

# **Educational Alternative Outreach Program (EAOP)**

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## **2018-2019 FACULTY/ STAFF HANDBOOK**

**Bridge Builders: “Connecting our Students to a  
Successful Future!”**

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## **MISSION STATEMENT**

Foster relationships with community partners in order to provide wrap-around services to successfully meet the diverse needs of EAOP students.

## **VISION STATEMENT**

We strive to find this common ground and assist with eradicating the school house to jail house pipeline, which is so prevalent in our communities through innovation, opportunity and access.

## **PROGRAM OVERVIEW**

The Educational Alternative Outreach Program is an educational program for at-risk student population. In essence, as we strive for perfection, knowing that the ongoing process will be ever changing. Our overall goal is to provide challenging students with opportunities that will hopefully change their chartered courses in life. In essence, the overall goal and objective of the Educational Alternative Outreach Program is that “We are striving to eradicate the school house to jail house pipeline!”

This manual has been created to provide all staff members with an overview of the procedures, goals, duties, and responsibilities of all parties associated with the Educational Alternative Outreach Program (EAOP). See **Attachment #1 Organizational Chart**

## **CO-PRINCIPALS**

The Principals are responsible for the operation of the Educational Alternative Outreach Program. They hold the final authority in all matters of policy and administration within the school.

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

### **The Principals’ primary objectives are:**

1. To provide instructional leadership to the faculty and staff and promote academic excellence and to ensure student achievement.
2. To increase opportunities for all students to participate in various enrichment programs.
3. To directly supervise and assist all teachers and facilitate the strengthening of teaching competencies.
4. To promote inclusive practices to ensure a quality education that meets the needs, interest, and abilities of all students.
5. To improve student, faculty, and community support of the school and our educational programs.
6. To create a positive educational environment that is conducive to students’ mental, social, emotional, and physical growth.

## **ANNOUNCEMENTS & AUTHORITY TO REPRESENT THE SCHOOL**

Any communications, announcement, or letters that need to be sent to staff members as a group must be first approved by an administrator prior to sending. Authority to represent the school (EAOP) in any form of contract or agreement is vested solely to the Principal. Only the Principal or his superiors reserve the right and responsibility to delegate authority to staff members for specific purposes. Do not assume the role, right, or responsibility of writing letters, entering into agreements, nor sending emails on behalf of EAOP without receiving prior written administrative approval. Staff members are NOT authorized to solicit businesses, community groups, or agencies for support in the name of the school (EAOP) without prior administrative approval. No staff is authorized to send any correspondence out on behalf of the school or to staff-collectively or as a group without administrative approval.

## **ATTENDANCE**

All staff is asked to adhere to their assigned work schedule and hours as documented. The staff member's workday is dictated by the schedule of their assigned facility. On occasion, teachers may be required to extend their duty day for the purpose of attending faculty meetings/ professional development trainings. Recognizing the duties of teachers which require the expenditure of time beyond classroom duty hours, every reasonable effort shall be made to commence meetings promptly and to limit such meetings and professional development sessions to a period of one hour. **We are respectfully requesting that all teachers and staff do not schedule appointments or other activities on the dates that have been designated for faculty meetings or professional development.** See Attachment #2 EAOP Informational Chart and Attachment #3 Faculty/Professional Development Meeting Schedule

## **ABSENCES**

When the occasion arises where a staff member has to be absent, he/she must notify **Ms. Francesca Garcia, Principal's Secretary**, as soon as possible so that she may prearrange temporary instructor coverage (Substitute) for your classes. The primary number for contacting **Ms. Garcia is (305) 694-4464 Work**. When reporting your absences, you should contact **Ms. Garcia** on the evening before you plan to be absent, or between the hours of 5:45 A.M. and 6:45 A.M. on the day you plan to be absent. In addition, you must notify **Ms. Garcia** before 2:00 P.M. on the day of your absence to inform her of whether or not you will return to work on the following day. Failure to notify **Ms. Garcia** will result in a substitute being hired to cover your class for the following day and you, the teacher, being charged with another absence. If your position does not require a temporary instructor, you are still required to notify **Ms. Garcia** of your absence for payroll purposes. Upon returning from any absence, an employee must complete and sign a payroll leave card, FM #5949 and give it to **Ms. Garcia**.

All instructional staff is required to submit emergency lesson plans to Ms. Young. It is recommended that you submit an electronic copy via email, and retain a hard copy at your facility/school(s) site for the substitute.

## **SIGN IN AND SIGN OUT PROCEDURES**

All personnel will report to work promptly to their designated school site/facilities. Each staff is required to sign-in daily upon reporting to school and is also required to sign-out when leaving their school/facility. Hourly staff members must sign-in daily upon reporting to their school/facility and sign-out when leaving their school/facility. If you are tardy for any reason, it is imperative that you notify Ms. Sealy as soon as possible. **In addition, prior approval**

**must be secured for planned events and activities that may cause you to be late, or absent.**

#### **ACCIDENT OR INJURY TO STAFF MEMBERS**

If you suffer an injury or accident while on the job at school/facility, you must report the accident/injury immediately to both designated Director of the facility where you report, and an Administrator at EAOP. If you are unable to communicate with any of the above, you are to contact Ms. Griggs, Principal Secretary, to immediately report the accident/injury. All accidents/injuries are to be reported within 24 hours of occurring, so that an accident report can be completed and the information must be submitted to workers' compensation. Failure to comply with this procedure may result in you not being covered by the District and become ineligible for Workmen's Compensation benefits. Again, the contact phone number for Ms. Griggs (305) 694-4464.

