

# Alpha Charter of Excellence (ACE) Parent - Student Handbook

K – 5<sup>th</sup> Grades

2023-2024



June 30, 2023

Dear ACE Parent / Guardian:

On behalf of the ACE Family, I would like to welcome you to Alpha Charter of Excellence (ACE). I am excited to meet your child and continue to provide them with the necessary skills to compete in a global society.

I am very proud of our dedicated and passionate faculty. These excellent educators work hard to ensure all students are achieving their potential goals and feel welcomed in the educational environment. We believe that all students can be prepared for the future and become effective citizens.

This Parent / Student Handbook will provide you with the guidelines and procedures of our school. I highly encourage you to read through these guidelines and become familiar with the information in this handbook.

Furthermore, please be advised resources and information are updated throughout the school year in our website: [www.alphacharterschool.com](http://www.alphacharterschool.com) and on social media (Facebook). As a parent, you are an integral part of your child's education. Therefore, we encourage you to stay connected with our teachers and school throughout this academic year.

I would like to thank you for choosing Alpha Charter of Excellence. I wish you and your child the highest level of success.

Sincerely,

*Isabel Navas*

ACE Principal

**Faculty Staff and Roster  
2023-2024**

Governing Board Members: Lisa Capote, Board Chair  
Juan Carlos Fernandez, Treasurer  
Dr. Judith Stein, Member  
Dr. Celia Suarez, Secretary, Conflict Resolution Member

Administration: Isabel Navas, Principal  
Claudia David, Assistant Director  
Maria Hernandez, Administrative Assistant

Leadership Team: Mabel Trujillo, Curriculum Coach  
Maria Cuadra, Curriculum Coach / ESOL Compliance Liaison  
Jessica Aguilar, ESE Specialist/ RTI / Gifted Coordinator  
Kenia Gomez, Curriculum Coach

Support Team: Sandra Marin, Interventionist

Faculty:	Yomary Torres	Anabel Cuesta
	Grandez Perez	Juan Carlos Sanchez
	Maite Hernandez	Julivette Lozada
	Ramona Arias	Jahira Tide
	Desiree Giron	Carolina Bernal
	Indiana Rivera	Adalberto Guerra
	Elodia Santiago	Ana Ojeda
	Elba Nieves	
	Greatchen Villanueva	

Cafeteria: Guadalupe Seballos / Margarita Villalona

**MISSION STATEMENT**

The *mission* of Alpha Charter of Excellence (ACE) is to inspire all children to a lifelong love of learning, excellence, and academic success by maximizing student achievement through service learning activities and projects in a safe, nurturing and a Micro Society environment.

## **VISION**

The *vision* is to provide quality education to all students and prepare them to compete in the global economy through the collaborative efforts of administrators, teachers, parents, and the community.

***This is a Miami Dade County Public Charter School serving school students in grades K-5<sup>th</sup>.***

## **SCHOOL HOURS**

Teachers.....7:30 a.m. – 3:30 p.m.

Students K – 1<sup>st</sup> grades.....8:00 a.m. – 2:30 p.m.

Students 2<sup>nd</sup> – 5<sup>th</sup> grades..... 8:00 a.m. – 3:00 p.m.

Breakfast 2<sup>nd</sup> floor cafeteria .....7:30 a.m. – 8:00 a.m.

## **Wednesday: K – 5<sup>th</sup> Early Release at 2:00 p.m.**

Office Hours 8:00 a.m. – 3:30 p.m.

Aftercare K - 5<sup>th</sup> After School Dismissal - 6:00 p.m.

**Please Note:** All students enrolled in Alpha Charter of Excellence School are students of Miami Dade County Public Schools, subject to applicable policies and entitled to the same rights. Charter school students are students of Miami-Dade County Public Schools.

## **PROCEDURES FOR STUDENT ENROLLMENT**

Florida Statute 1002.31, states that each district school board is to develop a controlled open

enrollment plan that allows a parent from any school district in the state to enroll their child in any public school that has not reached capacity. School Board Policy 5131, states that parent(s)/ guardian(s) of public-school students may request a K-12 controlled open enrollment to a school with available capacity at or below 90% of the Florida Inventory of School Houses (F.I.S.H.)

Basic requirements for student enrollment:

- Copy of birth certificate
- Original immunization card (If Kindergarten or entering from out of District)
- Medical records (If Kindergarten or entering from out of District)
- Proof of Residence (Current lease agreement or deed)
- 2 Current Utility Bills (No Telephone Bill)
- Copy of parent's photo ID (Driver's License, etc.)
- Transfer Form (If Applicable)

**Health and Immunization Requirements:** All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. As required by Florida Statutes 1003.22, district school boards must implement the requirements for health and immunizations outlined in this statute. For M-DCPS the health and immunization requirements are specified in the Admissions, Registration, and Immunization Requirements website.

- **K-12: Four or five doses of diphtheria-tetanus-pertussis (DTap) vaccine.** The fifth dose of DTap vaccine is not necessary if the fourth dose was administered at age 4 years or older.
- **Three doses of hepatitis B (Hep B) vaccine**
- **Three, four or five doses of polio (IPV) vaccine.** If four or more doses are administered before age 4 years, an additional dose should be administered at age 4 through 6 years and at least six months after the previous dose. A fourth dose is not necessary if the third dose was administered at age 4 years or older and at least six months after the previous one.
- **Two doses of measles-mumps-rubella (MMR) vaccine**
- **Two doses of varicella (chicken pox) vaccine.** Varicella (chicken pox) vaccine is not required if the child has a documented history of the varicella (chicken pox) disease.

**Kindergarten Entry Requirements:** Children who will attain the age of five years on or before September 1<sup>st</sup> of the school year shall be eligible for admission to public kindergarten during that school year. Per Florida Statutes 1002.69(1), entering kindergarten students are to participate in the Florida Kindergarten Readiness Screening (FLKRS) within the first thirty (30) days of each school year to assess their readiness in order to determine whether they need intervention and support pursuant to Florida Statutes 1008.25(5).

**Grade 1 Entry Requirements:** Any child who will attain the age of six years on or before September 1<sup>st</sup> of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the Kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of Kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which M-DCPS accepts transfer of credits.

### **GRADE PLACEMENT POLICY**

Students will be placed with consideration given to their academic needs and progress and based on teacher/ administrator recommendation. The grade placement of students registering in M-DCPS from within the state, other states, non-public schools, home education programs, or other

countries, will be determined by the principal or the school registrar of the receiving school, after an evaluation of the student's record has been made.

