MIAMI COMMUNITY CHARTER SCHOOL

ELEMENTARY • MIDDLE • HIGH

"Where Learning Makes Sense"

10th Anniversary

MCCS

HOME OF THE LIONS

2004 - 2014

FACULTY & STAFF HANDBOOK

2014 - 2015

Elementary Building:
101 SW REDLAND ROAD
FLORIDA CITY, FLORIDA 33034
TEL: 305.245.2552
FAX: 305.245.2527

WWW.MCCSEDU.ORG

Middle/High Building:
18720 SW 352nd ST.
FLORIDA CITY, FLORIDA 33034
TEL: 786.243.9981
FAX: 786.217.6804

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FACULTY & STAFF
HANDBOOK

Miami Community Charter Schools' administration, faculty and staff share a collective vision, and therefore, have a collective responsibility to uphold and fulfill the mission and philosophy of the school.

While the individual members of this organization have a detail job description assigned by the principal, the content of this handbook puts in place the general guidelines for everyone. Employees of Miami Community Charter School are employed by Miami Community Charter School, Inc. and are not employed by Miami-Dade County Public Schools.

Any future memos from the school administration can supersede the content of this handbook. It is each employee's responsibility to follow up with such changes.

This handbook is to compliment the MCCS employee handbook as well as the common professional and ethical standards put forth by the Law and the State of Florida's guidelines.

SCHOOL HOURS

STAFF

Everyone (teachers, Paraprofessionals, office staff and service staff) must be present at her/his work station no later than 5 minutes prior to the beginning of the daily duties

Before School program	6:30 A.M. – 7:40 A.M.
Office Staff	7:30 A.M. – 3:30 P.M.
Teachers	7:40 A.M. – 3:30 P.M.
Paraprofessionals	8:00 A.M. – 3:00 P.M.
Service	Separate schedule
After School Program	3:30 P.M. – 6:15 P.M.

STUDENTS

Kindergarten	8:00 A.M. - 2:30 P.M.
1st – 5th Grade	8:00 A.M. – 3:15 P.M.
6th-12th Grade	8:00 A.M. – 3:30 P.M.

Classes must be open to students at 7:45 A.M. The instructional time will begin at 8:00 AM.

Lunch time for office staff and paraprofessionals: Each Grade Level Team must submit their lunch schedule to the administration no later than August 22, 2014.

EXPECTATIONS FROM THE FACULTY & STAFF

The faculty and staff members' physical presence is extremely important to the school emotional growth and culture. Practicing self regulation, for ALL OF US, on the following areas is essential:

- Use respectful language toward everyone
- Practice common social mannerism, greetings, smiling, listening and being humble are just a few
- Control the tone of voice
- Use humor, but do not be sarcastic
- Be on time
- Be organized
- Follow ALL school procedures
- Be fair
- Do not chew gum nor eat in the classroom
- Display a positive attitude about being at MCCS because students react to OUR behavior, therefore; let's behave the way we want our students to behave!

DRESS CODE

All faculty members are to dress for formal (not casual) business.

Gentlemen

Dress pants, and either shirt with tie or dress/polo shirts with jacket. Dress shoes and socks.

Ladies

Dress pants (this may include dress ¾ length pants, and certainly does not include the casual capri's, leggings, walking shorts, jeans and sweat pants)

Tops, shirts and blouses with the cut and shape appropriate for the day time. (This does not include, tank tops, spaghetti straps, oversize men's shirts or casual T-shirts).

Dresses/skirts with the appropriate length, cut and shape.

Shoes: Dress shoes and dress sandals. This does not include beach like flip-flops and slippers. No sneakers.

CELL PHONE, TEXT MESSAGES, PERSONAL E-MAILS

Teachers and Paraprofessionals may not use their cell phone for any reason while they are with one/more students.

This does not include the administration team because of the nature of their job may need to use their cell phones. However, they also may not have any lengthy personal conversations.

ABSENCE PROCEDURE

Any day (s) before or after Thanksgiving, Winter, and Spring Recess may not be used for sick/ personal day (s). If you choose to do so; that day (s) will be considered without pay.

Paid Time Off

Administrative and Teaching positions:

12 month work schedule – 10 days – 1 per month
10 month work schedule – 8 days – 1 per month

Non-administrative and non-teaching positions:

12 month work schedule – 4 days – 2 per semester
10 month work schedule – 2 days – 1 per semester

1. If the paid time off is used before the end of annual term and employee leaves MCCS, for any reason, the employee is responsible to repay the used days (net daily rate x number of used paid days).
2. Paid days off are for each contract year, days do not rollover.
3. One work day is defined by the set work hours, 3 ½ hours is considered half day.
4. The sum of late arrivals and early departures can be calculated as one or a fraction of the day.
5. Attending all school functions during, before and/or after school hours is mandatory for all faculty members unless advised otherwise. Hourly personnel will be paid.
6. Days attending Professional Development, meetings or any school related activities are considered a paid work day.
7. Employees are eligible for 3 additional paid days for situations involving the immediate family (spouse/significant other, parents, children). Such situations may include wedding, death or severe sicknesses. The school office must be informed in writing. The school reserves the right of asking for documentation.
8. Miami Community Charter School, Inc. provides the employee with three paid weeks for maternity or medical leave. The employee must submit the employer with a written notification prior to leaving.
9. Miami Community Charter School, Inc. is in full compliance with FMLA. The employee must use all of the paid, sick and personal days before using the FMLA.

Please remember that the following days, if requested off, will be without pay:

- The day before and after Thanksgiving holiday
- The day before and after Christmas break
- The day before and after Spring break

Everyone including hourly employees will get paid for legal holidays, which are as follows:

- New Years' Day
- Martin Luther King, Jr. Day
- President's Day
- Memorial Day
- Labor Day
- Veterans' Day
- Thanksgiving Day and Day after Thanksgiving
- Christmas Day

Contact information and procedure for time off:

Planned absences must be emailed to **attendance@mccsedu.org**. Request should be received with a minimum of 48 hours prior to the requested date. Attach your lesson plans/additional materials and instructions you want for the substitude teacher to your e-mail.

In case of absence for sickness or unplanned situation, send e-mail to **attendance@mccsedu.org** no later than 6:00 am of the day you are out. Attach your lesson plans/additional materials and instruction for the day.

In extreme emergencies & unforseeable situations, please call (305) 245-2552 for Elementary and (786) 243-9981 for Secondary to inform office staff.

Contact numbers:

J. Rezaie – 305-331-3454
M. Alba – 305-345-7936
J. Sirven – 305-785-3758
S. Papili – 786-488-4447
J. Velez – 305-510-4791
S. Linares – 786-925-4186

*In the event of an unplanned absence, if lesson plans are not available in your classroom they must be emailed to the administration.

Miami Community Charter School's practice is in accordance with the FMLA.

PLANNING EVENTS, SHOWING MOVIES, FIELD TRIPS, GUEST SPEAKERS AND VISITORS

Use the school forms and follow the instruction to submit a request for Administration's prior approval.

ACCIDENT REPORTS

Use the school forms and follow the instructions. Failure to issue the accident report on the day and at the time of the accident may subject the responsible party to disciplinary and legal implications beyond the school's responsibilities and control.

CASH COLLECTION

No cash collection is allowed without the administration's prior approval. Everyone must follow the procedures set forth by the administration.

EMERGENCY SITUATIONS (INSERT APPENDIX C of MDCPS handbook Teacher Responsibilities-opening of school procedure handbook.)

MCCS follows the announcements and decisions of the MDCPS in case of emergency. The School Safety Plan is included in this handbook. EVERYONE must read, understand and share the information with the students under teacher's care. For everything else the faculty phone chain will be used to disseminate information.

RELATIONSHIP WITH STUDENTS

The MCCS strictly follows the legal guidelines set forth for protecting students/minors physically and emotionally. Social interaction with the students/minors may result in serious legal ramifications which can compromise the school and the staff member. This includes any kind of social networking. Engagement in such activities is a personal choice and the individual staff member will be solely responsible for any and all consequences.

The Miami Community Charter Schools, its Board, administration, faculty and staff members practice zero tolerance for gossip, spreading rumors, insubordination, physical or verbal act of violating other people's dignity, safety and the right of pursuing fulfillment.

