employee Rights
- Treatment of Employee with AIDS
- People with Positive HIV
- Pertinent Phone Numbers
- Sexual Harassment
- Social Media
- Liability of School District
- Civil Rights and Diversity Compliance (CRDR)
- Americans with Disability Act (ADA)
- Transgender Students
- Academic Freedom
- Liability
- Meetings
- Professional Organizations
- Lesson Plans
- Back to School Night
- Mailboxes (I)
- Intra-School Mail
- E-mail
- Personnel Files (I)
- Grade book (IV)

ADMINISTRATIVE DUTIES

• PRINCIPAL

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

In addition, the principal must coordinate all aspects of the school program. In doing so, 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.

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 PRINCIPAL

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

PROFESSIONAL PERSONNEL

The board is proud of its professional staff. It endeavors to select new personnel as needed to maintain the high regard enjoyed by its teachers, supervisors, and administrators in the District and surrounding areas.

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

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

The private and personal life of a teacher is not within the appropriate concern of the Board so long as it is consistent with the high standards which the teaching profession has set, and except as it may reflect adversely on the teacher's responsibilities and relationships with students, parents, and the community.

CODE OF ETHICS

Code of Ethics of the Education Profession in Florida

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

SCHOOL POLICE

The school system is responsible for providing necessary law enforcement services to all of our students. It provides services for more than three hundred thousand students, employs thousands of individuals, and has the responsibility for public property valued in excess of a billion dollars.

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

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

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

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

The specific policies and procedures relative to the organization and responsibilities of security services for the school system are found in the publication, "Departmental Manual, Special

Investigation Unit", issued by the Bureau of Personnel Management, and incorporated by reference in this rule as a part hereof.

CHILD ABUSE

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

When in Doubt, Report Child Abuse!

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

Knowing and willful failure to report or cause to be reported suspected or confirmed abuse, and knowing and willful prevention of another from making such a report is a crime punishable by up to two months in jail and up to a $500.00 fine, Section 775.082 and 775.083, Florida Statutes. Once a report is made, the principal or appropriate school administrators are to be notified. Child abuse is defined to include harm or threatened harm to a child's health or welfare and/or willful or negligent acts which result in: neglect, malnutrition, sexual abuse, physical injury, mental injury, or failure to provide sustenance, clothing, shelter, or medical treatment.

• **Reporting Procedures**

Anyone aware of child abuse, suspected or confirmed, shall immediately make a report by calling the Department of Children and Families at (1-800-96-ABUSE) - Toll Free.

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

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

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

- excessive physical force or physical contact was greater than necessary.
- use of unauthorized School Board employee-initiated physical action, which results in an injury to a student.

• physical force is used against the student when the circumstances in School Policy are not present.
• a Board employee uses corporal punishment without explicit authorization by the principal.

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

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

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

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

When investigating child abuse cases, representatives of DCF or a law enforcement agency may come to the school for the purpose of conducting an interview with a student on school premises during the school day. Although DCF or a law enforcement agency may grant school staff members the right to be present at the interview, their presence is not mandatory. The right of school officials to be present at an interview applied only if:
• Representatives of DCF or the law enforcement agency believe that a school staff member could enhance the success of the interview.
• The alleged abused child requests or consents to the presence of the school staff members during the investigation.

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

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

Representatives of DCF may come to the school and take a child into custody when DCF personnel determine there are reasonable grounds to believe a child is suffering from illness or is in

immediate danger from his/her surroundings, and that the student's removal is necessary, or the custodian of the child has violated a condition imposed by the courts.

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

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

SEXUAL BATTERY

It is imperative that all incidents of sexual battery be promptly reported to the appropriate police agency by the school teacher, school official, or other school personnel who initially receives the information. The school administrator must be made aware of the reported incident.

Administrators and school employees who fail to adhere to this procedure may be subjecting themselves to criminal prosecution. Please follow the outlined procedures when information involving a sexual battery is received:

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

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

EMPLOYEE ASSISTANCE PROGRAM

Miami-Dade County Public Schools recognizes that a wide range of problems not directly associated with an employee's job function can have an effect on an employee's job performance.

In most instances, the employee will overcome such personal problems independently and the effect on job performance will be negligible. In other instances, normal supervisory assistance will serve either as motivation or guidance by which such problems can be resolved so the employee's job performance will return to an acceptable level. In some cases, however, efforts of neither the employee nor supervisor have the desired effect of resolving the employee's problems and unsatisfactory job performance persists over a period of time, either constantly or intermittently.

The Employee Assistance Program is intended to help employees and their families who are suffering from such persistent problems as may tend to jeopardize an employee's health and continued employment. The problems may include alcoholism, drug abuse, emotional or other

concerns, such as health, family, financial, legal, or vocational difficulties. Miami-Dade County Public Schools recognizes behavioral disorders and mental health problems as illnesses that can be successfully treated. Employees who need help in those areas of concern will be given the same considerations as those employees with other illnesses. The program goal is to help individuals who develop such problems by providing for consultation, referral to treatment, and rehabilitation to prevent their condition from progressing to a degree at which they cannot work effectively and to provide physical and mental health promotion activities to enable prevention of such problems.

• **Program Objectives**

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

• **Program Services**

The Employee Assistance Program (305-995-7111) offers consultation to supervisors and employees through ongoing training programs and instructional materials. It provides diagnostic evaluation services for treatment and implements the Wellness Program to ensure ongoing strides to prevent employee's behavioral/medical health problems. Appropriate measures will be taken to ensure the confidentiality of records for any person admitted to the program, according to established personnel guidelines and Board Policy. These records are on file in the Board Office, the Citizen Information Center, and the Office of the School Board Clerk. The Superintendent of Schools will report annually to the Board regarding the impact of the Employee Assistance Program.

• **Employee Rights**

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

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

NOTE: Should you have need for further clarification regarding the Employee Assistance Program, you may call 305-995-7111.

• **Treatment of Employees with AIDS**
(REPORT AND RECOMMENDATION) (Report submitted to the School Board on January 21, 1986) Procedures for determining an employee's fitness to work are in place in both Board Rule and LABOR contracts, and should be utilized in any AIDS issue. A separate formal AIDS policy is not required.

Each case should be handled individually through the Offices of Professional Standards. 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-heart" information about AIDS from public health, legal, research, and related sources. The AIDS issues and receipt of accurate information from state health officials and qualified resources provides a means for this educational input.
b. Education about AIDS should be provided to administrators, staff, students, and parents through multi-media approaches, including the use of films and printed materials as well as in-service programs and information about additional community resources.

People with a positive HTLV-III antibody test should:

a. Seek regular medical evaluation and follow-up (especially persons who develop signs or symptoms suggestive of AIDS).

b. Either avoid sexual activity or inform your partner of your test results and protect him or her from any possibility of transmission (contact with body fluids) during sexual activity.

c. Be careful of personal hygiene. Toothbrushes, razors, or other implements that could become contaminated with blood should not be shared.

d. Consider the risk to your baby before you become pregnant. Women with a positive blood test, or women whose sexual partners have a positive blood test, are at increased risk of acquiring MDS. If they become pregnant, their offspring are also at increased risk of acquiring MDS.

e. Clean blood or other body fluid soils on household or other surfaces with household bleach freshly diluted 1 part to 10 in water. (Do not use bleach on wounds.)

f. Inform your doctor, dentist, and eye doctor of your positive HTLV - III test status so that proper precautions can be taken to protect you and others.

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

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

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

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

SEXUAL HARASSMENT

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

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

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

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

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available. When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstance, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Under Title IX of the Education Amendments of 1972, no individual may be discriminated against on the basis of sex in any education program receiving Federal Financial Assistance.

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

There are two types of sexual harassment:

1. Quid Pro Quo – a school employee explicitly or implicitly conditions a student's participation in an education program or activity or bases an educational decision on the student's submission to unwelcome sexual advances, request for sexual favors, or other verbal, nonverbal, 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 mentioned above, the school district is liable for sexual harassment of its students, by employees, if the district fails to take immediate and appropriate steps to remedy known harassment.

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

SOCIAL MEDIA

Social media is defined as internet-based applications (such as Facebook, Twitter, etc.) that facilitate interactive dialogue between users. The Board encourages the use of social media technologies and platforms to promote District schools and programs and to transmit information relevant to the District and/or school(s).

When using social media, staff shall comply with the same responsible use rules outlined above for Internet and District network use. In addition, students and staff will not represent or create the inference on any social media posting that they speak on behalf of the school, the District or the Board or its members. The use of District time and/or equipment for personal social media activities is prohibited. Students and staff may be disciplined by the District for inappropriate social media behavior, even if it occurs off campus. Inappropriate personal communications using social media is prohibited.

Some social media sites allow users to become a "friend" or otherwise associate their "profiles" in a more private and personal arrangement which may mask inappropriate conduct. Staff members are discouraged from "friending" students on Facebook or other similar websites/applications, other than for the limited purpose of communications necessary to further educational objectives.

Employees shall not use District or school social media for collective bargaining purposes or union organizational activities, but may use non-District social media for these purposes

Digital Footprint: Your online interactions leave a permanent trail. Anything you post online cannot be totally erased, even if you delete it. Colleges and recruiters, prospective employers, coworkers, and parents, check your social media presence.

Appropriate Content: Use your common sense. If the content you are posting is defamatory, sexually explicit, illegal, vulgar, confidential or plagiarized, then it is not appropriate for social media.

Protect Your Image: Manage your digital identity. Your online activity should reflect your personality and how you want to be perceived, so don't post material that can ruin your reputation or the reputation of your school.

Think Before You Post: Don't post anything online that you would not say to someone in person in a public place.

Be Image Conscious: Do not post photos or videos you would not want your family, coworkers or students to see. Make sure you are aware of all the photos and videos you are tagged in and that they pass the same test.

(Adapted from "How to Protect your Online Reputation" by the M-DCPS Office of Communications)

CIVIL RIGHTS AND DIVERSITY COMPLIANCE (CRDC)

The Civil Rights and Diversity Compliance Act (CRDC) 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: Civil Rights and Diversity Compliance.

THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

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

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

All work site administrators are required to:

• Post in visible areas the "nondiscrimination" and ADA District Functions and Responsibilities posters disseminated by the Civil Rights and Diversity Compliance office;
• Refer employees seeking assistance under the ADA to the Office of Employee Support Programs, at 305-995-4650.
• Provide appropriate information, as requested, to facilitate the District Consultative Committee's assessment of the merits of the request. This may entail, but is not limited to, providing technical assistance to determine essential functions of a job, attending DCC meeting(s); and providing job performance information;
• Maintain confidentiality of medical records submitted to the site administrator.
• In order to file a complaint, call 305-995-1580 to request an Employee Complaint Package or a Student Complaint Package.

TRANSGENDER STUDENTS

The School Board of Miami-Dade County has adopted comprehensive anti-discrimination and anti-bullying policies that require all students be treated with respect regardless of their unique characteristics, including sexual orientation or gender identity. Every student has the right to learn in a safe and accepting school environment and schools have a responsibility to provide a safe and nondiscriminatory environment for all students, including transgender and gender nonconforming students.

These guidelines are intended to promote a positive, proactive approach that upholds and protects the rights of transgender and gender nonconforming students; and best practices to ensure that transgender students and gender nonconforming students have equitable access to all aspects of school life (academic, extracurricular and social) in ways that preserve and protect their dignity.