## **ACADEMIC PROGRAMS**

Student Progression Plan (SPP) provides guidance to teachers, school, district administrators, parents, and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education. The information presented in this document is derived from requirements set forth by Florida Statutes, State Board of Education Rules and Policies established by The School Board of Miami-Dade County.

## **STUDENT PROGRESSION PLAN**

The guidelines for student progression are delineated in this 2023-2024 Student Progression Plan for Miami-Dade County Public Schools, School Board Policy 5410, which provides guidance to teachers, school, and district administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next, kindergarten through grade 12 and adult education. The information presented in this document is derived from requirements set forth by Florida Statutes, Florida Board of Education Rules and policies established by The School Board of Miami-Dade County. The Student Progression Plan for Miami-Dade County Public Schools is amended annually to reflect actions taken by the Florida Legislature, The Florida Board of Education, the Florida Department of Education and The School Board of Miami-Dade County. <http://ehandbooks.dadeschools.net/policies/93.pdf>

## **RETENTION**

At the end of the school year, the decision may be made for a child to be retained for the following year. This decision is made by the principal, teacher, and any other relevant parties. The parents are always informed of the decision in the form of a formal conference. Research indicates that grade retention should not be used as a widespread strategy or remedial action. While most of the research does not support retention, there are instances when a student who does not meet the levels of performance for student progression may be retained. This will provide the student with additional time to master the District and State standards in ELA, Mathematics, Science, and Social Science that are required for success in the next higher grade. Student progress toward achieving the levels of performance is measured through statewide standardized assessments, district assessments, and other selected indicators, such as classroom work, observations, tests, homework, and portfolios. The level of mastery of each objective and competency will vary from student to student, and all students should demonstrate growth toward mastery of objectives and competencies. Per Florida Statutes 1008.25, third grade students who do not score a level 2 or above on the statewide standardized reading assessment, the FSA ELA, may not be promoted to grade 4 unless eligible for a good cause promotion. In order for a student to be retained, the academic grades in core subjects on a student's report card must reflect the student's inability to meet appropriate levels of performance even when interventions have been delivered and monitored with fidelity. The student should also have been included in the school's system of progress monitoring and parents should be aware of the student's academic deficiencies and the academic support provided by the school. Teachers and administrators have an obligation to provide timely intervention in an effort to prevent retention of students who have the potential to overcome academic deficits in selected areas without repeating an entire year of study. All students, and especially those in primary grades, who exhibit significant risk, must be given

intensive intervention as soon as that risk is identified, in order to avoid retention. Students who meet all criteria for grade promotion should not be retained for other reasons that are beyond the scope of academic progress. Final decisions regarding student promotion and retention are the responsibility of the principal.

**Retention of English Learners (ELs) in the Elementary School Grades:** Retention recommendations for ELs, regardless of time in the program and grade level, require the review and recommendations of the EL Committee and must include documentation that indicates no academic progress in reading, writing, and mathematics in English or the student's home language as reflected by report card grades. Progress monitoring and interventions, as well as EL Committee recommendations, must be documented. It should not be solely based on diagnostic assessments that require proficiency in English. Retention recommendations for ELs in grades K-2 who have participated in the ESOL program for less than two years must be reviewed by the Department of Bilingual Education and World Languages. These retention recommendations must have documentation that indicates no progress in reading, writing, and mathematics in either English and/or the student's home language. ELs in grade 3 who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Florida Statutes. Promotion for ELs in third grade with less than two years in an ESOL program is to be based on good cause proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program based on Date of Entry into a U.S. School (DEUSS). Third grade ELs are eligible for all other exemptions, including good cause #3, alternative assessments, and good cause #4, student portfolio. Promotion for ELs with more than two years in an ESOL program must meet grade level performance standards as provided in Florida Statutes 1008.25 and be based on the student's performance in English. For these students, the above-mentioned Florida statute supersedes the authority of the EL Committee.

**Retention of Third Grade Students:** As per Florida Statutes 1008.25, to be promoted to grade 4, a student must score a level 2 or higher on the required statewide, standardized English Language Arts assessment. If a student's reading deficiency is not remedied by the end of grade 3, the student must be retained unless eligible for a good cause promotion.

### **PROGRESS MONITORING**

The academic progress of students must be monitored to ensure that students are mastering the standards for a grade level or course. In accordance with the requirements of Florida Statutes 1008.25, each student who does not achieve a level 3 or above on the statewide, standardized English Language Arts assessment (FSA ELA), the statewide, standardized Mathematics assessment (FSA Mathematics) must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who does not achieve a level 3 or above on the statewide standardized assessments must either be covered by an IEP or be included in a school's system of progress monitoring. The student's progress resulting from the academic support (interventions, tutoring, intensive reading/mathematics courses, etc., as applicable) must be monitored using the following assessments: Grades K-8: i-Ready Diagnostic Tests (Reading and Mathematics). As a function of the school-wide system of progress monitoring, instruction and interventions should be adjusted, as necessary, depending upon the student's academic growth and attainment of the grade level/course standards. As part of progress monitoring, parents must be informed of the student's areas of academic need.

*Appendix 4: Elementary Reading Interventions*  
*Appendix 5: Tier 3- Intensive Intervention*

**ARRIVAL PROCEDURES**

Parents are to drop off their child at the designated gate entrance. Please do not drop your child off before 7:30 a.m. and leave them unattended. For the safety of your child please do not leave children unattended in the 1<sup>st</sup> floor reception or outside the school. The designated gate will remain open until 8:30 a.m. Students arriving after 8:15 a.m. will be marked tardy by the teacher. Students who arrive after 8:15 a.m. must be brought to the office and signed in late **BY THE PARENT!** Please do not drop off your child in the front parking lot and allow them to enter the building unattended, **they must be escorted in and signed in by an adult!**

**DISMISSAL PROCEDURES**

**Dismissal:**

**K – 1<sup>st</sup> grades at 2:30 p.m.**  
**2<sup>nd</sup> – 5<sup>th</sup> grades at 3:00 p.m.**

**Early Release on Wednesdays for K-5 students at 2:00 p.m.**

Please use the **designated** entrance to pick up your **child and any siblings. These gates will remain open until 3:30 p.m.** If your child will not be participating in the Aftercare Program, we request that they be picked up no later than 3:30 p.m. **All children not picked up by 3:30 p.m. will go into our after-care program and will be charged for the day.** For After Care services, please call (305) 642-3484 Ext. 132

**RAINY DAY POLICY**

Rainy day dismissal will be scattered by grade level.