INSTRUCTIONAL STAFF

Lesson Plans

All members of the instructional team must follow all of the guidelines set forth by the State of Florida. The lesson plans will be reviewed every four weeks. Lesson Plan binder must be left on top of your desk on a daily basis.

Certification

All members of the instructional team must be Certified or have a valid Statement of Eligibility. Maintaining the certification status is the TEACHER'S responsibility. Each teacher MUST inform Ms.Sirven of any changes. (Appendix A)

Instructional Procedure

All members of the instructional team must follow this format:

Progression

1. Start the class immediately
2. Review the prior lesson
3. Begin the NEW lesson
4. Include DI
5. Include Cooperative Learning
6. Transition
7. Independent work
8. Summarize the lesson
9. Transition

Grades

Grading student's work, ensuring the validity of the grades, entering them on time in the grade book is solely the teacher's responsibility. Grades are assigned by the teacher, therefore; the legal and professional burden of proof is on the teacher. This means that your grades must indicate and support any and all academic decisions that are made for each student.

- In addition to standard paper based work, projects, essay/story writing, research paper, study skills for tests & quizzes and spelling/ vocabulary list (for grades K-2) and reading books (not reading logs) must be used on regular basis for assessments and grading.

- CW Grades: All the work during the cooperative learning , including organization, ability to work with others, contribution to the answers, are to be graded for CW. If the teacher has any other criteria, students MUST be aware of it since the beginning.

- Assessment Grades: Students must be evaluated frequently and using a **variety of methods**. Short quizzes, chapter/unit tests, verbal evaluation, project/research based evaluation must be used at regular intervals. The lesson plans must clearly reflect the method/type of assessment that is used.

Each student's success in the area of academics which reflect the teacher's ability in teaching will be measured by;

1. Student's grades
2. The internal test scores
3. The State/District standardized tests

Supervision
The teacher is the ONLY responsible person for the students under her/his care. NO EXCUSES & NO EXCEPTIONS.

Discipline
Discipline is measured by each student's ability to follow school's code of conduct and meet the academic expectations and effort. Therefore it is a combination of student's OVERALL response to the school's expectations.

Teachers must create the class discipline system; which has to be in accordance with the school's positive behavior culture in conjunction with the Student-Parent Handbook. The student's orientation of this discipline, culture, and handbook is the teacher's responsibility.

All referrals to the administration must be accompanied with documentation to show the steps the teacher has taken to prevent/intervene.

Communication to the Parents
The teacher is responsible to communicate student's progress to the parent (s) by:

1. Posting the grades on Pinnacle on regular basis (2-3 times a week)
2. Occasionally, sending home samples of student's work and frequently, updating the student's class file (all forms of assessment, samples of HW and samples of CW, all dated and in order of completion)
3. Returning parent's phone calls/emails/notes within 24 hours. NO EXCEPTIONS.

Service Projects
Each Instructional Team, (Elementary/Middle/High), MUST choose and complete one service project during the school year. Submission is due to administration by October 1, 2014, with project completion by May 1, 2015.

School Property
Each teacher is responsible to protect all school property under his/her care.

Paraprofessionals

The paraprofessionals are added to the classes in order to improve the level of teaching and learning in the classroom, therefore; it is the teacher's responsibility to:

1. Assign certain group(s) of students to the Paraprofessional with detailed instructions as to what is expected.
2. Have the Paraprofessional to circulate in the class during the CW and independent work.
3. Follow teacher direction in grading papers as needed.
4. Assist the teacher with enforcing the order and procedure, bathroom, lunch room, and class change schedules.
5. The paraprofessionals may not call for a parent conference nor may they REPLACE the teacher in any conference. If the paraprofessional is to cover for the teacher for more than one week, with the administration's prior approval, he/she may temporarily assume the responsibilities of the teacher.

TEACHER PERFORMANCE CHARTER

Complete Evaluation Forms will be available through the school's website:
www.mccsedu.org

Student – Focused Behavior	Very Evident	Evident	Somewhat Evident	Not Evident	Total Possible
Equitable Learning Environment					/16
High Expectations Environment					/20
Supportive Learning Environment					/20
Active Learning Environment					/12
Progress Monitoring and Feedback Environment					/20
Well- Managed Learning Environment					/20
Digital Learning Environment					/12
Total					/120

Notes:

100 – 120 points	**Highly Effective Teacher**
79- 99 points	**Effective Teacher**
59 – 78 points	**Emerging Teacher**
50 – 58 points	**Improvement Needed**
Less than 49 points	**Ineffective**

Source: Effective Learning Environments Observation Tool (ELEOT)/AdvacED

PERFORMANCE ASSESSMENT

Category 1	WHAT do I teach?	Y/N/DK
A. 1, B.1, C.1, C.4, C.10, D. 1	I am an expert in teaching my subject because in addition to the academic knowledge, I also do the following: • Update my information about the SS/NG • Keep up with the national norms and standards • Follow up with the ***research*** and ***innovation*** in my area of teaching and want to know the **HOW and WHY** about it • Class procedure (s) for the period of activity (ies) is clear and non-negotiable. • Teach for ***mastery of all*** • For **EACH** lesson, I prepare ***related*** examples of students' prior knowledge and experience • Plan methods of teaching the lesson so the student can ***internalize*** the lesson for future application • Students know ***how and for what*** they will be assessed and ***what the rubrics of evaluation are***. • I ***tightly*** control the ***"Down Time"***	
Category 2	**HOW do I teach?**	
A.2, A.3, A.6, A.8, C.3, C.5, C.9	My students are to meet the ***grade level expectations*** because I do the following: • I know what the ***state and national*** expectations are. • I follow the standards and the Pacing Guide • I start teaching from ***the high standards***, based on **HOW** and **WHY.** • My daily lessons are ***clear, objective, measurable and one step closer to meeting the standard(s)***. • I prepare and use a ***variety*** of teaching materials. • My students are ***very clear about what are they supposed to learn.*** • I do not scarify the ***quality of teaching for rigid procedure*** • I ***tightly*** control the ***"Down Time"***	
Category 3	**WHY did I teach?**	
A.4, A.5, D.2, D.3, D.4, D.6, D.9, D.10	I assess the progress of the teaching and learning by the doing the following: • I prepare and use ***variety*** of assessment methods. • I use instrument (s) for ***diagnostic*** assessment ***upfront*** • I use the ***outcome*** of the diagnostic assessment to ***fine –tune my lessons*** • My students are ***involved*** with the assessment process and its outcome • I ***am aware*** of the possible "misconceptions" in learning • I ***have plans*** how to overcome those "misconceptions" • I use the ***interim*** assessment data to further ***fine-tune my***	

PERFORMANCE ASSESSMENT CONT.

	lessons. • ***I use the data/assessment outcome as a physician uses the lab test results for medical advisement and writing a prescription, for individual student as well as the group.***	
Category 4	**WHO do I teach to?**	
A.7, A.9, C.2, C.7, C.8, D. 5, D.7, D.8	I teach **ALL** my students to reach proficiency by doing the following: • ***DI*** is set and could be modified ***accordingly***. • ***II*** services are given **ONLY** to those students who can not succeed in total inclusion. • Making mistake is acceptable. • I ***tightly*** control the ***"Down Time"*** • ***Students' work and rubrics*** used to assess them are posted and changed ***every few days***.	
Category 5	**WHERE do I teach?**	
A. 10, B.2, B. 3, B. 4, B. 5, B. 6, B. 7, B. 8, B. 9, B. 10	My classroom/work station is where students **WANT** to be because I do the following: • The room looks ***exactly*** like the classroom that ***I want my child/ loved one to be there.*** • I am firm. • I am not mean. • I use a calculated/age appropriate sense of humor • Rules are simple • Disruption is unthinkable because of the ***climate*** of the class. • My students ***know how and when*** to take ***"a hint"*** • Every routine is explained and expected to be followed all year. • Students do not follow the rules **ONLY** because ***I said so***, but because ***they KNOW WHY*** • Each transition takes place smoothly and orderly. • I ***tightly*** control the ***"Down Time***	

PERFORMANCE ASSESMENT CONT.