ACADEMIC FREEDOM

Academic freedom shall be granted to teachers, and no special limitations shall be placed upon study, investigation, presenting, and interpreting facts and ideas concerning man, human society, the physical and biological world, and other branches of learning, subject to accepted standards of professional educational responsibility, good taste, and the realizations that teaching in a secondary

school places special responsibility upon the teacher to carefully consider the maturity level of the student and special circumstances which surround the teaching/learning relationship. While the teacher must be free to live according to his/her own conscience, so must the students and the public be served. The teacher may not infringe upon the freedom of those served. Proselytism has no place in the public school. Opinion and theory should be clearly stated as such.

Section 1. Role of the Board
The board acknowledges that a free society is dependent upon the education afforded its people and therefore affirms the right of its teachers to freely pursue truth and knowledge. Further the Board has the authority to establish educational policy and the guidelines for utilization of instructional materials of any nature in the classroom.

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

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

Section 2. Academic Freedom Guidelines
Teachers shall be guaranteed freedom in classroom presentations and discussions and may introduce political, religious or other controversial material whenever, in the teacher's professional judgment, it is appropriate to the instructional objectives and the age level of the student.

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

In performing their teaching function, teachers shall be guaranteed freedom in expressing their personal opinions on all matters relevant to the course content provided; however, when doing so, they will indicate they are expressing personal opinions. Teachers shall not be censored or restrained in the performance of their teaching functions on the grounds that the material discussed and/or opinions expressed are distasteful or embarrassing to those in authority.

Nothing in this article shall exempt teachers from their duties as described in the Florida Statutes.

LIABILITY

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

NOTE: SHOULD A TEACHER HIT, SLAP, OR PUSH, ETC., A STUDENT, HIS/HER ACTION MUST BE REPORTED.

If a student has violated a school rule, classroom regulation, or is a classroom discipline problem, there are a variety of disciplinary actions open.

1. The teacher may assign a detention, giving 24-hour notice to the student and his/her parents.
2. All students begin the grading period with an "A" in conduct. This grade may be lowered due to misconduct.
3. If a teacher is unable to gain the student's cooperation, the student's parents shall be contacted by the teacher.
4. If the preceding methods do not bring an improvement in the situation, a referral to the student's assistant principal may be necessary.
5. After conferring with the student, the assistant principal may decide on the following courses of action:
    a. administrative detention
    b. exclusion from class
    c. indoor suspension from all classes
    d. assignment to an alternative to outdoor suspension program
    e. recommend placement in alternative school
    g. recommendation for expulsion

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

NOTE: All employees of the Miami-Dade Public Schools are under an affirmative duty to report any criminal act and/or disruptive behavior occurring on School Board property to the administrator or designee.

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

MEETINGS

Faculty: General faculty meetings will be scheduled by the principal or designee.

Departmental: Administrative announcements and all other information of school-wide interest will be communicated to the faculty through regularly scheduled departmental meetings, held on the third Tuesday of each month. An attendance roll will be taken and recorded for each meeting. Teachers are reminded to avoid scheduling after school appointments on this particular day of the month.

Department Chairpersons: Regularly scheduled meetings will be held on a weekly basis. The particular day will be proposed and agreed upon by the members of this group at a preplanning meeting held in August of the new school year.

EESAC: Formal meetings of the elected committee are determined by the committee at the beginning of the year. All members of the faculty are invited to attend these meetings and to participate in the EESAC process in accordance with FHS approved procedures.

PROFESSIONAL ORGANIZATIONS

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

LESSON PLANS (See also "Teacher Responsibilities" in this section)

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

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

Teachers are required to develop weekly plans but not yearly or nine-week plans except on a voluntary basis. It is agreed that lesson plans are for the use of the teacher and any procedure for assessing lesson plans shall be consistent with agreed upon observation/evaluation procedures and shall not require the teacher to spend time making an extra copy(ies) of a lesson plan. The lesson plan notebook is to be utilized by classroom teachers to contain weekly lesson plans for each nine-week grading period. The department chairperson should develop an appropriate procedure for a weekly review and documentation of lesson plans acceptable to the teachers assigned to a particular department. The weekly lesson plans should be placed in the notebook in a sequence that is consistent throughout each nine-week grading period. Teachers assigned more than one course preparation may prefer a sequence based on the course designations rather than one by the order of class periods. The record keeping system employed by each department chairperson for monitoring of lesson plans should be made accessible upon request by an administrator.

BACK TO SCHOOL NIGHT (See also Section I)

The presence of every teacher is required for one scheduled Back to School Night activity each year. This special evening program encourages parents to visit their child's school and is usually scheduled during the first school term.

MAILBOXES (See also Section I)

Teachers are responsible for checking their mail daily.

School Mail – Teachers should check their mailbox two times a day – at the beginning, and the end of the school day. All correspondence to be placed in the mailboxes must have administrative approval.

E-mail – Teachers are required to check their electronic mail daily. Use e-mail as a means for communication whenever possible. Administrative correspondence will be sent via e-mail.

PERSONNEL FILES (See also Section I)

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

GRADEBOOK (See also Section IV)
The teacher's electronic gradebook should be clearly marked to indicate the semester number, subject, attendance code, conduct code, grading scale, and source of each grade. A minimum of two grades per week should be recorded as evidence of student progress.

SECTION III
INTERNAL FUNDS/BOOSTER CLUBS

- Fund Raising
- Internal Funds
    - Club Accounts
    - Fund Raising
    - Purchase Orders and Payments/
    - Fieldtrips and Conferences/
    - Donations
    - Banquets and Luncheons
    - Treasurer's Office

FUND RAISING

Fund-raising activities must be approved by both the principal and the activities coordinator. Approval forms may be secured from the treasurer. The sponsor is to prepare the form and return it to the activities director, who will assume the responsibility for securing all the required approval signatures. In projects involving fund raising in the community, the sponsor must also submit a community sales report to be approved by the principal, who then forwards it to the Region Office for approval. Operating reports must be filed immediately after the activity is completed.

INTERNAL FUNDS

• The principal must approve all purchases, sales, and functions in advance of the event/sale.
• All financial records are property of the school, are subject to audit, and must be retained. The treasurer will retain the records for audits.
• For details not covered in this section, please refer to the M-DCPS Electronic Staff Handbook (http://www.dadeschools.net/ehandbook/).

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

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

1. Student/staff member signs sheet for merchandise received
2. Items not sold and returned to sponsor should be noted on the
3. distribution sheet and have the student initial

- C. Collection of Money
  1. A Recap of Collections can be signed by students if the amount being collected is less than $15.00, except for the following:
     - a. Pre-sale transactions of tangible items.
     - b. Class Fees
  2. MDCPS serialized receipts must be issued for $15.00 and over
     - a. Student receipt book (students only). See treasurer

     White copy to payee
     Pink copy with recap sheet
     Blue copy stays in the book

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

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

D. Depositing Money
    1. Monies collected must be deposit with the school treasurer before 2:00 PM.
    2. Deposit monies in the same form as collected – cannot take cash and replace with check.
    3. Deposit monies with recap sheet and receipt book when used
    4. Deposit monies same day: DO NOT HOLD MONEY OVER NIGHT

E. Operating Reports - 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 Operating Report – monthly
    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. Purchase orders are obtained from the treasurer. Purchases under $1000.00 do not require bids.

B. For purchases of $1,000 but less than $3,000, at least (3) documented bids are required. One bid must be from an approved minority vendor. For purchases of $3,000 but less than $25,000, region approval must also be obtained. For purchases of$25,000 and over, formal bid procedures must be followed, including advertisement in newspapers and opening of sealed bids on a specified date. Consult the Bureau of Procurement and Materials Management. Items for which a District awarded bid is available, items must be purchased from the bid through the Bureau of Procurement and Materials Management.
    1. Name of vendor
    2. Name of contact
    3. Telephone number
    4. Quote

C. Sales tax 7.0% must be paid on all fundraising items relating to an approved fundraising activity. Sales tax cannot be reimbursed on items purchased for school use (supplies, furniture, equipment, etc.) School employees making purchases, on behalf of the school, with their own personal funds, may not be reimbursed sales tax unless it is for a fundraiser. Only items purchased with a school check, qualify for tax exempt status.

D. All purchases for reimbursement must have an **original** itemized invoice.
Please note: A fax is not an original! Sign, date, and forward to the treasurer's office

E. Check requisition required for payment of goods
    1. Complete all necessary blanks
    2. Allow five working days to process check

F. Purchase Order Chain of Approval
    1. Purchase order can be obtained from the school treasurer
    2. Requestor must complete purchase order with required information and submit to the school treasurer
    3. Purchase orders usually take a minimum of three days to process
    4. A purchase order number will be issued after verification of funds is made
    5. Purchase order will be sent to administration for approval
    6. After the approval, the treasurer will put the purchase order in the requester's mailbox

7. Purchases can be made after the purchase order is approved and is received by requestor.

IV. Fieldtrips and Conferences

A. Fieldtrip approval

1. Travel Approval forms – see Activities Coordinator
2. Forward completed forms to Activities Coordinator for approval routing

B. In-County Fieldtrips and Conferences

1. Purchase order required: list the following
    a. Name of attraction
    b. Entrance fees
    c. Substitute (if paid from club/class funds)
    d. Transportation
2. Copy of the approved Temporary Duty form
3. Copy of the approved Travel Approval form
4. Information attached as to date, time, cost, etc.
5. All monies and requests for checks must be forwarded to the school treasurer five (5) days prior to the fieldtrips.

C. Out of County Fieldtrips, Banquets and Conferences

1. Requires a request for travel/expense form when accompanying students (to be used in lieu of a purchase order). This form goes to the Regional Center II 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 (Allow a minimum of five (5) school days to process checks)

D. Donations

1. Requires a letter/memo from donor indicating the purpose of the donation
2. Issue a receipt to donor from the M-DCPS receipt book
3. Deposit funds with recap and receipt book to the school treasurer

E. Banquets and Luncheons

1. Purchase order required
2. Quote or contract
3. Minimum of five (5) days to process any required checks
4. Itemized invoice from the vendor at the time of payment

F. Follow fieldtrip and conference procedures

VII. Treasurer's Office

A. Payment of student fees will be arranged with the classroom teacher.

B. No personal checks will be cashed.

SECTION IV
CURRICULUM AND INSTRUCTION

- Student Progression Plan
- IPEGS
- Gradebooks
- Grades and Reporting Student Progress (Academic/Conduct/Effort Grades)
- Honor Roll
- Preparing Report Cards
- Notifying Parents (Teacher/Parent Conference and Written Notification)
- Reports for Standardized Tests
- Interim Progress Report Procedures
- Unsatisfactory Notices
- Report Cards (Provisions for LEP Students)
- Evaluation of Students
- Home Learning
- Policy for Resources/Guest Speakers
- School Involvement
- Professional Library
- Use of Video Materials

STUDENT PROGRESSION PLAN

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

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

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

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

As part of the Student Progression Plan, procedures are established to achieve parent understanding, cooperation, and acceptance of the student's promotion or placement with the knowledge that within district and state regulations, the final decision regarding grade placement remains the prerogative of the principal. The student, the parent, and other interested patrons must have ample opportunity to understand fully the promotion or placement requirements of the district. When students are from homes where a language other than English is spoken, communications (written and oral) with parents are undertaken in the parent's primary language or other mode of communication commonly used by the parents unless clearly not possible. When it becomes evident that the standards or requirements for promotion may not be met, parents of the K – 12 and adult students must be informed of the possibility of retention or special placement.

Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards.

IPEGS

See MDCPS website: ipegs.dadeschools.net

ELECTRONIC GRADEBOOK (See also Section II)

All schools in the District will use the District-approved electronic gradebook. Student attendance will be downloaded daily, it is imperative that attendance be recorded accurately and timely. School attendance will be submitted during advisement.

Teachers must print and submit a Grade Verification Report each nine-week grading period. These copies must be submitted at the end of the school year and retained for auditing purposes. Parents will have access to view their children's grades online, therefore, accurate and timely grade recording is important.

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

Conduct grades - should reflect such items as tardiness, any assignment to S.C.S.I., and general classroom conduct. At no time may a teacher lower an ACADEMIC grade as a penalty for a CONDUCT related issue.

Effort - participation in relation to ability.

Scholarship - should reflect a) major tests, b) quizzes, c) class participation, d) home learning data, e) written/oral projects, and f) other pertinent material.

GRADES AND REPORTING STUDENT PROGRESS (See also Section II)

The School Board of Miami-Dade County has taken major steps to establish standards for the school district for reporting student progress. The steps consist of the adoption of Board Policies the adoption of the Code of Student Conduct, and the passage of the Student Progression Plan for the Miami-Dade Public Schools.

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

Grading Student Performance

1. Academic Grades

By Board direction, academic grades are to reflect the student's academic progress. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. Students performing at a level in the basic skills which meets the requirements for promotion specified in the Student

Progression Plan should receive academic grades of A, B, C, D, F, or I unrelated to the student's effort and conduct. The letter grade of I will be reserved for secondary use only. Grades in all subjects other than the basic skills are to be based on the student's degree of mastery of the instructional objectives for the subject. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

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

A--- A grade of "A" (90 - 100%) indicates that the student has demonstrated outstanding achievement in the subject and/or skills area. The student consistently performs academically at a level that is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of the instructional program prescribed for the individual student and has demonstrated an understanding of the ability to utilize the content of the program effectively. An "A" student will have achieved and exceeded all of the instructional objectives established for the subject during the grading period.

B--- A grade of "B" (80 - 89%) indicates that the student has demonstrated good but not outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered skills in content beyond what is required for successful completion of the instructional program prescribed for the individual student. The "B" student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives/performance standards established for the subject being graded.

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

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

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

I--- A grade of "I" (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments.

2. Conduct Grades

Conduct grades are to be used to communicate clearly both to students and their parents the teacher's evaluation of a student's behavior. These grades are independent of academic and effort

grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion.

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

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

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

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

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

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

3. Effort grades
Effort grades are utilized to convey both to students and their parents the teacher's evaluation of a student's effort as related to the instructional program. For the grades, a teacher must consider the student's potential, study habits, and attitude.

Three numerical grades are used to reflect effort:

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

--An effort grade of "2" indicates satisfactory effort on the part of the student. All work is approached with an appropriate degree of seriousness. The student usually finishes assignments on time and usually stays on task. The student usually works at a level within his/her ability.

--An effort grade of "3" reflects insufficient effort on the part of the student. Little attention is paid to completing assignments well and/or on time or to completing in a manner commensurate with the student's ability.

HONOR ROLL

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

Principal's Honor Roll
Academic Grades 4.0 All A's
Effort All 1's
Conduct All A's

Superior Honor Roll
Academic Grades 3.60 (A's and B's)
Effort All 1's and 2's
Conduct 3.60 (A's and B's)

Regular Honor Roll
Academic Grades 3.0 – 3.59 (All A's and B's)
Effort A 1's and 2's
Conduct 3.0 or >

PREPARING REPORT CARDS

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

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

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

- Report card grades are to provide the student and/or the student's parents with an objective evaluation of the student's scholastic achievement, effort, and conduct.
- Student's academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject.
- Students are to be advised of the grading criteria employed in the school and in each class prior to the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student's grade placement.
- Grades in conduct and effort are to reflect objectively the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students; CONDUCT implies the degree to which a student relates to others in socially acceptable ways. EFFORT implies the degree to which a student has demonstrated a desire to learn or to engage in learning tasks that should lead to a mastery of educational goals.
- Students are to receive grades in all approved programs... in all courses in which they are enrolled in the secondary school. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.
- If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, complete the grade change card indicating reasons for the change, and place a copy of the reasons in the pupil's Cumulative Record Folder.

• If a change in grade is made, as described above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

NOTIFYING PARENTS (See also Section II)

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

• Teacher/Parent Conference (See also Section II)

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

• Written Notification (See also Section II)

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

- Each school should publish in the Opening of School Bulletin, school newspaper, student handbook, or other communication to parents and students the methods and procedures utilized to notify parents of a student's unsatisfactory progress. The responsibility of parents in this entire process should be specifically stated. Once parents have been notified of unsatisfactory progress through interim reports during the grading period, it is incumbent upon them to contact school officials for further assessment of the student's performance.
- Teacher-parent conferences should take place when students are in need of academic strengthening and when students are judged to possess unique academic potential. Teacher - parent conferences are required when students display a consistent pattern of disruption or demonstrate unacceptable academic achievement through failure to exert sufficient effort. Teachers shall afford parents or guardians of every student an opportunity for a parent teacher conference.
- Written notification must be sent home by the teacher to the parents or guardians at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Minimally, such standardized written notification shall be sent home prior to the beginning of the eighth week of each of the four nine-week periods of the regular school year. Subsequent to the seventh week of the grading period, if an unanticipated reduction in performance becomes evident in academics, conduct or effort, the teacher shall notify the parents or guardian. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send to the parents of all other students an "Interim Progress Report," at least two weeks prior to the end of each grading period. In order to minimize paperwork, such notification shall be transmitted on a standardized checklist type of form within appropriate guidelines.
- Although every attempt shall be made by the school to communicate directly with parents, the signature of a senior high school student on a progress report will constitute documentation that the report was issued with instructions to deliver it to the parent.
- At the discretion of the teacher, parents may be notified by a coded message on the student report card that a teacher-parent conference is requested. A principal may elect to withhold

issuing of a report card, for one grading period, pending a conference with the parent when a parent has failed to respond to a previous

REPORTS FOR STANDARDIZED TESTS

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

INTERIM PROGRESS REPORT PROCEDURES

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

UNSATISFACTORY NOTICES (See also Section II)

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

REPORT CARDS

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

• Provisions for Students of Limited English Proficiency

English for Speakers of Other Languages: Letter grades A, B, C, D, F are to be given which reflect the student's progress during the entire ESOL block, that is, in oral communication as well as in reading and writing skills development.

Other Courses: For courses other than ESOL courses, in fields such as Science or Social Studies, students are given an appropriate letter grade A, B, C, D, F. Grades are to be given which reflect instructions provided in such a way that the student's lack of command of the English language does not affect progress. If students are receiving instruction in their own language, Comment No. 01, "Receiving bilingual instruction in this subject," is then entered on the report card.

EVALUATION OF STUDENTS

Student evaluation is an important aspect of the total instructional program. Evaluation devices are to be used for assessment purposes to show the student, the parent(s) or guardian(s), as well as the

student's teachers, what the student has mastered, where the student needs help, and how to motivate the student for continued learning.

HOME LEARNING POLICY

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

Responsibility for home learning should gradually increase for students in grades one through six. Secondary school home learning assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Home learning assignments for exceptional education students should reflect the special needs of such students.

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

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

1. The grade level of the student.
2. The level and degree of difficulty with the subject being studied.
3. The maturity level of the student.
4. The instructional needs of the student.
5. The purpose of the assignment and its relationship to the objectives of the course under study.
6. The length of the assignment and the amount of time that will be required to complete it.
7. Home learning demands being made in other subject areas.
8. It is the responsibility of the school staff to assure quality and value in home learning by making assignments that are:
9. An outgrowth of classroom instruction.
10. Clear and definite in purpose.
11. Clearly related to the objectives being pursued in the classroom.

Principals will be responsible for:

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

Teachers will be responsible for:

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

Students will be responsible for:

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

Parents' responsibilities include:

- Providing continued interest and concern for the child's successful performance in school through encouraging and supporting the child in his/her performance of home learning assigned.
- Indicating an interest about assignments and assisting, if possible, when requested by the child, but not including performing work for the child.
- Supporting the school in regard to the student's being assigned home learning.
- Requesting assignments for students when short-term absences are involved.
- It is understood that it is not the parents' responsibility to give a great deal of assistance to the student in completing home learning. It is the school's responsibility to make instructions related to home learning clear and to provide when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the assignment.

Additional Home Learning Guidelines

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

RESOURCE PERSONS/GUEST SPEAKERS

The teachers must secure approval from the administration before bringing in resource persons to contribute to the instructional program. After engaging the persons, the teacher should confirm with the administration the date and time the speaker will be in the classroom. Forms are available in the main office.

SCHOOL INVOLVEMENT

Teachers are encouraged to be involved in, and expected to be committed to, the total school program to the extent that these experiences provide their students with interesting and challenging experiences that transcend individual classroom instruction.

PROFESSIONAL LIBRARY

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

USE OF VIDEO MATERIALS

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

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

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

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

- videos obtained from Miami-Dade County Public Schools' Film and Video Library;
- videos purchased specifically for use in classroom instruction by individual schools and circulated from school media centers;
- videos viewed on, or copied from, broadcasts on WLRN-TV, Channel 17, or closed-circuit instructional television Channels 9, 11, or 13 during the school day. If these programs are not scheduled for broadcast at a time appropriate for classroom use, they may be recorded, held until that use occurs, and then erased.
- original videos produced by teachers or student which do not make more than a minimal use of copyrighted visuals or music;

SECTION V
DISCIPLINE/STUDENT BEHAVIOR

- Teacher Expectations
- Classroom management
- Beginning of the Year Recommendations
- Managing Inappropriate Behavior
- Appropriate Use of Consequences
- Rewards
- Assertive Discipline/Classroom Discipline Plan
    - Positive Reinforcement
    - Disciplinary Consequences
- Sample Plan
- Student Case Management System
- Code of Student Conduct
- Parent Communication
    1. Current Practices/Procedures
    2. Reasons for Conferences
    3. Making Conferences Work
    4. Telephone Conferences
- Maintenance of Appropriate Student Behavior
- Corporal Punishment
- Removal and Exclusion of Students from Class
    1. Temporary Removal
    2. Code of Student Conduct Initiatives
    3. Exclusion by Teacher
    4. Establishment of Placement Review Committee
    5. Time Frame and Parent Notification
    6. Provisions for Exceptional Students
    7. Provisions for Limited English Proficient Students
    8. Professional Development Activities
    9. Records
    10. SCSI

TEACHER EXPECTATIONS

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

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

CLASSROOM MANAGEMENT HINTS

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

The real key to good discipline is prevention. Good teachers appropriately manage the classroom environment before student misbehavior becomes a major issue. Good management and preventive discipline start before the school year begins. The classroom must be arranged with books, materials, and needed supplies. Good teachers are organized.

Seat students away from distracting displays. Keep frequently used equipment/material accessible. No one arrangement of space, furniture, storage, and equipment is best for all settings and purposes, but some general principles do underlie any effective and efficient arrangement. The teacher must be able to observe all students, as well as monitor their work and behavior. Students should be able to see the teacher and presentation area without undue turning or movement.