**ATTENDANCE POLICY**

Attendance is critical to the academic success of students. By attending school and class every day, students are more likely to keep up with the daily lessons and assignments and achieve academic success starting in kindergarten and continuing through high school. The Miami-Dade County Public Schools (M-DCPS) District has a vision whereby each student engages in a rigorous course of study in preparation for a myriad of successful post-secondary options. Research has shown that there is a strong correlation between attendance and achievement in school. Therefore, our attendance policy will be strictly enforced in accordance with Miami Dade County Truancy Regulations. Please do your best to get your child to school on time every day!

Students are expected to:

- be present at school every day
- attend class as scheduled
- arrive at school and class (es) on time; and
- demonstrate appropriate behavior and a readiness to learn.

Students are to be counted in attendance to school only if they are physically present at school when the Official Daily School Attendance is taken for the day or when engaged in a school-



approved educational activity which constitutes a part of the instructional program for the student. Elementary school teachers are required to take attendance at the beginning of the day and whenever students change instructors. When your child is absent from school, please notify the school office at **(305) 643-2132**. If you do not notify the school of your absence within 48 hours, your child will receive an “unexcused absence”. An excused absence letter must be provided to the classroom teacher when the child returns to school. You will be notified if your child has 5 unexcused absences. School begins at 8:00 a.m. A child will be considered tardy if he/she comes to school after 8:15 a.m. **The 2023-2024 school year will begin on Thursday, August 17, 2023.**

## **ABSENCES**

**Excused absences** include:

A. Personal illness of the student (medical evidence may be required by the principal or designee for absences exceeding five consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, the student must be under the supervision of a health care provider in order to receive excused absences from school.

B. Medical Appointment: If a student is absent from school due to a medical appointment a written statement from a health care provider indicating the date and time of the appointment must be submitted to the teacher or principal.

C. Death in the immediate family.

D. An approved school activity (absences recorded but not reported).

E. Other absences with prior approval of the principal.

F. Attendance at a center under Department of Children and Families supervision.

G. Significant community events with prior permission of the principal. When more than one school is involved, the Region Superintendent will determine the status of the absence.

H. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.

I. Court appearance of the student, subpoena by law enforcement agency or mandatory court appearance.

J. Outdoor suspensions.

K. Appointments for a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

L. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal, require documentation related to the condition.

### **Course Make-up for Excused Absences**

If the absences are excused, all educational requirements for the course shall be met before a

passing grade and/or credit is assigned. The student shall make-up work for excused absences within a reasonable amount of time.

### **Unexcused absences**

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked with an unexcused absence until the required documentation is received. **Failure to provide the required documentation within five school days upon the return to school will result in an unexcused absence.**

Unexcused absences include:

- Vacations, personal services, local non-school event, program, or sporting activity
- Older students providing day care services for siblings
- Illness of others
- Non-compliance with immunization requirements (unless lawfully exempt).

Any student who fails to attend any regularly scheduled class and has no excuse for absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents.

### **Course Make-up for Unexcused Absences**

Unexcused absences do not require that the teacher provide make-up work for the student. However, the Attendance Committee may assign educationally related activities to mitigate the loss of instructional time.

### **EARLY DISMISSAL**

Students shall be in attendance throughout the school day. If a student is late to school or to be dismissed before the end of the school day, the parent shall notify the school in advance and state the reason for the tardiness or early dismissal. Justifiable reasons shall be determined by the principal. No student shall be released within the final thirty (30) minutes of the school day unless authorized by the principal or principal's designee (i.e., emergency, sickness). If you need to pick up your child during school hours, you must do so through the office. You will be required to sign an Early Dismissal Log at which time we will call your child to come to the office. We encourage parents to schedule doctor appointments after school hours in order to minimize disruption to the classroom. Early Dismissal Hours are from **11:00 a.m. – 1:00 p.m.** The students must be in class for a minimum of three hours before leaving the school.

### **TARDY**

A student is considered tardy to school if the student is not physically present when the Official Daily School Attendance is taken for the day but later enters the school. **NOTE:** If a student is not present when school attendance is taken but is present later in the school day for another assigned class, that student must be considered in attendance, but tardy to school, and the absence should be changed. A student who is tardy to school should never remain on record as being absent to school.

### **AFTER SCHOOL PROGRAM**

Students who will be staying on campus after dismissal will be participating in the after-school program. The CNC (non-profit) organization provides the after-school care program. This is a structured program; therefore, in order to minimize disruption in the classrooms; we request that

children participating in this program be picked up by 6:00 p.m. For payment information contact CNC at 305-642-3484.

### **COMMITTEES**

School encourages parents to participate in the different committees that are available to them. **Educational Excellence School Advisory Committee (EESAC):** this committee meets once monthly and is responsible for assisting the principal in making various decisions regarding different aspects of the school's functioning. It is also in charge of long-range academic and capital planning. *As per State Statute, EESAC members are elected.* EESAC meetings will take place on September 6, 2023; October 4, 2023; February 21<sup>st</sup>, 2024; April 24, 2024.

### **GOVERNING BOARD MEMBER**

The school welcomes any parent that would like to take part in the governance of the school. Please see the school leader for details. Board meetings will take place on July 27, 2023; September 12, 2023; December 12, 2023; February 13, 2024; and May 14, 2024.

### **Procedures for addressing board**

According to Robert's Rule, procedures are to be followed when addressing the board.

- Fill out a form requesting to address board
- Form gets sent to board secretary, Celia Suarez at: celiasuarez1943@gmail.com
- Public will be addressing the board chair
- Public will stay within the length of 10 minutes of speaking time.

### ***Appendix 7: Public Speaking Form***

### **SCHOOL CALENDAR**

The school will follow the Miami Dade County Public Schools Calendar.

### ***Appendix 2: Miami Dade County Public Schools Calendar***

### **ASSESSMENT**

Your child is assessed in a variety of ways as he/she progresses through school. The assessment calendar by Grade Level.