Simple steps to monitor MY progress based on the "performance rubrics"

Sections : A, B, C, and D

1. Am I certified and qualified to teach?
2. Am I knowledgeable about what I am teaching?

These (MY TEACHING) can be observed in less than 5 minutes!

1. Do I know what is the benchmark I am working on it?
2. Do my students know what is the benchmark we are working on it?
3. How much of students work (ditto sheets are not included) are displayed in the classroom/students' file?
    a. How recent are those works?
    b. What is the quality of the work?
    c. How innovative are those works?
4. How often do I interrupt my students learning for "procedural" issues?
5. Who controls my class?
6. Do I start promptly?
7. Do I put aside time for students direct engagement such as cooperative and project-based learning, DI and II?

These (STUDENTS" LEARNING) can be observed more often than I think!

1. I know and I use my data (beyond standardized test results)
2. I can promptly say what are the grade level expectancy and what my student's level of proficiency at this time.
3. I can promptly say what the deficient areas are and what I am going to do the next 2 weeks to resolve it.
4. My grade book shows fair and consistent marks to indicate multilevel of assessments. (all core subjects must show a minimum of 27 grades per quarter, 40% of the marks indicate classwork and homework(about 10 items). The other (60%) 17 grades must indicate a form of assessment)
5. Do I have more than 8-10% of my students failing the class?
6. Am I meeting the standard testing expectations?

Sections E , F

Too obvious!

AdvancED

Effective Learning Environments Observation Tool (ELEOT)

The purpose of this tool is to help you identify and document observable evidence of classroom environments that are conducive to student learning. Results of your observations will be used to corroborate information obtained from interviews, artifacts and student performance data. Please circle the number that corresponds with your observation of each learning environment item descriptor below. As needed and appropriate, briefly make inquiries with students.

Date _____ **School** _____ **City** _____ **State or Province** _____ **Country** _____ **Grade Level** _____

Time In _____ **Time Out** _____ **Check ALL that apply:** **Lesson Beg.** ____ **Lesson Middle** ____ **Lesson End** ____ **Subject Observed** _____ **Observer Name** _____

Student-focused Observations	Very Evident	Evident	Somewhat Evident	Not Observed
A. Equitable Learning Environment:				
1. Has differentiated learning opportunities and activities that meet her/his needs	4	3	2	1
2. Has equal access to classroom discussions, activities, resources, technology, and support	4	3	2	1
3. Knows that rules and consequences are fair, clear, and consistently applied	4	3	2	1
4. Has ongoing opportunities to learn about their own and other's backgrounds/cultures/differences	4	3	2	1
B. High Expectations Environment:				
1. Knows and strives to meet the high expectations established by the teacher	4	3	2	1
2. Is tasked with activities and learning that are challenging but attainable	4	3	2	1
3. Is provided exemplars of high quality work	4	3	2	1
4. Is engaged in rigorous coursework, discussions, and/or tasks	4	3	2	1
5. Is asked and responds to questions that require higher order thinking (e.g., applying, evaluating, synthesizing)	4	3	2	1
C. Supportive Learning Environment:				
1. Demonstrates or expresses that learning experiences are positive	4	3	2	1
2. Demonstrates positive attitude about the classroom and learning	4	3	2	1
3. Takes risks in learning (without fear of negative feedback)	4	3	2	1
4. Is provided support and assistance to understand content and accomplish tasks	4	3	2	1
5. Is provided additional/alternative instruction and feedback at the appropriate level of challenge for her/his needs	4	3	2	1
D. Active Learning Environment:				
1. Has several opportunities to engage in discussions with teacher and other students	4	3	2	1
2. Makes connections from content to real-life experiences	4	3	2	1
3. Is actively engaged in the learning activities	4	3	2	1

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	Very Evident	Evident	Somewhat Evident	Not Observed
E. Progress Monitoring and Feedback Environment:				
1. Is asked and/or quizzed about individual progress/learning	4	3	2	1
2. Responds to teacher feedback to improve understanding	4	3	2	1
3. Demonstrates or verbalizes understanding of the lesson/content	4	3	2	1
4. Understands how her/his work is assessed	4	3	2	1
5. Has opportunities to revise/improve work based on feedback	4	3	2	1
F. Well-Managed Learning Environment:				
1. Speaks and interacts respectfully with teacher(s) and peers	4	3	2	1
2. Follows classroom rules and works well with others	4	3	2	1
3. Transitions smoothly and efficiently to activities	4	3	2	1
4. Collaborates with other students during student-centered activities	4	3	2	1
5. Knows classroom routines, behavioral expectations and consequences	4	3	2	1
G. Digital Learning Environment				
1. Uses digital tools/technology to gather, evaluate, and/or use information for learning	4	3	2	1
2. Uses digital tools/technology to conduct research, solve problems, and/or create original works for learning	4	3	2	1
3. Uses digital tools/technology to communicate and work collaboratively for learning	4	3	2	1

NOTES:

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Teacher: _____ Walk through

A. Planning & Preparation for Learning

Knowledge	Strategy	Alignment	Assess.	Anticipation	Lesson	Engagement	Materials	Differe.	Enviorn.	Date

B. Classroom Management

Expectation	Relationship	Respect	Socio-emotional	Routines	Responsibility	Repertoire	Efficiency	Prevention	Incentives	Date

C. Delivery of Instruction

Expectation	Effort-Based	Goals	Connections	Clarity	Repertoire	Engagement	Differe.	Nimbleness	Application	Date

D. Monitoring, Assessment, & Follow Up

Criteria	Diagnosis	On-the-Spot	Self-Assess.	Recognition	Interims	Tenacity	Support	Analysis	Reflection	Date

E. Family & Community Outreach

Respect	Belief	Expectation	Commun.	Involving	HW	Responsiveness	Reporting	Outreach	Resources	Date

F. Professional Responsibilities

Attend.	Reliability	Professionalism	Judgment	Teamwork	Contribution	Commu.	Openness	Collaboration	Self-Improv.	Date

Informal Assessment
1st Quarter /August 23-October 28, 2010

Teacher: _____

A. Planning & Preparation for Learning

Knowledge	Strategy	Alignment	Assess.	Anticipation	Lesson	Engagement	Materials	Differe.	Enviorn.	Date

B. Classroom Management

Expectation	Relationship	Respect	Socio-emotional	Routines	Responsibility	Repertoire	Efficiency	Prevention	Incentives	Date

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F. Professional Responsibilities

Attend.	Reliability	Professionalism	Judgment	Teamwork	Contribution	Commu.	Openness	Collaboration	Self-Improv.	Date

A. Planning & Preparation for Learning

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in the subject area and has a cutting-edge grasp of child development and how students learn.	Knows the subject matter well and has a good grasp of child development and how students learn.	Is somewhat familiar with the subject and has a few ideas of ways students develop and learn.	Has little familiarity with the subject matter and few ideas on how to teach it and how students learn.
b. Strategy	Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover high standards and test requirements this year.	Plans lesson by lesson and has little familiarity with state standards and tests.
c. Alignment	Plans all units backwards, aligned with high standards, state assessments, and all of Bloom's levels.	Plans most curriculum units backwards with standards, state tests, and some of Bloom's levels in mind.	Plans lessons with some thought to larger goals and objectives and higher-order thinking skills.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals.
d. Assessments	Prepares diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans on-the-spot and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
e. Anticipation	Anticipates misconceptions that students are likely to have and plans how to overcome them.	Anticipates misconceptions and confusions that students might have.	Has a hunch about one or two ways that students might become confused with the content.	Proceeds without considering misconceptions that students might have about the material.
f. Lessons	Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes.	Designs lessons focused on measurable outcomes aligned with unit goals and state standards.	Plans lessons with unit goals in mind.	Plans lessons aimed primarily at entertaining students or covering textbook chapters.
g. Engagement	Designs highly relevant lessons that will motivate all students and sweep them up in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
h. Materials	Designs lessons involving an appropriate mix of top-notch, multicultural learning materials.	Designs lessons that use an effective, multicultural mix of materials.	Plans lessons that involve a mixture of good and mediocre learning materials.	Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets.
i. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target diverse learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons aimed at the "middle" of the class.
j. Environment	Artfully uses room arrangement, materials, and displays to maximize student learning of all material.	Organizes classroom furniture, materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Has a conventional furniture arrangement, hard-to-access materials, and few wall displays.