#### **ACCOUNTABILITY FOR ASSIGNED ITEMS**

All personnel are responsible for the safe use, maintenance, storage and return of all items that are assigned from EAOP. These include any item checked out to any staff member in Educational Alternative Outreach Program. **You are required to immediately report the loss of any school property to Ms. Young, Assistant Principal.** Please, under no circumstance, are you to lend or let anyone use the item you have on loan, your keys, or other items in your care.

#### **STUDENTS WITH MEDICAL CONDITIONS-(AIDS,etc)**

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

#### **CHILD ABUSE**

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

**Anyone aware of child abuse, suspected or confirmed, shall immediately make a report by calling the Florida Department of Children and Families (DCF) at 1-800-96-Abuse.** It is suggested that once a report is made, the principal or appropriate school administrator be notified. The name of the person reporting child abuse or neglect shall in no case be released to any person other than employees of DCF responsible for child protective services.

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

Any person including, but not limited to, physician, nurse, teacher, social worker, or employee of a public or private facility serving children, who has reason to believe that a child has been a

subject of child abuse shall report this information as indicated in the procedures outlined in this guideline.

Knowing and willful failure to report suspected or confirmed abuse and knowing and willful prevention of another from making such a report is a crime punishable by up to two months in jail and up to a \$500 fine and may be subject to disciplinary action by Miami-Dade County Public Schools.

Reporting of incidents to Department of Children and Families is not prima facie evidence that child abuse has taken place. A subsequent investigation by DCF will ensure protection for the School Board, the employee, and the student. No additional investigation should be initiated by any school site personnel. However, ***WHEN IN DOUBT, REPORT CHILD ABUSE.***

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

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

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

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

#### **PURCHASING**

All staff members requesting items for purchasing must complete FM#5707 or retrieve it from forms management or the Technology Learning Center website at [tlc.dadeschools.net](http://tlc.dadeschools.net). **The form must be submitted to Mr. Iber.**

#### **COMPUTERS**

Computers are an integral part of the educational environment. Report all computer problems via email to Mr. Alejandro Gonzalez and please CC administrators. All computer software programs used in EAOP must comply with copyright policy and be appropriate to the learning process. Building computers are on the LAN (Local Area Network) and the M-DCPS WAN (Wide Area Network). Internet access is available throughout the building of the facility you are assigned. All internet use by students must be monitored and relate to purposeful educational endeavors. All Internet users must adhere to the M-DCPS Acceptable Use Policy located in the Appendix. If there are any questions that apply to computer usage, please refer them to Ms. Young, Assistant Principal. She will then forward all concerns that are appropriate to Mr. Alejandro Gonzalez for further information regarding the use of computers or technology.



## **USE OF E-MAIL**

M-DCPS e-mail system is intended to be used for educational purposes pertaining to the school and district. Students should be monitored at all times when using e-mail to ensure that it adheres to the procedures outlined in MDCPS e-mail policy. A copy of the policy is included in the District Electronic Handbook.

Limited, incidental personal use of MDCPS computing and networking systems such as sending short e-mails to friends or relatives is permissible if within reason. Personal use of the MDCPS e-mail system is a privilege, not a right and is provided as a courtesy. If this privilege is abused, it becomes a management issue and may result in the suspension or revocation of the user's e-mail functions or other disciplinary action.

Personal use of e-mail should not:

- Deny or restrict other users' access to the system resources
- Tie up the system resources in any but the most unobtrusive way
- Interfere with job performance
- Advertise a product or service for profit
- Fund-raise or advertise on behalf of unsanctioned, non-MDCPS organizations
- Publicize unsanctioned, non-MDCPS activities

User should maintain the highest standards of courtesy, consideration and appropriateness in all e-mail transmissions. Obscene, racist, sexist, harassing, or threatening language or images in e-mail are prohibited.

**Additionally, email sent to the entire staff or the entire faculty must first be approved by the Administration (Principal or Assistant Principal). After the email is approved, the Principal or Assistant Principal will be the designated staff member to send the email to the faculty or staff on the senders (teachers) behalf.**

## **CONTRACTUAL RESPONSIBILITIES OF STAFF MEMBERS**

All staff members are responsible for compliance with all contractual obligations and must adhere to M-DCPS policies and appropriate M-DCPS and United Teachers of Dade (UTD) agreements.

## **CORPORAL PUNISHMENT**

School Board Rule (6Gx13-SD-1.07) prohibits the use of corporal punishment. Staff members may not use rulers, paddles or other instruments for the administration of corporal punishment, no matter how lightly administered, or even as a threat to administer corporal punishment.

## **DISABLED EMPLOYEES**

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

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

### **PHYSICAL & VERBAL ASSAULTS**

This is a reminder to all staff members that the Superintendent of Schools, School Board and your school's administration consider assaults on students and staff members to be an extremely serious matter requiring prompt action. The actions listed below will be taken by the school administration to prevent, and deal effectively with, assaults on students and staff members.