### ***Appendix 3: MDCPS Testing Calendar by Grade levels***

### **CLUBS/ ACTIVITIES**

**Enrichment programs:** We will be offering clubs as an incentive for students that have good academics. These clubs will be after school on Wednesday from 2:00 p.m. to 4:00 p.m. The clubs are:

- Art
- Music

- Cultural
- Coding

**NEHS:** A club that recognizes elementary students in both public and non-public schools for their outstanding academic achievement and who have demonstrated personal responsibility. The club offers opportunities for students to provide meaningful service to the school and community and to develop essential leadership skills in the students at elementary schools. Students who excel academically and model exceptional responsibility may become members through a local selection process that concludes with induction to the school's National Elementary Honor Society chapter. Membership provides an outstanding means of preparing and training students for their middle and high school experiences. To be eligible for membership consideration, students must have a cumulative grade point average of 80%. Additionally, candidates must meet high standards of responsibility, service, and leadership. Students are evaluated by a faculty council appointed by the principal.

**MicroSociety:** ACE will incorporate service learning within a MicroSociety learning environment and seamlessly integrate this throughout the educational program. Evidence shows MicroSociety as well as service-learning strategies provide a positive impact on learning. Microsociety provides a miniature society within the school that empowers students to take ownership of their learning. Microsociety's cooperative and rigorous esteem-building programs have the power to address many of the problems that plague American classrooms today.

### **STUDENT AWARDS**

At the end of each quarter, the school will hold an assembly to honor those in excellent standing. At the end of the year, the school will hold the Award Ceremony at which time each student receives a personalized award from his/her teacher. There may also be special awards given out such as citizenship, participation, foreign language, art, physical education, and music awards.

### **SCHOOL PICTURES**

School pictures are taken at least twice a year. Information is sent home for you to fill out and return if you wish to order the pictures. In the spring, we take class pictures which can also be ordered.

### **SAFETY PATROLS**

Safety Patrols are students in Fourth grade or above who have been chosen to help enforce the rules of School. The Safety Patrols are supervised by the Safety Patrol Committee, which is composed of the principal and selected Teachers. Students must have good attendance, perform well academically and behaviorally, and have permission from his/her parents in order to qualify for becoming a safety patrol.

### **LOST AND FOUND**

In order to avoid problems before they occur, we ask that you label everything that belongs to your child. We also request that you do not send valuable items (e.g., jewelry, electronics) to school with your child. Please write a note to your child's teacher first and then to the front office if your child is missing something. Lost and found is located in the main office.

### **BREAKFAST**

Breakfast will be served from 7:30 a.m. to 8:00 a.m. for all students.

**SCHOOL LUNCHES**

The USDA Child Nutrition Programs as administered by Miami-Dade County Public Schools provides free and reduced priced lunch for children unable to pay the full price. In place of the paper application, School Meal Program Brochures are distributed to all students informing parents on the application process and meal program. Paper applications are available in the school’s front office upon request. Many students are approved through Direct Certification and do not submit a lunch application. If approved for meal benefits, the approval status is valid throughout the school year, the summer, and approximately the first twenty days of the next school year. Parents/Guardians must notify the school principal of any allergy or other medical condition their child has and request the appropriate forms for completion. Breakfast and lunch menus will be posted monthly on our website at: [www.alphacharterschool.com](http://www.alphacharterschool.com), under the Food Program.

Full Pay and Reduce Prices: The School is participating in the CEP Program.

<b>Breakfast</b>	<b>School Lunch</b>	<b>Prices</b>
All Students No Charge	Elementary Students	No Charge
	Elementary Students	No Charge

**SCHOOL SUPPLIES**

Each teacher will distribute a list of the necessary school supplies for the class. Please make sure that your child is prepared for class each day with several sharpened pencils, crayons, and anything else requested by the teacher. School Supply list is listed on our website [www.alphacharterschool.com](http://www.alphacharterschool.com) or see Ms. Maria on the 3<sup>rd</sup> floor.

**TEACHER CONFERENCES**

All parents should meet with their child’s teacher at least 3 times during the school year. We encourage you to have conferences more often as effective communication is one of the cornerstones of education. Please contact the teacher by phone or email to schedule the parent conference. **A tour to meet and greet teachers has been scheduled for August 16<sup>th</sup> from 9:00 a.m. to 11:00 a.m.**

**COMMUNITY AGENCIES**

We have partnered with CNC (non-profit) organization that provides the following services to our ACE family: Financial Literacy to Parents, Day Care Services, Youth Program, Refugee Program and House and Living Assistance. If you need further information concerning any of these programs, please call CNC at 305-642-3484.

**COMMUNICATION**

You can contact the Main Office during the hours of 8:00 a.m. - 3:30 p.m. at (305) 643-2132. Contact your child’s teacher through ClassDojo or by email. Another great communication tool is

the School Messenger System. This message system will be used regularly with upcoming events and announcements and will be delivered as phone calls and/or text. **Please remember to check your child's folder/agenda for daily letters and bulletins announcing upcoming events.**

## **PARENT ACADEMIES**

We have partnered with The Parent Academy to offer parent workshops throughout the school year that provides information on how to get involved in your child's education. The workshops will be on homework help, teacher communication, and state-wide testing. The workshop's dates will be announced throughout the school year.

## **PARENT MEETINGS**

There will be parent meetings throughout the school year. A tour to meet and greet teachers has been scheduled for August 16th, 2023 from 9:00 a.m. – 11:00 a.m. Title I Meeting has been scheduled for September 14, 2023 from 4:00 pm to 4:30 p.m. Open House will also be on September 21, 2023 from 5:00 p.m. to 6:00 p.m.

## **IMMUNIZATIONS**

Please make sure that all your child's immunizations are kept up to date. Children entering Kindergarten - 2<sup>nd</sup> grade must have their Hepatitis B immunization upon entering school.

## **HOME LEARNING POLICY**

### **General Statement**

Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline.

### **Research Indicates:**

- Schools in which homework is routinely assigned and graded tend to have higher achieving students.
- Teacher assigned homework should have a clear purpose.
- There is general agreement that the amount of homework increases significantly as a student progresses through school.
- Homework should be necessary and useful, appropriate to the ability and maturity level of students, well explained and motivational, and clearly understood by students and parents.
- Homework should be tied to current subject matter, assigned in amounts and levels of difficulty which students can complete successfully, and should be checked quickly, with feedback to students.
- Giving homework on a regular basis may increase achievement and improve attitudes toward learning.

