Ponce de Leon Middle School

HOME OF THE EXPLORERS

Electronic Faculty Handbook
2012 - 2013

Martha C. Chang, Principal
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This manual is to facilitate and inform of the current procedures at Ponce de Leon Middle School. It is meant to help facilitate and to help denote the proper steps that need to be taken. The handbook has been compiled from M-DCPS as well as Ponce de Leon Middle Policies. This handbook is not meant to solve every situation that may arise, for this reason it is imperative that you seek the advisement of an administrator if you are unsure of the current procedures. Please note that procedures are subject to change. You should also refer to the Employee Handbook by MDCPS that can be found through the Employee Portal.
The principal carries the responsibility for the operation of the total school program. The principal holds the final authority in all matters of policy and administration within the school and is directly responsible to the Miami-Dade County School Board and to the people of Miami-Dade County, Florida.

The principal’s main task is to coordinate all school programs, utilizing ideas generated by the staff and EESAC in order to offer students the educational opportunity best suited for their needs.

The principal welcomes suggestions and is available for conferences.

While the principal carries the final responsibility for the operation of the total school program, assistant principals are accountable to the principal for delineated job responsibilities along with any additional functions designated by the principal. The delineated assignments for each of the assistant principals and leadership team members are:
Ms. Sierra-Funcia is responsible for the total school curriculum, 8th grade discipline, and the principal’s designee.

- 8th grade discipline
- Articulation
- Awards Applications (TOY, RTOY, & OEOY)
- Beginning Teachers
- Child Study Team (CST - ELL)
- Child Study Team (CST - Gifted)
- Classroom Management (shared)
- Clerical
- Connect-Ed Messages
- Contract Management (shared)
- Curriculum Bulletin
- Curriculum Leaders
- Data Analysis (shared)
- Departmental Focus (Language Arts, ELL, Gifted, Reading, Science and Student Services)
- Development of Master Schedule
- Development of School Improvement Plan
- Educational Excellence School Advisory Council (EESAC)
- Emergency Student Manager/Crisis Management (shared)
- Faculty and Staff Handbook (shared)
- Hallway Supervision (shared)
- Incident Reports (shared)
- In-service Training/Early Release Day Activities
- Literacy Leadership Team
- Lunch Duty (shared)
- Master Schedule
- Media Specialist
- Open House Activities
- Opening of School Procedures
- Personnel Issues (shared)
- Public Relations (shared)
- Purchase Requisitions (shared)
- Report Cards/Progress Reports
- Saturday School/FCAT Camp
- School Budget
- School-wide Testing
- Staff Recognition-Incentives
- Standards Based Curriculum Management (shared)
- Student Services
- Substitute Coverage
- Teacher Certification
- Teacher Observations (shared)/ Teacher observation log
- Textbook Inventories/Purchases
- Any reports and additional duties as assigned by the Principal
Mr. Lacayo supervises total school operations, discipline for all 6th graders, and the designee for internal funds:

- 6th Grade Discipline
- Attendance Boundary Committee (ABC)
- Awards Applications (Support Staff & AFSCME)
- Capital Improvement
- Child Study Team (CST - SPED)
- Classroom Management (shared)
- Clinic
- Closing of School Procedures
- Contract Management (shared)
- Data Analysis (Shared)
- Departmental Focus (Electives, Foreign Languages, Mathematics, Social Studies, and SPED)
- Emergency Procedures (Code Red/Fire/Tornado Drills)
- Emergency Student Manager/Crisis Management (shared)
- Faculty and Staff Handbook (shared)
- Food Services Department
- Hallway Supervision (shared)
- Health Facilitator (immunizations)
- Incident Reports (shared)
- Lunch Duty (shared)
- Master Schedule (shared)
- Paraprofessionals
- Payroll
- Personnel Issues (shared)
- Plant Operations (Custodial Staff, Zone Mechanic)
- Property Control
- Public Relations (shared)
- Purchase Requisitions (shared)
- Room Utilization
- School Marquee
- School Monitors/Security
- School Resource Officer
- Standards Based Curriculum Management (shared)
- Student Activities Approver (clubs/athletics/extracurricular events)
- Supplements - Curricular
- Supplements - Extracurricular
- Teacher Observations (shared)
- Team Leaders
- Technology/Computer Specialist
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- Any reports and additional duties as assigned by the Principal
Ms. Masters monitors the following:

- 7th Grade Discipline
- Athletics and Activities Coordinator
- Attendance All Grades
- Bus Transportation
- Community Involvement Specialist
- Computer Labs Schedule
- Emergency Student Manager/Crisis Management (shared)
- Fire Drill Schedule
- Hallway Supervision (shared)
- Hearing Screening
- Lunch Duty (shared)
- Parent Academy Liaison
- Public Relations (shared)
- Rental of Facilities
- School Calendar
- School Climate Survey
- Scoliosis Screening
- SCSI Supervisor
- Test Chairperson
- Title 1 (SES Providers and Facilitator)
- Uniform/Vouchers Program
- United Way
- Vision Screening
- Any reports and additional duties as assigned by the Principal

Ms. Ramos monitors the following:

- Awards Assembly Program
- Chamber of Commerce Ed Committee Liaison
- Dade Partners/Marketing
- Emergency Student Manager/Crisis Management (shared)
- Grant Writing Committee
- Hallway Supervision (shared)
- IB Coordinator
- IB Staff Development
- IB Student Discipline
- Lead Teacher
- Lunch Duty (shared)
- Magnet Fair (5th graders)
- Magnet Fair (8th graders)
- New Student Orientation
- Open House Fair
- Parent Resource Center
- PTSA Liaison
- Public Relations (shared)
- School Tours (all parents)
- Staff Club
- Student Recognition-Incentives
- Student Recruitment
- Volunteer Program
- Any reports and additional duties as assigned by the Principal
MEMORANDUM

August 20, 2012

TO: All Faculty and Staff

FROM: Martha C. Chang, Principal
Ponce de Leon Middle School

BY: Jeanette Sierra-Funcia, Assistant Principal

SUBJECT: CURRICULUM LEADERS DUTIES AND RESPONSIBILITIES FOR THE 2012-2013 SCHOOL YEAR

Curriculum leaders are appointed by the principal on an annual basis. The primary goals of the curriculum leaders are to provide leadership in the development of quality instruction for students and to assist teachers with strategies that facilitate improved student achievement.

To achieve these goals, the following are specific duties for curriculum leaders at Ponce de Leon Middle School:

1. Serve as curriculum leader to the department by assisting in the formulation of lesson plans based on the Next Generation Florida State Sunshine Standards and on goals and philosophies which support/reflect the school’s mission statement.

2. Assist teachers with development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in the remediation of areas noted for improvement according to the IPEGS evaluation system.

3. Coordinate departmental duties including preparations of reports, agendas, minutes, and surveys.

4. Recommend curriculum offerings and appropriate teachers for instructor assignment; monitor the department’s master schedule.

5. Schedule staff development activities for the department.

6. Provide guidance and assistance in the maintenance of required diagnostic/ prescriptive profiles, records, and classroom folders.

7. Assist substitute teachers.

8. Serve as a communication liaison among the teachers of the department, the principal, the assistant principal for curriculum, and other school groups such as the Educational Excellence School Advisory Council as needed.

9. Conduct evaluation, selection, distribution, and inventory of textbooks, materials, supplies, and equipment.

10. Assist teachers in the interpretation of administrative directives and ensure their compliance with all school and district policies.
11. Help to administer tests, analyze test results, and develop strategies for improving instruction.

12. Meet with building administrators and other curriculum leaders to facilitate articulation and eliminate duplication of services.

13. Cooperate with appropriate personnel in the recommendation, placement, and assignment of students to levels and special programs.

14. Assist in the implementation of new programs and with each year’s School Improvement Plan (SIP).

15. Make classroom visitations during the school year as deemed necessary by the principal in order to provide assistance and feedback. Monitor instructional delivery and implementation of the required instructional programs. Share areas of concern with administrators.

16. Attend county subject area meetings and share necessary information to members of the department with a written summary given to the assistant principal of curriculum.

17. Attend curriculum council’s monthly meetings.

18. **Hold departmental meetings and submit a copy of the meeting’s minutes within 72 hours along with the names of those in attendance, absent, or tardy to the meeting, to the assistant principal for curriculum.**

19. Perform additional duties as requested by the administrative team.

Thank you for your cooperation, and I look forward to an outstanding school year.
MEMORANDUM

TO: All Faculty and Staff

FROM: Martha C. Chang, Principal
Ponce de Leon Middle School

BY: Yader Lacayo, Assistant Principal

SUBJECT: TEAM LEADERS DUTIES AND RESPONSIBILITIES FOR THE 2012-2013 SCHOOL YEAR

The success of the instructional program in our school depends on the effectiveness of the team leaders within the team. The team leader is a teacher who is responsible for the organization and operation of a grade level interdisciplinary team. You are truly priceless individuals to Ponce de Leon Middle School and play an essential role in the areas of supervision and support of personnel, and in the administration of team services.

It is the team leaders’ responsibility to submit team meeting agendas before the meeting and submit minutes after the meeting to my office. Team meetings should be used as a time to disseminate and share information, but also as a time to build a professional learning community (PLC). These communities should be fostered by encouraging team members to share with the team professional experiences, discipline strategies and techniques. These PLC’s should create a well-rounded and effective team.

Team Leader Responsibilities:

- Assist in the formulation of interdisciplinary unit lessons based on the goals and philosophies which support/reflect the school's mission statement.

- Assist teachers with development of strategies to improve instruction, including classroom management techniques, and serve as a resource person in the remediation of areas noted for improvement according to the IPEGS evaluation system.

- Attend all curriculum council/team leader meetings:
  - Punctuality is imperative.
  - Share in all decision-making.
  - Accept equal responsibilities for assigned tasks.
  - Prepare a monthly calendar of team activities to be submitted to the assistant principal in charge of activities.

- Conduct team meetings:
  - Prepare an agenda for all team members.
  - Delegate duties to team members.
  - Encourage sharing of team members’ skills (PLC’s).
  - Maintain a positive team attitude.
  - Participate and encourage team members to participate in all school-wide activities.
- Maintain a log of attendance and agendas of daily meetings to be submitted monthly to the APC.
- Submit copy of agenda, meeting’s minutes, and attendance to Mr. Lacayo within 48 hours.

- Act as a liaison between team leaders and team members:
  - Communicate all information given at team leader meetings.
  - Communicate concerns of team members to other team leaders and assistant principal in charge of activities.

- Organize team activities/fieldtrips/fundraisers in accordance with the procedures and policies outlined in the internal funds manual and in the activities handbook to facilitate cohesiveness:
  - Assume responsibility for team bulletin board:
    - Bulletin boards should be changed monthly and include timely topics.
    - Ideas should be shared with the team.
    - Displays should feature students (Spot for Success)
  - Organize and guide conferences and communications:
    - With students, parents, administration, support staff, and other teams
  - Organize a set of team rules and procedures:
    - Discipline
    - Detentions
    - Test and home learning schedule

- Coordinate at least one full interdisciplinary unit.

- Provide all pertinent information for the RTI process.

- Provide staff development to team members.

- Perform additional duties as requested by the administrative team.

**Monthly Meeting Format**
Parent conferences will be on Mondays and Thursdays. Team planning meetings will be held every other Friday. Meetings shall also be utilized for sharing strategies to build a professional learning community and discuss discipline and academic concerns of students.

Thank you for your cooperation, and I look forward to an outstanding school year.
EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCIL (EESAC)
As stipulated in Blueprint 2000, Florida’s system for school improvement and educational accountability, each school must establish a school advisory council, which shall be named an Educational Excellence School Advisory Council in Miami-Dade County Public Schools. Each Miami Dade County Public School’s “council” must be composed of the principal, and an appropriately balanced number of teachers, educational support employees, students, parents, and other business and community citizens who are representatives of the ethnic, racial, linguistic and economic community served by the school.

A roster of the 2012 - 2013 EESAC will be included as soon as the “council” is selected and all vacant positions filled. **All EESAC meetings will take place on the second Wednesday of each month at 4:00 in room 318.**

SCHOOL RESOURCE OFFICER
Officer Garcia

UNITED TEACHERS OF DADE (Stewards)
Glenn Drew

PARENT TEACHER STUDENT ASSOCIATION (PTSA)
Membership to the Parent Teacher Student Association is open and is strongly recommended to all. The association provides much instructional, community and financial support to the school. The PTSA has a mailbox in the main office. A roster of the 2012 - 2013 PTSA Board will be included as soon as all vacant positions are filled.
Calendar of Meetings - 2012-2013

Any adjustments to this schedule will be communicated to you via the administration.