Physical assault on students and school staff members will be cause for suspension and a consideration for the recommendation for expulsion. Verbal assaults on staff members by a student will have similar serious consequences. Expulsion or suspension will be recommended in all of the above cases except those for which, through investigation, the administration finds that expulsion or suspension is not warranted. Stern disciplinary action, including suspension and a recommendation for administrative placement in an alternative program, will be administered to those students who repeatedly misbehave and disrupt the educational process of the classroom. When serious incidents occur that may lead to suspension and/or expulsion, make every effort to provide the administration with a written description of the incident and the names of witnesses to the incident.

### **DISRUPTIVE STUDENTS**

Each teacher is expected to handle the disciplinary problems which may occur within the classroom. Teachers should be able to resolve most situations themselves. Please discuss the Code of Student Conduct with all students to insure they are familiar with the contents.

Additionally, please review the policies of student behavior that exist at the facility where you are assigned.

The present policies of the M-DCPS System Code of Student Conduct are as follows.

1. The teacher discusses the problem privately with the student involved along with ways to correct the problem. If it is not resolved:
  - a. Via written note or telephone, the teacher informs the parent/guardian of the problem. If application and follow up of all agreements reached and commitments made do not resolve the problem, then:
  - b. Contact parent/guardian for personal conference regarding continued misbehavior. If unacceptable behavior still persists and teacher(s) feel assistance is needed, then:
  - c. Discuss it in detail with the counselor for additional strategies to be implemented. If application and follow up of all findings still do not produce positive results, then:
  - d. Review all steps taken. Be certain that all possibilities have been exhausted. If not certain, repeat as needed. After teacher(s), student, parents, and student services staff efforts have been documented and unacceptable behavior continues, then:

- e. Send the completed Student Management Case (SCM-FM2981) form to administration.
2. Appropriate actions will be taken in dealing with the situation as outlined in the M-DCPS Code of Student Conduct. A copy of the completed SCM form will be returned to the referring staff member indicating what student services and/or administrative actions have been undertaken in an effort to resolve the situation.
3. Refer immediately to the Assistant Principal any behavior such as fighting, harassing, bullying, smoking and other serious violations of the Code of Student Conduct. A SCM form must be completed as soon as possible by the referring staff member in order for administrative action to be taken and a report sent back to that individual. (if applicable)

### **STUDENT BEHAVIOR**

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

Every teacher and staff member is expected to correct any breach of proper behavior that he/she may observe, providing no other teacher is directly in charge of the situation.

### **STUDENT CASE MANAGEMENT SYSTEM**

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

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

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

When completing SCM form# 2981, be concise, comprehensive, and objective. **Do not write a suggested sanction, or other subjective material.** See Attachment #6.

### **DRESS CODE**

The Educational Alternative Outreach Program should take pride in having a staff that dresses in an appropriate manner for the school day. Attire should convey to students our professional demeanor. Extremes in dress are to be avoided. Remember that we become a role model for our students; we should dress accordingly.

### **DRUG-FREE WORKPLACE**

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

M-DCPS is responsible for the instruction and well-being of the students entrusted to its care. A consistent message needs to be communicated to M-DCPS students; the use of illegal drugs, the abuse of alcohol, and the misuse of prescription drugs is unacceptable.

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

- Employees on duty or on School Board property will not manufacture, neither distribute, dispense, possess, or use illegal drugs, nor will they be under the influence of such drugs.
- Employees on or off duty will not influence students to use illegal or abuse legal drugs.
- An employee convicted of any criminal drug statute violation occurring in the work place shall notify Miami-Dade County Public Schools no later than five (5) days after such a conviction.

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

A.

Employees on duty or on School Board property will be free of intoxication from alcohol. Employees in safety sensitive positions, as defined herein, will be free of measurable alcohol concentrations. Further, employees will not manufacture or use alcoholic beverages while on School Board property or on duty.

B.

Employees on duty will not use or take prescription drugs above the level recommended by the prescribing physician, and will not use prescribed drugs for purposes other than what the prescribed drugs were intended. In addition, the employee will not distribute or dispense such drugs.

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

#### **EMPLOYEE CONDUCT**

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

Willful violation of administrative rules or Board policies will lead to reprimand by the Superintendent, and to other disciplinary body recommended and approved by the Board.

#### **FIELD TRIPS**

A field trip is an important aid to the instructional program. It can give meaning and interest to classroom activities and can be very valuable in bridging the gap between real experiences and the relatively abstract thinking in society. The costs are high, however, and the risks of liabilities involved are real. Therefore, we must exercise every precaution as we plan a field trip so the experience will be worth the effort expended.

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

- 1. Discuss the objectives and purpose for taking the trip with administration **BEFORE** making contracts or commitments with community resources.*
- 2. Please see attachment **Field Trip Procedure***

#### **FIELD TRIP**

##### **Overview**

In accordance with Board Rule 6Gx13-6A-1.22, field trips for students are permitted which have value in meeting educational objectives and are directly related to the curriculum or are necessary to the fulfillment of obligations to the interscholastic athletic and activity program.

A school-sponsored field trip is recognized as one that 1) meets the criteria specified in Board

Rule 6Gx13-6A-1.22, 2) is properly authorized by the school principal, other M-DCPS administrator, and/or the School Board, as applicable; and 3) generally transpires during the course of the regular school year.

Trips should be planned so that students are not absent from school. In the event this is not possible, absences shall be limited to the least number of school days possible.