Students should have 30-45 minutes of homework, five nights per week (Monday -Friday). There will be a mandatory 30-minute reading at home daily. i-Ready Reading and Math must be completed at home weekly. ESOL Level 1 students must complete Imagine Learning for Reading

weekly.

### **EXPECTATION OF STUDENTS**

The goal of every child should be that of a “model student.” A model student is expected to be present at school every day, attend class as scheduled, arrive at school and class (es) on time, and demonstrate appropriate behavior and a readiness to learn.

- Be physically present at school, on time, every day.
- Attend class as scheduled, on time.
- Students must immediately ask teachers for assistance to clear-up any misunderstandings. Ask questions in class on the day in which homework is assigned if instructions are unclear or further direction is warranted.
- Complete assignments thoroughly and on time as directed by the teacher.
- Be prepared by having read assigned chapters and engage in classroom discussions.
- Present work that is the student’s own work product. While collaboration is encouraged, each student is responsible for presenting their own responses or work. Know the difference between collaboration and plagiarism. If in doubt, consult with your teacher for guidance.
- Be prepared to be assessed on what was covered in the homework assignment.
- Read your textbook and review content covered when homework is not assigned.
- Homework should provide reinforcement and extension of class instruction and should serve as a basis for further study and preparation for future class assignments.
- All homework assignments should be relevant to the material being covered in class and should have a defined learning outcome. Teachers, at their discretion, may utilize various means of assessments to ascertain student mastery of homework objectives.
- Teachers should discuss with and explain to students the purpose, relevance, and value of homework assignments. Students can seek further input from teachers on how to best approach homework guidelines, standards, and expectations.

### **EXPECTATIONS OF PARENTS**

The parent shall be responsible for their child’s school attendance as required by law and stress the importance of regular and punctual school attendance with their child.

- Report and explain an absence or tardiness to the school.
- Failure of the parent to provide required documentation within five (5) days upon the student’s return to school will result in an unexcused absence.
- Ensure that the child has requested and completes make-up assignments for all excused absences/tardiness from their teachers upon their return to school or class.
- Appear before the Attendance Review Committee at the scheduled time to provide information relating to their child’s absences and to support prescribed activities.

## **VOLUNTEER PROCEDURES:**

### **ACE Volunteer Program has two levels of volunteers:**

Level 1 (L1): The standard clearance level for volunteers, including all volunteers.

Level 2 (L2): High security clearance level for positions where fingerprinting is required: Overnight chaperone for fieldtrips, Daily Volunteers.

School vendors and/or community/volunteer-based organizations with contracts or agreements with the school are not volunteers, and therefore, need MDCPS Vendor's Badge.

Guest Speakers: Individuals who enter school grounds for a one-time-only event or presentations do not need to register as a school volunteer.

Schools should ensure, however, that speakers sign in and present a valid, government-issued ID with picture.

Speakers should be escorted to and from the classroom.

School Parents who are entering school grounds as part of their parenting duties (parent/teacher conferences, etc.) and not as a school volunteer should be greeted and welcomed as any parent should be greeted when entering school grounds.

Please have parents sign-in as guests, request a picture ID as proof, and provide an ID tag or visitors pass. They may be escorted to their meeting place.

Parents would not be registered as a school volunteer unless they are providing school volunteer services.

## **STUDENT ACCIDENTS**

Any student injured at school will be sent to the office. The parents will be contacted by the teacher or staff member in charge. All student accidents will be reported to the principal and a STUDENT ACCIDENT REPORT will be completed.

## **MAKE-UP WORK**

The student and the teacher shall work together to make up any missed assignments, tests, homework, etc., whether for excused or unexcused absences, up to the specified absence (8) limit. Immediately upon return to school from an absence, the student shall be given the number of days missed plus one additional day to submit the make-up work for full credit. Request the make-up assignments for all excused absences/tardiness from teachers upon return to school or class. Complete the make-up assignments. Failure to make-up assignments can result in lower assessment of the student's academic and/or effort grade. Be reported as present for the school day in order to participate in athletic and extracurricular activities

## **FIELD TRIPS**

The School Board believes that field trips can be an integral part of the learning process in many areas of education. For purposes of this policy, a field trip shall be defined as an approved trip away from a school site. Field Trip forms must be completed by the parents and signed before the child attends the field trip.



## **WITHDRAWALS**

A Withdrawal Slip is necessary when a child leaves school during the school year. It will be signed by the parent and provided to the Registrar. Be sure that all school property has been turned in by the child before he or she leaves the school.

## **REPORT CARDS/INTERIM PROGRESS REPORTS**

**Report cards:** All schools shall use a standard computer-generated report card appropriate for the school level as the primary means of reporting student progress. With the approval of the Regional Superintendent, schools may develop additional or supplementary reporting instruments which may be used in conjunction with the standard report card. Report cards are to be issued for all students, K-12, four times a year according to the schedule established in Opening of Schools-Procedures and Schedules.

Report Cards 4 times a year

- 11/4/23
- 2/3/24
- 4/21/24
- 6/23/24

**Interim Progress Reports:** An interim progress report must be sent home by the teacher to the parent at any time during the grading period when it becomes evident that the student is performing unsatisfactorily in academics, conduct, or effort. Interim progress reports will be disseminated to all students at mid-grading period that will reflect earned grade/performance evaluation to this point. Prior to the end of the grading period, if the student shows a decline in performance, a second interim progress report will be issued. It is the teacher's responsibility to award a grade commensurate with the student's performance. Additionally, the teacher shall send an interim progress report to the parents of students whose performance shows a decline prior to the end of each grading period to inform the parents of their child's status. The interim progress report form will include a place for the teacher to indicate that a parent conference is requested. When, in the teacher's judgment, a conference with the parent is necessary, further attempts by mail or telephone are encouraged. However, if the parent does not respond to the request for a parent conference, it shall be the responsibility of school personnel to take, within reason, action to initiate a parent conference. Interim Progress Reports are typically issued approximately every 4-5 weeks.