MORNING PLANNING TIME (8:30 AM - 9:00 AM):

MONDAY  Parent Conferences
TUESDAY  Department Meetings/Faculty Meetings 7:50 AM/Curriculum Council/IB Meetings
WEDNESDAY  Departmental Planning
THURSDAY  Parent Conferences
FRIDAY  Individual Planning (P)/Team Planning (NP)*
*P-Payday or NP-Non Payday Week

FACULTY MEETINGS/IB MEETINGS (7:50 AM):
Tuesday, August 28, 2012  Tuesday, December 11, 2012  Tuesday, April 9, 2013 (Testing)
Tuesday, September 11, 2012  Tuesday, January 8, 2013  Tuesday, April 23, 2013
Tuesday, September 25, 2012  Tuesday, January 22, 2013  Tuesday, May 7, 2013
Tuesday, October 9, 2012  Tuesday, February 5, 2013  Tuesday, May 21, 2013
Tuesday, October 23, 2012  Tuesday, February 19, 2013 (Testing)  Tuesday, June 4, 2013
Tuesday, November 13, 2012  Tuesday, March 5, 2013
Tuesday, November 27, 2012  Tuesday, March 19, 2013

CURRICULUM COUNCIL MEETINGS/Literacy Leadership Team (8:00 AM):
Tuesday, September 4, 2012  Tuesday, December 4, 2012  Tuesday, March 12, 2013
Tuesday, September 18, 2012  Tuesday, December 18, 2012  Tuesday, April 2, 2013
Tuesday, October 2, 2012  Tuesday, January 15, 2013  Tuesday, April 16, 2013
Tuesday, October 16, 2012  Tuesday, January 29, 2013  Tuesday, April 30, 2013
Tuesday, October 30, 2012  Tuesday, February 12, 2013  Tuesday, May 14, 2013
Tuesday, November 20, 2012  Tuesday, February 26, 2013  Tuesday, May 28, 2013

DEPARTMENTAL MEETINGS (Informational) (8:30 AM):
Tuesday, September 4, 2012  Tuesday, December 4, 2012  Tuesday, March 12, 2013
Tuesday, September 18, 2012  Tuesday, December 18, 2012  Tuesday, April 2, 2013
Tuesday, October 2, 2012  Tuesday, January 15, 2013  Tuesday, April 16, 2013
Tuesday, October 16, 2012  Tuesday, January 29, 2013  Tuesday, April 30, 2013
Tuesday, October 30, 2012  Tuesday, February 12, 2013  Tuesday, May 14, 2013
Tuesday, November 20, 2012  Tuesday, February 26, 2013  Tuesday, May 28, 2013

TEAM PLANNING MEETINGS (8:30 AM):
Friday, August 31, 2012  Friday, December 7, 2012  Friday, March 15, 2013
Friday, September 14, 2012  Friday, December 21, 2012  Friday, April 12, 2013
Friday, September 28, 2012  Friday, January 18, 2013 (TPD)  Friday, April 26, 2013
Friday, October 12, 2012  Friday, January 18, 2013 (PO Day)  Friday, May 10, 2013
Friday, October 26, 2012 (TPD)  Friday, February 15, 2013  Friday, May 24, 2013
Friday, November 9, 2012  Friday, March 1, 2013

EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COMMITTEE MEETINGS (4:00 PM):
Wednesday, September 12, 2012  Wednesday December 12, 2012  Wednesday, March 13, 2013
Wednesday, October 10, 2012  Wednesday, January 16, 2013  Wednesday, April 10, 2013
Wednesday, November 14, 2012  Wednesday, February 13, 2013  Wednesday, May 8, 2013

INTERIM PROGRESS REPORT DISTRIBUTION DATES:
Friday, September 21, 2012
Tuesday, December 4, 2012
Wednesday, February 20, 2013
Thursday, May 2, 2013

NINE WEEK GRADES DUE:
Friday, October 26, 2012
Friday, January 18, 2013
Friday, March 22, 2013
Thursday, June 7, 2013

REPORT CARD DISTRIBUTION DATES:
Friday, November 16, 2012
Friday, February 8, 2013
Thursday, April 18, 2013
Thursday, June 27, 2013

EARLY RELEASE DAYS FOR SECONDARY SCHOOLS:
Thursday, October 25, 2012
Thursday, December 13, 2012
Thursday, January 17, 2013
Thursday, February 14, 2013
Thursday, May 2, 2013

PROFESSIONAL DEVELOPMENT DAYS:
Tuesday, November 6, 2012
Friday, February 1, 2013

OPEN HOUSE:
TBA

AWARDS NIGHT (LAST EVENT OF THE YEAR):
May 29, 2012, 7:00 PM - TENTATIVE
PONCE DE LEON MIDDLE SCHOOL
2012 – 2013
BELL SCHEDULE

<table>
<thead>
<tr>
<th>WARNING BELLS</th>
<th>9:00 A.M. &amp; 9:05 A.M.</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMEROOM</td>
<td>9:10 A.M. – 9:25 A.M.</td>
</tr>
<tr>
<td>BLOCK 1</td>
<td>9:30 A.M. – 11:15 A.M.</td>
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<tr>
<td>BLOCK 2/Lunch</td>
<td>11:20 A.M. – 2:00 P.M.</td>
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<tr>
<td>LUNCH SCHEDULE</td>
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<tr>
<td>Lunch 1</td>
<td>11:20-12:00</td>
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<tr>
<td>Lunch 2</td>
<td>12:00-12:40</td>
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<tr>
<td>Lunch 3</td>
<td>12:40-1:20</td>
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<tr>
<td>Lunch 4</td>
<td>1:20-2:00</td>
</tr>
<tr>
<td>Block 3</td>
<td>2:05 P.M. – 3:50 P.M.</td>
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</tbody>
</table>

Early Release Day Schedule

<table>
<thead>
<tr>
<th>WARNING BELLS</th>
<th>9:00 A.M. &amp; 9:05 A.M.</th>
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</thead>
<tbody>
<tr>
<td>HOMEROOM</td>
<td>9:10 A.M. – 9:25 A.M.</td>
</tr>
<tr>
<td>BLOCK 1</td>
<td>9:30 A.M. – 10:15 A.M.</td>
</tr>
<tr>
<td>BLOCK 2</td>
<td>10:20 A.M. – 11:05 A.M.</td>
</tr>
<tr>
<td>Block 3/Lunch</td>
<td>11:10 A.M. – 1:20 P.M.</td>
</tr>
<tr>
<td>LUNCH SCHEDULE</td>
<td></td>
</tr>
<tr>
<td>Lunch 1</td>
<td>11:10-11:40</td>
</tr>
<tr>
<td>Lunch 2</td>
<td>11:40-12:10</td>
</tr>
<tr>
<td>Lunch 3</td>
<td>12:15-12:45</td>
</tr>
<tr>
<td>Lunch 4</td>
<td>12:50-1:20</td>
</tr>
<tr>
<td>Lunch</td>
<td>Times</td>
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</tr>
<tr>
<td>1</td>
<td>11:20-12:00</td>
</tr>
<tr>
<td>2</td>
<td>12:00-12:40</td>
</tr>
<tr>
<td>3</td>
<td>12:40-1:20</td>
</tr>
<tr>
<td>4</td>
<td>1:20-2:00</td>
</tr>
</tbody>
</table>

**Note** **Rainy Day Schedule** – Please pick up your students 10 minutes early when we are on the rainy day schedule.

**Early Release Day – Lunch Schedule**

<table>
<thead>
<tr>
<th>LUNCH SCHEDULE</th>
<th>Lunch 1 – 11:10-11:40</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lunch 2 – 11:40-12:10</td>
</tr>
<tr>
<td></td>
<td>Lunch 3 – 12:15-12:45</td>
</tr>
<tr>
<td></td>
<td>Lunch 4 – 12:50-1:20</td>
</tr>
</tbody>
</table>
FLORIDA COMPREHENSIVE ASSESSMENT TEST® FCAT SUNSHINE STATE STANDARDS (SSS) / FCAT 2.0 NEXT GENERATION SSS

OCTOBER 8 – 19, 2012 GRADES 11–ADULT FCAT MATHEMATICS/2.0 READING/RETAKE
DECEMBER 4 – 5, 2012 GRADES 4, 8, AND 10 FCAT 2.0 WRITING PROMPT FIELD TEST
FEBRUARY 26 – 28, 2013 GRADES 4, 8, AND 10 FCAT 2.0 WRITING
APRIL 8 – 19, 2013 GRADES 11–ADULT FCAT MATHEMATICS/2.0 READING/RETAKE
APRIL 15 – 26, 2013 GRADES 3–10 FCAT 2.0 READING
APRIL 15 – 26, 2013 GRADES 3–8 FCAT 2.0 MATHEMATICS
APRIL 15 – 26, 2013 GRADES 5 AND 8 FCAT 2.0 SCIENCE

For information on employee opt days, please refer to back of calendar.
2012-2013 SCHOOL CALENDAR
ELEMENTARY AND SECONDARY
MIAMI-DADE COUNTY PUBLIC SCHOOLS
MIAMI, FLORIDA

August 16, 17, 2012 Teacher planning days; no students in school
August 20 First Day of School; begin first semester
September 3 Labor Day; holiday for students and employees
September 17*+ Teacher planning day; no students in school
September 26* Teacher planning day; no students in school
October 25 Secondary early release day and end of first grading period; first semester
October 26* Teacher planning day; no students in school
October 29 Begin second grading period; first semester
November 6 Teacher planning day; Professional Development Day-not available to opt; no students in school
November 12 Observation of Veterans’ Day; holiday for students and employees
November 22 Thanksgiving; Board-approved holiday for students and employees
November 23 Recess Day
December 13 Secondary early release day
December 24- Winter recess for students and all employees with the exception of Fraternal Order of Police Employees January 4, 2013 Police Employees;
January 17 Secondary early release day and end first semester and second grading period
January 18 *+ Teacher planning day; no students in school
January 21 Observance of Dr. Martin Luther King, Jr.’s Birthday; holiday for students and employees
January 22 Begin second semester; third grading period
February 1 Teacher planning day; Professional Development Day-not available to opt; no students in school
February 14 Secondary early release day
February 18 All Presidents Day; holiday for students and employees
March 21 End third grading period; second semester
March 22 *+ Teacher planning day, no students in school
March 25 - 29 Spring recess for students and all employees with the exception of Fraternal Order of Police Employees
April 1 Begin fourth grading period; second semester
May 2 Secondary early release day
May 27 Observance of Memorial Day; holiday for students and employees
June 6 Last Day of School; end fourth grading period; second semester
June 7 Teacher planning day; no students in school

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

<table>
<thead>
<tr>
<th>Job Category</th>
<th>Beginning Date</th>
<th>Ending Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers new to the system</td>
<td>August 9, 2012</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Assistant Principals and 10-month clerical</td>
<td>August 9, 2012</td>
<td>June 14, 2013</td>
</tr>
<tr>
<td>Cafeteria Managers</td>
<td>August 13, 2012</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>All Instructional Staff, Paraprofessionals &amp; Security</td>
<td>August 16, 2012</td>
<td>June 7, 2013</td>
</tr>
<tr>
<td>Assistant to Cafeteria Managers/MAT Specialists</td>
<td>August 17, 2012</td>
<td>June 6, 2013</td>
</tr>
<tr>
<td>Cafeteria Workers (part-time)</td>
<td>August 20, 2012</td>
<td>June 6, 2013</td>
</tr>
</tbody>
</table>

*Teachers/paraprofessionals and school support personnel may opt to work one or two days, August 14, 15, 2012, or June 10, 11, 2013, in lieu of any one or two of the following days: September 17, 2012, September 26, 2012, October 26, 2012, January 18, 2013, and March 22, 2013. November 6, 2012, and February 1, 2013, are Professional Development Days and are not available to opt.

+Teachers new to Miami-Dade County Public Schools may opt to work one or two days, June 10, 11, 2013, in lieu of any one or two of the following days: September 17, 2012, September 26, 2012, October 26, 2012, January 18, 2013, and March 22, 2013. November 6, 2012, and February 1, 2013, are Professional Development Days and are not available to opt.

#Ten-month secretarial and clerical employees may opt to work one or two days, August 7, 8, 2012, or June 17, 18, 2013, in lieu of any one or two of the following days: September 17, 2012, September 26, 2012, October 26, 2012, January 18, 2013, and March 22, 2013. November 6, 2012, and February 1, 2013, are Professional Development Days and are not available to opt.
PROFESSIONAL RESPONSIBILITIES OF THE TEACHER

1. Planning individually or cooperatively as a member of the department for a program of study which meets the individual needs, interests, and abilities of the students.

2. Assisting the establishment of departmental and/or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.

3. Creating a classroom environment that is conducive to learning and appropriate to the maturity and interest levels of the students.

4. Guiding the learning process toward the achievement of curriculum goals, and – in harmony with the goals – established clear objectives for all lessons, units, projects, and other assignments so that the scope and sequence is explained to the students.

5. Employing instructional methods and materials that are most appropriate for meeting stated objectives.

6. Assessment of the accomplishments of students on a regular basis and adherence to district and administrative policies related to the issuance of progress and final grades.

7. Diagnosis of the strengths and weaknesses of students as related to learning on a regular basis, and seeking, through the utilization of the curriculum leader/department chairperson as facilitator, the assistance of district and area specialists as deemed appropriate.

8. Conferring with administrators, counselors, students, and parents on a regular basis.

9. Assistance to the administration in the implementation of all policies and/or rules governing student life and conduct, development of reasonable rules of classroom behavior and procedures with the CODE OF STUDENT CONDUCT and school policies, and maintenance of order in the classroom in a fair and just manner.

10. Development of a written set of rules for classroom behavior and procedures which should be distributed to the students within the first ten days of class.

11. Planning and supervision of purposeful assignments for auxiliary personnel and cooperatively with department head, for evaluation of their effectiveness.

12. Maintenance of accurate and complete student records as required by Florida statute, school board policy, and administrative regulation.

13. Attendance at staff meetings (faculty and departmental meetings) and service on staff committees as deemed necessary.
14. Provision for his/her own professional growth through an ongoing program of reading, workshops, seminars, conferences and/or advanced coursework at institutions of higher learning.

15. Establishment and maintenance of cooperative interpersonal relations with others.

16. Compliance with the policies of all programs that are governed by state and/or federal statute: Chapter I, Compensatory Education, Professional Orientation Program.


18. Supervision and monitoring of student behavior during school and at all school-sponsored activities.

19. Fulfilling all professional obligations as delineated in the Contract between the Miami-Dade County Public Schools and the United Teachers of Dade and its Addendum (http://www2.dadeschools.net/employees/labor_union/all_list.htm).

20. Performance of any other duties and responsibilities as assigned by the Principal.

INSTRUCTIONAL RESPONSIBILITIES

Access to Student Records
Each teacher may study the permanent records of his/her students. These records are available for study in the student service area but may not be taken from the area. The following is the Miami-Dade County School Board policy regarding records:

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

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

Additional information concerning interpretation of test scores or any other phase of the testing program may be obtained from counselors.

Audio-Visual Materials
We encourage teachers to use AV materials to enhance the educational program when appropriate. Therefore, use of specific films, television programs, etc. must be reflected in the daily lesson plan with a brief rationale for its purpose in your educational program, and must be
approved by the AP in charge of your subject area. Any AV material brought into the school from outside sources must have the approval of the assistant principal for curriculum prior to its use in the classroom.

Lesson Plans
Instructional planning is essential for effective instruction. In order to support the instructional program, the principal or supervising administrator has the authority to determine whether or not instructional objectives and related content with Board educational policy decisions and established instructional guidelines. In keeping with the professionalism of teaching, the parties agree that 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 daily or weekly lesson plans that shall reflect one or more objectives, activities, home learning assignments, and a way of monitoring student progress. Principals or supervising administrators may suggest but not require a particular format or organization.
2. A set form in preparation of lesson plans may be required if principal or assistant principal has documented deficiencies through classroom observation using the IPEGS instrument.
3. Teachers shall not be prohibited from reflecting lesson plan components through abbreviated notation and/or referencing techniques.
4. Continuing contract and professional service contract teachers shall not be 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 classroom observation using the indicators in IPEGS, the teacher may be required to use a specific format in preparation of lesson plans and to submit such plans for review on a weekly basis.
5. To ensure 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 substitute teachers shall be prepared in accordance with reasonable procedures established by the principal or supervising administrator.

Teachers of exceptional students shall be permitted to meet the requirements of this Article through regular lesson plans or written IEP implementation plan(s).

For purposes of this Article, “classroom teachers” shall exclude instructional support personnel such as counselors, media specialists, school psychologists and visiting teachers when not engaged in instructional activities.
**Home Learning**

Regular home learning is an essential and integral part of the curriculum at Ponce de Leon Middle School. We believe that regular home learning is an excellent reinforcement of the basic skills and also serves to inform parents of what the student is doing in school. Home learning assignments should be meaningful and relevant, reinforcing and/or extending classroom instruction. We believe that one of the most valuable aspects of home learning is that it encourages responsibility and self-discipline while developing a habit of independent study.