Keep aisles clear.

Commonly used classroom materials (e.g., books, attendance pads, permits, passes, referrals, detention forms) are to be picked up by teachers NOT students. Students' reference materials should be readily available. Potentially distracting seating arrangements should be avoided until students have established a pattern of cooperative behavior.

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

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

- Be explicit in setting specific procedures such as:
- Beginning and ending class, attendance, behavior
- Use of pencil sharpener, supplies, and special equipment
- Teacher-led instruction
- Seat work
- Independent group work such as laboratory activities or small group projects.

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

BEGINNING OF THE YEAR RECOMMENDATIONS

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

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

Do:

! Let students know what is expected of them.
! Consider individual differences by designing activities in which students can succeed.
! Use mainly whole class and seat work activities until students are following correct procedures.
! Stay in charge, be visible, be helpful, and be encouraging.
! Monitor student behavior and provide corrective feedback when needed.
! Show enthusiasm when talking about exciting materials or when acknowledging the students' knowledge in the class.

Don't:

! Force students to guess what they are allowed to do or not to do.
! Assign difficult work at the beginning of the year until you know the students and are prepared to help those who need assistance.
! Use complex or unusual activities until students have settled into regular classroom routines.

MANAGING INAPPROPRIATE BEHAVIOR

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

Unobtrusive strategies for handling inappropriate behavior include the following:

• Moving close to the offending student or students; making eye contact; giving a nonverbal signal to stop the offensive behavior.
• Calling a student's name or giving a short verbal (instruction) to stop the behavior.
• Redirecting the student to appropriate behavior by stating what the student should be doing; citing the applicable procedure or rule.
• When several students are involved, an effective strategy is to refocus class attention. The teacher might say, “Everyone look at the overhead projector and read the first line with me; I need to see everyone's eyes looking here.” The object of such a strategy is to create a behavior that is incompatible with disruptive activity, but does not cause a disruption of instruction.

More serious disruptive behavior such as fighting, continued interruption of lessons, and refusal to follow reasonable procedures or rules cannot be dealt with in the classroom unobtrusively. They require direct action according to the district/school disciplinary code.

APPROPRIATE USE OF CONSEQUENCES

In secondary school classrooms, the most prevalent positive consequences are intrinsic satisfaction resulting from success, accomplishment, good grades, social approval, and recognition. If the teacher is skillful in motivating students to a level that ensures real interest, student performance and good grades will help promote good behavior.

Frequent use of punishment is associated with poor classroom management and generally should be avoided. When used, punishment should be related logically to the misbehavior. CONSISTENCY OF ENFORCEMENT IS A KEY FACTOR. If a student receives disapproval or punishment on one occasion, but is reinforced at other times, higher levels of the misbehavior may occur.

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

REWARDS

The following are suggested ways to reward positive student behavior:
• Positive note or phone call to parents
• Skip a home learning assignment
• Extra computer time
• Time in class to do home learning
• Excused from pop quiz
• Take a problem off a test

ASSERTIVE DISCIPLINE

It is recommended that all teachers develop, post, and use an assertive discipline plan for their classrooms.
The following may be used as a guide when developing and using the plan:

• **Classroom Discipline Plan**
The plan is posted in a place that is visible to all students and visitors.
1. The plan contains rules, consequences, and positive reinforcement.
2. There are a maximum of five rules on the plan.
3. The rules are observable and in terms that students easily understand.
4. The consequences are arranged in a hierarchy in order of severity.
5. The plan includes a severe clause for severe misbehavior.
6. The teacher follows the plan consistently.

• **Give Specific Directions for Classroom Situation**
- The teacher begins each classroom situation by stating clear, observable directions.
- If and when the students are disruptive or off-task, the teacher stops the class and reminds the students of the directions for the situation.

• **Positive Reinforcement**
- The teacher immediately reinforces students who follow directions.
- The teacher periodically reinforces on-task behavior during the lesson.
- Besides praise, the teacher uses a nonverbal method for rewarding individual students and the whole class.

• **Disciplinary Consequences**

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

SAMPLE ASSERTIVE DISCIPLINE PLAN

RULES (sample plan)

The student will:

- follow directions the first time they are given;
- be on time for class;
- be prepared to participate in the learning activities of the class;
- keep hands, feet and objects to oneself: and
- complete all assignments on time.

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

CONSEQUENCES

- 1st offense: warning
- 2nd offense: parent contact
- 3rd offense: referral to the Assistant Principal

STUDENT CASE MANAGEMENT SYSTEM

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

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

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

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

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

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

CODE OF STUDENT CONDUCT

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

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

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

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

The Superintendent, upon conferring with appropriate school, region, and district staff, the parents, and student, may return a student who was 15 years old or younger at the time of the commission of the offense which led to his/her expulsion or waiver of expulsion and placement in the Work Back Program, to a regular school program after the student has proven to have performed successfully for one semester or more in an opportunity school or other alternative program.

The selected students will be monitored and returned to an opportunity school or an alternative placement at any time their behavior is unacceptable. The student's expulsion or remainder of time under a Work Back Agreement would not expire until the full time prescribed. All shared-time and dual-enrolled students (i.e. those students who attend both day and evening. programs

in M-DCPS) are bound by the Code of Student Conduct (Secondary) for any disciplinary issues, including but not limited to those which arise in evening programs.

Reporting of Crimes and/or Disruptive Behavior

It is important that all students and parents understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must, by Board Rule, be reported to appropriate police authorities and to the Miami-Dade Schools Police (Board Policy 5500).

The following incidents **WILL BE** reported:

1. **Armed Robbery** - The taking of money or other property from a person or custody of another, with the intent to either permanently or temporarily deprive the person of the money or other property, when in the course of the taking there is the use of any weapon.
2. **Arson** - Any willful or malicious igniting of a fire that causes damage or is intended to cause damage to school property or the property of another.
3. **Assault** - Intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so and in doing so, creates a well-founded fear that such violence is imminent.
4. **Aggravated Assault** - Assault with a weapon.
5. **Battery** - An actual and intentional touching or striking of another person against his/her will or intentionally causing harm to an individual.
6. **Aggravated Battery** - Intentionally or knowingly causing great bodily harm, permanent disability, or permanent disfigurement or using a weapon while committing a battery.
7. **Battery or Aggravated Battery on a Teacher or Other School Personnel** - A battery or aggravated battery, as defined above, on any elected official or school district employee whether it is committed on school property, on school-sponsored transportation, during a school-sponsored activity or while the elected official or employee is on official school business.
8. **Bullying** - Repeatedly using hostile, intimidating, domineering, or threatening behavior with the aim or purpose of physically or mentally hurting another individual.
9. **Bomb Threat** - To threaten to throw, project, place, or discharge any destructive device with intent to do bodily harm to any person or with the intent to do damage to any property of any person.
10. **Breaking and Entering** - Entering or remaining in a structure or a conveyance vehicle with the intent to commit a criminal offense.
11. **False Report** - Making a false report, with intent to deceive, mislead, or otherwise misinform any person, concerning the placing or planting of any bomb, dynamite or other deadly explosive.
12. **Homicide** (Murder) -the unlawful killing of a human being; and **manslaughter** – the killing of a human being by culpable negligence of another without lawful justification.
13. **Inciting Individuals to Disrupt any School Function or Clas**s - Advising, counseling, or instructing any student or school employee with the intent to disrupt substantially any school function or classroom and the actual occurrence of such disruption.
14. **Kidnapping or Abduction** - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against that person's will and without lawful authority, with the intent to:
    - Hold for ransom or reward or as a shield or hostage

- Commit or facilitate commission of any felony
- Inflict bodily harm upon or to terrorize the victim or another person
- Interfere with the performance of any governmental or political function

15. **Mood Modifiers, Possession, Sale, or Distribution of** - Any possession, sale, or transmission on school premises of a mood-modifying substance not medically prescribed for the student.
16. **Possession of Explosives** -The carrying or the concealing of a bomb, dynamite, or other deadly explosives.
17. **Property Damage** - Any willful damage or attempted damage to the property of students, school personnel, or school.
18. **Possession, Use or Sale of Any Explosive Device** - An explosive is any chemical compound or mixture that has the property of yielding readily to combustion or oxidation to create an explosion, blasting caps, and detonators.
19. **Possession, Use or Sale of Any Firearm or Destructive Device** - Possession, use, or sale of any fire arm or destructive device on school property, school-sponsored transportation, or during a school- sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such a weapon; any firearm muffler or firearm silencer; any destructive device, or any machine gun. A "destructive device" means any bomb, grenade, mine, rocket, missile, pipe bomb, bullet, or similar device containing an explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage.
20. **Robbery** - The taking of money or other property from the person or custody of another by force, violence, assault, or placing in fear.
21. **Sexual Battery** - Oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object.
22. **Sex Violation** - An offense against chastity or common decency.
23. **Theft** -Taking property belonging to another, from another's possession, or from the possession of some person holding the property for another, without consent, with intent to deprive the owner of the value of the property and to appropriate it to the use or benefit of the person taking the property.
24. **Threat** - It is unlawful to say you are going to throw, place, or explode any destructive device so that it will hurt someone or damage their belongings.
25. **Trespassing on School Property** - Entering a public school campus or School Board facility without authorization or invitation and without lawful purpose for entry, including entry by students under suspension or expulsion, employees not required by their employment to be at the particular location, and unauthorized persons who enter or remain on a campus or School Board facility after being directed to leave by the chief administrator or designee of the campus or facility.
26. **Weapon** -Any dirk, metallic knuckles, slingshot, billy, tear gas gun, electronic weapon or device, chemical weapon or device, or any other deadly weapon except a firearm.

TEACHER-PARENT COMMUNICATION

• Current Practices/Procedures

Teacher-parent conferences contribute greatly to improving the public school's relationship with its community. The Board and the United Teachers of Dade agree that improving a public school's relationship with its community and the public in general serves the best interests of students and

citizens. Effective teacher-administration-parent communication aids in contributing to, and maintaining, the public's commitment to public education.

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

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

Teacher-parent conferences should be scheduled at a time and place and in a manner convenient for the teacher and the parent. Principals and teachers are encouraged to use teacher workdays for teacher-parent conferences whenever possible.

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

The standardized interim progress report includes a place for the teacher to indicate that a parent conference is requested. The school personnel must make every effort to attempt to schedule the conference, however, if these actions fail, the form will be verification of the original request.

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

A teacher is required to issue an official report of pupil progress once at the end of each grading period. This report is communicated to parents on the official M-DCPS report card. The greatest degree of parental involvement occurs through teacher-parent conferences. These conferences are often the first contact many parents have with the school. Such conferences are critical from a public relations point of view in that they help both parents and teachers accomplish their goals.

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

• **Reasons for Conferences**

Some of the reasons for a parent conference are to:

1. Discuss problems related to the child's classroom behavior.
2. Discuss health problems of the child.
3. Inform parents about attendance and tardiness.
4. Discuss items relating to home learning.
5. Explain the teacher's philosophy and school policies.
6. Explain classroom procedures.
7. Review the curriculum. Many parents do not know what their children are being taught or the expectations of their teachers.
8. Develop positive home/school/teacher relationships.
9. Promote a feeling of goodwill with parents.
10. Find meaningful ways to involve parents in school programs.
11. Explain special programs that impact their child.