Provisions must be made for the proper supervision of students by school employees. Volunteers are permitted to assist in such supervision as long as they have been cleared by the M-DCPS School Volunteer Program at Level II or Level III as appropriate for the trip. (See Chaperone/Volunteer information for details)

The adult/student ratio shall be 1:15 or less.

#### **Chaperone/Volunteer Guidelines**

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

Employees at M-DCPS work locations other than the one sponsoring the field trip must complete the School Volunteer Program clearance process prior to chaperoning any field trip that is not sponsored by their work location.

All volunteers will undergo a background check.

#### **VOLUNTEER LEVELS**

1. Pending Volunteer is registered but is not yet cleared. Volunteer may not chaperone or volunteer until clearance is received.
2. Level II: cleared volunteer who is limited to positions that are not “high security” (no fingerprinting required). A Level II volunteer can chaperone a field trip that is **NOT** an overnight trip involving hotel or similar accommodations.
3. Level III: cleared volunteer who can volunteer in any capacity, including “High security” positions **and** overnight trips involving hotel or similar accommodations. (Fingerprinting required)

#### **PROCEDURE TO BECOME A VOLUNTEER**

1. Prospective volunteer submits completed applications and photo ID (driver’s license, passport, school ID, etc.) to school site volunteer liaison.
2. Liaison enters information in database.
  - a. For Level II, no fingerprinting is required

- b. For Level III
  - i. A fingerprinting request is made and letter issued to volunteer.
  - ii. Volunteer has to call fingerprint office (at least 24 hours ahead) to schedule appointment.
  - iii. After fingerprinting, record will clear within 72 hours unless there are record issues.
3. School will be notified electronically when volunteer is cleared.
4. Volunteer must then attend orientation training at school site and receive name tag/ID badge.
5. Volunteer may now serve as a chaperone for that school site.

### **VOLUNTEER POLICIES**

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

### **STUDENT SUPPORT-GUIDANCE SERVICES**

The student service department is an intricate part of EAOP. Our student population demands that extensive student services be rendered for emotional, social and other issues that may exist in their lives. Our goal is to eliminate the dependent behavior that may be prevalent in the child's mental, emotional, and social development. As a result, it is recommended that teachers break the barrier that may exist between the student teacher relationship and if need be, when situations or incidents arise that act as indicators that the student is having problems, please refer the student to the student service department. The Chairperson for Student Service Department is Mr. Rolando Garrote, and he is readily available to assist in any way possible. If you are unaware of what Student Service staff member is assigned to your facility, please contact Mr. Garrote, and he will assist you with familiarizing you with the appropriate counselor, social worker, or psychologist that can best serve the student.

The range of services offered in a student services program may include:

1. Academic counseling and advisement
2. Vocational counseling and career planning
3. Group advisement and counseling
4. Personal and social counseling
5. Assessment and evaluation
6. Follow-up studies

7. Curriculum consultant
8. In-service training
9. School/community liaison
10. Parent Academy
11. One Stop Services

### **Procedures for making referrals to the Student Service Department:**

1. All referrals are to be made in writing on appropriate Student Services forms (FM 3673). **See Attachment #7.**  
A written explanation of the problem is essential to a proper handling of any student referral.
3. Referrals should be made to the counselor. The counselor is responsible for keeping records of conferences held. The purpose of these records is to provide background information for future counseling and is a part of the pupil's confidential records.
4. A student who requests to speak to the counselor should first inform the classroom teacher if in class. The teacher should inform the counselor of the request. The counselors will get the student as soon as possible.
5. Any student who has demonstrated behavior and/or adjustment problems should be promptly referred to the counselor. If we wait too long before referring a student for help, we may compound the problem.
6. Referrals for any service through an outside agency should be made through the guidance counselor.
7. Student/parent conferences may include teachers, counselor, administrators and others if appropriate and should provide support to students who demonstrate chronic behavior problems, are chronically absent, pronounced underachievers and/or potential drop-outs.
8. Referrals for R & I evaluation by the school psychologist should be made through the counselor and approved by the school's Student Support Team and appropriate administrative personnel. These referrals will be accepted only after a cooperative consultation conference has been held and cooperative consultation forms have been completed and implemented.
9. Referrals for health problems can be made by submitting an explanation of the problem to the guidance counselor, who will initiate contact with the appropriate outside agency.

### **Crisis Intervention Plan**

The Miami-Dade County Public Schools, Educational Alternative Outreach Program, and the facility you're assigned to have a trained Crisis Care Core team to assist students, teachers and families in times of crisis.

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



## **Awareness of Warning Signs of Suicide**

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

## **INSTRUCTIONAL PERSONNEL**

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

## **INTERNET USE**

All classrooms are equipped with at least one personal computer, which is connected to the Internet. *Teachers must continue to upgrade their skills in using Internet, Employee Portal, SAP-ESS, as well as the e-mail system.* Our goal is to eliminate, as much as possible, paper memos by simply sending information within the school using e-mail. All staff members are required to check your email twice daily, morning and afternoon. It is also recommended that you access the Weekly Briefings each week.