In academic classes, a minimum of two home learning assignments are given each week in each class. These assignments are reflective in the student’s class grade. Parents are encouraged to communicate with the school if home learning assignments are excessive or not sufficiently challenging to the student, according to the parents’ views.

We believe that parents should be involved in the educational process of their children, and home learning serves as a valuable means of conveying information about a class. Parents can expect students at Ponce to bring home class assignments such as:

1. Studying for a test and/or lesson.
2. Reading and preparing for a lesson. A textbook is available for each student to take home in all academic areas.
3. Completing daily assignments that reinforce skills learned in class (for example, daily assignments are given in most math classes).
4. Completing extended assignments involving longer periods of time (for example, research assignments).
5. Writing assignments – writing is a priority of the State. Students will often be asked to complete composition assignments.
6. Completing class projects, such as notebooks and/or research projects.

Please refer to School Board Rule 6Gx13-6A-1.23 for frequency and quantity of home learning assignment requirements.

**Student Folders**

A folder should be kept for each student in all major academic and vocational areas. Each folder should be marked with the student’s name and the subject.

The contents of students’ folders should, in general, reflect the nature and quality of teaching and planning, and should be updated often. They should reveal student progress to the teacher, the student and the parent. The contents of the folder should be carefully planned and should include a representative sample of the student’s work.

**Teacher Grade Book Criteria**

Teachers are reminded that the electronic and hard copy grade book is an official legal document required by state law. It can be summoned in any court case as a legal record of
grades and attendance. Therefore, the necessity for accuracy, neatness and consistency in recording cannot be over emphasized. Grade books will be checked periodically by assistant principals. The stated guidelines should be observed in organizing and maintaining your grade book. Please have an updated hard copy on hand at all times.

**RECORDING OF ATTENDANCE CODES**

Attendance data is to be recorded in the teacher’s electronic and hard copy grade book daily. All absences are recorded in the electronic grade book. Use the guidelines provided in the grade book to keep the correct records of unexcused, excused and tardies from your class roster.

**HOMEROOM/CLASS ATTENDANCE**

The homeroom teacher must record homeroom attendance separate from class attendance. The reason two records must be maintained is to assure that for FTE purposes homeroom attendance accurately reflects a student tardy when, for example, that student missed homeroom and period one class, but then was present in period two class.

**VERIFY ATTENDANCE BULLETIN DAILY**

The attendance bulletin must be verified by all instructional personnel. The bulletin should be distributed to all teachers or be posted in a central location for teachers to verify absences. Upon reviewing your attendance bulletin, each teacher should forward all adjusted bulletins to the attendance office. These adjustments must be made daily.

**CLASS ABSENCE REPORT**

To check irregularities in class attendance, teachers will send to the school’s attendance office the name of any student who was absent from class and whose name did not appear on the Attendance Bulletin or by students whose name appears on the Attendance Bulletin and the student is in class.

**GRADES**

The teachers grading policy must be stated in writing and should be distributed to students at the beginning of each semester.

**CONDUCT CODE:**

A Excellent
B Good
C Satisfactory
D Minimal, improvement needed
F Unsatisfactory

**EFFORT:**

1 Puts forth maximum effort
2 More effort is needed
3 Unsatisfactory effort

**GRADING SCALE:**

A 90% - 100% 3.51 – 4.00 Outstanding
B 80% - 89% 2.51 – 3.50 Good
C 70% - 70% 1.52– 2.50 Satisfactory
D 60% - 69% 1.00 – 1.50 Minimal Progress
F 0% - 59% 0.00 – 0.99 Unsatisfactory Progress, Failing
ACADEMIC GRADES
Grades should reflect a student’s achievement within a given grade and subject in relation to school goals and his/her own potential. Students should understand the performance goals and the criteria for judging degree of achievement.

Academic grades should be based on student achievement and demonstrate mastery of instructional objectives. The full range of grades, A through F, may be used in all classes.

A 90% - 100% 3.51 – 4.00 Outstanding
B 80% - 89% 2.51 – 3.50 Good
C 70% - 70% 1.52– 2.50 Satisfactory
D 60% - 69% 1.00 – 1.50 Minimal Progress
F 0% - 59% 0.00 – 0.99 Unsatisfactory Progress, Failing

EFFORT GRADES
Effort grades reflect the student’s effort to learn in relation to his/her potential as revealed by test scores and teacher observation.

1 Puts forth maximum effort
2 More effort is needed
3 Unsatisfactory effort

TEACHER OVERRIDES
A teacher has the right to override a computer-averaged grade as long as the override is to a higher grade. Once grades have been submitted and the teacher decides to override a grade, teachers must complete the override form for approval and documentation. Please see the registrar for grade override forms.

CONDUCT GRADES
Conduct grades are based upon the student’s behavior while he/she is in the presence of the teacher. The class record book should show sufficient poor conduct marks in daily behavior to explain any unsatisfactory conduct grades.

A Excellent
B Good
C Satisfactory
D Minimal, improvement needed
F Unsatisfactory

MAKE UP WORK
It is the student’s responsibility to request makeup work from the teacher upon his/her return to school. Teachers may set reasonable written assignments to make up for missed lectures and other classroom activities. Students should be allowed a reasonable amount of time to complete makeup assignments. Students returning from an outdoor suspension are entitled to make up work missed.
INCOMPLETE GRADES
All incomplete grades must be converted to an academic grade before the end of the semester for a term course and before the end of the school year for an annual course. Students who have make up work pending at the end of a grading period and any authorized incomplete grades will be recorded as F’s.

INTERIM PROGRESS REPORTS
In compliance with the most recent contact between M-DCPS and the UTD, an Interim Progress Report will be sent to all parents of students who are doing satisfactory or unsatisfactory (below a C average) work midway into each grading period.

UNSATISFACTORY PROGRESS REPORTS
Parents of all pupils should be notified at any time during the semesters when it is apparent that the pupil may fail or is doing unsatisfactory work. If a formal failure notice in writing is not sent home by the end of the sixth week of any grading period, it is assumed that the student is passing the course. It is understood that there are those rare cases when a student stops work entirely or is excessively absent after the six week deadline. Parents should be informed immediately of the pending failure and the notice should be recorded. Teachers must contact the parent.

NO FAILING GRADE MAY BE ISSUED UNLESS THERE IS A RECORD OF SUCH NOTIFICATION.
Please follow this procedure regarding student progress letters:
- When you determine a student is failing, prepare a progress letter and give it to the student.
- Be sure the student signs for the letter when he/she receives it.
- If the student is not in class and does not attend class within five days after the letter is prepared, secure an envelope with a stamp and mail the letter.
- Keep a record as to when the letter was originally sent and when it was mailed. Place Student Progress Letter Signature Sheet in back of roll book at the end of the year.

 Unsatisfactory Progress Reports must be given to students whose academic performance falls below passing after Interim Progress Reports have been issued. At any time during the grading period if student’s grade drops two or more grades, a failure notice must be sent home. These forms are available from the office. Students are required to sign the progress notice and then take it home for a parent’s signature. The forms should then be returned to the teacher to file in the student’s folder. When the student receives a failure notice, he/she should sign a teacher’s list to acknowledge receipt. This should be placed in the teacher’s grade book for future reference.

TEACHER-PARENT COMMUNICATION
Teacher-parent conferences contribute greatly to improving the public school's relationship with the community which each school serves. Effective teacher-parent communication aids in contributing to and maintaining the public’s commitment to public education. The principal of the school shall assist in arranging teacher-parent conferences.
The Board and the Union encourages all teachers and parents to continue to engage in teacher-parent conferences for all students. Written or telephone communication may be appropriate alternatives for a conference.

The Board and the Union strongly urge teachers and parents to engage in teacher-parent conferences for students who are in need of academic strengthening or who appear to possess unique academic potential.

Teacher-parent conferences shall occur when students begin to display a consistent pattern of disruption or when students are demonstrating unacceptable academic achievement through failure to exert sufficient effort. Further, an administrator may 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 an administrator determines such a conference cannot or need not be held.

Such parent-teacher conferences shall be scheduled at a time and place and/or manner mutually convenient for the teacher and the parent (i.e., Team Meetings). The Board and the Union agree to a mutual goal of enhancing teacher-parent communication to improve the quality of education.

In order to achieve that goal, it is agreed that:

1. Teachers and administrators will jointly develop a school-based plan to increase communication with parents through the use of written communication, telephone contacts, and parent activities in the school.
2. Teachers will log teacher-parent conferences in their official list and specify whether such contacts were in person, by telephone, or through written communication.
3. When parent contact is not achieved, evidence of the attempts to contact the parents will be recorded in the teacher’s grade book and the teacher will seek assistant from the administration in making follow up attempts to contact parents.
4. Teachers are encouraged to communicate with parents at any time during a grading period when the teacher feels, in his/her professional judgment, that such communication may be beneficial to the student.

**REPORT CARDS**

Report cards will be issued to each student at the end of every nine-week period. In authorized semester courses, the student’s final grade (issued at the end of 18 weeks) shall be determined as follows: 50% value for each two nine week grading periods, with a provision for teacher override to a higher grade.

In authorized annual courses, the student’s final grade shall be determined by the teacher as follows: 25% for each of four nine week grading periods, with a provision for teacher override to a higher grade.
TEXTBOOKS
Textbooks are issued to teachers by curriculum leaders/department chairs or their designees. Each teacher is accountable at the end of the school year for textbooks issued to him/her. Instructional leaders are accountable for textbooks allocated to their department.

Ordering Textbooks
Teachers’ textbook requests should be submitted to the curriculum leader/department chairperson who will complete the necessary requisition forms and forward them to the appropriate personnel. All requisition forms must be filled out completely before the textbook can be ordered. Final approval on all textbook orders must come from the principal or his designee.

Distribution Procedures
1. Report this number on the textbook inventory for the curriculum leader/department chairperson.
2. Sign out books as soon as possible, do not leave books around where students have easy access.
3. To distribute texts, print student names on the inside cover, the teacher’s name, and the book condition on the inside cover of the book in ink. This should prevent questions at the time the books are collected. Teachers should maintain a list of books issued to students noting book number and condition.

Return Procedures
1. Students are expected to return their books in satisfactory condition.
2. If a book is lost or damaged more than one letter grade or condition, notify the treasurer.
3. Students are expected to pay for lost or damaged books.

Additional Procedures
1. Each student in an academic course is to be issued a textbook.
2. Textbooks distributed to students should be covered.
3. Class sets of textbooks must be carefully accounted.
4. Teachers should periodically check the textbooks issued to students to determine if each student has his/her own book and is taking proper care of that book. To allow sufficient time for the fines to be paid, a textbook check should be made approximately two weeks before the end of the semester. Teachers must report lost or damaged texts to the treasurer’s office on the proper form.

Procedures for Lost Textbooks
1. If a student loses a textbook, teachers are to issue a financial obligation form to the student.
2. Teachers are to keep a copy and give a copy to the treasurer.
3. Teachers should then issue the student a new book.
Receipt of Textbooks
All new textbooks must be processed through the main office. Books will then be sent to the curriculum leader/department chairperson. Any discrepancies in the order must immediately be reported to the treasurer.

Guidelines for Determining the Condition of Books
“A” Condition
1. Brand new or
2. Used but still as good as new

“B” Condition
1. In good condition, but not as good as new
2. Cover and pages almost intact

“C” Condition
1. Binding tight and pages intact but cover and edges of pages soiled
2. Marked up with pencil
3. Corner(s) of cover bent or worn a little
4. Edges of cover worn but not completely worn away so that the cardboard is exposed
5. Top and bottom of back binding somewhat worn.

“D” Condition
1. Cover loose
2. Pages loose
3. Cloth worn away on the edges of cover
4. Cloth cover torn or loose from cardboard
5. Corner of cover badly worn or torn
6. Fly leaves torn, or pages defaced

“F” Condition
1. Pages missing or entirely loose
2. Pages mutilated, torn, defaced with ink, or otherwise illegible
3. Obscenities written or drawn on pages or cover
4. Cover completely off or missing
5. Cover broken, or torn, or back binding
6. Pages warped from moisture, or smeared with ink or mud or any other condition which renders a book unfit for use and not repairable

Textbooks are allowed one letter of deterioration without charge for damages.
PONCE DE LEON MIDDLE SCHOOL
VHS/DVD SHOWING REQUEST FORM

This form must be completed and submitted prior to the showing of all videos.

I. General Information

Teacher’s Name: ____________________________________________________________

Date of Showing: ___________________________ Room #: _________ Periods: _________

Title of Film: _____________________________________________________________ Rating: _________

Length of Film: ___________________________ Length of Segment to be Shown: _____________

II. Video Source

Check One Below:

_____ Video recording obtained from Ponce Middle Library Media Center.

_____ Video recording obtained from the MDCPS Film and Video Library.

_____ Video recording copied from broadcast on WLRN-TV, Channel 17, or Teacher’s Choice.

_____ Original video recording produced by teacher of student with minimal use of copyrighted visual or music.

_____ Video recording obtained from rental source.

III. Curriculum

Sunshine State Standards: ____________________________________________________

(Correlation to State Curricular Standards)

IV. Equipment

Check One Below:

_____ Program will be shown from my personal VCR/DVD in the classroom.

_____ Program will be shown in my classroom from a VCR/DVD checked out from the Library Media Center.

_____ Program will be shown via interactive board in the room.

Check Below:

_____ I am familiar with the Copyright and Fair Use Guidelines in the Ponce de Leon Middle Faculty Handbook.

_____ I have previewed the above video and have found it appropriate and correlated to the curriculum that I am teaching.

_____ I am aware that copyright law does not permit the showing of a prerecorded video for rewards, recreation, or entertainment.

_____ I am aware that School Board Policy does not permit the showing of prerecorded videos using questionable language nor R, NC-17, or X ratings.

TEACHER’S SIGNATURE ___________ DATE ___________ ADMINISTRATIVE APPROVAL ___________ DATE ___________

Attach a copy of lesson/worksheet that will be used.
WORK HOURS
Teacher work hours are from 8:30 a.m. to 3:50 p.m. Upon arrival, teachers must immediately sign in and pick up their mail and attendance envelopes. All other staff members please see your individual assigned work hours.

FACULTY AND STAFF ABSENCES
An Absences Reporting Voicemail (ARV) system has been installed in order for all personnel to report absences. Absences will be reported by calling and recording a message at (305) 661-1611 ext. SICK (7425). To leave a message, begin recording after the sound of the beep. You will need to state your full name, date of absence, and type of absence (full day of half day AM or PM). To end the call, you may just hang up.