• **Making Conferences Work**

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

Before the conference:

- Plan what you want to say ahead of time.
    - What are your purposes or goals?
    - What do you want to accomplish?
    - What does the parent need?
- Gather material to show parent.
- Have a plan of action.
- Gather pre-conference data, if you think it is necessary.
- Decide where the conference will be held.
- Your room?
- Office?
- **Reconfirm your conference. This can be done by phone or note, and it may save you a lot of time.**

For/During the Conference:

- **Be on time**. It helps to be early. This way you can relax, or you can begin if the parent is early.
- **Be prepared**. You should have the materials you will need for the conference. These include: samples of work records books materials
- **Bond with the parents**. This bonding process includes: getting to know the parents, establishing rapport with them, and generally making them feel at ease. This approach is a good utilization of time and sets a positive tone for the conference.
- **Talk the parent's language**. This does not mean that you talk down to or are patronizing to the parent. What it does mean is that you employ every effort to use words, phrases and explanations that the parent understands and is familiar with. Remember the following:
    - Don't use jargon and/or words that the parent cannot understand. Remember, it is much easier to say to the parents that you would like to ask some questions that will help you help the child learn than it is to say that you want to perform a comprehensive diagnostic evaluation that will result in strategies which can be implemented to achieve the highest possible utilization of the child's abilities.

    - Don't use complicated explanations with the parent. Long, drawn out, involved explanations may be counter-productive to the need to communicate clearly and effectively with the parent.
    - Use a natural way of communicating with parents. There is nothing worse than someone who is trying to be "with it." This style of talking is often evidenced by people who try to use slang and/or the accent of the parent when it is inappropriate to do so. The only result is a projection of phoniness which leads to suspicion and lack of confidence on the part of the parent and all who are involved.
- **Don't hide behind your desk**. This may cause a parent to feel uncomfortable. You want to open lines of communication, not block them. A good way to conference with a parent is by using two chairs pulled together or by sitting on the same side of a table.
- **Be positive**. Just as you don't like to constantly hear negative things or be constantly reminded about problems, neither does the parent. You should make every effort to show and tell the parents that the child is doing well. Communicating in this manner does not mean that you never talk to a parent about the child's problems. Quite the contrary, it is how you deal with the problem(s) that are important. When you deal with the problems of children, you put them in the proper perspective: what the child is able to do, what the goals and purposes of the learning program are, what specific skills or concepts you are trying to help the child to learn, and what problems the child is having in achieving according to his/her ability. Most important of all, you should discuss what you plan to do to help the child achieve, and what specific role the parent can play in setting goals for achievement. An effective conference should result in a positive plan of action.
- **Be honest**. Don't say you will do something if you can't or do not intend to follow through. Don't hide the truth if you believe the information may be helpful to the parent.
- **Be firm**. You should be in charge of the conference, not the parent.
- **Stay on task**. This is where pre-planning helps.
- **Give the parent a chance to talk.** You really won't learn much if you do all the talking. You probably won't achieve your goals either. Allow the parent the opportunity to express ideas and concerns. A parent may be less verbal than you. If so, you may need to initiate the discussion in such a way as to convey the importance of the parent's contributions to the discussion.
- It also means you will have to **be a good listener**. An active listener: a) holds eye contact; b) uses body language such as head nodding, hand gestures, etc.; c) does not interrupt; d) avoids arguing; e) paraphrases the parent's comments as a way of clarifying ideas; and f) keeps the conversation on track and on the topic.
- **Bring closure to your conference**. This is when you review the relevant points of the discussion and reiterate the commitments made by each participant in the conference.
- **Never leave the parents with a sense of helplessness or frustration** which can result from not having a positive plan of action to which all conference participants can agree and be committed.
- Every communication with parents should end on a positive note so that all involved will know what needs to be done and what follow up communication may be necessary.

• **Telephone Conferences**

Another frequent and convenient method of parent involvement is the telephone conference. Not every family has or can afford a telephone, so this method does not work with every family, but it does provide an efficient method for contacting parents. The guidelines for communicating with

parents on the telephone are similar to those used in face-to-face conferences; however, there are some other things you should do.

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

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

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

MAINTENANCE OF APPROPRIATE STUDENT BEHAVIOR

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

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

The School Board directs that

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

CORPORAL PUNISHMENT

Corporal punishment is NOT to be administered by any staff member at any Miami-Dade County Public School.

REMOVAL AND EXCLUSION OF THE STUDENTS FROM CLASS

School Board Policies allow for teachers to remove a disruptive student from class if the behavior of the student has an adverse effect on the teacher's ability to communicate effectively with students or the ability of the students to learn. Florida Statute 232.271 provides for the right of the teacher to refuse to accept a student back to class who has been removed for disruptive behavior which adversely affects the teacher's ability to communicate effectively with the students.

• Temporary Removal from Class

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

• Code of Student Conduct Infractions

The principal or designee will follow the Code of Student Conduct on all disciplinary matters. Only those disciplinary problems that disrupt a teacher's instruction, and the teacher requests the student's permanent removal from class, shall be referred to the Placement Review Committee if the request is not resolved by the principal.

• Exclusion from Class by a Teacher

A teacher who has removed a student from class for misbehavior which seriously affects the teacher's ability to communicate may request that the student not be returned to class under the following conditions:

a. A student whose behavior is so unruly, disruptive, or abusive that it seriously affects the teacher-student communication or the student's ability to learn.

b. A student who has been documented by the teacher for repeated interference with the teacher's ability to communicate effectively with students, or the ability of the students to learn.

The following documentation should support the teacher's decision under (b) above:

a. A teacher-student conference.

b. A parent conference or evidence of a valid attempt to reach a parent, including both phone calls and a letter, delivered by hand or mail, to the home.

c. At least two (2) written referrals to school-site administration for behavior which interferes with instruction.

A written referral to site administration must be provided by the teacher upon the removal of the student from class.

• Time Frames and Parent Notification

1. A teacher who requests a permanent exclusion of a student from class must notify the principal no later than twenty-four (24) hours following the initial removal from class.
2. A time limit of five (5) days from the removal of the student from class is set for the Placement Review Committee to render a decision on the placement of the student.
3. Every effort must be made by the school administration to notify the parent immediately upon the removal of a student from class.
4. If a teacher requests a permanent exclusion of the student from class, the parent shall be notified of the time and place of the Placement Review Committee meeting. The parent and student shall have the right of participation.

• **Provisions for Exceptional Students**

The Placement Review Committee shall refer to a staffing committee all exclusion requests for students from exceptional education classes. The Placement Review Committee decision must concur with the staffing committee recommendations. If the requesting teacher is teaching a mainstreamed student, the regular process may be followed.

• **Provisions for Limited English Proficient (LEP) Students**

The Placement Review Committee shall refer an LEP student to the LEP committee. The Placement Review Committee decision must concur with the LEP Committee recommendation. LEP services cannot be denied.

• **Professional Development Activities to Improve Classroom Management Skills**

Any teacher who refers 25% of his or her class is required to complete professional development activities to improve classroom management skills. This percentage pertains to individual students referred for disruptive behavior that interferes with instruction.

• **Records**

Each school should keep appropriate records in order to be able to address the following areas:

a. Number of disciplinary referrals requiring students to be removed from class by teachers.

b) Number and percentage of referrals in which the students were sent back to class with the consent of teachers.

c) Number and percentage of referrals that were sent to the Placement Review Committee because of teacher refusal to readmit.

d) Number and types of placements (including those returned to class) made by the Placement Review Committee.

e) Number and percentage of students in each class referred by each teacher to be used in determining staff development needs.

• **SCSI Exclusion (School Center for Special Instruction)**

In addition to the procedures that are in place that address classroom management, Paul W. Bell Middle School provides teachers with an additional consequence. When students are so disruptive that instruction/learning cannot take place, students could be removed by the teacher from the classroom and sent to SCSI with the appropriate form. Parent contact is required for all exclusions.

DUE NOT EXCLUDE STUDENTS FROM CLASS DUE TO TARDINESS

SECTION VI
STUDENT SERVICES

- Counseling Services
- Counselor's Responsibilities
- Department Chairperson's Responsibilities
- Test Chairperson's Responsibilities
- Career Specialist's Responsibilities
- Schedule Changes
- Scheduling Appointments with Counselors
- Articulation

COUNSELING SERVICES

The Student Services Department is committed to providing students with a comprehensive program, enabling them to discover their personal potential, and helping them make realistic educational and career

- Developing strategies to cope with intra- and inter-personal concerns
- Increasing success in school learning
- Making realistic career choices
- Improving behavior problems
- Dealing with emotional, social, and physical problems
- Dealing with language, cultural, or family problems
- Developing a positive attitude about school and life
- Nurturing self-esteem
- Developing good study habits and time management skills
- Group advisement and counseling
- Testing evaluation
- Post-secondary planning
- Problem solving and decision-making skills

COUNSELOR'S RESPONSIBILITIES

- Maintain a systematic, on-going program of individual conferences with counselees in the area of educational, personal, social, and vocational counseling, as well as post-secondary planning.
- Keep records of conferences with students.
- Act as a liaison among students, teachers, parents, and administrators.
- Hold parent conferences and respond to parental requests for information.
- Assist in identifying students with special needs for referral.
- Process referrals to other student services personnel and community agencies.
- Seek special program placement for students with special needs.
- Conduct group advisement sessions.
- Encourage and help students develop positive attitudes about school and life.
- Provide informational sessions for teachers and parents.
- Assist in the administration of standardized tests.
- Provide group and individual interpretation of test results to students, teachers, and parents.
- Assist students with college admission and scholarship applications.
- Maintain and utilize current effective materials and pertinent related information.
- Participate in articulation and orientation programs.
- Assist in the assessment and evaluation of the student services program by students, parents, and faculty.

DEPARTMENT CHAIRPERSON'S RESPONSIBILITIES

- Supervise the work of the student services personnel within the school.
- Consult with department chairs on proposed curriculum changes.
- Coordinate and conduct orientation programs explaining student services to students, faculty, and parents.
- Coordinate and supervise input of student data.
- Consult with department chairs on proposed curriculum changes.
- Encourage and establish a developmental counseling program.
- Assist in planning and coordinating the articulation program with the feeder schools.
- Schedule group test interpretation sessions with students, teachers, and parents.
- Assist with meeting of the Child Study Teams (CST).
- Acquire and disseminate current and pertinent information and materials to the student services staff and teachers.
- Provide for the assessment and evaluation of the student services program by students, parents, faculty, and counselors.
- Attend district, Regional Center, and student services meetings/workshops as necessary. choices.

TEST CHAIRPERSON'S RESPONSIBILITIES

The test chairperson will work under the leadership of the designated assistant principal and/or student services chairperson in coordinating the school testing program. The test chairperson will:

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

SCHEDULE CHANGES

Students will have an opportunity to change their schedules through May for the following school year. Schedule changes will be granted only if there is a legitimate reason for the change and if there is room available in the class.

After May, recommendations for schedule changes will be submitted to the student service chairperson for approval. Once school begins, schedule changes will only be granted if there is an error on the schedule or if a course completed in summer school affects the present course selection. No changes will be made in advanced academic classes until the completion of the first nine weeks, and then, only by special permission. This policy includes parent overrides.