## **EMERGENCY LESSON PLANS**

All teachers are to complete three days of emergency lesson plans for use by temporary instructors. **Plans should be completed and on file with Ms. Garcia.** Plans should be updated at least every 9 weeks to reflect what is being taught. Emergency lesson plans will not be accepted over the telephone. Plans should include the lesson to be taught, teaching schedule, pertinent information such as, class discipline plan, and medical information that is important for the safety of students. Special instructions that will ensure that students achieve the maximum benefit of continued instructions during the teacher’s absence must be included.

## **PROPER-CARE OF THE BUILDING/FACILITIES WHERE YOU WORK**

We must properly care for the school building and facilities where you are assigned. One of the important lessons, which we wish our students to acquire, is thoughtful appreciation and careful use of public property.

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

*At the end of each day, the classroom must be left in a clean and orderly manner.* Papers, books, and other materials should be removed from the floor. Eating and/or drinking are prohibited in the classrooms.

### **RECORDS AND REPORTS**

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

### **RELEASING/HOLDING STUDENTS FROM CLASS**

Once a student enters the class he/she may leave only with the permission of the teacher and must be issued a pass. *Students shall be excused from class in emergencies only. (If applicable)*

Teachers should not permit students to leave the school grounds during school hours by themselves or with an adult without permission from an administrator. Parents/guardian must report to the main office and obtain approval for the release of a student. In such cases, the student will be called to the office.

### **REPORTING DISRUPTIVE BEHAVIOR**

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

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

### **STUDENTS' VALUABLES**

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

### **SUPERVISION OF STUDENTS**

*Teachers shall not leave their classes unsupervised, nor should an entire class be assigned to another teacher, unless that teacher is free that period.* If an emergency occurs, the principal or his/her designee must be notified to provide temporary supervision.

### **SUPPLIES**

All supply orders will be ordered by Ms. Ivelisse Sealy. Please check with Ms. Ivelisse Sealy for supplies in stock.

**SUPPLEMENTS**

The Miami-Dade County Board of Public Instruction issues a list of all authorized extra duty/sponsor/coaching supplements. The principal will assign and authorize payments for each of these positions. This is done on an annual basis and will be posted once all supplements are awarded.

**TEACHER TRANSFERS**

In order for a Miami-Dade County teacher to transfer to another Miami-Dade County school, a transfer application must be completed. Transfer applications are to be completed and on file in the personnel office prior to the end of May each school year. *Teachers new to M-DCPS cannot transfer for the first three years of employment.*

**TELEPHONES in the CLASSROOM**

Personal telephone calls will not be forwarded to the classrooms. In addition, *students are not permitted to use the phones that are in the classrooms.* If a student needs to call home, issue that student a pass to come to the office. Cellular phones should not be used during the school day when staff is rendering instruction of students.

**VISITORS**

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

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

**CLASSROOM PROCEDURES**

It shall be the policy of the administration of this school that each teacher establishes a classroom procedure for a classroom discipline plan. This plan must be posted in the classroom and sent home to parents in order to obtain their support in the implementation of the aforementioned.

It is essential that all students entering the classroom be made fully aware of what is required of them. No classroom procedure, regardless of its nature or the excellence with which it is constructed, will work unless it is enforced. It is, therefore, expected that each teacher will take the necessary steps to place their classroom procedure into effect and to keep it current.

**ELECTRONIC GRADEBOOK**

The Gradebook manager for EAOP is Ms. LaUntrice Starke. Any questions pertaining to the Electronic Gradebook should first be made to Ms. Young, Assistant Principal, who will then forward questions to Ms. LaUntrice Starke.

Teachers recording attendance on an electronic grade book must use the following attendance codes:

Code	Description	Attendance Weight	Who can enter this code?
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A	Excused Absence	1	All Teachers/ Attendance Manager
A2	Excused Absence-Block Schedule	2	All Teachers/ Attendance Manager
U	Unexcused Absence	1	All Teachers/ Attendance Manager
U2	Unexcused Absence-Block Schedule	2	All Teachers/ Attendance Manager
T	Excused Tardy	1	All Teachers/ Attendance Manager
T2	Excused Tardy-Block Schedule (Split Lunch)	2	All Teachers/ Attendance Manager
TU	Unexcused Tardy	1	All Teachers/ Attendance Manager
TU2	Unexcused Tardy-Block Schedule (Split Lunch)	2	All Teachers/ Attendance Manager
ENT	Entered Class	0	All Teachers/ Attendance Manager
WD	Withdrawn from Class	0	All Teachers/ Attendance Manager

For students marked with an "E, S, I, O, M or X" for official (homeroom) attendance, teachers must use an excused absence (A or A2) for class attendance. Teachers can add a comment to denote a reason for excused absence.

### **GRADING STUDENT PERFORMANCE**

**Parents are to be notified immediately when a student is in danger of failure or doing unsatisfactory work.**

In grades one through twelve, a common report card grading system is to be used. Academic grades for students shall reflect the following explanation: \_

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

B-----A grade of "B" (80-89%) indicates that the student has demonstrated good but not

outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered skills in content beyond what is required for successful completion of the instructional program prescribed for the individual student. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objective/performance standards established for the subject being graded.

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

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

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

### **CONDUCT GRADES**

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

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

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

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

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

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

## **EFFORT GRADES**

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

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

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

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

## **HOME LEARNING POLICY (See School Board Rule 6Gx13- 6A-1.23 Homework)**

On October 10, 1998, the Miami-Dade County School Board adopted a revised home-learning policy. The policy emphasizes the importance of reading and encourages parents to become involved in the implementation of the homework guidelines, which include a marked emphasis on reading.