Teachers who will require a temporary instructor are highly encouraged to call in before 10:00 PM the day before their absence. But, in case of emergencies, messages may be left up to one hour before teachers’ scheduled reporting time to work (7:30 AM). In addition, teachers must leave another message with the ARV prior to 2:00 PM to advise whether or not they will return to work on the following day. Failure to call before this time may result in the arrangement of substitute coverage for the next day.

In the event that the ARV is unavailable, you must call the school directly during time of operation at 305 661-1611 and leave your message with the switchboard operator who will then report your absence to your line supervisor and the Substitute Locator, to make necessary arrangements for coverage as needed.

Additionally, if you are late to work and will need coverage for homeroom, it is your responsibility to contact Ms. Muller, substitute locator, at 305-926-1027 or the school at 305-661-1611 ext. 2122. You must advise Ms. Muller your approximate arrival time to ensure coverage. Once you arrive, please check in with Ms. Muller.

Be advised that all calls in for sick days are to be received one hour before your scheduled reporting time. Calling in after an hour before your workday starts may result in an unauthorized leave without pay. Please see Ms. Muller, Principal’s Secretary, before Noon on the day of your return in order to complete a payroll absence card.

Should you have any questions, please feel free to see Ms. Sierra-Funcia, Assistant Principal.

Forms for advance notice of absences are available in the Main Office.

EARLY DEPARTURE SIGN OUT PROCEDURES
For a staff member to leave the building during their working day, he/she is required to arrange class coverage and obtain permission from an administrator (during lunch, only sign-out – no permission necessary). A Request to Leave School form may be found in the Main Office. The form must be filled out and signed by the Principal or designee prior to leaving. Faculty and staff are expected to sign-out using the sign-out book in the Main Office prior to leaving the building and upon arrival, if applicable. Please arrange for appointments after school. If
coverage is needed we will attempt to assist up three times. After the third time, a half day will be charged.

**SUBSTITUTE TEACHERS AND EMERGENCY LESSON PLANS**
Substitute teachers are to report to the Main Office at 8:30 a.m.

All teachers **MUST** have emergency lesson plans on file in the main office, which contain five days’ worth plans and seating charts. Lesson plans are to be in writing and are to be followed by the substitute teacher. It is the teacher’s responsibility to update emergency lesson plans as they are used.

**NOTIFICATION OF TEACHER ABSENCES**
When a teacher, for whom an emergency substitute is employed, will be absent from work, he/she shall notify the supervising administrator (or designee) as soon as possible, but no later than one hour before the start of his/her scheduled workday in order that an emergency substitute can be employed or other arrangements made. When an absent teacher does not notify his/her supervising administrator as stipulated herein and where there are not extenuating circumstances, as determined by the supervising administrator will have the option to utilize personal leave without pay.

**EMERGENCY LESSON PLANS ARE FOR EMERGENCIES ONLY!**
Teachers expecting to be out should leave a substitute folder with current lesson plans and seating charts for their substitutes.

**FACULTY MEETINGS**
Scheduled faculty meetings will be held in the Media Center as provided in the schedule (unless notified). Emergency meetings will be called as needed with as much advance notice given as possible.

**USE OF COPY MACHINE**
Teachers are to use the copy machine in the Copy room and/pr Teacher Mailbox, when duplicating instructional materials. **No student should be sent to make copies.** Any malfunction with the machines **MUST** be reported to Ms. Muller immediately, so that a technician may be called out. **Please do not leave the copy machine with malfunctions in hopes that the next person can fix it.** Please report all malfunctions to the persons indicated above.

**INJURY/ACCIDENTS (EMPLOYEE)**
All employee injuries or accidents should be reported immediately to Ms. Muller to ensure proper paperwork will be initiated to record the injury or accident and to secure proper medical attention if needed. It is important to remember that if an injury or accident is not reported in a timely manner, the employee may not be covered under the state’s Workman’s Compensation Plan.
TELEPHONE USE
Please make personal calls brief. Do not use the telephone in the Attendance Office or in the Main Office—it is for student and parent use only. If a long distance call needs to be made, teachers must get approval and sign in on the telephone log located in the Main Office. Please refrain from phone calls during class time.

PHONE USAGE DURING CLASS
Class time is for teaching. Please do not make any calls that will detract you from the purpose of educating students

PARKING
All staff is to park in the staff parking lot on a first-come first-serve basis. There is to be no parking on the grass or in any reserved spaces (only if assigned to that member). Staff members are not to park on Augusto Street or in the marked parking spaces in the 100 building’s lot.

SMOKING
In keeping with School Board policy, there is to be no smoking on school grounds at any time.

EMPLOYEE ASSISTANCE PROGRAM
The Employee Assistance Program is intended to help employees and their families who are suffering from persistent problems that may 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. Those needing assistance from EAP may call (305) 995-3683. All information given to EAP is confidential.

SUBSTITUTE TEACHERS
Duty Hours: 8:30 a.m. – 3:50 p.m.
Supervision of Students: Classes may not be left unsupervised (including walking class to lunch). An administrator must be notified in an emergency.
Accident Reports: If a student is injured, an accident report must be filed in the Attendance Office.
Discipline: It is the professional responsibility of the substitute to handle routine discipline problems. Teachers should follow up on substitutes and write referrals or discipline students accordingly. For emergency situations, substitutes should call for security. No student is to be removed from the classroom and left unsupervised.
Attendance: Attendance is to be checked during homeroom. If a student is absent, place his/her card in the attendance envelope and send to the Attendance Office at 9:10 a.m.
Withdrawals: Do not sign any withdrawal cards or collect any textbooks from students.
Lesson Plans: If substitute lesson plans are not available, then use the emergency lesson plans found in the main office.
Authority: Substitutes have the same authority as regular teachers.
Passes: Do not issue passes to a student unless it is an emergency to the restroom.
SCHOOL PLANT
The Security Department requires that Plant Security Reports MUST be submitted within 24 hours of the time of discovery of the loss, vandalism, or theft of school board property. A Plant Security Report Information Sheet is included in the Forms section of this handbook for your convenience. The report will be given to Ms. Muller for processing within 24 hours of the time of discovery.

SECURITY AGAINST THEFT AND VANDALISM
The following are presented as general suggestions for establishing and improving security against loss by theft:

• All rooms should be locked when not in use by an employee.
• Certain items of equipment are more subject to theft because they are more valuable, portable, personally useful, or are easily disposed of. Such items should be most carefully treated. To the extent that it is possible, do not leave such items unattended or unsecured.
• **DO NOT GIVE KEYS TO STUDENTS!**
• All equipment loans require permission of the principal or designee, as well as completion of the appropriate forms (see Forms section of this handbook), before equipment can be taken from the building. Also, do not move inventoried equipment from one location to another without written administrative permission.

KEYS
Lost keys should be reported immediately to the Principal or designee. A lost key seriously jeopardizes school security. Do not lend your keys to other staff members. Students are never to be given your school keys for any reason. All duplicates are to be made by the School Board Lock and Key Service. Do not duplicate any school keys. All personnel must turn in all keys at the close of the school year.

VISITORS
All visitors must sign the visitor’s log located in the 100 building prior to admittance elsewhere in the building. If someone approaches your classroom without a visitor’s tag, please direct that person to the Main Office or notify security if needed.

BUILDING MAINTENANCE
Our custodial staff and the zone mechanic work hard to maintain the building and the grounds. If there is an item in your classroom that needs repair or if it is not being properly cleaned notify Mr. Lacayo, who is responsible for building maintenance.

Keep a clean and orderly classroom. Each period students should enter a neat clean room free of litter and clutter, with desks free of graffiti, and seats free of gum. Please have students tidy their areas before you dismiss them from each period.

**Lights are to be turned off at the end of the day.**
Furniture is not to be moved from one room to another without permission from Mr. Lacayo. If you need additional furniture for your classroom, notify Mr. Lacayo.
I. DISTURBANCE IN THE SCHOOL, ON CAMPUS, OR IN THE IMMEDIATE VICINITY OF THE SCHOOL

During a disturbance, 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) could be expected to assume additional responsibilities.

In the event that an emergency situation arises and/or a potentially hazardous condition exists, the following procedures will be implemented.

1. The Principal or his designee will announce the code over the P.A. System: “CODE RED.”
2. If the problem occurs at dismissal, do not hold students in class unless instructed to do so. If it becomes necessary to evacuate the building the fire system will be alarmed.
3. The administrator designee will review the 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).

Upon hearing the above-referenced announcement, the following plans and assignments will become immediately effective:

Teachers

1. Close and lock all doors.
2. Maintain calm and order within the classroom.
3. Do not permit students to leave the classroom for any reason.
4. Ignore all bells. Do not dismiss students until you receive word from the Principal or an administrator.
5. Listen carefully to all announcements.
6. Teachers who are planning should report to the Main Office for instructions.
7. Support personnel should also report to the Main Office for instructions.

Custodians

The Head Custodian, will direct custodians to the following:

1. Lock all restrooms.
2. Move throughout the building, collecting and disposing of any instruments, which might be used as weapons (bottles, boards, pipes, tools, etc.).
3. Move into the cafeteria area to help cafeteria personnel secure the cafeteria against outsiders.
4. When the emergency is over begin clean-up of the affected areas.
Cafeteria Staff (Will be alerted via Ms. Muller)
Close and lock doors to serving lines and secure cafeteria against outsiders. All workers are to remain inside the cafeteria office until the emergency is over.

Assistant Principals
The assistant principal in charge of emergencies and safety will:
1. Alert personnel to assure their assigned positions.
2. Direct staff to escort all news/media personnel to the Main Office (Community leaders and pressure groups should be referred to the South Central Office).
3. Remain in the area of the disturbance and keep contact with the Principal or designee.
4. Assist members of the security department
5. Maintain an accurate record of events, a list of injured students, and names of violators.
6. Coordinate assignments of teachers who are planning and assign support personnel.
7. Supervise notification of injured students’ parents.
8. Alert classroom teachers of impending difficulty.

Principal’s Secretary
1. Coordinate activities of the clerical staff and alert the cafeteria and PE of emergency situation.
2. Direct incoming calls, from the press and community, to Ms. Rodriguez.
3. Act as liaison between visiting news personnel and the Principal.
4. Once a demonstration appears to be imminent, Ms. Muller upon advice of the Principal, will notify the following personnel:
   • Assistant Principals
   • Counselors
   • School Resource Officer
5. Will report to Ms. Masters, if there are no administrators present in the Main Office, to receive directions.
6. Call the police, fire department, electric company, etc., if and when instructed to do so by the Principal or the designee.

Security Monitors
Mr. Lacayo will coordinate activities of all monitors upon receiving instructions from the Principal or his designee. All monitors will remain at their posts unless an administrator instructs them otherwise.

All personnel are instructed NOT to make any outgoing calls in order to keep the switchboard lines available for emergency calls.

II. EVACUATION PROCEDURES
It is important that each staff member follow exact instructions for building evacuation. While it is desirable that the building be evacuated quickly, speed should not become a consideration to the extent that injuries occur due to tripping, shoving, etc. It is absolutely necessary that the established procedures be carried out in an orderly fashion so that each person can perform his/her duties.
Evacuation routes are posted in each room of the building. Teachers should be thoroughly familiar with the evacuation route(s) for the room(s) they occupy and review primary and alternative routes with each class. Please adhere to the following exit routes when directing your classes during an evacuation. (Maps of the building are also located in the introductory section of this handbook.)

III. BOMB THREAT AND SEARCH PROCEDURES

The following procedures are to be followed in order to minimize interruption of school and, at the same time, recognize the possibility that the bomb threat may be factual.

1. When the signal “CODE RED” is given over the P.A., all personnel will make a complete examination of assigned areas. It is imperative that you only search for and report suspicious objects: DO NOT move, jar, or touch the object or anything attached thereto. The removal/disarming of a bomb must be left to professional bomb squad personnel. Due to the nature of the mechanical elements included in a bomb, the use of cellular phones and radio transmissions are strictly prohibited during a bomb threat.

2. Teachers will make complete searches of their classrooms.

3. Cafeteria personnel will examine the kitchen, storage rooms, garbage can rooms and the dining areas.

4. Physical education instructors will examine the locker rooms and physical education storage rooms.

5. The custodial staff will inspect such areas as the boiler room, meter room, restrooms, storage rooms, teacher’s lounge, and auditorium.

6. The office staff will check the Main Office, Principal’s Office, Attendance Office, and Clinic.

7. The Media Staff will check the library area.

8. As each area is completed, personnel MUST report to the designated persons below that the area is either “clear” or that “a suspicious object has been found”. The persons listed above shall retain a written record of the feedback from each person responsible for checking each area and report to the Main Office when the floor/hallway is “clear” or that “a suspicious object has been found,” and indicate the area of the object

- 100 building – Ms. Sierra/Ms. Ramos
- 100 building – downstairs Ms. Jack
- 200 building – Ms. Cooper
- 200 building - downstairs TBA
- 300 building – upstairs Mr. Taswell
- 300 building – downstairs Ms. Winds
- 400 building – Mr. Thomas
- 500/600 building – Mr. Lacayo
- Gymnasium – Ms. Masters
- Media Center – TBA

9. After the initial search, the Principal (or designee) shall determine whether or not to evacuate the building. If evacuation is necessary, the signal “Evacuate to the P.E. field immediately” shall be given and building evacuation procedures will be followed.
Grade books should be taken with you during an actual school evacuation.

10. When law enforcement agencies become involved, they will be informed of the actions taken up to the time of their arrival. The recommendation of the law enforcement agency will be considered by the Principal or his designee in charge.

IV. CIVIL DEFENSE WARNING (Enemy attack and natural disasters)

If evacuation is required, building evacuation procedures will be followed. In the event we are to remain in the building observe the following:

1. Teachers and students are to remain in their rooms.
2. Lock any unlocked doors.
3. Students, teachers and staff are to assume the best protective prone position.
4. The Principal or his designee will indicate via the P.A. System or floor-by-floor any other procedures to be observed.

V. TORNADO

Teachers will be informed of an approaching tornado via the P.A. System and should follow steps A, B, and C for Civil Defense Warning. (Never near any windows).

Custodians are to close the doors on the side of the building from which the tornado is approaching. They are to open the doors on the side of the building opposite the tornado.

The Principal or his designee will indicate via the P.A. System or floor-by-floor the procedures to be followed when the tornado passes.