Interim Reports 4 times a year:

- 9/30/23
- 12/9/23
- 2/24/24
- 5/5/24

## **GRADING AND REPORTING STUDENT PROGRESS K-12**

**Kindergarten:** Instructional staff should use such evaluative devices and techniques, as the electronic grade book, to communicate individual student growth and development without student comparison to the progress of others. A student's developmental progress should reflect the teacher's most objective assessment of the student's social, emotional, and academic achievement. When a numerical equivalent to an assigned letter grade of "E," "G," "S," "M," or "U" is used, the following apply and shall be communicated to the student and his/her parents:

GRADE	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
E	90-100%	Outstanding progress	4
G	80-89%	Above average progress	3
S	70-79%	Average progress	2
M	60-69%	Lowest acceptable progress	1
U	0-59%	Failure	0

**E-Excellent progress:** Code “E” (90-100%) indicates that the Kindergarten student has demonstrated mastery of instructional objectives appropriate for the Kindergarten program. The student consistently performs at a level above that which is expected in the kindergarten program.

**G-Good progress:** Code “G” (80-89%) indicates that the Kindergarten student has demonstrated above average mastery of instructional objectives appropriate for the Kindergarten program. The student consistently performs at a high level in the Kindergarten program.

**S-Satisfactory progress (Progressing toward grade level expectations):** Code “S” (70-79%) indicates that the Kindergarten student has made satisfactory progress in mastering instructional objectives appropriate for the Kindergarten program. The student is performing at a level which will permit him/her to successfully complete the essential objectives of the Kindergarten program.

**M-Minimal progress:** Code “M” (60-69%) indicates that the Kindergarten student has mastered the minimal instructional objectives for the Kindergarten program. The student consistently performs at the lowest acceptable level in the Kindergarten program.

**U-Unsatisfactory progress:** Code “U” (59% and below) indicates that the Kindergarten student has not mastered the minimal instructional objectives for the Kindergarten program. The student consistently performs below acceptable levels in the Kindergarten program.

**Grades 1–12:** Instructional staff is to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion.

A student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Specific guidelines for grading student performance and for reporting student progress are provided below:

**Academic Grades:** Academic grades are to reflect the student's academic progress based on the standards for the grade level/course in which the student is enrolled. The grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a

clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance, or tardiness. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level standards. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period. In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be "A," "B," "C," "D," or "F." A brief explanation of the grades used in grades 1-12 follows:

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

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

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

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

**F** -A grade of "F" (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

When a numerical equivalent to an assigned letter grade of "A," "B," "C," "D," or "F," is used, the following apply and shall be communicated to students:

GRADE	NUMERICAL VALUE	VERBAL INTERPRETATION	GRADE POINT VALUE
A	90-100%	Outstanding progress	4
B	80-89%	Above average progress	3
C	70-79%	Average progress	2
D	60-69%	Lowest acceptable progress	1
F	0-59%	Failure	0
I	0	Incomplete (secondary only)	0

## **CONDUCT GRADES**

Conduct Grades Conduct grades are to be used to communicate clearly to both students and their parents the teacher's evaluation of a student's behavior and citizenship development. These grades are independent of academic and effort grades. The conduct grade must be consistent with the student's overall behavior in class and should not be based on a single criterion. The conduct grading system is as follows:

**Kindergarten:** Kindergarten conduct grades should be reported in the subject conduct of the grade book on a weekly basis to be averaged each reporting period.

**Code E** indicates excellent conduct on the part of the student. The student consistently behaves in a manner acceptable for Kindergarten-age children and in accordance with classroom, school, and district standards.

**Code G** indicates good conduct. The student's overall conduct is nondisruptive and meets established classroom, school, and district standards.

**Code S** indicates satisfactory conduct. The student's overall conduct is generally nondisruptive and within an acceptable range with regard to classroom, school, and district standards.

**Code M** indicates some improvement is needed. The student occasionally demonstrates unacceptable behavior for Kindergarten-age children in accordance with classroom, school, and district standards.

### **Grades 1-12: Conduct Grade Codes and Descriptions**

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

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

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

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

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

## **EFFORT GRADES**

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

**Kindergarten:** The level of effort may be indicated through various comments on the report card.

**Grades 1-12:** Three numerical grades are used to reflect effort in grades 1-12.

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

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

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

**REQUIRED PROGRAM OF STUDY**

The required program of study for elementary school grades in M-DCPS reflects State and District requirements, including the NGSSS/FS for elementary education, as contained in the M-DCPS District Pacing Guides. The following subject areas of study are required for the elementary programs offered in each grade, K-5.

Language Arts/Reading/ESOL	Music
Mathematics	Physical Education
Science	Safety Education
Social Sciences	Curriculum Content in Home Language (CCHL) for (ELs) Spanish or Haitian Creole
Art	World Languages
Health	

**English Language Arts/Reading:** In grades K-5, 90 minutes of consecutive, uninterrupted, daily instruction in language arts/reading (Required). Students in need of targeted Tier 2 intervention in reading will be scheduled for a minimum of an additional 30 minutes daily during the school day.

**ELs:** ELs are required to have the same instructional time as non-ELs for language arts/reading. Teachers providing any portion of the Language Arts/ESOL instruction must have appropriate certification and required training, i.e., ESOL endorsement.

**Students with Disabilities** are required to have the same instructional time (90 minutes of uninterrupted daily instruction) in reading/language arts only within a single instructional setting. Other subjects may not be taught during the reading/language arts instructional time/block.

- Students with disabilities who are following the NGSSS/FS must be enrolled in General education courses.
- Students with disabilities who are following the Florida Standards Access Points (modified

curriculum) must be enrolled in access courses regardless of the educational placement.

- The general education classroom must be the first placement consideration for scheduling and providing access to these courses for students with disabilities.

**Writing:** In grades K-5, 150 minutes of weekly writing instruction with a minimum of 30-minute instructional blocks (Required).

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

**Mathematics:** In grades K-5, 60 minutes of consecutive, and uninterrupted, daily instruction in mathematics (Required).

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

**Science:** In grades K-1, 60 minutes per week of science instruction (Required). In grades 2-5, 150 minutes per week of science instruction (Required). This instruction is to include a block of scientific investigations using the inquiry approach (science lab) once a week.

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

**Social Sciences:** In grades K-1, 60 minutes per week of social science instruction (Required). In grades 2-5, 120 minutes per week of social science instruction (Required).

- Students with disabilities are required to have the same instructional time as their non-disabled peers.

**Physical Education:** In grades K-1, 150 minutes of weekly instruction of physical education provided by a teacher, 30 minutes daily (Required). In grades 2-5/6, 150 minutes of weekly instruction of physical education provided by the physical education teacher, 30 minutes daily (Required).