SCHEDULING APPOINTMENTS WITH COUNSELORS

Appointments are to be arranged by going to the Main Office before or after school. The counselor will call for students when available.

ARTICULATION

Articulation is the process of communicating with feeder schools and faculty about curriculum issues and subject selection procedures. It should be on-going throughout the school year. Articulation meetings with middle schools in the feeder pattern will be held in the early spring of each year to review subject selection procedures. Articulation meetings will be held as many times as possible with the department chairs and teachers within the feeder pattern to discuss curriculum and textbook issues.

SECTION VII -

Commonly referenced Board Policies

Links to Additional Information

School Calendar
https://www3.dadeschools.net/Calendars/home

Payroll Schedule
https://api.dadeschools.net/WMSFiles/30/links/2025-2026%20Payroll%20Processing%20Schedule.pdf

Tentative Testing Schedule
https://arda.dadeschools.net/#!/fullWidth/3937

Non-Discriminatory Policy
https://api.dadeschools.net/WMSFiles/408/PDFS/CRC/Anti-Discrimination%20Policies%20and%20Laws%20for%20Publications-%20English%20-%20%2007.11.2024%20FINAL.pdf

Code of Student Conduct
http://ehandbooks.dadeschools.net/policies/90/index.htm+

SCHOOL BOARD POLICY 3210.01 - CODE OF ETHICS

All members of the School Board, administrators, teachers and all other employees of the District, regardless of their position, because of their dual roles as public servants and educators are to be bound by the following Code of Ethics. Adherence to the Code of Ethics will create an environment of honesty and integrity and will aid in achieving the common mission of providing a safe and high quality education to all District students.

As stated in the Code of Ethics of the Education Profession in Florida (State Board of Education F.A.C. 6B-1.001):

A. 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.

B. 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.

C. 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.

Application

This Code of Ethics applies to all members of the Board, administrators, teachers, and all other employees regardless of full or part time status. It also applies to all persons who receive any direct economic benefit such as membership in Board funded insurance programs.

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 and the Principles of Professional Conduct of the Education Profession in Florida, F.A.C. Chapter 6B-1.001 and 6B-1.006, the Code of Ethics for Public Officers and Employees, found in F.S. Chapter 112, Part III, and Policy **3129**, which are incorporated by reference and this Code of Ethics should be viewed as additive to these laws, rules and regulations. To the extent not in conflict with any laws, Board policies or governmental regulations, this Code of Ethics shall control with regard to conduct. In the event of any conflict, the law, regulation or Board policy shall control.

Fundamental Principles

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

A. 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).

B. Cooperation – Working together toward goals as basic as human survival in an increasingly interdependent world.

C. 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.

D. Honesty – Dealing truthfully with people, being sincere, not deceiving them nor stealing from them, not cheating nor lying.

E. Integrity – Standing up for their beliefs about what is right and what is wrong and resisting social pressure to do wrong.

F. Kindness – Being sympathetic, helpful, compassionate, benevolent, agreeable, and gentle toward people and other living things.

G. Pursuit of Excellence – Doing their best with their talents, striving toward a goal, and not giving up.

H. 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 (3) major forms: respect for oneself, respect for other people, and respect for all forms of life and the environment.

I. Responsibility – Thinking before acting and being accountable for their 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:

A To abide by this Code of Ethics, making the well-being of the students and the honest performance of professional duties core guiding principles.

B To obey local, State, and national laws, codes and regulations.

C To support the principles of due process to protect the civil and human rights of all individuals.

D To treat all persons with respect and to strive to be fair in all matters.

E To take responsibility and be accountable for his/her actions.

F To avoid conflicts of interest or any appearance of impropriety.

G To cooperate with others to protect and advance the District and its students.

H To be efficient and effective in the performance 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 District official.

A 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 the District. Any provision of this code which requires disclosure to District officials will be satisfied by the filing of a financial disclosure statement in the form required of members of the Board.

B. Contracting Decisions. An employee shall not recommend, vote or otherwise participate in the decision to make any contract between the 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.

C. Financial Conflict. 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 himself/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 Board Attorney prior to or at the time of the action requiring the recusal.

D. 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 F.S. 112.3149, as a payment of money or anything of value paid to the employee or on his/her behalf as consideration for an oral presentation or writing other than a book.

E. 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.

F. 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.

G. 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.

H. 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.

I. 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.

J. Gifts and Gratuities. The acceptance of gifts, payments or other benefits from those with whom the District 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

Each employee:

A. shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety;

B. shall not unreasonably restrain a student from independent action in pursuit of learning;

C. shall not unreasonably deny a student access to diverse points of view;

D. shall not intentionally suppress or distort subject matter relevant to a student's academic program;

E. shall not intentionally expose a student to unnecessary embarrassment or disparagement;

F. shall not intentionally violate or deny a student's legal rights;

G. shall not harass or discriminate against any student on any basis prohibited by the Board or law and shall make reasonable effort to assure that each student is protected from harassment and discrimination;

H. shall not exploit a relationship with a student for personal gain or advantage;

I. shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

Personnel Matters

A. Confidentiality. An educator shall comply with State and Federal laws and regulations, and 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.

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

C. Certification. Each employee will be required to electronically sign a Certificate attached as Exhibit "A", which is incorporated 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 Board policies 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 submitted 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.

SCHOOL BOARD POLICY 7540.04 - STAFF NETWORK AND INTERNET ACCEPTABLE USE AND SAFETY

This policy establishes the acceptable use of the network as a tool for learning in the District. The District network is defined as all computer resources, including software, hardware, lines and services that allow connection of District computers to other computers, whether they are within the District or external to the District. This includes connection to the Internet. No user may use the network to take any action or receive and/or communicate any language that the employee or student could not take or communicate in person. Users are defined as anyone authorized by administration to use the Network. This includes, but is not limited to, staff, students, parents, vendors, contractors, and volunteers. Prohibitions in applicable

Federal, State, and/or local law or regulation, collective bargaining agreements and Board policies are included. Additionally, there is no expectation of privacy in the use of e-mail or network communications when such communications occur over District provided equipment by District employees, students, or others. (See Board policies concerning privacy and e-mail).

Access to the Network

Networks give schools the ability to share educational and research resources from around the world with all students. These resources include access to instructional applications, interactive collaboration between teachers, students and other users, document sharing, communications of all forms with people from around the world and libraries, museums and research facilities.

Acceptable Use

Use of the network must support and be consistent with the educational objectives of the District. All users must comply with this policy and the standards of conduct established in the Codes of Student Conduct (Elementary, Secondary, and Adult), (Policy 550), Florida Code of Ethics of the Education Profession, the District Network Security Standards and policies governing employee behavior.

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

   Obscene material is material which:

   1. the average person, applying contemporary community standards, would find, taken as a whole, appeals solely to the prurient interest; and

   2. depicts or describes, in a patently offensive way, sexual conduct as defined in State law (F.S. 847.001 (11)); and

   3. taken as a whole, lacks serious literary, artistic, political, or scientific value.

B. Procedures for protesting instructional materials and educational media as they are accessed through the Internet are governed by Policy **2510**.

C. The use of the Internet for political activities is prohibited.

D. Use of the network for product advertisement, commercial activities, political campaigning or solicitation is prohibited.

E. The District shall use an Internet Content Filter to prevent user access to prohibited material.

Users of the District network are charged with notice that besides obscene material, there are other potentially objectionable materials available on the Internet, including sites with adult content, nudity, and gambling, as well as sites advocating violence and illegal activities. No content filter will ever be 100% accurate, and on occasion either objectionable material may get through or non-objectionable material may be blocked.

Bypassing the District content filter without authorization is strictly prohibited. The District has procedures in place to evaluate requests from users to block or unblock sites as necessary.

Students, parents and staff should be aware that connection to any Internet or network provider not under District control may be unfiltered, especially open wireless connections. The District is not responsible for unfiltered content that may be viewed or downloaded on District equipment that has been provided to individuals for use outside District property. The District is also not responsible for issues caused by the connection of personal devices to the District's network or improper use of the District's network or equipment.

Privilege

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

A. School, regional center, and District administrators are authorized to determine appropriate and acceptable use pursuant to this policy.

B. 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.

C. Inappropriate or unacceptable use is defined as use that violates the District's purpose in providing students and employees access to the Internet and use that violates the District's Codes of Student Conduct (Elementary, Secondary, and Adult), Florida's Code of Ethics of the Education Profession, the District's Network Security Standards, all Board policies governing employee behavior or any local, State, or Federal law or regulation.

D. Access to the Internet from the District network as a tool for learning will be automatic. Parents must notify the school in writing if they do not want their child to access the Internet.

Monitoring

Administration has the right to review any material on user accounts to maintain adequate fileserver space and monitoring appropriateness of material accessed through the network. The District shall respect the privacy rights of user accounts.

Network Etiquette

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

A. Users should be polite. The use of abusive language is prohibited.

B. Use appropriate language. The use of profanity, vulgarities or any other inappropriate language is prohibited.

C. Engaging in activities which are prohibited under local, State, or Federal law is prohibited.

D. Activities which violate the 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 District's Network Security Standards and policies governing employee behavior are prohibited.

E. Do not reveal your personal address and/or telephone number or that of other users unless compelled to by law.

F. Electronic mail (e-mail) is not guaranteed to be private. People who operate the system do have access to all mail. Messages relating to or in support of illegal activities will be reported to the authorities.

G. Do not use the network in such a way that other users would be unable to get the full benefit of information available. This includes but is not limited to: running applications that deny the network's services to others, tying up computers without a legitimate educational or School District or school business purpose while others are waiting, damaging software or hardware so that others are unable to use it, or any conduct that would be prohibited by State law (F.S. 815.06).

H. Do not use the network to send or receive messages that discriminate based on sex, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, gender, gender identity, social and family background, linguistic preference, disability or that are inflammatory.

Services

Use of any information obtained via the Internet is at the user's own risk. The District will not be responsible for any damages a user may incur. This includes, but is not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries, or service interruptions caused by negligence, errors, or omissions.

The District is not responsible for the accuracy or quality of information obtained through the network. All users need to consider the source of any information they obtain through the network, and evaluate the accuracy of the information.

Security

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

A. If a user can identify a security problem on the network, the user must notify a system administrator. The user must not demonstrate the problem to others.

B. Users must not use another individual's account without written permission from that individual. Attempts to log into the system as any other user will result in disciplinary action as described in Disciplinary Action.

C. Any user that has been determined by administrators to have violated this rule may be denied future access to the Internet through the District network.

D. A user with a history of using other computer systems in an inappropriate or unacceptable manner may be denied access to the District network.

E. Users of the network will be held responsible for all activity associated with the user's account. Users should not share their passwords with anyone, engage in activities that would reveal anyone's password or allow anyone to use a computer to which they are logged on.

F. Accessing chat rooms or instant messaging while using the District's network is prohibited.

G. The use of Internet tools such as blogs and discussion boards are intended for educational purposes only.

H. Downloading pictures, sounds, video clips, text documents or any material without authorization and without confirmation that the material is not copyrighted is prohibited.

I. Downloading games, video files, audio files or running streaming media without educational value and without authorization by a teacher or a local administrator is prohibited. These applications tie up a great deal of bandwidth and storage and many of the files infringe on the owners' copyrights.