VI. HOLDING STUDENTS IN SCHOOL

When hazardous conditions such as community disasters (downed aircraft, explosions), unusual weather conditions (hail, lightning, rainstorm) or civil disturbances (demonstrations, police dragnet) exist in the vicinity of a school, consideration is given as to the best means to protect the students, including keeping them in school. The Principal or his designee is to exercise immediate control over the following:

1. Students will be kept indoors and in their seats pending dismissal. All classroom doors are to be locked.
2. Change of classes will be discontinued during the emergency.
3. Teachers will remain with their classes. Those not scheduled for classes will report to the main office for assignments.
4. Necessary action will be taken to deny unauthorized access to the building.
5. The situation that exists will be explained to the faculty, staff, and students.
6. Students in physical education classes will be relocated to the gymnasium and locker rooms area.
7. Students will be held beyond usual dismissal time when necessary. Staff and faculty will remain with students until the emergency is over.

VII. STUDENT DISPERSAL PROCEDURES

In the event it becomes necessary to send students home at other than scheduled dismissal times due to emergencies such as emergency shutdown of essential facilities, fire, bomb threat
and search or civil defense and natural disaster alert warning, the following procedures will be implemented.

1. The superintendent or his designee will be contacted to obtain permission per Board Rule. Instructions for dispersal shall be relayed to each classroom over the PA system or other means.
2. School dispersal may vary depending on availability of parents, transportation, and distance from school to home.
3. Teachers are to advise students walking or riding bicycles that they are to go to a prearranged area and wait for instructions, which will be dependent upon parent or guardian availability at home.
4. Teachers who are not with an assigned class at the time of dispersal procedures will report to the pre-assigned areas (Main Office) to assist with students, once parent or guardian availability has been confirmed.
5. Students remaining at the school will be accompanied by faculty/staff personnel to previously designated safe areas such as a neighboring school not affected by the emergency or a neighboring government building or church with facilities to accommodate a number of students.

Biomedical Waste Plan

I. INDICATION OF BIOMEDICAL WASTE
Any solid or liquid waste which may present a threat of infection to humans. Examples include; discarded needles, absorbent materials saturated with blood or blood products (large amounts), etc.

II. HANDLING OF BIOMEDICAL WASTE
All biomedical waste shall be identified and packaged in impermeable red polyethylene bags in the clinic.

III. DISPOSAL OF BIOMEDICAL WASTE
Once biomedical waste is placed in the proper container, it shall be labeled and dated. They must be discarded within thirty days of the initial placement of waste. Once the thirty days have passed or the bag is full, designated personnel will contact Charles Badeau, Safety Inspector, at 305-358-0538.

If any needles or sharp objects are to be discarded, designated personnel will contact Miami-Dade County Public Schools Police at 305-757-0514 or 305-995-COPS, and request removal.

MEDIA PROGRAM

MEDIA PROGRAMS
The board recognizes that an effective media program is an important and integral part of the instructional resources of each school. The school media center exists to reinforce and enrich
the curriculum and assist teachers and students to achieve the purpose of the school itself. The school media program involves service and activity, which cuts across all grade levels, and penetrates every subject field. The Media Specialist helps to motivate, strengthen, and enhance the learning of students. Media Specialists also guide the students in the selection of reading, listening and viewing materials, which help to develop the skill of critical evaluation.

LIBRARY MEDIA CENTER
The Media Center is open Monday through Friday from 8:30 a. m. to 3:50 p. m. Students may come before school, after school and during lunch periods if they have a valid pass from their teacher, the Media Specialist, TBA. During the school day, students must have an official hall pass. Only five (s) students from any class may be admitted to the center at any one time, unless the teacher is present.

STUDENTS MUST NOT BRING FOOD OR DRINK INTO THE MEDIA CENTER!

During lunch, the library is to be used for study and/or research. If a student is in the library to socialize, the student will be asked to leave.

A schedule for the Media Center’s usage is maintained in the Media Specialist’s office. Teachers should sign up in advance for class usage of the Media Center. The Media Specialist and the teacher will fill out a collaborative unit plan prior to the scheduled date so that objectives may be met.

When special events are taking place in the Media Center, scheduling may have to be adjusted. Teachers will receive notification in these circumstances.

Teachers must arrive promptly with their students, remain with them and supervise their activities. Should a teacher wish to alter the schedule (i.e. cancel or arrange for another date), cancellation should be given as soon as possible. Substitutes are NOT to bring classes to the Media Center.

Request(s) to reserve books should be made in advance with a written note specifying inclusive dates for the materials to be kept on reserve.

CIRCULATION
All students are assigned a library barcode number. Students may check out non-reference books for a period of two (2) weeks at a time.

If a student has a library fine or an overdue book to return, the fine must be paid or the book returned before checking out another book. Students will be charged a fine of ten (10) cents each day for each overdue book.

Books that are lost, mutilated, or damaged must be paid for as soon as possible. All fines and payments must be cleared prior to transfers, withdrawals, or graduation.
Teachers may check out books for classroom use.

Teachers may check out an unlimited number of books for the school year (i.e. September through June). Books are expected to be returned to circulation when not in use.

**AUDIO-VISUAL**
Requests for films from the county library will be processed by the Media Center staff. Catalogues are available for selection of materials. Please allow five (5) school days for confirmation of bookings. Request forms for films and videotape orders are available in the Media Center and the staff lounge. Confirmations will be placed in the teacher’s box on arrival. Materials must be returned the afternoon before the date of return to the county. (FYI – Each school is penalized when materials are returned late).

Requests for audio-visual materials and equipment should be made in advance. Requests for AV materials and equipment will be met on a first-come first-serve basis. Teachers must report loss of equipment, repair or vandalism to the Media Specialist.

ITV (Instructional Television), WLRN (channel 17) and Cable Network Educational program schedules are available through the Media Center. Check out all the ITV programs, which can be searched on the WLRN homepage at [http://www.wlrn.org](http://www.wlrn.org).

Teachers’ Choice is now available as a video-on-demand service that allows teachers to select, schedule and air quality curriculum-based programming. Turn your TV to channel 39 for an interactive, user-friendly menu using your touch-tone phone right in your classroom!

Proper authorization must be obtained from the Principal or designee before removing equipment from the premises. Forms for off-campus usage are available through the Main Office.

Teachers, **DO NOT** attempt to repair equipment. Requests for maintenance and repair should be directed to the Media Center staff.

The Media Center welcomes suggestions for the purchase of print and non-print materials (books, magazines, and A.V.). Requests for orders may be submitted during the regular school year. However, deadlines require that requests should be given no later than at the end of September of each year. Forms for these requests are available from the Media Center.

**COPYRIGHT BASICS**

Increased use of various audiovisual formats have promoted several legal cases dealing with Copyright (Public Law 94-517 96-517). Remember the copyright “rule of thumb” is spontaneity and brevity. They assume you have not received permission or purchased the rights to the material you wish to use.
FAIR USE
A. For class preparation or library reserve you make one copy of:
   a. A chapter from a book
   b. A periodical article
   c. A short story, poem, or essay
   d. A chart, graph, diagram, slide, or cartoon (if the individual cartoon itself is not copyrighted).
B. You may videotape a program off-air for classroom use, however:
   a. Tapes must be used directly for instruction, not entertainment
   b. You must use the tape for one time classroom instruction within the ten days from the broadcast of the program.
   c. You can use the tape a second time for reinforcement within the ten day period
   d. After 45 days you must erase the tape
   e. You are expected to establish appropriate control procedures in your school to maintain integrity of these guidelines
C. In using audio recordings such as records and audio tapes:
   a. You cannot tape selections from various recordings to substitute for a collection or anthology
   b. You can make a copy of an audio tape for archival purposes
   c. You cannot convert formats – that is, you cannot duplicate a record onto a cassette tape.
   d. You cannot narrate an entire story onto audio tape
D. You can make slides and transparencies from photographs in periodicals, books and encyclopedia as long as you do not exceed one (1) photograph from any one source.

GUIDELINES FOR VIDEO RECORDING OF BROADCAST PROGRAMMING FOR EDUCATIONAL PURPOSES

(Congressional Record, October 14, 1981. pp. E4750-E4752)
A. The guidelines were developed to apply only to off-air recording by non-profit institutions.
B. A broadcast system may be recorded off-air simultaneously with broadcast transmission (including simultaneous cable re-transmission) and retained by a non-profit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off air recordings must be erased or destroyed immediately. “Broadcast programs” are television programs transmitted by television stations for reception by the general public without charge.
C. Off-air recordings may be used only by individual teachers in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary. In classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. “School days” are school session days – not counting weekends, holidays, vacations, examination periods or other scheduled interruptions
within the forty-five (45) calendar day retention period.

D. Off-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcasted.

E. A limited number of copies may be reproduced from each off-air recording to meet the legitimate needs of teachers under these guidelines. Each additional copy shall be subject to all provisions governing the original recording.

F. After the first ten (10) consecutive school days, off-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teachers’ evaluation purposes (i.e., to determine whether or not to include the broadcast program in the teaching curriculum) and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

G. Off-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

H. All copies of off-air recordings must include the copyright notice on the broadcast program as recorded.

I. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.
MIAMI-DADE COUNTY PUBLIC SCHOOLS

SCHOOL-BASED CRITICAL INCIDENT RESPONSE TEAM PROFILE

SCHOOL YEAR: 20 12 - 20 13

COMPLETE AND SEND A COPY OF THIS FORM TO:

(1) ADMINISTRATIVE DIRECTOR, ADVOCACY/SPED; AT YOUR REGIONAL CENTER
(2) STUDENT SERVICES CRISIS TEAM, MAIL CODE: 9721
(3) MIAMI-DADE SCHOOLS POLICE, MAIL CODE: 9913

School: Ponce de Leon Middle School

Mail Code: 6741

Regional Center: Central

Principal: Martha C. Chang

Asst. Principal: Yader Lacayo

Telephone: (305) 661-1611

Administrative Director: Jennifer Andreu

SCHOOL-BASED CRITICAL INCIDENT RESPONSE TEAM

Administrator: Martha C. Chang

Parent: Martha Toruno

Cafeteria Manager: Tammy Alvin

P.E. Instructor: Javier Trujillo

Office Manager: Sharon Muller

*School Nurse: Nurse Graham

Student Services Chairperson: Sonia Alvarez

*School Resource Officer: SRO Garcia

Head Custodian: Maria Hernandez

Security Monitor: Marilyn Jack

SSW/School Psychologist: * where applicable

Teacher: Melissa Masters

ROLES AND RESPONSIBILITIES:

Critical Incident Response Coord.

COORDINATORS:

Campus Security

PRIMARY

Martha Chang

Yader Lacayo

Jeanette Sierra-Funcia

Sharon Muller

Sonia Alvarez

Maria Hernandez

Phyllis Bellinger

Melissa Masters

Marlene Ramos

Jeanette Sierra-Funcia

Malena Cabrera

ALTERNATE

Yader Lacayo

Melissa Masters

Marlene Ramos

Jolice Lewis

Michele Colado

Miguel Wanton

Lillian Mila

Javier Trujillo

Marsha Fraser

Yader Lacayo

Michele Colado

FM-5092 Rev (06-07)
ADMINISTRATOR’S CHECKLIST FOR ADDRESSING
A LOSS OF LIFE SCHOOL CRISIS

IMMEDIATE PLAN OF ACTION COORDINATOR: Martha C. Chang
1. Call 911, if police or fire rescue is necessary.
2. Secure the site of the event.
4. Notify the Region Superintendent or designee. (Phone # 305-883-0403.
5. Call the Department of Crisis Management: 305-376-CARE (2273) for notification and crisis support services.
7. Principal convenes Crisis Care Team.
8. Make sure that a responsible administrator or designee remains visibly on site.

MEDIA AND PARENTAL CONCERNS COORDINATOR: Jeanette Sierra-Funcia
1. Develop a written statement for news release and public address announcements (See School Crisis Management Handbook).
2. Identify a spokesperson and have him/her remain in a specified area for easy access. Set limits for media time.
3. Divert calls of concern and questions to a specific location and person(s).
4. Providing a meeting for concerned parents to provide input or suggestions that will help students.

STUDENTS AND STAFF CONCERNS COORDINATOR: Yador Lacayo
1. Emphasize the need to provide hard facts to curtail rumors.
2. Make arrangements for excused absences for students wishing to attend funeral.
3. Intercept any notifications that may inadvertently be sent to the family, including disciplinary, scholarship, testing, or special placement notifications.
4. Call the Office of Technology, System User Support, at 305-995-3705, for assistance in deleting student’s name from computerized mailing list.
5. Identify staff that are in need of mental health support services; contact Employee Assistance Program at 305-995-7111 or 305-379-7715 (24 hours).
6. Prepare and update staff telephone tree each semester.
ADMINISTRATOR’S CHECKLIST FOR ADDRESSING A LOSS OF LIFE SCHOOL CRISIS

ANNOUNCEMENT OF DEATH TO SCHOOL COORDINATOR: Martha C. Chang
1. Use telephone tree to notify faculty before return to school, or place information in mailboxes at beginning of day, with resource person stationed nearby to answer questions.
2. Gather faculty or department chairpersons together before school for special meeting. Provide handout covering recommendations for dealing with loss in the classroom (See School Crisis Management Handbook).
3. Announce loss to entire school via intercom or have classroom teachers discuss facts to reduce rumors and fantasies (See School Crisis Management Handbook). Suicide death should not be announced over the intercom to avoid glorification of the event.
4. Make arrangements to visit selected classes to speak to the students.
5. Follow-up with short faculty meetings, planning-period meetings, or an after-school meeting to review facts to share their experiences and suggestions. Update staff of any changes in plan of action.

FACULTY RESPONSIBILITIES COORDINATOR: Sonia Alvarez
1. Identify students who were close friends or students who would like an opportunity to attend a group or individual meeting.
2. Identify students in distress and talk with them or have another student help escort them to a group or individual counseling activity.
3. Provide an opportunity (generally during homeroom/first period) for students to discuss the loss, stages of grief and sharing a loss.
4. If the students are restless, get them active and focused on a project for the family (book of letters, pictures, ideas for a memorial service). Encourage support network in your school (peer counselors, club members).
5. Acknowledge emotions through discussion and involvement in constructive activities in classroom. Use assignments to ventilate/steer emotions.
6. Postpone and reschedule tests as needed.
ADMINISTRATOR’S CHECKLIST FOR ADDRESSING
A LOSS OF LIFE SCHOOL CRISIS

STUDENTS SERVICES RESPONSIBILITIES COORDINATOR: Sonia Alvarez
1. Establish a location(s) in the school for grief counseling (individual and group).
2. Identify people who can work with groups or individuals. Network with other students services personnel.
3. Maintain crisis counseling logs for all students receiving crisis counseling.
4. Make follow-up calls to parents of students in distress and make recommendations so that parents can provide support.
5. Review school crisis response plan and update them as necessary.

MEMORIAL SERVICES/SPECIAL ACTIVITIES COORDINATOR: Marlene Ramos
1. Encourage staff and students to get involved in the planning of memorial activities. School-based memorial ceremonies for suicide victims should not be encouraged.
2. Provide scholarships, letters to family, album to parents of family, or other memorial events.