**Art:** In grades K-1 art instruction will be provided by the classroom teacher through an interdisciplinary model that integrates art throughout the core subject areas of Mathematics, Language Arts, Science, and Social Science (Required). If time is available in the art specialist's schedule, K-1 art instruction will be provided through a collaboration model between the art specialist and the classroom teacher. In grades 2-5, 60 minutes a week of Art instruction provided by the Art education teacher (Required).

**Spanish:** In grades K-5, 150 minutes weekly of Home Language Arts for all ELs (Required). For intervention purposes, HLA is the appropriate intervention for ESOL Level 1 and 2 of two years or less. If a student is not making appropriate progress, an EL committee must be convened to determine alternative strategies or referral to Response to Intervention (RTI).

In grades 2-5, 150 minutes weekly of World Languages (Required).

Time requirements are as follows:

3 – 50-minute sessions or

2 – 60 minute and 1 – 30-minute session

For grades K & 1 (EL only), 30 minutes daily

**Music:** In grades K-1, Music instruction will be provided by the classroom teacher through an interdisciplinary model that integrates Music throughout the core subject areas of Mathematics, Language Arts, Science, and Social Science (Required). If time is available in the Music specialist's schedule, K-1 music instruction will be provided through a collaboration model between the Music specialist and the classroom teacher. In grades 2-5/6, 60 minutes of music instruction provided by the music education teacher every week (Required).

### **ACCIDENT AND ILLNESS POLICY**

**Sick children belong at home so they can recuperate and not spread their illness to others!** Children who become ill or injured will be escorted to the office. A pass must be filled out properly each time a child is sent to the office. Children are allowed to lie down in the office for fifteen (15) minutes. **If a longer rest period is necessary, the parents will be called to pick up the child.**

### **LICE**

Students that are found with Lice will have to be picked up from school as soon as possible. The school will communicate with parents and provide a brochure to help remove lice from children. Once the child has been identified with lice, school personnel will check upon the arrival of the student to make sure he/she has been cleared. It is important to remember that the student and the home environment (pillows, comforter, towels etc.) must be free from lice.

### **MEDICATION POLICY**

According to the *Board Policy 5330-Use of Medications*, the School Board is **not** responsible for the diagnosis and/or treatment of student illnesses. The administration of prescribed medication and/or medically prescribed treatments to a student during school hours is permitted only when failure to do so would jeopardize the health of the student, the student would not be able to attend school if the medication or treatment were not made available during school hours, or the child is disabled and requires medication to benefit from his/her educational program.

Medication includes all medicines including those prescribed by a medical provider and any non-prescribed (over the counter) drugs, preparations, and/or remedies. "Treatment" refers to the manner in which a medication is administered and to health-care procedures which require special training, such as catheterization. Written medication authorization (Form 2702) signed by the child's medical provider and parent shall be provided before any prescribed medication or treatment may be administered to any student during school hours. Parents may administer medication or treatment. The child's medical provider and the parent must also authorize in writing any self-medication by the student such as epi-pens and inhalers. Medication shall not be carried on a student in the school except as approved by the principal. Furthermore, no student is allowed to provide or sell any type of over-the-counter medication to another student.

All medications must be administered through the office. The proper paperwork must be completed, and the office is responsible to schedule and administer all medications. Neither aspirin nor non-aspirin pain reliever are not allowed without a doctor's note. **We do not supply any non-prescription medication.** If your child needs to take any medication during school hours, please completely fill out the Medical Authorization form signed by the prescribing physician and return it to our office to be placed in your child's health folder. All prescription containers must be current and match the authorized prescription. No over the counter drugs can be administered by anyone on staff.

### **TEXTBOOKS**

Textbooks assigned to a student must not be damaged, disfigured or lost. The student will be required to pay for lost or damaged textbooks.

## **ELECTRONIC DEVICE POLICY**

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

### **Digital Citizen**

The Board uses information and technology in safe, legal, and responsible ways. A responsible digital citizen is one who:

A. **respects oneself:** Users will select online names that are appropriate and will consider the information and images that are posted online.

B. **respects others:** Users will refrain from using District network systems and social media to bully, tease, or harass other people.

C. **protects oneself and others:** Users will protect themselves and others by reporting abuse and not forwarding inappropriate materials or communications.

D. **respects authorship:** Users will properly reference or cite to work, websites, books, media, etc., used in any student work.

E. **Protects intellectual property:** Users will not use software and media produced by others without prior authorization from the owner. Users will also not upload, download, or transfer any intellectual property belonging to a third party without specific permission including images, texts, video files, and digital music files.

For the purposes of this Agreement, the term “mobile device” or “mobile device computer” shall refer to the mobile device make and model along with all accompanying peripherals (e.g., power cord, battery, mouse, etc.) received with the mobile device.

Agreement:

1. **Term of Use of the Mobile Device.** The student shall be granted use of the mobile device computer while enrolled in Miami Dade County Public Schools, but no later than the end of the current school year. ACE reserves the right to terminate the Agreement at any time and for any reason upon giving thirty (30) days’ notice to the Parent or Student. The mobile device is being issued to the student solely for educational use and any use that is deemed inconsistent with this purpose as determined by school administrators or by ACE personnel, or that is in violation of School Board policies, State or Federal law, or that is prohibited by Chapter 815 of the Florida Statutes will be considered a material breach of this Agreement, requiring that the mobile device be returned immediately to ACE.

2. **Return of Mobile Device to ACE.** Student’s right to use the mobile device will terminate and student/parent must return the mobile device to ACE upon the occurrence of any of the following events:

- a. Student’s use of the mobile device expires at the end of the current school year.
- b. Students cease to be enrolled in Miami Dade County Public Schools.
- c. ACE provides students with notice that the mobile device must be returned.



- d. Student is found to have violated School Board policies, State or Federal law as provided in Section 1
- e. Student fails to perform any of his/her obligations under this agreement.
- f. If a mobile device is not returned, Student and Parent shall be liable to ACE immediately upon demand for the payment of the full replacement value of the mobile device. ACE may exercise options as outlined in Florida State Statute for non-collection of instructional materials including, but not limited to, suspension of student from participation in extracurricular activities or satisfaction of the debt by student through community service activities.

**3. Loss or Misuse of Data/Information on Devices.** Protection and backup of data on the mobile device is the parent and student's sole responsibility. ACE shall not be liable for loss data. If a device has to be restored due to a malfunction or repair; data stored on the device could be lost. At any time during the term of this agreement and upon return of the mobile device.