Overall rating:___ Comments:

B. Classroom Management

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with *ad hoc* rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Wins all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Wins the respect of some students but there are regular disruptions in the classroom.	Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.
d. Social-emotional	Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Routines	Successfully inculcates class routines so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
f. Responsibility	Successfully develops students' self-discipline, self-confidence, and a sense of responsibility.	Develops students' self-discipline and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
g. Repertoire	Has a highly effective discipline repertoire and can capture and hold students' attention any time.	Has a repertoire of discipline "moves" and can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention.	Has few discipline "moves" and constantly struggles to get students' attention.
h. Efficiency	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.
i. Prevention	Is alert, poised, dynamic, and self-assured and nips virtually all discipline problems in the bud.	Is a confident, dynamic "presence" and nips most discipline problems in the bud.	Tries to prevent discipline problems but sometimes little things escalate into big problems.	Is unsuccessful at spotting and preventing discipline problems, and they frequently escalate.
j. Incentives	Gets students to buy into a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage and reinforce student cooperation.	Uses extrinsic rewards in an attempt to get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a lever to improve behavior.

Overall rating:____ Comments:

C. Delivery of Instruction

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Effort-Based	Teaches students to be risk-takers, learn from mistakes, and believe that through effective effort, they will get smarter.	Tells students it's okay to make mistakes; effective effort, not innate ability, is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Doesn't prevent many students from feeling embarrassed when they make mistakes in school.
c. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
d. Connections	Always grabs students' interest and makes connections to prior knowledge, experience, and reading.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Tries to make the subject interesting and relate it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
e. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, using language that is inappropriate.
f. Repertoire	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning.	Uses a limited range of classroom strategies, materials, and groupings with mixed success.	Uses only one or two teaching strategies and types of materials and fails to reach most students.
g. Engagement	Gets all students highly involved in focused work in which they are active learners and problem-solvers.	Has students actively think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
h. Differentiation	Skillfully meets the learning needs and styles of all students by differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with special needs, with mixed success.	Fails to provide for differentiated instruction for students with special needs.
i. Nimbleness	Deftly adapts lessons and units to exploit teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Is focused on implementing lesson plans and sometimes misses teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.
j. Application	Consistently has students summarize and internalize what they learn and apply it to real-life situations.	Has students sum up what they have learned and apply it in a different context.	Asks students to think about real-life applications for what they are studying.	Moves on at the end of each lesson and unit without having students summarize.

Overall rating:___ Comments:

D. Monitoring, Assessment, & Follow-Up

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Diagnosis	Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.
c. On-the-Spot	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Self-Assessment	Has students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Has students set goals, self-assess, and know where they stand academically at all times.	Urges students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Tenacity	Relentlessly follows up with struggling students with personal attention to reach proficiency.	Takes responsibility for students who are not succeeding and gives them extra help.	Offers students who fail tests some additional time to study and do re-takes.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum.
h. Support	Makes sure that students who need specialized diagnosis and help receive appropriate services immediately.	When necessary, refers students for specialized diagnosis and extra help.	Sometimes doesn't refer students promptly for special help, or refers students who don't need it.	Fails to refer students for special services or refers students who do not need them.
i. Analysis	Works with colleagues to analyze and chart assessment data, draw action conclusions, and share them with others.	Analyzes data from assessments, draws conclusions, and shares them appropriately.	Records students' grades and notes some general patterns for future reference.	Records students' grades and moves on with the curriculum.
j. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Overall rating:____ Comments:

E. Family & Community Outreach

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Respect	Shows great sensitivity and respect for family and community culture, values, and beliefs.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has a tin ear.	Is often insensitive to the culture and beliefs of students' families.
b. Belief	Shows each parent an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Shows parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Expectations	Gives parents clear, user-friendly learning and behavior expectations and exemplars of proficient work.	Gives parents clear, succinct expectations for student learning and behavior for the year.	Sends home a list of classroom rules and the syllabus for the year.	Does not inform parents about learning and behavior expectations.
d. Communication	Makes sure parents hear positive news about their children first, and immediately flags any problems.	Promptly informs parents of behavior and learning problems, and also updates parents on good news.	Lets parents know about problems their children are having but rarely mentions positive news.	Seldom informs parents of concerns or positive news about their children.
e. Involving	Frequently involves parents in supporting and enriching the curriculum as it unfolds.	Updates parents on the unfolding curriculum and suggests ways to support learning at home.	Sends home occasional suggestions on how parents can help their children with schoolwork.	Rarely if ever communicates with parents on ways to help their children at home.
f. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
g. Responsiveness	Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome in the school.	Is slow to respond to some parent concerns and gives off an unwelcoming vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.
h. Reporting	In conferences, report cards, and informal talks, gives parents detailed and helpful feedback on children's progress.	Uses conferences and report cards to give parents feedback on their children's progress.	Uses report card conferences to tell parents the areas in which their children can improve.	Gives out report cards and expects parents to deal with the areas that need improvement.
i. Outreach	Is successful in contacting and working with all parents, including those who are hard to reach.	Tries to contact all parents and is tenacious in contacting hard-to-reach parents.	Tries to contact all parents, but ends up talking mainly to the parents of high-achieving students.	Makes little or no effort to contact parents.
j. Resources	Successfully enlists classroom volunteers and extra resources from homes and the community.	Reaches out to families and community agencies to bring in volunteers and additional resources.	Asks parents to volunteer in the classroom and contribute extra resources.	Does not reach out for extra support from parents or the community.

Overall rating:___ Comments:

F. Profressional Responsibilities

The teacher:	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Attendance	Has perfect or near-perfect attendance.	Has very good attendance.	Has mediocre attendance.	Has poor attendance.
b. Reliability	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and misses paperwork deadlines.
c. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
d. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
e. Teamwork	Is an important member of teacher teams and committees and frequently attends after-school activities.	Shares responsibility for grade level and schoolwide activities and volunteers to serve on committees.	When asked, will serve on a committee and attend an after-school activity.	Declines invitations to serve on committees and attend after school activities.
f. Contributions	Frequently contributes valuable ideas and expertise that further the school's mission.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
g. Communication	Informs the administration of any concerns and reaches out for help and suggestions when needed.	Keeps the administration informed about concerns and asks for help when it's needed.	Is reluctant to share concerns with the administration or ask for help.	Bottles up concerns or constantly complains, and is not open to help.
h. Openness	Actively seeks out feedback and suggestions and uses them to improve performance.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism.	Is somewhat defensive but does listen to feedback and suggestions.	Is very defensive about criticism and resistant to changing classroom practice.
i. Collaboration	Meets at least weekly with colleagues to plan units, share ideas, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching ideas, and look at student work.	Meets occasionally with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
j. Self-Improvement	Devours best practices from fellow professionals, workshops, reading, study groups, the Internet, and other sources.	Seeks out effective teaching ideas from supervisors, colleagues, workshops, reading, and the Internet.	Keeps an eye out for new ideas for improving teaching and learning.	Is not open to ideas for improving teaching and learning.