## **LESSON PLAN POLICY**

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

1. Classroom teachers are required to develop weekly lesson plans which shall reflect one or more objectives, activities, home learning assignments, and a way of monitoring student progress that is in accordance with the Competency Based Curriculum/Sunshine States Standards and the Pupil Progression Plan. Principals may suggest, but not require a particular format.
2. Only where a principal has documented deficiencies through classroom observation using IPEGS may a teacher be required to use a set form in preparation of lesson plans.
3. Teachers may reflect required lesson plan components through abbreviated notation and/or referencing techniques.
4. Continuing contract and Professional Service contract teachers are not required to submit lesson plans on a weekly basis to the principal or his/her designee

except as stipulated below:

- a. Lesson plans shall be available to the principal or designee during classroom visit(s) and/or immediately prior to an official observation.
  - b. Where performance deficiencies have been documented through the categories of IPEGS, the teacher may be required to use a specific format in the preparation of lesson plans and to submit such plans for review on a weekly basis.
5. To insure that the appropriate scope and sequence of the instructional program are maintained, all teachers shall retain their lesson plans for the current school year for review by the principal or designee upon request.
  6. Emergency lesson plans for use by temporary instructors shall be prepared in accordance with reasonable procedures established by the principal.
  7. Teachers of exceptional students shall be permitted to meet the requirements of this policy through regular lesson plans or written IEP implementation plans.

### **PARENT COMMUNICATION**

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

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.

Student progress reports are distributed during the fifth week of each grading period. Teachers have the responsibility to notify parents in writing any time a student's work falls below a "C" in the teacher's class. *A failing grade for the marking period is not to be given if the above responsibility is not met.*

### **PUPIL PROGRESSION PLAN REQUIREMENTS**

The Miami-Dade County Public School System, in accordance with the Educational Accountability Act of 1976, has established a comprehensive program for pupil progression. Minimum performance objectives in reading, writing, and mathematics have been identified as standards for promotion for grades 3 through 11. It is each teacher's responsibility to teach these minimum performance objectives as they relate to the content areas. Thus, teaching and reinforcing the basic skills are every teacher's responsibility.

### **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 Regional Superintendent, schools may develop additional or supplementary reporting instruments, which may be used in conjunction with the standard report card.

Report cards are to be issued for all students, K-12, four times a year according to the schedule

established in Opening of Schools-Procedures and Schedules. A report card will also be issued at the close of the summer program to all students, K-12, who attended any portion of the summer program.

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

1. Report card grades are to provide the student and/or student's parents with an objective evaluation of the student's scholastic achievement, effort, and conduct.
2. Students' academic grades are to reflect their academic achievement. Students who receive passing grades on their report cards can be assumed to be working within a range acceptable for the grade or subject.
3. Students are to be advised of the grading criteria employed in the school and in each class at the beginning of the grading period. Students and parents are also to be advised of district wide standards for promotion and graduation as applied to the student's grade placement.
4. Grades in conduct and effort are to reflect objectively the student's progress independent of academic achievement. Standards for grading in these areas are to be explained to the students: CONDUCT implies the degree to which a student relates to others in socially acceptable ways; EFFORT implies the degree to which a pupil has demonstrated a desire to learn or to engage in learning tasks which should lead to a mastery of educational goals.
5. If a student has not been enrolled in a program for a sufficient length of time for the teacher to evaluate the student's performance, an appropriate notation should be made on the report card.
6. If the principal of a school feels it is necessary to change a pupil's grade in any subject at the end of a grading period, the principal shall consult with the teacher who issued the original grade, give reasons in writing for the necessary change to the teacher, and place a copy of the reasons in the pupil's Cumulative Record Folder.
7. If a change in grade is made, as described in number 6 above, it shall be recorded as the principal's grade and not the teacher's grade. Students and their parents shall be notified of all such changes.

**Attendance must be submitted no later than 10:00 a.m. daily. The Attendance Clerk for Educational Alternative Outreach Program is Ms. Katreen Moorer.** Students are to be counted in attendance only if physically present in the class or have been excused by the subject area teacher on a class related assignment.

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



Students granted an excused absence have the right to make up all class work within a reasonable length of time. After successful completion of all make-up assignments, the student cannot be penalized for that absence.

## II. Unexcused School Absence

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

### **Teacher Responsibilities**

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

### **Classroom Teacher Attendance Responsibilities**

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

- B. A daily attendance bulletin will be posted in the main office. **The Attendance Bulletin must be verified by all instruction personnel.** The bulletin will be posted daily. The bulletin will include:
1. Students absent each day
  2. Students suspended outdoors
  3. Withdrawals, entries, and corrections
- C. The names of students who were absent on the bulletin, but present in your class should be given to Ms. Pigott in the main office.
- D. An absence should be marked unexcused until the teacher receives an excused notice.