FAMILY OF STUDENTS COORDINATOR: Melissa Masters
1. Contact family personally and offer support.
2. Follow-up on funeral visitation, home visits, food/flowers.
3. Obtain names of surviving siblings and schools they attend.
PONCE DE LEON MIDDLE SCHOOL
ATTENDANCE POLICY

The student, parent, and school agree that the student’s education is based on the student’s participation in school, and the key to participation is regular attendance at the school. Therefore, the school agrees to provide an educational environment and the student agrees to be in attendance in accordance with this contract as follows:

I. Students need to attend school daily; absences are excused for the following reasons:
   a. Student illness
   b. Medical appointment that cannot be scheduled after school
   c. Death in family
   d. Observance of a religious event mandated for all members of this faith
   e. Assigned court dates (written documentation from the court)
   f. School-sponsored event or activity previously approved

   **NO SIGN OUTS WILL BE PERMITTED AFTER 3:30 PM.**

II. When an absence occurs, the student agrees to provide a note from the parent explaining the absence and containing contact numbers. Students must have official documentation with the signed note if the absence is due to an appointment or court date. Notes must be submitted before school. Students ONLY have two (2) days to have the absence excused. The student will have the responsibility of obtaining teacher’s signatures and saving admits. These admits may be needed for an appeal.

III. Any student who accumulates ten (10) unexcused absences for an annual course or five (5) unexcused absences for a semester course may receive a NC (No Credit) in that course. (There will be no make-up hours). Additionally, excessive unexcused absences may result in loss of privileges and/or participation in school sponsored events/field trips.

IV. Once a student accumulates a total of ten (10) absences, excused or unexcused, a parent or student must submit a doctor’s note or the parent must come into the Attendance Office in person in order to excuse the absences. **THIS MUST BE DONE WITHIN THE TWO-DAY DEADLINE FOR THE ABSENCE TO BE EXCUSED.**

V. Students who are tardy to school must report to the Attendance Office to secure an admit. Once a student accumulates ten (10) tardies, notes are no longer accepted. Additionally, excessive tardies may result in loss of privileges and/or detention/suspensions.

VI. If a student is signing out early, individuals NOT LISTED on the emergency contact card WILL NOT be permitted to sign a student out of school. **NO EXCEPTIONS.** Students must be present a minimum of two hours to be considered present in school.

VII. The student and parent should accept the responsibilities and duties implied for the above and agree to follow directions of the staff and Attendance Appeals Committee.
This agreement is based on the laws of the State of Florida and rules of the School Board of Miami-Dade County. Questions may be directed to the Attendance Office. Please review the Attendance Policy and understand ALL of its requirements.

ADMISSION TO CLASS
If a student is absent or tardy to school he/she should report directly to the attendance office for an admission pass to class. All admits to class (tardy and absence) will be given through attendance office!

ABSENCE FROM SCHOOL
Upon returning to school after an absence, a student must submit a note from his/her parent/guardian that lists the date(s) of absence(s) and provides an explanation/reason for their absence. The note should be submitted to the attendance clerk in the attendance office (room 130). Students must receive admits for admission to class before entering their homeroom class. Therefore, all admits should be received between 8:00 am – 8:55 am. Students will have 48 hours to excuse their absence with a written note or doctor’s note, after that time period the absence will be unexcused. Excessive absences and truancies will result in parental contact, referral to social worker, and/or referral to Children and Family Services. Additionally, students with more than 10 absences, will need a parent/guardian to come in and be physically present to receive an admit and excuse the absence. Students should retain all copies of their admits. Once a student accumulates ten (10) absences (excused or unexcused) a parent or guardian is required to be physically present to admit. If the student does not bring in a note for one of the reasons listed above, the absence will be considered unsatisfactory.

MAKE-UP WORK FOR ABSENCE
Students are responsible for the content of all class work missed. All students who have been absent for an excused (permissible) reason shall, upon return to school, have the responsibility of requesting make-up assignments in accordance with the procedures and conditions established by each teacher. The teacher shall determine the nature of the make-up assignment. It should be remembered that all class work, due to the nature of the instruction, is not readily subject to make-up work; as such, the make-up assignment may reflect a lower grade than would have been received if the student had been in attendance. A student who does not make-up all assignments will receive a lower grade than if he/she had been present in class and completed all assignments.

EARLY DISMISSAL AND PRE-ARRANGED ABSENCE FROM SCHOOL
Pre-arranged absences should be arranged with the attendance clerk. In order for a pre-arranged absence to be satisfactory, one of the six reasons listed above must be indicated in a note from a parent/guardian.

TRUANCIES AND CLASS CUTS
Absences from class because of class cuts or truancies will be considered unsatisfactory. A class cut is considered any unauthorized location (including, but not limited to, going to the main office without a pass during lunch time). Students who do not attend class or are truant from school will be disciplined as stated in the discipline plan.
TARDIES
Students must be in their classes when the tardy bell rings. Chronic tardies will be referred to the grade level administrator for further disciplinary action. Any student reporting to school after the start of homeroom must report to the attendance office for an admit. Tardies will ONLY be excused if a parent accompanies the student to the attendance office. However, three or more unexcused tardies shall result in a referral for excessive unexcused tardies. The consequence for unexcused tardies shall include detention, indoor suspension, outdoor suspension, and/or exclusion from field trips and other events. All other tardies will be unexcused. Please note: All tardy buses are excused and will be announced over the P.A. system.

ATTENDANCE CODES
Homeroom and Traditional: Block Schedule:
A = Excused Absence     A2 = Excused Absence-Block Schedule
U = Unexcused Absence   U2 = Unexcused Absence-Block Schedule
T = Excused Tardy       T2 = Excused Tardy-Block Schedule (Split lunch)
TU = Unexcused Tardy    TU2 = Unexcused Tardy-Block Schedule (Split Lunch)
ENT = Entered Class     WD = Withdrawn from Class
NS = No Show. Did not enter – on roster but, not in attendance

The following are measures being implemented to ensure that our students are attending school on a regular basis:
Daily Absence           Connect- Ed (NTI-Connect)
1 Unexcused Absence     Parent Contact by Teacher
3 Unexcused Absences    Student/Parent Attendance Agreements
5 Unexcused Absences    Truancy Letter/Notification of No-Credit (NC) for semester class
10 Absences Total       Letter to Parent/Parent Conference
15 Absences             Refer to Visiting Teacher/Refer to TCST Truancy process begins
2 Unexcused tardies     Warning
Excessive tardies (3 or more) Parent Notification/Administrative Detention

Regular attendance to school and class is very important. Therefore, teachers should be the first to follow-up with student absences. Notes will be accepted only within 48 hours of a student’s return from an absence. Excessive absences and truancies will result in parental contact, referral to social worker, and/or referral to Children and Family Services. Students are responsible for the content of all class work missed.

All students who have been absent for an excused (permissible) reason shall, upon return to school, have the responsibility of requesting make-up assignments in accordance with the procedures and conditions established by each teacher. The teacher shall determine the nature of the make-up assignment. It should be remembered that all class work, due to the nature of instruction, is not readily subject to make-up work; as such, the make-up assignment may reflect a lower grade than would have been received if the student had been in attendance. A
student who does not make up all assignments will receive a lower grade than if he/she had been present in class and completed all assignments.

**EXPECTATIONS**

The classroom teacher is expected to:

1. Encourage good class and school attendance with quality instructions and curriculum and by demonstrating an interest in the welfare of students.
2. Take and record attendance for the students enrolled in each class. The record should reflect excused and/or unexcused absences.
3. Check the daily attendance bulletin for students’ third and fifth day accumulated absences and report discrepancies to the attendance office. The principal shall determine the extent of follow-up on any reported discrepancies.
4. Upon request of the student or the parent, provide make-up assignments for excused absences.
5. Notify the principal and student as to the number and type of absences when the accumulation of such absences may result in the withholding of the passing final grade(s).
6. Where feasible, this notification should occur at a time, which would permit the parent to take corrective action.
7. Withholding the issuance of a passing grade by recording an “NG” when the student has accumulated (10) unexcused absences in an annual course or five (5) unexcused absence in a designated semester course unless directed to do otherwise by the principal or designee.

The student is expected to:

1. Take advantage of his/her educational opportunity by attending all classes daily.
2. Provide the school with a written explanation for any absence.
3. Request the make-up assignment for all excused and/or unexcused absences from his/her teachers upon his/her return to school, or class. It should be noted that all class work, due to the nature of instruction; is not subject to make-up work.
4. Complete the make-up assignments for classes missed within a reasonable time. Failure to make up all assignments will result in lower assessment of the student academic and/or effort grade.
5. Submit a completed “Petition to Appeal Withholding of Final Passing Grades” the individual responsible for the screening process.
   a. Provide written documentation for all absences to the Attendance Review Committee.
   b. Appear before the committee at the scheduled time with a parent or guardian.

The parent is expected to:

1. Report and explain an absence to the school.
2. Be responsible for each child’s school attendance as required by law.
3. Stress the importance of school attendance with his/her child.
4. Personally contact the school after his/her child’s fifth aggregate absence.
5. Assist his/her child with the completion of the “Petition to Appeal Withholding of Final Grades.”
6. Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child’s absences.

The Attendance Review Committee is expected to:
1. Convene as necessary and during the final week of each school year or semester when applicable.
2. Schedule appointments for all student petitioners.
3. Give consideration to all extenuating circumstances surrounding student absences.
4. Grant permission for the issuing of final grades after review of all absences.
5. Submit an impartial written recommendation to the principal, after the review of all absences, when appropriate.

Absence Must be Explained:
“Whenever a child of compulsory school attendance age is absent without the permission of the person in charge of the school, the parent of the child shall, as soon as practicable after learning of the absence, report and explain the cause of such absence to the teacher or principal of the school. If the parent of the child knows of the absence, failure to make such report and explanation shall be prima facie evidence of the child’s being absent with the consent of connivance of the parent.” (232.10 F.S.)

Parents Responsible for Attendance of Children:
“Each parent of a child within the compulsory attendance age shall be responsible for such child’s school attendance as required by law. The absence of a child from school shall be prima facie evidence of a violation of this section; however, no criminal prosecution shall be brought against a parent, guardian, or other person having control of the child until the provisions of s. 232.17(2)(c) have been complied with. No parent of a child shall be held responsible for such child’s nonattendance at school under of the following conditions:
• **WITH PERMISSION** – The absence was with permission of the head of the school; or
• **WITHOUT PERMISSION** – The absence was without the parent’s knowledge, consent, or connivance; in which cases the child shall be dealt with as a dependent child.
• **FINANCIAL INABILITY** – The parent was unable financially to provide necessary clothes for the child, which inability was reported in writing to the superintendent prior to the opening of school or immediately after the beginning of such inability; provided, that validity of any claim for exemption under this subsection shall be determined by the superintendent subject to appeal to the school board; or
• **SICKNESS, INJURY, OR OTHER INSURMOUNTABLE CONDITION** – Attendance was impracticable or inadvisable on account of sickness or injury, attested by a written statement of a licensed practicing physician, or was impracticable because of some other stated insurmountable condition as defined by regulations of the state board.” (232.09 F.S.)
• **CERTIFICATES OF EXEMPTION AUTHORIZED IN CERTAIN CASES** “Children within the compulsory attendance age limits who hold valid certificates of exemption, which have
been issued by the superintendent, shall be exempt from attending school. A certificate of exemption shall cease to be valid at the end of the school year in which it is issued. Children entitled to such certificates and the conditions upon which may be issued are as follows:

- **PHYSICAL AND MENTAL DISABILITY** – Any child whose physical, mental, or emotional condition is such as to prevent his successful participation in regular or special education programs for exceptional children; provided, that before issuing a certificate of exemption for physical, mental, or emotional disability, the superintendent shall require the submission of a statement from the county health officer, if licensed physician, in counties having such an officer, and in other counties from a licensed practicing physician or qualified psychologist examiner designated by the district certifying that the child is physically or mentally incapacitated for school attendance; provided, further that if appropriate programs are not available within school system, arrangements shall be made with adjoining districts or other appropriate agencies, residential schools, or approved non-public schools providing appropriate programs and services as determined by the Department of Education under regulations prescribed by the state board. Any child so exempt from educational provisions shall be immediately reported to the department.

- **EMPLOYMENT EXEMPTION** – Children who have reached 14 years of age who hold employment certificates and are employed under provisions of the Child Labor Law.

- **JUDICIAL EXEMPTIONS** – Upon the recommendation of a circuit judge and the agreement of the superintendent, any child within the compulsory attendance age limit may be granted a certificate of exemption.” (232.06 F.S.)

- **CHILD CARE EXEMPTION** – A parent who does not have access to child care.” (232.06 F.S.)
DISCIPLINARY POLICY AND PROCEDURES

SCHOOL PHILOSOPHY REGARDING STUDENT BEHAVIOR
To make it possible for students to know what is expected of them, it is necessary that each teacher hold to certain standards in regard to class procedures and discipline. Good working conditions must prevail at all times, even though teachers may differ in the way they secure results. Good discipline is required for good teaching. The policy of Ponce de Leon Middle School is to require a uniform atmosphere of cordiality, courtesy, consideration and respect in the classroom and throughout the building.

Each teacher is expected to handle discipline problems, which occur within their classroom. If a disciplinary situation arises which a teacher cannot resolve, the teacher should follow the procedures outlined in this handbook to secure any needed assistance from the team, student services and the administration. The teacher should not hesitate to preserve class morale by dealing strictly and fairly with a troublesome student.

Every teacher and staff member is expected to assist in the orderly movement of hall traffic during passing time by standing at their classroom door. Only with a concerted effort will we insure proper student behavior.

POSITIVE REINFORCEMENT
Students who exhibit outstanding behavior will receive the following:
1. Teacher reinforcement
2. Team planned activities
3. School activities
   a. Special assemblies
   b. Field trips
   c. Special movies
   d. School dances
   e. Other

NOTE: STUDENTS WHO EXHIBIT POOR BEHAVIOR WILL BE EXCLUDED FROM THE FOLLOWING SCHOOL ACTIVITIES:
• FIELD TRIPS
• OTHER SCHOOL AND TEAM ACTIVITIES

CODE OF STUDENT CONDUCT
The code of Student Conduct of the Miami-Dade County Public Schools defines district violations of behavior for which disciplinary action is to be taken. The code is in force during regular school hours, while students are being transported on a school bus, while students are awaiting bus pick-up, and at such times and places including, but not limited to, school sponsored events, field trips and other activities where school administration have jurisdiction over students. Violations of the Code of Conduct that will result in disciplinary action include the following:
Furthermore, the possession and/or use of shaving cream, itching powder, stink bombs, water guns, paint, permanent markers, or any other items that are inappropriate for use in a school are prohibited. This list is not all-inclusive and students committing an act of misconduct not listed will be subject to disciplinary action and/or restitution at the discretion of the principal or designee. In addition, the principal is authorized to take administrative action whenever a student’s misconduct away from school has a detrimental effect upon other students or on the orderly educational process.