J. Downloading or installing software applications without authorization is prohibited.

K. Using the District's wireless equipment while on District property to connect without authorization to any wireless networks other than those provided by the District is prohibited. External signals will not provide content filtering and access to private networks may be illegal.

Vandalism and Harassment

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

Procedures for Use

A. All users have the same right to use the computer resources. Users shall not play games without educational value or use the computer resources for non-academic activities when other users require the system for academic purposes.

Personal use of the District's network, including e-mail and the Internet, is permitted as long as it does not interfere with an employee's duties, a student's learning activities and/or system operation and abides by all district policies and standards, State and Federal statutes, and codes of conduct. This use is a privilege, not a right, and any unacceptable use may be subject to appropriate disciplinary action, up to and including dismissal from employment.

B. Teachers are responsible for teaching proper techniques and standards for participation, for guiding student access to appropriate sections of the Internet, and for assuring that students understand that if they misuse the network they will lose their privilege to access the Internet from the classroom environment. Students should not be provided with network access unless they are properly supervised by an individual trained to provide the guidance students require.

C. Blogging is the activity of writing entries in, adding material to, or maintaining a "weblog." Employees shall not engage in blogging activities during working hours or use District-owned equipment unless they are specifically required to perform the employees' responsibilities and duties. District users are reminded that during non-working hours they are representatives of the District and should behave in a manner that does not disrespect or discredit the education profession. Unless engaging an officially sanctioned District activity, employees using "blogs" should clearly specify that any opinions or statements are the employee's and do not reflect the views of the District. Employees are prohibited from using officially sanctioned School District logos, school mascots, and other official symbols.

D. Staff members will participate in professional development programs that include:

1. the safety and security of students while using e-mail, chat rooms, social media, and other forms of electronic communications;

2. the inherent danger of students disclosing personally identifiable information online; and

3. the consequences of unauthorized access (e.g., "hacking"), cyberbullying, and other unlawful or inappropriate activities by students or staff online.

Staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above.

The disclosure of personally identifiable information about students online or via any other method is prohibited.

Inappropriate Material

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

Disciplinary Action

The act of accessing the Internet through the District's network signifies that the user will comply with this policy.

Disciplinary action for inappropriate use by staff will be taken pursuant to the applicable collective bargaining agreements.

F.S. 1001.41, H.R. 4577, P.L. 106-554, Children's Internet Protection Act of 2000, 47 U.S.C. 254(h), (1), Communications Act of 1934, as amended 20 U.S.C. 6801 et seq., Part F, Elementary and Secondary Education Act of 1965, as amended, 18 U.S.C. 2256, 18 U.S.C. 1460, 18 U.S.C. 2246.

COMMONLY REFERENCED SCHOOL BOARD POLICIES

Please refer to http://www.dadeschools.net/schoolboard/rules/ to

view full policies

Academics

- 2235 - MUSIC, ART, AND PHYSICAL EDUCATION

  Music, art, and physical education are fundamental subjects in the school's curriculum because they contribute to every child's academic and social development. Art and Music education helps level the "learning field" across socio-economic boundaries while strengthening student problem-solving and critical thinking skills and contributing to the overall academic achievement of students.

- 2240 - CONTROVERSIAL ISSUES AND STUDENT EXPRESSION

  Students are encouraged to participate in discussions, speeches, and other expressions in which many points of view, including those that are controversial, are freely explored. A controversial issue is a topic on which opposing points of view have been promulgated by responsible opinion or likely to arouse both support and opposition in the community.

- 2370.01 – VIRTUAL INSTRUCTION

  The enrollment period for the District-operated full-time virtual instruction program, Miami-Dade Online Academy, opens in the spring of each school year for a minimum of ninety days and closes thirty days before the first day of the school year.

- 2421 - K-12 CAREER-TECHNICAL EDUCATION PROGRAM

  Career-technical education is designed to provide career and technical education experiences. These experiences will complement and reinforce academic concepts that are particularly amenable to contextualized learning in a distinct career area and provide occupationally specific skills.

- 2440 - SUMMER SCHOOL

  The School Board may conduct a summer program of academic instruction for students in grades K-12 and Special Education (SPED) students needing extended school year services as identified in their Individual Education Plan (I.E.P.). The Board may also choose to implement summer enhancement programs, contingent upon available funding. The Board shall provide transportation for full-time SPED students and other students as appropriate.

- 2510 – INSTRUCTIONAL MATERIALS AND RESOURCES

  Parents have the ability to access their child's instructional materials at http://im.dadeschools.net/.

  Additionally, in accordance with Policy 2416, parents have the right to inspect, upon request, any instructional material used as part of the educational curriculum of the student and within a reasonable period of time after the request is received by the building principal.

- 5410 - STUDENT PROGRESSION PLAN
  Provides guidance to teachers, school and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next, Kindergarten through grade 12 and Adult Education. The information presented in the document is derived from requirements set forth by Florida Statutes, State Board of Education Rules and policies established by The School Board of Miami-Dade County.

Accident Reports/Incident Reports/School Safety

- 3213 - STUDENT SUPERVISION AND WELFARE
  Protecting the physical and emotional well-being of students is of paramount importance. Each instructional staff member shall maintain the highest professional, moral, and ethical standards in dealing with the supervision, control, and protection of students on or off school property

- 5540 - INVESTIGATIONS INVOLVING STUDENTS
  School administrators shall respond to incidents involving students occurring on school grounds or at school-sponsored events. When conducting an initial fact inquiry, if an administrator suspects that a crime has been committed, they must report the matter to School Police or another appropriate law enforcement agency to assume the investigative responsibilities.

- 5772 - WEAPONS
  Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the School Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

- 7217 - WEAPONS
  Visitors are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under the control and supervision of the Board for the purpose of school activities approved and authorized by the Board including, but not limited to, property leased, owned, or contracted for by the Board, a school-sponsored event, or in a Board-owned vehicle.

- 8405 - SCHOOL SAFETY
  The School Board is committed to maintaining a safe and drug-free environment in all of the District's schools. School crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of School District personnel, law enforcement agencies, and families. School administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school.

- 8410 - CRITICAL INCIDENT RESPONSE/EMERGENCY PROCEDURES
  The District Critical Incident Response Team (DCIRT) is responsible for assisting schools with emergencies/critical incidents as needed and coordinate District resources.

Admission, Registration and Immunization Requirements

- 5112 - ENTRANCE REQUIREMENTS

  Establishes the admission and registration requirements for students entering school. The following documents and forms are to be provided upon initial registration:

  - Original birth certificate
  - Verification of age and legal name
  - Proof of a physical examination by an approved health care provider including a tuberculosis clinical screening, appropriate follow-up, and a certificate of immunization
  - Two (2) verification of parent/legal current residence (address)

- 5114 - FOREIGN STUDENTS

  Entry requirements into schools are the same for all students, regardless of country of birth and immigration status. All students will register at the school of the actual residence of the parent in the attendance area as approved by the School Board.

- 5320 – IMMUNIZATION

  All students shall be immunized against polio, measles, diphtheria, rubella (German measles), pertussis, tetanus, mumps, hepatitis B, and Haemophilus Influenzae in accordance with State law, unless specifically exempt for medical or religious reasons. All Pre-K and Kindergarten students must also be immunized against varicella (chicken pox) or verification from the parent of a documented history of the disease. This policy applies to students who currently attend school in the District and those eligible to attend.

Animals on District Property

- 8390 - ANIMALS ON DISTRICT PROPERTY

  Service animals as required by law are permitted in schools. "Service animals" pursuant to 28 C.F.R. 35.104, means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.

  All animals, including service animals, housed on District property or brought on District property on a regular basis must meet every State and County veterinary requirement, including but not limited to, rabies vaccination or other inoculations required to be properly licensed.
  Students are not allowed to bring pets to school.

Anti-Discrimination Policy

- 3362 - ANTI-DISCRIMINATION/HARASSMENT

  The Board will vigorously enforce its prohibition against discrimination/harassment based on sex, race, color, ethnic or national origin, citizenship status, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis.

  This policy provides the steps to individual complaints of discrimination of harassing conduct and the process for addressing the complaints.

- 5517 – ANTI-DISCRIMINATION/HARASSMENT (STUDENTS)

  The School Board shall comply with all Federal laws and regulations prohibiting discrimination and all requirements and regulations of the U.S. Department of Education. The Board will enforce its prohibition against discrimination/harassment based on sex, race, color, ethnic or national origin, religion, marital status, disability, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other basis prohibited by law. This policy prohibits discrimination and harassment at all School District operations, programs, and activities on school property, or at another location if it occurs during an activity sponsored by the Board.

- 5517.01 – BULLYING AND HARASSMENT

  The School Board is committed to providing a safe learning environment for all students and shall strive to eradicate bullying and harassment in its schools by providing awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, Board employees, visitors, or volunteers.

- 5517.02 - DISCRIMINATION/HARASSMENT COMPLAINT PROCEDURES FOR STUDENTS

  Students and parents are encouraged to promptly report complaints of discriminatory or harassing conduct to their Principal. Additionally, they may file the complaint directly with the Region Office or the District's Office of Civil Rights Compliance (CRC).

  The Office of Civil Rights Compliance (CRC) is responsible for investigating complaints of discrimination and harassment, including sexual harassment and retaliation filed by employees, students and their parents.

Attendance Policy/School Hours

- 5200 – ATTENDANCE:

  Student attendance is a means of improving student performance and critical in raising student achievement. Together, the staff of Miami-Dade County Public Schools, students, parents and the community must make every effort to lessen the loss of instructional time to students.

- 5225 - ABSENCES FOR RELIGIOUS HOLIDAYS

  Student absences for religious purposes, as identified on the approved holidays listed in the Student Attendance Reporting Procedures PK-12 Handbook, may not prohibit students from receiving attendance awards or other attendance incentives at the school level, region level, or District level.

- 5230 - LATE ARRIVAL AND EARLY DISMISSAL

  Students shall be in attendance throughout the school day. If a student will be late to school or dismissed before the end of the school day, the parent shall notify the school in advance and state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the principal. Students will be counted absent if they are not present in class for at least half of the class period. To be counted "present" for the day, the student must be in attendance for a minimum of **two hours** of the day unless extenuating circumstances exist.

- 8220 - SCHOOL DAY

  The Superintendent shall annually establish the hours of the school day. The Superintendent may authorize exceptions from the regular school day.

  The Superintendent may close the schools, delay the opening of school, or dismiss school early when such alteration in the regular session is required for the protection of the health and safety of students and staff members.

Ceremonies & Observances

- 8800 - RELIGIOUS/PATRIOTIC CEREMONIES AND OBSERVANCES

  Acknowledgement of, explanation of, and teaching about religious holidays of various religions is permitted. Celebration activities involving nonreligious decorations and use of secular works are permitted, but it is the responsibility of all faculty members to ensure that such activities are strictly voluntary, do not place an atmosphere of social compulsion or ostracism on minority groups or individuals, and do not interfere with the regular school program.

Clinic

- 5330 – USE OF MEDICATIONS

  The School Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

Code of Student Conduct

- 2451 - ALTERNATIVE SCHOOL PROGRAMS
  - The Superintendent may provide alternative education programs for students who, in the opinion of the Superintendent, will benefit from this educational option. Participation in an alternative program does not exempt the student from complying with school attendance rules or the Code of Conduct.