Overall rating:____ Comments:

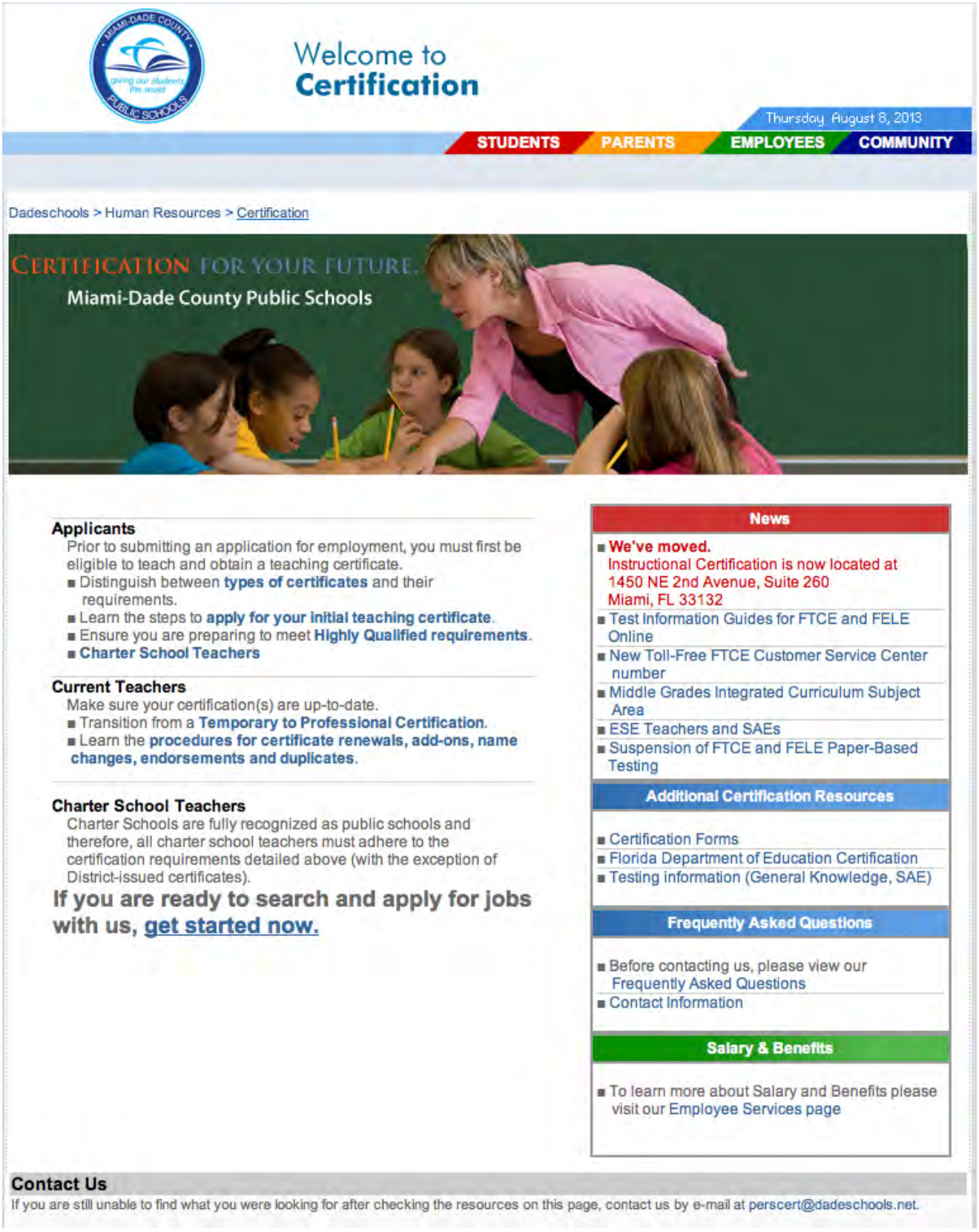
Paraprofessional Performance Summary

Paraprofessional: ---------- Assignment:----------

	Very Evident	Evident	Somewhat Evident	Not Evident	Total Possible
Flexibility					/4
Ability to Work with Intensive Intervention and Differentiated Instruction Groups					/4
Reliability					/4
Awareness of Technology					/4
Awareness of Standards					/4
Compatibility with Team					/4
Ability to Self-Direct in Teacher's Absence					/4
Total					/28

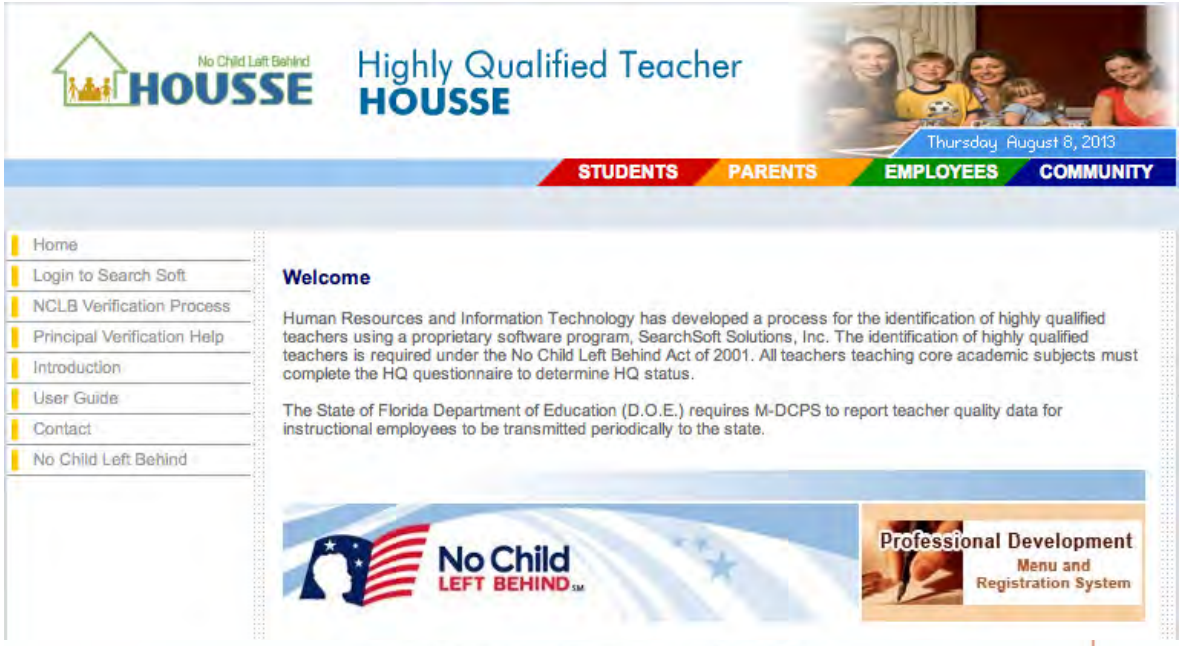
APPENDIX A

www.certification.dadeschools.net



APPENDIX A

www.housse.dadeschools.net



Highly Qualified Teachers/HOUSSE
July 31, 2013

Presented By Dr. Maybelline P. Truesdell, CSO
(mtruesdell@dadeschools.net) or 305-257-0500 extension 2122)

Purpose: To become familiar with the correct procedure for teachers to complete their profiles using Search Soft Solutions, Inc.

Teachers:

1. Log in to Search Soft.
2. Create A New Account.
3. Complete the Profile
4. Review and Log Out.

Tips to Principals:

1. Make sure teachers fill out all fields in each step.
2. Status of Eligibility is not DOE certificates and does no render the teacher Highly Qualified.
3. Step III - Core Subject Competency is to be filled out based on courses the teacher is currently instructing and **not what is listed on their certificate**.
4. **All ESE** teachers must add at least two records: one for the core subject and at least one more for their ESE area(s).
5. **Elementary Teachers** instructing the two hour language block to Limited English Proficient students must add two records: one for elementary and one for ESOL.
6. The six grade courses are reported as secondary courses instead of elementary courses that begin with numeral 5 in ISIS. When completing the profile in Teaching Area Field click Elementary – Classroom Teacher. On the next screen, click Reading 6th grade only or whatever discipline is appropriate for the teacher.
7. Principals or their designee **must** go in and **verify**.

APPENDIX B: SAFETY AND SECURITY PLANS

General

1. Read the SCHOOL SAFETY HANDBOOK for all detail information which are essential to keeping the school as safe as possible.
2. Follow the SCHOOL FIRE EVACUATION procedure in case of fire or any situation that we MUST evacuate the school buildings.
3. In case of emergency, the designated personnel in the school office will take the following action:

   1st – Call 911
   2nd – Call the police and then Dade County Public Schools Police at 995-COPS
   3rd- Call Charter School Support Office at (305) 438-2220

Security Codes

Code Orange (MEDICAL EMERGENCY)
DO NOT touch anything with bare skin.

Inform the administration immediately.

DO NOT do anything such as first aid, mouth-to-mouth
If you are not TRAINED how to do so.

Code Red (GENERAL)
Be aware of your student's whereabouts.

Teach your students in case he/she is not by your classroom, find the CLOSEST classroom/work station and stay with that group.