DRUGS, FIREWORKS, WEAPONS, ETC.
Drugs, drug paraphernalia, fireworks, and/or weapons are prohibited by county and state regulations. Students found with drugs or weapons in their possession or under the influence of drugs will be recommended to the Superintendent of Schools for possible expulsion from the Miami-Dade County Public School System. The possession and/or use of a weapon is considered to be a federal offense. The term “weapon” is defined by the Miami-Dade County Public School Board as any instrument, which can be used to threaten or injure another individual. This definition applies to any instrument that is used in a threatening manner or is perceived by the individual being threatened as capable of inflicting physical harm.

CONFERENCES
The school encourages the involvement of parents in problems their children may be having in school. If there is an academic or disciplinary problem in a particular class, parents are encouraged to contact the teacher involved and/or student’s team leader and arrange for a conference.
1. A telephone conference or email exchange may solve the problem at hand. Please call, email, or leave a message, and the teacher will return your call as soon as possible.
2. If you wish to arrange a meeting with the teacher, counselor, or team member, please call the school to schedule a conference. When arranging a conference with a team of teachers who teach your child, it is helpful to know who the team leader is. This person is the one who will set up the conference for you.
3. If the problem is other than a classroom problem, the appropriate grade-level assistant principal or counselor should be contacted.
Discipline Plan 2012-2013 School Year

<table>
<thead>
<tr>
<th>Grade</th>
<th>Administrator</th>
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</thead>
<tbody>
<tr>
<td>6th</td>
<td>Yader Lacayo, AP</td>
</tr>
<tr>
<td>7th</td>
<td>Melissa Masters, SCSI/Dean</td>
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<tr>
<td>8th</td>
<td>Jeanette Sierra-Funcia, AP</td>
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<tr>
<td>IB Students</td>
<td>Marlene Ramos, Lead Teacher</td>
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</tbody>
</table>

The following rules and expectations are set forth in an effort to maintain an orderly and productive school. Students are expected to:

1. Keep cell phones and iPods in book bags or pockets at all times. Any use of cellular phones during school hours is prohibited. **The school is NOT responsible for the loss or theft of any electronic device.**
2. Attend every class daily and not be tardy.
3. Be prepared for class with appropriate materials.
4. Be respectful to all individuals and any property.
5. Refrain from using inflammatory or inappropriate language (insults or cursing).
6. Do not bring skateboards.
7. Comply with all reasonable requests from school personnel respectfully and immediately.
8. Abide by the rules and regulations set forth by school personnel, individual classroom teachers, administration, security, cafeteria personnel and bus operators.
9. Change classes in an orderly, respectful and appropriate manner.
10. **DO NOT BULLY ANY STUDENT(s) verbally or physically** as defined by the School Board Rule and the Student Code of Conduct.

**NO-BULLYING TOLERANCE**
Bullying is against the law, and Ponce de Leon Middle School has a NO-Bullying Tolerance policy. Every student is responsible for making school a place where they feel safe. A No-Bullying Anonymous Box is in the media center so students may drop off a note explaining the incident. Additionally, counselors, including a TRUST counselor, is available to all students from 8:30 a.m. to 3:40 p.m. Students are responsible for reporting any incident to counselors, teachers and/or administration. Our goal is for all students to develop the social and emotional intelligence that will give them greater success in their peer relationships, their academic performance and in their adult lives.

**INTERNET USE POLICY**
Access and use of the Internet is a privilege, not a right, and its use must support the educational objectives of the District. Students must always get permission from their teachers prior to using the Internet. In addition, the District prohibits the transmission of materials such as copyrighted material, threatening or obscene material or material protected by trade secret which violate local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation. (Board Rule 6Gx-13-6A-1.112)
BICYCLES AND SKATEBOARDS
Bicycles are to be locked and chained within the areas designated for bicycles. Skateboards are not permitted on school grounds. You are not to ride your skateboard anywhere on the campus. Appropriate disciplinary measures may be taken, such as removal of skateboard. The school will not be responsible for any lost or stolen bicycles and/or skateboards.
PONCE DE LEON MIDDLE IS A MANDATORY UNIFORM SCHOOL
Each student is expected to wear the official school uniform.

Bottoms (Pants)
- Students are required to wear clean navy blue or khaki (appropriately sized to their body) pants, shorts (knee-length), skorts, skirts, or Capri’s.
- Pants or shorts must be “docker” style. **No denim, overalls, jean-like material, or spandex will be allowed**; undergarments CANNOT be visible at any time.
- NO colors other than navy blue or khaki are allowed.

Tops (Shirts)
- Students are required to wear clean white or navy blue polo-style shirts (shirts with collars) **with the SCHOOL LOGO**. (No Striped Shirts)
- Shirts should be tucked in at all times, and no oversized clothing will be permitted.
- Undershirts should not be visible at the sleeve or below the uniform shirt.
- All shirts must not go below the student’s extended fingertips when their arms are placed at their side.
- No hooded shirts or jackets (subject to confiscation).
- NO colors other than white or navy blue are allowed at any time.

During cold weather students should wear school colored jackets or sweatshirts (navy, gray, white or black) with no writing on the front or back and with no hoods. Visible brand name logos will not be allowed. Administrative discretion will determine acceptability.

Students must wear closed-toe shoes. This includes tennis shoes and any other closed shoe with laces. Hair must be neatly groomed and clean. Excessive jewelry or clothing including hats or head coverings (unless used for religious purposes), excessive amounts of money, or anything that the administration may consider to be a safety hazard or a distraction to the learning environment will not be permitted. If a student wears an undershirt, **undershirts must be white or the color of the uniform shirt they are wearing**. In addition, undershirts must fit properly.

This is a summary of the uniform policy and cannot cover all aspects. If in doubt, please ask an administrator.

**DRESS AND APPEARANCE**
Going to school should be compared with going to work. Proper dress is expected at all times. Your dress and appearance will emphasize your serious concern for the maintenance of a proper school environment. In this regard, the following regulations will be enforced:

2. Students are expected to wear the school uniform. Students inappropriately dressed will receive consequences based on the progressive discipline plan.
3. **Students must comply with uniform dress standards. Students will NOT be permitted to wear the following apparel on the school’s grounds and are subject to confiscation:**
   - Spandex material pants or skirts
• Hats, bandanas or scullys at any time (Spirit day participation is the exception)
• Metal cleats on shoes
• Thongs, clogs, sandals, flip-flops, Crocs, croc-style shoes, or other shoes without back straps
• Written messages, pictures, or symbols on clothing which portray ideas which are inimical to the health, safety and welfare of students, e.g., messages which relate to drugs, smoking, alcohol, sex and profanity
• Clothes with metal studs, chains, ornaments, or other objects, which can scratch furniture, damage property, or cause bodily harm
• Halter tops, tube tops, tank tops, see-through blouses without a camisole or whole slip, bare backs, bare midriffs, sleeveless undershirts, or shirt
• Overalls, sweat pants, biker shorts, or short shorts
• Short dresses or short skirts
• Denim or jean pants

Every item cannot be addressed in this document. All other types of clothing, e.g., dress lengths and short lengths, will be considered on an individual basis. Administrative discretion will determine acceptability. **Violation of the dress code will result in disciplinary action.**

Please be advised that persons on the premises are subject to be searched for weapons by metal detector.

Each nine week period, students will have an opportunity to earn rewards or participate in activities based on the criteria listed below.

**Criteria to PARTICIPATE in Activities (including but not limited to any field day, dances, or field trips):**
Any student who meets all of the following guidelines will be able to participate in the end of the nine-week rewards or activities:

(1) **A’s, B’s, or C’s in conduct** only for each class for the nine-week period
(2) At least a 2.0 “C” academic average for that nine-week period
(3) **No suspensions** (indoor and/or outdoor) in the nine-week period and up to the event
(4) 0 – 1 unexcused absences through homeroom in the nine-week period
(5) A 1 or 2 in their homeroom effort grade
(6) No monetary balance with the school treasurer.

**For end of the year team and grade level field trips and events all criteria must be met all nine weeks.**

**Other restrictions may apply for special events.** An appeals process is available to students who feel they have met the criteria but were not selected for the events.
<table>
<thead>
<tr>
<th>Violation</th>
<th>First Offense</th>
<th>Second Offense</th>
<th>Third Offense</th>
<th>Fourth Offense</th>
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<tbody>
<tr>
<td><strong>Level I * Disruptive Behaviors:</strong></td>
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<tr>
<td>Unauthorized location</td>
<td>• Parent Conference</td>
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<td>• Parent Conference</td>
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<tr>
<td>Confrontation with another student</td>
<td>• Student Conference</td>
<td>• Student Conference</td>
<td>• Student Conference</td>
<td>• Student Conference</td>
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<tr>
<td>Cutting class</td>
<td>• Referred to Counselor</td>
<td>• Referred to Counselor</td>
<td>• Referred to Counselor</td>
<td>• Referred to Counselor</td>
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<tr>
<td>Disruptive behavior (including behavior on the school bus and at the school bus stop)</td>
<td>• Confiscation</td>
<td>• Administrative Detention</td>
<td>• Conference</td>
<td>• Confiscation</td>
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<tr>
<td>Possession of items or materials that are inappropriate for an educational setting</td>
<td></td>
<td>• Confiscation</td>
<td>• Consequences</td>
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<tr>
<td>Failure to comply with class and/or school rules</td>
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<td>• Consequences</td>
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<tr>
<td>Inappropriate public display of affection</td>
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<td>• Consequences</td>
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<tr>
<td>Repeated use of profane or crude language (general, not directed at someone)</td>
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<td>• Consequences</td>
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<tr>
<td>Unauthorized use of electronic devices</td>
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<td></td>
<td>• Consequences</td>
<td></td>
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<tr>
<td>*<em>Dress Code Violation</em></td>
<td>• Call home</td>
<td>• Administrative Detention</td>
<td>• Call home</td>
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<tr>
<td>*<em>Leaving Class without permission</em></td>
<td>• Report to Main Office</td>
<td>• Call home</td>
<td>• 2 Days Indoor Suspension</td>
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<tr>
<td><strong>Level II * Seriously Disruptive Behaviors:</strong></td>
<td></td>
<td>• 1 Day Indoor Suspension</td>
<td>• Becomes immediate Defiance of Authority</td>
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<tr>
<td>Cheating/Misrepresentation</td>
<td>• Student Conference</td>
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<tr>
<td>Confrontation with a staff member</td>
<td>• Referred to Counselor</td>
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<tr>
<td>Defiance of school personnel</td>
<td>• Parent Conference</td>
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<tr>
<td>Distribution of items or materials that are inappropriate for an educational setting</td>
<td>• Student Conference</td>
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<tr>
<td>False accusation</td>
<td>• Reprimand/Warning</td>
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<td>Failure to comply with previously prescribed corrective strategies</td>
<td>• Parent Conference</td>
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<tr>
<td>Fighting (minor)</td>
<td>• Parent Conference</td>
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<tr>
<td>Harassment (bullying or isolated)</td>
<td>• Student Conference</td>
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<tr>
<td>Instigative behavior</td>
<td>• Referred to Counselor</td>
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<tr>
<td>Leaving school grounds without permission</td>
<td>• Parent Conference</td>
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<tr>
<td>Joining clubs or groups not approved by the School Board</td>
<td>• Conference</td>
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<tr>
<td>Libel</td>
<td>• Student Conference</td>
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<tr>
<td>Petty theft (under $300)</td>
<td>• Referred to Counselor</td>
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<tr>
<td>Prohibited sales on school grounds (other than controlled substances)</td>
<td>• Parent Conference</td>
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<tr>
<td>Possession and or use of tobacco products</td>
<td>• 3 Day Indoor/ASP</td>
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<tr>
<td>Slander</td>
<td>• Parent Conference</td>
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<tr>
<td>Vandalism (minor)</td>
<td>• Student Conference</td>
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<tr>
<td>**Provocative Language aimed at Faculty or Staff ***</td>
<td>• Referred to Counselor</td>
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<td></td>
<td>• 3 day Indoor Suspension</td>
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<td></td>
<td>• Letter to parent</td>
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<td></td>
<td>• Parent Conference</td>
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<td></td>
<td>• Student Conference</td>
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<td></td>
<td>• Referred to Counselor</td>
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<td></td>
<td>• 3 Day Outdoor Suspension</td>
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<td></td>
<td>• Letter to parent</td>
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<tr>
<td>Violation</td>
<td>First Offense</td>
<td>Second Offense</td>
<td>Third Offense</td>
<td>Fourth Offense</td>
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<tr>
<td><strong>Level III</strong> * (SPAR required) Offensive/harmful Behaviors</td>
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<tr>
<td>Bullying (Unfounded-Repeat Harass)</td>
<td>Parent Conference</td>
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<tr>
<td>Bullying (Founded – Repeat Harass)</td>
<td>Parent Conference</td>
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<tr>
<td><strong>Harassment (Unfnd Civil Rights)</strong></td>
<td>Student Conference</td>
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<tr>
<td><strong>Harassment (Fndd Civil Rights)</strong></td>
<td>Referred to Counselor</td>
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<tr>
<td><strong>Sexual Harassment (Unfnd)</strong></td>
<td>O.D. Suspension from 1-10 days</td>
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<tr>
<td><strong>Sexual Harassment (Fnded)</strong></td>
<td>Recommendation for Alt. Ed setting</td>
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<tr>
<td>Simulated weapons possession</td>
<td>Recommended for expulsion</td>
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<tr>
<td>Possession or use of alcohol or controlled substances</td>
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<tr>
<td>Fighting (major)</td>
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<td>Vandalism (major)</td>
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<td>Trespassing</td>
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<tr>
<td>Assault/threat against a non-staff member</td>
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<tr>
<td><strong>Level IV</strong> ** (SPAR required) Dangerous or Violent Behaviors**</td>
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<tr>
<td>Battery against a non-staff member</td>
<td>Parent Conference</td>
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<tr>
<td>Grand theft (over $300)</td>
<td>Student Conference</td>
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<tr>
<td>Hate crime</td>
<td>Referred to Counselor</td>
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<tr>
<td>Hazing (felony)</td>
<td>O.D. Suspension from 1-10 days</td>
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<tr>
<td>Motor vehicle theft</td>
<td>Recommendation for Alt. Ed setting</td>
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<tr>
<td>Other major crimes/incidents</td>
<td>Recommended for expulsion</td>
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<tr>
<td>Sale and/or distribution of alcohol and/or controlled substances</td>
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<tr>
<td>Sex offenses (other including possession and/or distribution of obscene or lewd materials)</td>
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<tr>
<td><strong>Level V</strong> ** (SPAR required) Most serious, dangerous, or violent behaviors**</td>
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<tr>
<td>Aggravated assault</td>
<td>Parent Conference</td>
<td>10 Day Outdoor Suspension</td>
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<tr>
<td>Aggravated battery</td>
<td>10 Day Outdoor Suspension</td>
<td>Recommendation for Expulsion</td>
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<tr>
<td>Armed robbery</td>
<td>Recommendation for Expulsion</td>
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<td>Arson</td>
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<tr>
<td>Assault/threat against MDCPS employees or persons conducting official business</td>
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<tr>
<td>Battery or aggravated battery against MDCPS employees or persons conducting official business (mandatory expulsion)</td>
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<tr>
<td>Homicide</td>
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<td>Kidnapping/abduction</td>
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<td>Making a false report/threat against the school (mandatory expulsion)</td>
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<td>Sexual battery</td>
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<tr>
<td>Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons (mandatory expulsion)</td>
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- Multiple offenses at a combination of levels: disciplinary action at administration’s discretion.
- *Repeated disciplinary referrals to administration will automatically lead to Indoor Suspension, Outdoor Suspension, and a possible recommendation for expulsion, regardless of the individual offense number.
- **Require administration to contact School Resource Officer and a School Police Automated Report (SPAR).
ADMINISTRATIVE DETENTIONS
The Administrative Detention Center will be held weekly Wednesdays from 7:55 AM - 8:25 AM in room 318. Administrative detentions will be distributed to students by administrators or other authorized personnel only. Detentions will not be assigned on Early Release days.