- 5136.02 - SEXTING

  Sexting is the act of sending or forwarding through cellular telephones and other electronic media sexually explicit, nude, or partially nude photographs/images. [add something about disciplinary measures] It is the District's mission to ensure the social, physical, psychological, and academic well-being of all students. The educational purposes of the schools are best accomplished in a climate of student behavior that is socially acceptable and conducive to the learning and teaching process.

- 5500 - STUDENT CONDUCT AND DISCIPLINE

  The Miami-Dade County School Board Code of Student Conduct (COSC) focuses on providing and maintaining a safe and positive learning environment for students, faculty, staff and community.

  A major consideration in the application of the Code of Student Conduct is cultivating a positive school climate to support academic achievement, promote fairness, civility, acceptance of diversity, and mutual respect. Toward that end, the range of inappropriate

behavior is divided into five groups, along with both recommended and mandated corrective strategies.

The Code of Student Conduct addresses the role of the parents/guardians, the students, and school, but also focuses on core values and model student behavior, rights and responsibilities of students, addressing student behavior, and disciplinary procedures. Furthermore, teachers, counselors and administrators work to use a variety of progressive corrective or guidance strategies to correct the inappropriate behaviors.

- 5511 - DRESS CODE AND SCHOOL UNIFORMS
  Students are expected to come to school with proper attention having been given to personal cleanliness, grooming, and neatness of dress. Students whose personal attire or grooming distracts the attention of other students or teachers from their school work shall be required to make the necessary alterations to such attire or grooming before entering the classroom or be sent home by the principal to be properly prepared for school. Students who fail to meet the minimum acceptable standards of cleanliness and neatness as determined by the principal and as specified in this policy shall be subject to appropriate disciplinary measures.

Digital Conversion/Social Media

- 7540.03 - STUDENT RESPONSIBLE USE OF TECHNOLOGY, SOCIAL MEDIA, AND DISTRICT NETWORK SYSTEMS
  The School Board provides students access to a large variety of technology and network resources which provide multiple opportunities to enhance learning and improve communication within the school district and the community. All users must, however, exercise appropriate and responsible use of school and District technology and information systems. Users include anyone authorized by administration to use the network. This policy is intended to promote the most effective, safe, productive, and instructionally sound uses of network information and communication tools.

Equal Opportunity

- 2260 - NONDISCRIMINATION AND ACCESS TO EQUAL EDUCATIONAL OPPORTUNITY
  The School Board shall provide equal opportunity for all students and will not discriminate or tolerate harassment in its educational programs or activities on any basis prohibited by law or Board policy.

- 5111.01 - HOMELESS STUDENTS
  Each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Fieldtrips/School Social Events

- 2340 - FIELD AND OTHER DISTRICT-SPONSORED TRIPS
  Field trips should supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools, arouse new interests among students, help students relate school experiences to the reality of the world outside of school, bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning

experience, and afford students the opportunity to study real things and real processes in their actual environment.

Other District-sponsored trips are defined as any planned, student-travel activity approved as part of the District's total educational program and is under the direct supervision and control of an instructional staff member or any advisor designated by the Superintendent.

- 5850 - SCHOOL SOCIAL EVENTS

  School facilities and appropriate staff will be made available for social events approved by the principal within and outside school facilities.

- 8640 - TRANSPORTATION FOR FIELD AND OTHER DISTRICT-SPONSORED TRIPS

  Regular or special-purpose school vehicles shall be used for transportation on field and other District-sponsored trips.

Financial Obligations

- 6152 - STUDENT FEES

  The School Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction.

Food & Nutrition/Wellness Policy

- 8500 - FOOD SERVICES

  The Food and Nutrition service program strives to provide school food services consistent with the nutritional needs of students, and provide school food services that contribute to the student's educational experiences and the development of desirable eating habits.

- 8510 - WELLNESS POLICY

  The District is committed to providing a healthy environment for students and staff within the school environment, recognizing that individuals must be physically, mentally, and socially healthy in order to promote wellness and academic performance.

  The District focuses on achieving five goals: nutrition, physical education, physical activity: recess, health & nutrition literacy and preventive healthcare.

- 8531 - FREE AND REDUCED-PRICE MEALS

  All students determined to be economically needy shall be provided upon request a free or reduced-price meal or meals at school.

Fundraising

- 5830 – STUDENT FUNDRAISING

  Student fundraising by students is limited in order to prevent disruption and includes student solicitation and collection of money for any purpose including collection of money in exchange for tickets, papers, or any other goods or services. Student fundraising in school, on school property, or at any school-sponsored event is permitted only when the profit is to be used for school purposes or for an activity connected with the schools.

No student, school organization, or member of the school staff may solicit funds in the name of the school from the public for any purpose without prior approval of the school principal and the Region Superintendent or his/her designee. All approvals must be in writing using the approved District forms and must be retained at the school for audit purposes.

- 6605 – CROWDFUNDING
  Crowdfunding activities aimed at raising funds for a specific classroom or school activity, including extra-curricular activity, or to obtain supplemental resources (e.g., supplies or equipment) that are not required to provide a free appropriate public education to any students in the classroom may be permitted, but only with the specific approval by the principal and the region administrator. Crowdfunding for specific causes requires the approval of the Superintendent or his/her designee.

- 9211 - PARENT ORGANIZATIONS, BOOSTER CLUBS, AND OTHER FUND-RAISING ACTIVITIES
  The School Board appreciates the efforts of all organizations whose objectives are to enhance the educational experiences of District students, to help meet educational needs of students and/or provide extra educational benefits.

Health Screening

- 2410 - SCHOOL HEALTH SERVICES PROGRAM
  The health services provided by the District shall supplement, not replace, parental responsibility, and shall appraise, protect, and promote student health. These services shall be designed to encourage parents to devote attention to child health, to discover health problems, and to encourage the use of the services of physicians, dentists, and community health agencies as needed.

Homework

- 2330 - HOMEWORK
  Homework is an essential component of the learning process for students with the assignment of meaningful learning activities. Assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge.

Internship

- 2424 - STUDENT INTERNSHIPS
  Student participation in an internship program authorized by the High School to Business Career Enhancement Act may serve as a positive educational experience and provide a foundation for future employment opportunities.

Parent Choice Student Transfers

- 2431 - INTERSCHOLASTIC ATHLETICS
  All activities relating to competitive sport contests, games, or events involving individual students or teams of students from high schools in this District with those from a high school in another district.

All high schools shall be members of and governed by the Florida High School Athletic Association (FHSAA) rules and regulations and shall comply with the eligibility requirements established by the FHSAA.

- 5120 - STUDENT SCHOOL ASSIGNMENT AND ATTENDANCE BOUNDARY COMMITTEE
  The assignment of students to District schools shall be consistent with the best interests of students and the best use of District resources.

- 5131 – CONTROLLED OPEN ENROLLMENT/PARENT / STUDENT TRANSFERS
  This policy governs all regular school transfers from one (1) school to another, except for transfers to magnet schools and programs that are subject to specific admissions requirements and/or random lotteries that are governed by Policy **2370**, Magnet Programs/Schools.

  Controlled Open Enrollment allows the School District to make K-12 school assignments using parents' indicated preferential educational choice in-county and out-of-county. This section of the policy does not apply to charter schools. Charter schools must adopt their own controlled open enrollment plan.

  Controlled Open Enrollment is active during a specific window period between end of year and the subsequent school year.

Parent Involvement

- 2111 - PARENT INVOLVEMENT– A HOME-SCHOOL-DISTRICT PARTNERSHIP
  A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be involved stakeholders in the school community. This policy 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.

- 9210 - PARENT ORGANIZATIONS
  The Parent-Teacher/Parent-Teacher-Student Associations (PTA/PTSA) in the District are acknowledged as sincerely interested in, and staunch supporters of public education in Miami-Dade County.

Pledge of Allegiance

- 8810 - THE AMERICAN FLAG
  The Pledge of Allegiance shall be recited at the beginning of the day in every school.

  A student has the right not to participate in reciting the pledge. Upon written request by his/her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his/her heart.

Privacy

- 2416 - STUDENT PRIVACY AND PARENTAL ACCESS TO INFORMATION

  Parents have the right to inspect, upon request, a survey or evaluation created by a third party or any instrument used in the collection of personal information before the survey/evaluation is administered or distributed by the school to the student. The parent will have access to the survey/evaluation or instrument within a reasonable period of time after the request is received by the principal.

Schools of Choice/Magnet Schools

- 2370 - MAGNET PROGRAMS/SCHOOLS

  Magnet programs/schools broaden public school choice, stem declining enrollment, mitigate overcrowding, help comply with Federal and State-mandated public school choice provisions, accommodate parent/student interest, improve the quality of education, and promote diverse student enrollments. Magnet programs/schools are unique educational programs operating within the District, for which additional resources and/or ancillary services may be provided to help make such educational experiences available to students beyond a single attendance boundary area.

School Transportation/Bus Safety Conduct

- 8600 – TRANSPORTATION

  Students living more than two miles from their home school will be eligible for District-provided bus transportation. Students who attend school out of their home school zone will not be eligible for District-provided transportation.

Special Education

- 2460 – EXCEPTIONAL STUDENT EDUCATION

  The School Board shall provide a free, appropriate, public education for students with disabilities according to State and Federal laws, rules, and regulations and shall implement the procedures document entitled Exceptional Student Education Policies and Procedures.

Student Activities

- 5845 - STUDENT ACTIVITIES

  All clubs and organizations approved by the principal to operate within the school must comply with this district policy. A student who wishes to represent the school through interscholastic competitions or performance must comply with the criteria set forth in policy.

Student Records/Access to Student Records

- 8330 - STUDENT RECORDS

  Parents and eligible students have the right to access education records, including the right to inspect and review those records, and have the right to waive their access to their education records in certain circumstances. Prior written consent of the parent, guardian, or eligible student shall be obtained prior to disclosing personally identifiable student information, except under certain circumstances.

- 8350 - CONFIDENTIALITY

  A student's educational record and all personally identifiable information shall not be properly released except on the condition that the information being transferred will not be subsequently released to any other party without first obtaining the consent of the parent or adult/eligible student.

Student Services

- 2290 - CHARACTER EDUCATION

  The School Board shall assist all students in developing the core values and strength of character needed for them by to become caring, responsible citizens at home, school, and in the community. There are nine core values that form the basis for the character education program. These values are Citizenship, Cooperation, Fairness, Honesty, Kindness, Integrity, Pursuit of Excellence, Respect, and Responsibility.

- 5530 - DRUG PREVENTION

  Schools shall strive to prevent drug abuse and help drug abusers through educational means.

  The use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect or the misuse of any "over-the-counter" medications or substances are prohibited on school grounds, on school vehicles, and at any school-sponsored event.

Visitors

- 9150 - SCHOOL VISITORS

  Parents, other adult residents of the community, and interested educators are encouraged to visit schools.

  The Principal has the authority, however, to prohibit the entry of any person to a school or expel any person when there is reason to believe the presence of such person would be detrimental. If an individual refuses to leave the school grounds or creates a disturbance, the principal is authorized to request assistance from School Police or the local law enforcement agency to remove the individual.

Volunteer Program

- 2430.01 - SCHOOL VOLUNTEERS

  The School Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have knowledge or skills that will be helpful to members of the school staff who are responsible for the conduct of those programs and activities. A school volunteer is any non-compensated person who may be appointed by the Superintendent or his/her designee. School volunteers may include, but are not limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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