Lock all the doors and windows immediately.

Remain calm so you can keep students quiet.

Keep your cell phone handy to receive information from the "News Alert Chain".

Code Blue (WEATHER)
Be aware of your student's whereabouts.

Move your class away from the windows. If the hallways DO NOT have doors and windows opening to the outside, move your students to the hallways.

Remain calm so you can keep students quiet.

Pay attention to the announcements made from the office.

Other Emergency Situations

1. Biological & Chemical Agents
   a. Read the school safety handbook.
   b. Shut down the A/C System.
   c. Isolate the Person, Plant, or the Object.
   d. Move to the designated location, the grass area across from the portable (s) and Redland Road(E)
   e. Move to the back side of the property in (S)
   f. Wait for further instruction.

2. Bomb Threat
   a. The PA System will NOT BE USED.
   b. DO NOT use the cell phone.
   c. DO NOT use the two-way radios.
   d. DO NOT stand close to the car (s).

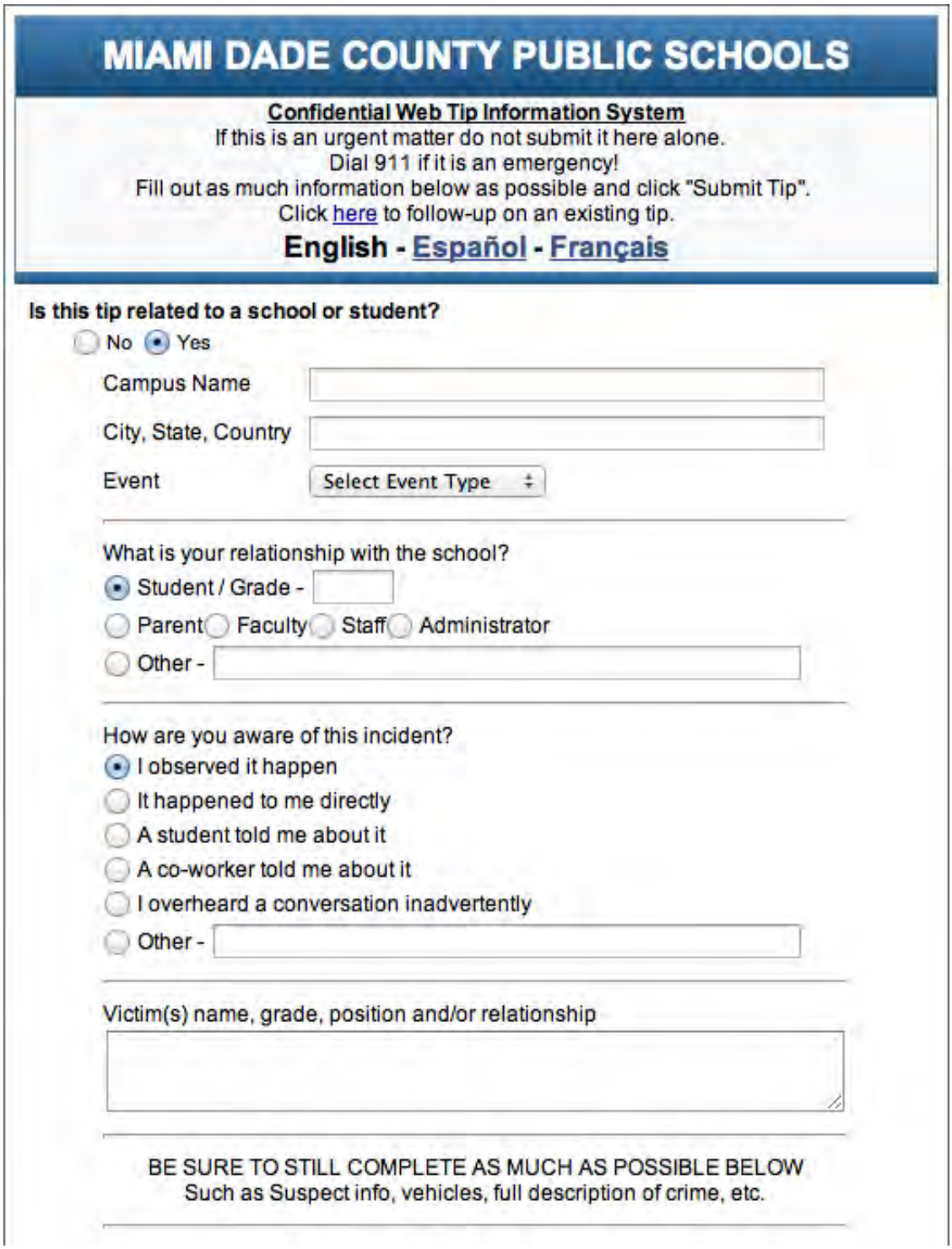
3. Spotting a Danger (armed, threatening, or otherwise dangerous person) ANY where on campus.
   a. If possible, the PA System will be used to:
   - Make announcements from the OFFICE, "THE FIRE MARSHALL IS IN THE BUILDING".
   - Call from the CLASSROOM, "IS THE FIRE MARSHALL IN THE BUILDING?"

   b. If it is not possible, stay put. DO NOT TAKE A RISK.

APPENDIX B

Be Safe Tip-Submission

https://www.tipsubmit.com/WebTips.aspx?AgencyID=698



MIAMI DADE COUNTY PUBLIC SCHOOLS

Confidential Web Tip Information System
If this is an urgent matter do not submit it here alone.
Dial 911 if it is an emergency!
Fill out as much information below as possible and click "Submit Tip".
Click here to follow-up on an existing tip.
English - Español - Français

Is this tip related to a school or student?
○ No ◉ Yes

Campus Name
City, State, Country
Event — Select Event Type

What is your relationship with the school?
◉ Student / Grade -
○ Parent ○ Faculty ○ Staff ○ Administrator
○ Other -

How are you aware of this incident?
◉ I observed it happen
○ It happened to me directly
○ A student told me about it
○ A co-worker told me about it
○ I overheard a conversation inadvertently
○ Other -

Victim(s) name, grade, position and/or relationship

BE SURE TO STILL COMPLETE AS MUCH AS POSSIBLE BELOW
Such as Suspect info, vehicles, full description of crime, etc.

APPENDIX C

MIAMI-DADE COUNTY PUBLIC SCHOOLS
EMERGENCY OPERATIONS PLAN (EOP)
TEACHER'S RESPONSIBILITIES

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

"Emergency Operations Plan (EOP): Teacher Responsibilities" was produced to assist instructional staff in responding effectively and expediently to critical incidents or situations that may impact the well-being of Miami-Dade County Public Schools (M-DCPS) students, faculty and staff. This document will provide teachers guidance in responding to events that may potentially impact student safety and security.

BOMB THREAT

- Notify an administrator of the threats.
- Do NOT touch, prod, or move any suspicious object or package.
- Follow orders for personal safety as directed by the administrator or designee in charge and emergency response personnel.
- Do NOT use cell phone, hand radio or public address system.
- If directed by the Administrator or designee in charge, calmly request your students to leave the classroom in an orderly manner and follow you to a temporary site of safety that is supervised by M-DCPS personnel.
- Be sure to take your grade book with you.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

EVACUATION OF STUDENTS/STAFF FROM BUILDING

- Implement immediate evacuation of students upon notification to evacuate.
- Designate someone to hold the main exit door open until all persons in the class have evacuated. Continue this procedure until the classroom is clear.
- Take the class list or grade book with you.
- Check classrooms thoroughly (restrooms, closets, etc). Determine that all students have cleared the rooms.
- Supervise students enroute to designated assembly point.
- Make a roll call check at the assembly point. Report anyone missing to the principal.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

HAZARDOUS CHEMICAL MATERIALS SPILLS/GAS LEAKS

INSIDE THE CLASSROOM/SCHOOL

- Notify an administrator.
- Evacuate the area immediately.
- Verify that all students have exited room.
- Turn off gas valve, air conditioning and ventilation systems, if located in your room (if applicable).
- Remove student(s) who may be unconscious or overcome by exposure to chemical substance or gas.
- Close door(s) as you exit and take the class list or grade book with you.
- Do not attempt to fix gas leaks or clean up chemical spills.