### **EMERGENCY PROCEDURES**

In addition to previously established procedures for emergencies, the following plans will be implemented in the event of an emergency at all Miami-Dade County Public Schools and affiliated facilities. The code that indicates that all students must be kept indoors and classroom doors locked is: **CODE RED/CODE YELLOW.**

- 1) Teachers supervising students will keep them indoors and continue class activities. If students are outside, they are to be taken indoors to the nearest suitable place and do all that is possible to keep everyone calm. At the first opportunity after being notified of the emergency, **(CODE RED/CODE YELLOW)** doors should be closed and locked. No unauthorized persons should be allowed in a classroom during the emergency. Teachers should remain alert for announcements: classes will not change until the emergency ends.
- 2) Teachers and support staff not supervising students will move immediately to the areas

outside their classroom and do all possible to:

- a. Move students indoors
  - b. Protect students from injury
  - c. Deny unauthorized individuals access to the school
  - d. Protect school property from damage
- 3) Administrative and guidance personnel will report to the area of disturbance.

ADMINISTRATORS, SECURITY PERSONNEL AND OFFICE STAFF WILL GO TO THE AREAS OUTSIDE THE BUILDING WHERE STUDENTS AND TEACHERS ARE AND ESCORT THEM TO THE NEAREST ROOMS.

- 4) Custodial personnel will, as soon as possible, secure storerooms, restrooms, and work rooms. Teachers near these areas should assist in clearing the students from these rooms if necessary.
- 5) Cafeteria personnel will take the necessary action to secure trays, cash registers, and close/lock doors.
- 6) Library personnel will have students remain in their seats, close and lock all doors.

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

#### **SITE SAFETY**

A sign-in/out log will be at every site for **ALL** visitors to sign in upon entrance and sign out upon exit. Metal detector wands will be utilized at **ALL** S3C programs.

#### **FIRE SAFETY**

**Door stops on interior doors:** Door stops are not permitted on corridor doors. *“Don’t let today’s shortcut become tomorrow’s tragedy”*. **Use of extension cords as permanent wiring:** It is not permitted to utilize extension cords as permanent wiring.

**Excessive art work and teaching materials attached to wall:** Not more than 20% of any wall shall be covered with art work and teaching materials.

#### **BOMB THREAT**

##### **Receiving the call**

1. Keep the caller on the line as long as possible. Ask the caller to repeat the message. Record every word spoken by the caller.
2. Listen closely to the voice: male or female, youthful sounding, accent or speech impediment, or excited speech.
3. If the caller does not indicate the location of the bomb, or time of possible explosion, you should ask the caller for this information.
4. Pay particular attention for strange or peculiar background voices or sounds that may

indicate location or certain types of employment.

5. If there is sufficient time, you should attempt to advise the caller that there are several hundred children in the school who may be injured/killed in an explosion.
6. Attempt to get the caller's name if possible.
7. Notify the principal immediately. In his/her absence, notify an assistant principal and he/she will determine notification of the police and fire department, school security office and region office.
8. Each bomb threat must be evaluated and an appropriate response determined by the person(s) in charge of the school.

### **BOMB SEARCH**

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

### **ELECTRICAL STORMS**

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

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

#### **A. School Grounds**

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

#### **B. School Buildings**

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

#### C. Field Trips

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

#### D. Power Failure

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

### **EVACUATION PROCEDURES**

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

### **FIRE DRILL PROCEDURES**

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

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

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

### **HURRICANE PRECAUTIONS**

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

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

### **TORNADO ALERT PROCEDURES**

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

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

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

An "All-Clear" announcement will come from the main office when the danger has passed.

### **SERIOUSLY ILL OR INJURED STUDENTS**

It is imperative that every student has a completed EMERGENCY HOME CONTACT card on file in the Main Office. Emergency procedures of any kind must be simple in nature and clearly understood by all personnel. All members of the school staff are expected to study the following procedures and implement it correctly in case of emergency.

When a child is judged by the classroom teacher/person in charge of the activity to be seriously ill, or when a child is seriously injured, the following procedures are to be implemented:

1. The teacher shall IMMEDIATELY notify the administrative staff via the office.
2. In cases of serious illness or injury, make the child as comfortable as possible under the circumstances. **DO NOT ATTEMPT TO MOVE THE STUDENT.**
3. In case of an accident, take First Aid measures depending on the nature of the accident.

Each staff member needs to have a basic working knowledge of First Aid.

4. The Attendance Office will notify the parent/relative, neighbor, physician, etc. as listed on the Emergency Contact Card.
5. In cases where the parents or others listed on the Emergency Contact Card cannot be reached and it is apparent that immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning assistance.
6. All accidents are to be reported, in writing, to the appropriate entities by the teacher in charge of the group or activity as soon as possible.
7. Students with minor ailments, i.e., headaches, hangnail, etc. are to remain in the classroom or be sent to the appropriate areas.

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

There are not statutes in Florida, which grant immunity to teachers from suits for injuries sustained by pupils. However, the courts have interpreted the law to mean that a teacher is not liable for injuries to a pupil unless the teacher is negligent.

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

#### **CODE OF ETHICS OF THE EDUCATION PROFESSION IN FLORIDA**

- (1) The following disciplinary rule shall constitute the Principles of Professional Conduct of the Education Profession in Florida.
- (2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
- (3) Obligation to the student requires that the individual:
  - (a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
  - (b) Shall not unreasonably restrain a student from independent action in.
  - (c) Shall not unreasonably deny a student access to diverse points of view.
  - (d) Shall not intentionally suppress or distort subject matter relevant to a

student's academic program.