SCSI (SCHOOL CENTER FOR SPECIALIZED INSTRUCTION)
SCSI/Indoor suspension is an alternative consequence for students that break school board rules. School administrators may elect to assign students to the SCSI as an alternative to suspension from school. The center is designed to provide tutorial and guidance services. When misconduct in a class results in an assignment to SCSI, the student should be removed only from the class in which the misconduct occurred. Continued misconduct can result in removal from all classes or from school, as determined by an administrator. This type of consequence will be used as a corrective measure. While students are in SCSI they will be given assignments to complete; however, students should be allowed to make-up any missed assignments in their regular classes. Teachers should forward any assignments to Ms. Masters via email or to the classroom on a daily bases.

Teachers will not send students to the office unless the student poses a danger to him/herself or others. Students will not be sent to the office with a referral in hand. Teachers should work with their team when having difficulty handling students in their classes.

S.C.S.I INSTRUCTOR
The SCSI instructor is responsible for managing the center for those students who have consistently exhibited inappropriate behavior. The SCSI instructor will:
1. Assist the administrative staff in the planning, implementation, and evaluation of the SCSI program.
2. Participate in the development of procedures for the program.
3. Implement a behavior management program designed to reduce incidents of self-defeating behavior.
4. Maintain accurate records regarding incidents and reasons for referral to the SCSI program.
5. Review all referrals submitted for SCSI.
6. Request assistance for students in need of additional school or community support services.
7. Work cooperatively with the teachers to identify specific behavioral problems of students (SCSI instructor may write anecdotal on a need basis).
8. Provide prescriptive and remedial instruction in the basic skills, in cooperation with classroom teachers.
9. Maintain contact with parents and offer assistance in the management of student behavior, as appropriate.
10. Utilize community resources in the implementation of the program.
11. Act as a liaison between the school and various community programs.
12. Provide individual and group counseling opportunities (services provided by counselor or therapist).
13. Cooperate with the student services team in the delivery of services to students.
TEACHER RESPONSIBILITIES
1. Please review the Code of Student Conduct and Ponce de Leon’s discipline procedures.
2. Do not place unsupervised students in the hallway under any circumstances.
3. Monitor attendance very closely.
4. Be at doorway between classes to monitor halls and direct children to class.
5. Do not allow a student into classes with radios and hats.
6. Do not put your hands on a student. Do not slap, poke, push or pinch children. Call security or administration in an emergency situation.
7. Never leave a class unsupervised.
8. Do not send students to the office without proper supervision.
9. Do not send students to SCSI without a completed referral.

DAILY SECURITY OPERATION PROCEDURES

SECURED BUILDINGS
1. All buildings will be locked until 8:50 a.m. except the cafeteria. Cafeteria rest rooms are open during breakfast and lunch.
2. Staff enters any building through the centrally located breezeway.
3. Only teachers or parents may escort students in or out of a building before 8:50 a.m. Passes are unacceptable to enter or exit a building before 8:50 a.m.
4. Students getting notes stamped at the attendance office must present the note to gain access to the building. Admits will be given in the attendance office form 8:10 – 9:05 a.m.
5. At 8:50 a.m. a custodian unlocks the doors to all buildings.

BUS ARRIVALS
1. A security monitor will meet the school buses upon arrival.
2. The security monitor will provide any assistance requested by the bus drivers.
3. Students exit buses and enter near the auditorium at the bus drop off area. Students have breakfast from 8:30 a.m. – 9:00 a.m.

CAFETERIA RULES
The following cafeteria rules are in effect during lunch:

- Cafeteria bathrooms will be open during breakfast and lunch.
- The teacher will escort students to and from the cafeteria during their assigned lunch time.
- Students will not get up for any reason whatsoever, unless they are dumping their trash.
- Students may not change seats or get up for any reason.
- Students can use the water fountain in the cafeteria if given permission by a security monitor or administrator.
- Students will remain in the cafeteria of the picnic tables. They may not wander about the campus.
There will be no running, horse-playing, hitting, throwing rocks, or climbing trees in the spill out area.

Students will be escorted, by security personnel to class in a timely and orderly fashion.

Teachers are to be standing at their doors ready to greet students back into class.

**CAFETERIA USE ON RAINY DAYS**
On rainy days, teachers will pick-up students from the cafeteria and walk under covered walkways. The lunch schedule will be shortened as necessary and security monitors will be notified via the school radios.

**DISMISSAL**
- Security monitors report to their assigned stations at 3:40 p.m.
- **DO NOT CHANGE YOUR ASSIGNMENT UNLESS IT HAS BEEN APPROVED BY AN ADMINISTRATOR.**
- At 3:50 p.m., direct students to move promptly to their buses or the school exits.
- Clear your area and rest rooms of students.
- Return security radios to the appropriate base before leaving campus.

**SEARCH AND SEIZURE PROCEDURES**

**METAL DETECTION SEARCHES**
The purpose of the program is to deter the bringing of weapons such as guns, knives or any other item, which might cause harm or injury. Therefore, under no circumstances are metal detectors to be used solely for the purpose of checking students who might be suspected of having violated other school rules.

Any person found to be in possession of a gun or other dangerous weapons as prohibited by the Florida State Statutes shall be arrested. If, during the course of a search, contraband is observed that is a violation of published District or school policy and/or regulations, such items shall be confiscated and appropriate action taken in accordance with the Code of Student Conduct.

Students who refuse to submit to wand search consistent with these guidelines may be subjected to disciplinary proceedings for defiance of the valid authority of school personnel and/or searching by the school resource officer. Other persons refusing a search consistent with these guidelines will be escorted off campus. The search team shall be comprised of the Principal or designee, and four members provided by the successful vendor, and augmented with school police as required.

**PHYSICAL EDUCATION (PE) Locker Search**
Prior to the search of school property assigned to the student and prior to the removal of items in the student’s possession, school officials should determine that:
1. There is reasonable suspicion that the student possesses property that constitutes a crime or rule violation or that the student possesses evidence of a crime or violation of law.
2. There is reasonable suspicion that the student is using his/her locker or property and/or person in such a way as to endanger his/her own health or safety, or the health, safety, and rights of others.

3. There is reasonable suspicion that there are weapons or dangerous materials, such as explosives, on the school premises.

4. If the preceding determinations are made, the students should be contacted and should accompany the Principal or designee, along with the adult witness, to the area to be searched. The student should be given the opportunity to open the locker, but if the student refuses, the Principal/designee has the authority to open it without the student’s permission.

5. Functionally defined, a strip search comprises the student being asked to remove his/her cloths to determine whether the student is in possession of weapons, drugs, or other contraband.

**Under no circumstances shall strip searches be conducted by School Board personnel.**
STUDENT SERVICES PERSONNEL ROLES AND JOB DESCRIPTIONS

STUDENT SERVICES STAFF

Sonia Alvarez  Grade Guidance Counselor
Michelle Colado  Grade Guidance Counselor

Grade level counselors are assigned so that they follow the student throughout his/her years at Ponce de Leon Middle School. Thus, each counselor is in a position where she can follow the student’s academic, social, and behavioral development; their attendance patterns are also monitored. The counselors facilitate and promote change in an attempt to improve interpersonal relationships among students, their peers, teachers, and other school personnel. They work closely with the administrators, parents, and teachers in order to fulfill not only students’ personal needs, but academic success as well; thus at times schedules are adjusted, and/or other student services personnel/outside agencies are called upon as needed. Counselors provide individual help or work in groups. Their help may be established through student requests, teacher recommendations, or parental desire. Parents are encouraged to contact their child’s counselor. The TRUST Counselor works with groups of students to help them define healthy, positive alternative lifestyle choices. In other words, the TRUST Counselor’s job is to eliminate alcohol and drugs among school-age youth identified as needing help. The TRUST Counselor also works with students who come from families suffering from substance abuse. The TRUST Counselor’s program includes prevention, intervention, and follow up activities as the TRUST Counselor works with a variety of group of students. She also functions as our crisis intervention specialist.

THE ROLE OF THE COUNSELOR

- Be available to teachers for assistance in verbal and nonverbal behavior of students. This may include working with the teacher or pupil in the classroom situation.
- Provide faculty members with small group sessions to teacher oriented special guidance procedures.
- Provide individual and group counseling services for the student body.
- Serve as liaison between home and school in order to work with individual parents or small groups of parents.
- Work with the total behavioral concerns of the student so that the counselor and the teacher are working effectively together.
- Communicate to the administration any observations made that affect decisions in curriculum, discipline, or the total program.
- Provide and organize the Student Orientation Program.
- Assist students in course selection and assignments.
- Recommend student schedule adjustments.
- Identify students who are not meeting academic success commensurate with their ability.
- Work with teacher on cumulative records, report cards, etc.
- Identify and recommend students for summer school.
- Identify individual student needs in order to recommend and initiate the proper referrals to school or outside agencies.
- Compile a list of failing and remedial students at the end of each semester. Counsel each student retained and ensure that these students receive appropriate remedial instruction.
- Work with students, parents, teachers and administration on attendance problems.

The term Student Services literally suggests services to students, and this is the primary goal for which we are striving at Ponce de Leon Middle School. Services range from course selection and career guidance to peer counseling and college scholarship/financial aid information. Guidance and counseling is implemented on both an individual and group basis. Standards-based student career development program will be implemented by the student services team.

**Development Basis of the Secondary Students Program**

**Target Groups**
The secondary student services program is aimed at two target groups:

1. Those who have common developmental needs, who can be met through instructional programs, group advisement, and group counseling. This pertains to all students. Their needs include:
   a. Self-understanding and acceptance
   b. Strategies to cope with intra-and interpersonal concerns
   c. Success in school learning
   d. Realistic career planning
2. Those who require further assessment, planning and counseling because of:
   a. Learning difficulties
   b. Behavior problems
   c. Emotional, social or physical problems
   d. Language, cultural or family problems
   e. Exceptional academic ability and special creative talents

Frequently, support services such, as intensive diagnosis, alternative education, and special counseling, must be provided by specialists within the school system and/or community agencies.

**Student Needs**
Student services are provided to address the following needs of students:

1. To receive the degree and type of counseling that will allow them to understand themselves in relation to the world in which they live, accept themselves as worthy human beings, develop personal decision making competencies, and resolve special problems that might be reflected in such patterns as poor attendance, low aspiration levels, inadequate school achievement, and poor social adjustment.
2. To receive up to date information regarding school offerings to help make appropriate choices of school programs and course work.
3. To have access to appropriate educational information that will make them knowledgeable about opportunities for further education.
4. To receive accurate information regarding the changing nature of local employment
structure, careers, and vocational training opportunities.
5. To have easy access to other school and non-school agencies which provide services to the schools.
6. To have greater opportunities to engage in-group advisement activities in classrooms and other settings with the exceptions that total school staffs are involved with counselors in this process.

Student Services Program Goals
The ultimate goal of the Student Services Program is to enable students to make self-directed, realistic, and responsible decisions affecting their lives. The student services team will be implementing a standard-based student career development program.

Students are expected to develop competencies in the following areas:
1. Self-appraisal and self-understanding
2. Appraisal of social, educational, career exceptions and opportunities
3. Interpersonal relations
4. Problem solving and decision making
5. Formulation of career goals and planning the steps by which these goals are attained.

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

The modern school student services staff has attempted to keep abreast of and meet the needs of today’s secondary student. The range of services offered in a student services program may include:
• Academic counseling and advisement
• Vocational counseling and career planning
• Group advisement and counseling
• Personal and social counseling
• Testing evaluation
• Follow up studies
• Curriculum consultant and innovator
• In-service training
• School/community liaison
• Special projects: assemblies, contests. Field trips, etc.

Student Appointments with Counselors
Counseling services are offered to all students in the school. Counselor request forms are available in the main office and from the student’s homeroom teacher.
Student Services Itinerant Personnel
The student services department includes itinerant personnel who visit the school weekly in order to provide special services to our students.
These include:
• School psychologist
• School social worker
• Speech pathologist
• Hearing/vision specialist

Referrals to these staff members must be made through the student’s grade level counselor, who has the appropriate referral forms.

TRUST GROUP PROCEDURES
The TRUST Counselor will target students at the beginning of the year. The TRUST Counselor will have an official pass for students to leave class and also to return to class. The official pass must be signed by the TRUST Counselor.

EVENING INTERVENTION PROCEDURES

ASSISTANT PRINCIPAL PROCEDURES
• Record on SCM
• Fill out form
• Have student and parent sign form
• Give a copy of the form to the student and a copy to Assistant Principal for SPED
• Grade level Assistant Principal will keep a log of students assigned and will track students who do not attend

TRUST COUNSELOR PROCEDURES
• Counselor will receive a copy of the signed form from Assistant Principal.
• Student will report from 4-6 p.m. unless otherwise assigned by administrator.
• Student will print and sign name on attendance log. Log will be turned in to the grade level Assistant Principal by 9:00 a.m. every Friday.
• Counselor will submit summary of topics discussed by 9:00 a.m. every Friday.
• Counselor will keep a folder for each student. After the six-week period is completed, the student’s folder will be submitted to the grade level Assistant Principal.