OUTSIDE THE BUILDING/COMMUNITY-BASED

- Follow orders for personal safety as directed by the administrator or emergency response personnel.
- As directed, shut off air conditioning system and all outside air ventilators; close windows.
- Ensure that all students are in the classroom and that they remain there, pending further instructions.

- Direct students to quietly remain in their seats.

HOMICIDAL THREAT

- Remain calm and non-judgmental.
- Assess immediate danger; if student or intruder is armed or agitated do NOT approach or make any sudden movements.
- Notify the main office, when it is safe to do so.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.
- Forward any written evidence of the threat to the school administrator, when it is safe to do so.

HOSTAGE SITUATION

- Remain calm and non-judgmental.
- Do **NOT** attempt to defuse the situation. This is a police function.
- Do **NOT** agitate or anger the perpetrator.
- Do **NOT** make any sudden movements.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

LOCK DOWN PROCEDURE

- Immediately close and lock classroom doors and windows.
- Direct all individuals away from doors and windows.
- Staff and students located in open areas (non classroom areas) should immediately report to nearest secured area.
- Teachers and staff not assigned to a classroom site during the lock down will direct students in open areas to the nearest secured area and then seek shelter.
- Cellular phone use will be limited to the reporting of emergency information, otherwise all audio-visual equipment including computer and cell phone technology should not be used until all clear announcement is made.
- All staff and students remain in LOCK DOWN mode until ALL CLEAR announcement is made.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

NUCLEAR EXPLOSION/RELEASE

- Remain in your classroom until authorized to leave by the administrator or emergency response personnel.
- Shut down air conditioners and fans; close doors, windows, and other openings.
- Follow directions given by the administrator and emergency response personnel.

SEVERE WEATHER: ELECTRICAL STORM

CLASSROOM

- Stay indoors and do not venture outside unless absolutely necessary.
- Stay away from open doors and windows, metal objects, electrical appliances, and plumbing until the storm has passed.
- Unplug TV sets, other electrical equipment, and appliances to the extent possible.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

SCHOOL GROUNDS

- Get out of open areas and into an enclosed building.
- Do **NOT** seek shelter under trees or close to wire fences, playground equipment, or shelters located in exposed locations.

SEVERE WEATHER: HURRICANE WATCH/WARNING

- To the extent possible, turn off all gas and electrical appliances, except as required in designated emergency shelters.
- Store all books, papers, and other equipment as far as possible from all windows or areas subject to damage or entry of water. Store these items above the floor to protect them from water damage due to minor flooding.
- Move audiovisual, computer and business machine equipment to a secure location. If equipment cannot be moved, cover with plastic to protect from water damage.
- Take the class list or grade book with you.

SEVERE WEATHER: TORNADO WATCH/WARNING

- Follow orders for personal safety as directed by the administrator and emergency response personnel.
- Be prepared to move students housed in relocatables and trailers into interior corridors of permanent buildings.
- Be prepared to move persons housed in multi-story buildings to lower floors and interior corridors, particularly to corners, space permitting.
- Refrain from placing persons in large areas that have a wide roof span.
- Instruct persons to seek cover where floors and walls meet and to place themselves in a protected position with their heads and faces covered by their hands and arms.
- Keep inside doors that lead into corridors unlocked. Exterior doors must not be chained or locked from the inside.
- Close window and outside doors on all sides of a building.

Where there are no permanent buildings in which to find shelter, occupants should lie down under tables/desks in a fetal position and cover their hands and faces with their arms and hands.

SEVERE WEATHER: TORNADO STRIKE/AFTERMATH

- Follow orders for personal safety as directed by the administrator and emergency response personnel.
- Report any medical emergencies and other injuries to the main office.
- Conduct an attendance count to ensure all students are accounted for.

SHOOTING/STABBING

- Direct students to take appropriate protective action(s), such as take cover, lie flat, remain calm, and evacuate to nearest secure site, if appropriate.
- Keep students away from windows and doors, if the event is occurring outside of the classroom.
- Report the incident and any medical emergencies or injuries to the main office, when it is safe to do so.
- Do NOT touch weapon, tamper with evidence, clean or decontaminate incident site.
- Follow orders for personal safety as directed by the administrator and emergency response personnel.

SUICIDE ATTEMPT (in classroom)

- Contact main office immediately and report nature of medical emergency.
- Direct classroom students to exit room and relocate to alternate location.
- Stay with student until assistance arrives. Gather all information that will assist emergency response personnel.
- Do NOT touch or move weapon or substance involved in the attempt unless absolutely necessary.
- Do NOT tamper with evidence, clean or decontaminate incident site.

SUICIDE (in classroom)

- Report the incident to the main office.
- Calmly direct your students to exit the classroom and report directly to the nearest supervised classroom site. Students should remain at such site until further direction is given.
- Stay with deceased student until assistance arrives.
- Do NOT touch or move weapon or substance involved in the attempt unless absolutely necessary.
- Do NOT tamper with evidence, clean or decontaminate incident site.
- Follow the directions of the administrator and emergency response personnel.

SUICIDE (off campus)

- Report information to the administrator.

SUICIDAL THREAT

- Remain calm and non-judgmental.
- Contact the main office as soon as it is safe to do so. If the student is armed or in a precarious position, do NOT approach or agitate.
- Alert the main office to the presence of any weapons/instruments possessed by the suicidal student.
- Do not leave the suicidal student alone. Immediately contact school counseling professional.

APPENDIX D

MIAMI COMMUNITY CHARTER SCHOOL, INC.
SEXUAL HARRASSMENT POLICY

It is policy of MIAMI COMMUNITY CHARTER SCHOOL, INC. to prohibit sexual harassment of one employee by another employee supervisor, attorney, or third party. Conduct considered to be sexual harassment includes:

- Verbal statements or physical conduct of a sexual nature
- Unwelcome sexual advance or proposition
- Display in the workplace of sexually suggestive or explicit objects or pictures

Verbal statements or physical conduct of a sexual nature is unlawful (1) if such behavior creates a hostile or offensive environment or (2) if submission to such conduct is either explicitly or implicitly made a term or condition of employment or a basis of any employment decision affecting the individual.

Any employee who believes that he or she has been the subject of any form of sexual harassment should report the alleged act immediately to MCCS's On-Site Supervisor or MCCS's Human Resource Department. No management personnel, supervisor, or other employee shall place an employee at a disadvantage or retaliate against an employee for having reported a complaint of sexual harassment. Any retaliation will result in disciplinary action.

All complaints of sexual harassment will be investigated and the employee will be advised of the findings and conclusion. All actions taken to resolve complaints of harassment through internal investigations shall be conducted confidentially. Any supervisor or employee who is found, after appropriate investigation, to have engaged in sexual harassment of another employee will be subject to appropriate disciplinary action depending upon the circumstances, up to and including termination.

MIAMI COMMUNITY CHARTER SCHOOL, INC., with its headquarters in Maitland, Florida has entered into a service agreement with the Client Corporation. By contractual agreement between MCCS and the Client, you have become an employee of MCCS, assigned to work for that Client. In order for you to be an employee of MCCS, it will be necessary for you to agree to certain conditions of employment. Please read the following carefully. Your signature on this document will acknowledge that you understand and agree to abide by MCCS 's conditions of employment as long as you are employed by MCCS

CONDITIONS OF EMPLOYMENT

1. I understand that MCCS will pay all applicable unemployment taxes to the state in which I am assigned to work.
2. I understand that MCCS is responsible for and shall withhold all federal, state and local taxes in accordance with applicable laws.
3. I understand that MCCS will provide workers' compensation coverage and that I must immediately report any injury I may sustain on the job to my supervisor so that a report can be prepared and filed with the workers' compensation carrier and the appropriate state agency.
4. I understand and agree that while MCCS is my employer, I may be required to obey certain rules and take certain direction from the Client. That such direction by the Client is necessary to conduct the Client's business and for the Client to meet certain responsibilities as well as comply with any applicable licenser, regulatory, or statutory requirements imposed upon the Client.
5. I understand and agree that my employment with MCCS is "at-will"; that is, either I or MCCS can terminate my employment at any time, for any reason, with or without notice.
6. If the terms and conditions of employment are agreeable to you, please sign this form, thus acknowledging your acceptance of employment with MCCS and your willingness to abide by the terms and conditions as set forth in this document, as well as the Employee Handbook and Safety and Health Handbook.
7. I understand that acceptance of a job offer is subject to a drug test. MCCS is a drug free work environment. I represent and warrant that I have read and understand the foregoing and seek employment under these conditions.