- (e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- (f) Shall not intentionally violate or deny a student's legal rights.
- (g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
- (h) Shall not exploit a relationship with a student for personal gain or advantage.
- (i) Shall keep in confidence personally identifiable information obtained in the course of professional services, unless disclosure serves professional purpose or is required by law.

(4) Obligation to the public requires that the individual:

- (a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
- (b) Shall not intentionally distort or misrepresent facts concerning educational matter in direct or indirect public expression.
- (c) Shall not use institutional privileges for personal gain or advantage.
- (d) Shall accept no gratuity, gift, or favor that might influence professional judgment.
- (e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to profession of education requires that the individual:

- (a) Shall maintain honesty in all professional dealings.
- (b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
- (c) Shall not interfere with colleague's exercise of political or civil rights and responsibilities.
- (d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
- (e) Shall not make malicious or intentionally false statements about colleague.

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

**INSTRUCTIONAL      PROFESSIONAL      PERFORMANCE**  
**STANDARDS (IPEGS)**

Clearly defined performance standards for personnel constitute the foundation for the instructional personnel evaluation system. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both professionals and assessors reasonably understand the standards.

**Performance Standards** refer to the major duties performed and vary based on the role of the professional: teacher, instructional support personnel or student services personnel.

**Performance Standards for Teachers**

For teachers, there are eight performance standards which are described below.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the teacher results in acceptable and measurable learner progress as specified in F.S. §1012.34.



## **PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

The teacher identifies and addresses the needs of learners by demonstrating respect for individual differences, cultures, backgrounds, and learning styles.

## **PERFORMANCE STANDARD 3: INSTRUCTIONAL PLANNING**

The teacher uses appropriate curricula (including state reading requirements, if applicable), instructional strategies, and resources to develop lesson plans that include goals and/or objectives, learning activities, assessment of student learning, and home learning in order to address the diverse needs of students.

## **PERFORMANCE STANDARD 4: INSTRUCTIONAL DELIVERY AND ENGAGEMENT**

The teacher promotes learning by demonstrating accurate content knowledge and by addressing academic needs through a variety of appropriate instructional strategies and technologies that engage learners.

## **PERFORMANCE STANDARD 5: ASSESSMENT**

The teacher gathers, analyzes, and uses data (including FCAT state assessment data, as applicable) to measure learner progress, guide instruction, and provide timely feedback.

## **PERFORMANCE STANDARD 6: COMMUNICATION**

The teacher communicates effectively with students, their parents or families, staff, and other members of the learning community.

## **PERFORMANCE STANDARD 7: PROFESSIONALISM**

The teacher demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

## **PERFORMANCE STANDARD 8: LEARNING ENVIRONMENT**

The teacher creates and maintains a safe learning environment while encouraging fairness, respect, and enthusiasm.

### **Performance Standards for Instructional Support Personnel**

For instructional support personnel, there are seven performance standards which are described below.

## **PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the instructional support professional results in acceptable and measurable learner or program progress as specified in F.S. §1012.34.

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

The instructional support professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**

The instructional support professional plans, organizes, promotes, and manages programs and/or services to meet the diverse needs of all learners.

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**

The instructional support professional uses knowledge of subject/content/field/ technology to implement services for the targeted learning community consistent with established standards and guidelines.

**PERFORMANCE STANDARD 5: ASSESSMENT**

The instructional support professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**PERFORMANCE STANDARD 6: COMMUNICATION**

The instructional support professional communicates effectively with learners, their parents or families, staff, and other members of the learning community.

**PERFORMANCE STANDARD 7: PROFESSIONALISM**

The instructional support professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**Performance Standards for Student Services Personnel**

For all student services personnel, there are seven performance standards which are described below.

**PERFORMANCE STANDARD 1: LEARNER PROGRESS**

The work of the student services professional results in acceptable and

measurable learner or program progress as specified in F.S. §1012.34.

**PERFORMANCE STANDARD 2: KNOWLEDGE OF LEARNERS**

The student services professional identifies and addresses the needs of the target learning community by demonstrating respect for individual differences, and understanding of cultures, backgrounds, and learning styles.

**PERFORMANCE STANDARD 3: PROGRAM MANAGEMENT**

The student services professional plans, organizes, and manages programs and/or services to meet the diverse needs of all learners.

**PERFORMANCE STANDARD 4: PROGRAM DELIVERY**

The student services professional uses knowledge of subject/content/field/technology to implement services for learners and the learning community consistent with established standards and guidelines.

**PERFORMANCE STANDARD 5: ASSESSMENT**

The student services professional gathers, analyzes, and uses data (including FCAT state assessment data, if applicable) to measure and guide learner or program progress, and to provide timely feedback.

**PERFORMANCE STANDARD 6: COMMUNICATION**

The student services professional communicates effectively with learners, their parents or families, staff, and other members of the learning community and advocates for learners.

**PERFORMANCE STANDARD 7: PROFESSIONALISM**

The student services professional demonstrates behavior consistent with legal, ethical, and professional standards and engages in continuous professional growth.

**EMPLOYEE ASSISTANCE PROGRAM**

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

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

Dade County Public Schools recognize behavioral disorders and mental health problems as illnesses that can be successfully treated. Employees who need help in those areas of concern will be given the same considerations as those employees with other illnesses. The program goal is to help individuals who develop such problems by providing for consultation, and referral to treatment, and rehabilitation to prevent their condition from progressing to a degree at which they cannot work.

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