_____	_____
Signature of Employee	Signature of Witness
_____	_____
Printed Name of Employee	Printed Name of Witness
_____	_____
Date	Date

APPENDIX D

EMPLOYEE SAFETY & HEALTH HANDBOOK ACKNOWLEDGEMENT

The company recognizes that alcohol and drug abuse in the workplace has become a major concern. Therefore, the company adopted a policy toward alcohol and drug abuse that provides a safe and healthy workplace for all employees.

While on company premises or company business, employees are strictly prohibited from the use, possession, sale, transfer, or offer for sale, or purchase of intoxicants of any kind. The illegal use of any controlled substance is also strictly prohibited, whether or not on company business or property.

Employees must not report for duty or be on company property while under the influence of or have in their possession while on company property, any:

- Intoxicating liquor
- Marijuana or illegally obtained drug
- Narcotic or other illegal substance
- Any guns or weapons of any kind

However, nothing in this policy precluded the appropriate use of legally prescribed medications that do not affect the ability to work safely.

I have read and understand this policy. I agree to conduct my actions so as not to violate this policy. I understand that violation of this policy is grounds for immediate dismissal from employment. I further grant the company the right to conduct drug / or alcohol tests to determine whether I have violated this policy. In the event of a post- accident test result, the test result may also be provided to my workers' compensation insurance carrier.

_____ _____

Signed Date

_____ _____

Witness Date

DRUGS DO NOT WORK AT MIAMI COMMUNITY CHARTER SCHOOL, INC.

Transition to Next Generation & Computer-Based Tests in Florida

Computer-Based Tests: Grades and subjects which are optional by school in CBT or PBT are shown in ***bold, italic***; full CBT administrations except for accommodations are shown in ***green, bold, italic, underlined***.

	2010-11	2011-12	2012-13	2013-14	2014-15
FCAT	Science (5, 8, 11) Writing (4, 8, 10) Reading Retake (fall, ***spring***) Mathematics (*10*) Mathematics Retake (fall, *spring*)	Writing (4, 8, 10) ***Reading Retake*** *Mathematics Retake*	*Mathematics Retake*		
FCAT 2.0	Reading (3-10) (B) Mathematics (3-8) (B) Science (5, 8) (FT; embedded in FCAT)	Reading (3, 4, 5, *6*, 7, 8, 9, *10*) (SS) *Reading Retake* Mathematics (3, 4, 5, 6, 7, 8) (SS) Science (5, 8) (B)	Reading (3, 4, 5, *6*, *7*, 8, *9*, *10*) *Reading Retake* Mathematics (3, 4, *5*, 6, 7, 8) Science (5, 8) (SS) Writing (4, 8, 10)	Reading (3, 4, 5, *6*, *7*, *8*, *9*, *10*) *Reading Retake* Mathematics (3, 4, *5*, *6*, 7, 8) Science (5, 8) Writing (4, 8, 10)	*Reading Retake* Science (5, 8)
End-of-Course	*Algebra 1* (B) *Geometry* (FT; sampled high schools) *Biology 1* (FT; sampled high schools)	*Algebra 1* (SS) *Geometry* (B) *Biology 1* (B) *US History* (FT; sampled high schools)	*Algebra 1* *Geometry* (SS) *Biology 1* (SS) *US History* (B) *Civics* (FT; sampled middle schools)	*Algebra 1* *Geometry* *Biology 1* *US History* (SS) *Civics* (B)	*Algebra 1* *Geometry* *Biology 1* *US History* *Civics* (SS)
Common Core Assessments *PARCC*	*Design and development funded by RTTT Assessment Grant; In conjunction with 22 other states.*			*English/Lang Arts* (3-11) (FT; sampled schools) *Mathematics* (3-8) (FT; sampled schools) *HS Math EOCs* (3 subjects TBD) (FT; sampled schools)	*English/Lang Arts* (3-11) (B) *Mathematics* (3-8) (B) *HS Math EOCs* (3 subjects TBD) (B)
	2010-11	2011-12*	2012-13*	2013-14*	2014-15*
Postsecondary Education Readiness Test PERT	Postsecondary Placement (ISS) *Mathematics* *Reading* *Writing*	Postsecondary Placement (B) for high schools: [High schools authorized as test sites to administer PERT Placement for assessing College/Career Readiness(ISS)]: *Mathematics* *Reading* *Writing*	Postsecondary Placement (SS) *Mathematics* *Reading* *Writing*	Postsecondary Placement *Mathematics* *Reading* *Writing*	Postsecondary Placement *Mathematics* *Reading* *Writing*

Notes: FT – Field test administration only
B – Baseline administration
SS – Standards set
ISS – Interim achievement levels and passing scores used and reported for the first time
* – Pertaining to high school administration only

MEMO #1:

Miami Community Charter School

www.mccsedu.org

October 12, 2012

To: Faculty & Staff
From: Jila Rezaie
Refer to: Cash

The following is in effect beginning Monday, October 15, 2012.

1-All cash collection in any level (classroom, department, school) needs the principal's prior written approval.

2-The school does not assume any responsibility for the cash at hand unless the following steps are taken:

* The cash must be handed to Hydee Acosta in return of a receipt.
* Mrs. Acosta will deposit the money in the respective account immediately.

* The amount you request for your project should be exchanged between Mrs. Acosta and you, and well documented (By a check or a written receipt).

* A small amount of cash is kept in Mrs. Velez and Mrs. Linares' offices. This is used for urgent needs NOT exceeding $100.00.

* All expenses and purchases above $100.00 must be submitted to Mrs. Velez' office. She keeps me informed of the purchases.

Thank you for your attention.

Main Campus:

18720 SW 352 Street
Florida City, FL 33034
Phone: (786) 243-9981
Fax: (786) 217-6804

Building 2:

101 SW Redland Road
Florida City, FL. 33034
Phone: (305) 245-2552
Fax: (3050 245-2527

MEMO #2:

Miami Community Charter School

www.mccsedu.org

October 12, 2012

To: Faculty & Staff
From: Jila Rezaie
Refer to: School Activities/Guest Speakers/ Visitors

This is to remind everyone of the following school policy;

ALL school activities and/or sponsored by the school staff which may take place in and out of the buildings and during, before or after school hours need to have principal's written approval. Please use the field trip approval form.

All guest speakers and visitors coming from the outsides need to have the principal's prior written approval. Please use the field trip approval form.

Miami Community Charter School does not assume any responsibility for the possible incidents related to an activity/guest visitor without the principal's written approval.

Please be very mindful of this policy its legal ramifications.

Main Campus:

18720 SW 352 Street
Florida City, FL 33034
Phone: (786) 243-9981
Fax: (786) 217-6804

Building 2:

101 SW Redland Road
Florida City, FL. 33034
Phone: (305) 245-2552
Fax: (3050 245-2527

ACKNOWLEDGEMENT OF MIAMI COMMUNITY CHARTER SCHOOL FACULTY & STAFF HANDBOOK

Employee Name:_____

I hereby acknowledge receipt of a copy of the Miami Community Charter School Faculty & Staff Handbook. I understand that it is my responsibility to have read and understand the contents of this handbook, and will act in accordance with these policies and procedures as a condition of my employment with Miami Community Charter School.

*Please initial and date in agreement to having read the following sections:

INITIAL / DATE

_____ _____ • Faculty & Staff Handbook
_____ _____ • School Hours
_____ _____ • Expectations from Faculty & Staff
_____ _____ • Instructional Staff
_____ _____ • Teacher Performance & Observation Tool
_____ _____ • Appendix A
_____ _____ • Appendix B
_____ _____ • Appendix C
_____ _____ • Appendix D
_____ _____ • Transition to Next Generation and CBT
_____ _____ • Memos