**4. Alterations and Attachments.** Student and Parent may not make any alterations in or add attachments, hardware, or software to the mobile device computer absent express permission from ACE, which permission is at the sole option of ACE.

**5. Notification of Loss, Damage, or Malfunctioning.** student and parent agree to immediately notify the designated school site personnel upon the occurrence of any loss to, damage to, or malfunctioning of any part of the mobile device for any reason. If a device is stolen outside of school premises/grounds, parents shall contact the applicable municipal county police department and shall file a police report and provide a copy of the police report to designated school site personnel.

**6. Damage or Loss of Mobile Device.** student and parent shall be responsible for any loss or damage to the mobile device, from the time the delivery of the mobile device is accepted and until the mobile device is returned to ACE. If the mobile device computer is lost, stolen, destroyed, or damaged where the repair costs exceed the value of the mobile device, then the Student and Parent shall be liable to ACE immediately upon demand for the payment of the full replacement value of the mobile device at the time of loss. If part of the mobile device is damaged but repairable the Student and Parent shall be liable for the expense of repairing that item(s), if not covered by the manufacturer's warranty. ACE may exercise options as outlined in Florida Statutes.

**7. Ownership and Privacy.** The mobile device computer is and shall remain ACE property. Therefore, students and parents shall permit persons designated by ACE to examine the mobile device computer and its content at any time for any reason, including but not limited to inspection, maintenance, repair, upgrading, and/or software installation. Neither the student nor the parent has any right to privacy of any data saved on the mobile device or in any ACE network. ACE may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student devices at any time for any reason.

**8. Release of Liability.** parent and the student, including their heirs and assigns agree that they will release, forever discharge, indemnify, defend, and hold ACE harmless from any and all claims arising from the student's or parent's use, misuse, or possession of the mobile device issued to the Student pursuant to this Agreement including but not limited to any and all damages whatsoever kind or nature.

**9. Survivorship, Governing Law and Venue.** Those provisions which by their nature are intended to survive the expiration, cancellation, or termination of this Agreement. This Agreement shall be governed by and construed in accordance with the laws of the State of Florida venue for any claim shall lie exclusively in a court of competent jurisdiction in Miami-Dade County.

***Appendix 6: Student use of mobile computer agreement***

# STUDENT CODE OF CONDUCT

*Alpha Charter School will follow the Miami Dade County Public School Code of Student Conduct.*

## The School's Code

- |                 |                    |                       |
|-----------------|--------------------|-----------------------|
| 1. Be Attentive | 7. Be Orderly      | 13. Take Initiative   |
| 2. Be Obedient  | 8. Be Forgiving    | 14. Have Self-Control |
| 3. Be Truthful  | 9. Be Sincere      | 15. Be Punctual       |
| 4. Be Grateful  | 10. Be Virtuous    | 16. Be Resourceful    |
| 5. Be Generous  | 11. Be Responsible | 17. Have Discretion   |
| 6. Be Creative  | 12. Be Tolerant    | 18. Be Patient        |

## If a Student Does Not Follow Our Code:

1<sup>st</sup> consequence      Verbal warning - If negative behavior proceeds, refer the child to guidance.

2<sup>nd</sup> consequence      Time out / loss of privilege\*

3<sup>rd</sup> consequence      Parent contact and a referral / letter sent home - a referral / letter is sent home to make the parent aware that negative behavior has escalated past loss of privilege.

4<sup>th</sup> consequence      Child is sent to the Administration and the parent is called to schedule a conference regarding positive solutions to negative behavior.

5<sup>th</sup> consequence      In School Suspension- ISS - /disciplinary hearing with the School Board Representatives / referral sent home and filed with the School Board of County.

6<sup>th</sup> consequence      Out of school suspension / disciplinary hearing with the School Board Representative / referral sent home and filed with the County School Board.

**SEVERE CLAUSE**    Fighting, Profanity, Disrespect or Disruptive behavior may result in immediate suspension from school. Parents will be contacted and may be called to pick up the student.

Student Code of Conduct- English

<http://ehandbooks.dadeschools.net/policies/90/Elementary-COSC-English.pdf>

Student Code of Conduct- Spanish

<http://ehandbooks.dadeschools.net/policies/90/Elementary-COSC-Spanish.pdf>

*Appendix 1 (Attached): MDCPS Student Code of Conduct*

## **ZERO TOLERANCE POLICY**

In order to maintain positive student interaction and to ensure the safety of all students at school, we institute the rule of “Zero Tolerance.” This states that anyone involved in a physical fight, regardless of who “started” the fight, will be suspended from school. Please see the Student Code Conduct of Miami Dade County.

## **BULLYING AND HARASSMENT**

Florida Statute 1006.147, also known as The Jeffrey Johnston Stand Up for All Students Act, requires school districts to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school-sponsored events, and through school computer networks. Miami Dade County Public Schools (M-DCPS) is committed to providing a safe learning environment for all students. To this end, M-DCPS is dedicated to eradicating bullying and harassment in its schools by providing awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers. Bullying means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliations; or unreasonably interfere with the individual’s school performance or participation that includes a noted power differential.

**Bullying** may involve, but is not limited to:

1. Teasing
2. Social exclusion
3. Threats
4. Intimidation
5. Stalking
6. Physical violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public or private humiliation
10. Destruction of Property
11. Cyberstalking
12. Cyberbullying
13. Hazing

**Harassment** means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee who:

1. places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property,
2. substantially interferes with a student’s educational performance, opportunities, or benefits, or
3. substantially disrupts the orderly operation of a school.

**Bullying and Harassment** also includes:

1. Retaliation against a student or school employee by another student or school employee for asserting or alleging an act of bullying or harassment. Reporting an act of bullying or harassment that is not made in good faith is considered retaliation.
2. Perpetuation of conduct listed in the definition of bullying and harassment by an individual or group with intent to demean, dehumanize, embarrass, or cause emotional or physical harm to a student or school employee by:
  - a. Incitement or coercion
  - b. Accessing or knowingly and willingly causing or providing access to data or computer software through a computer, computer system, computer network, electronic or wireless devices on or off school grounds to bully or harass that jeopardizes student or school employee safety or disrupts the learning environment within the scope of the district school system.
  - c. Acting in a manner that has an effect substantially similar to the effect of bullying or harassment.

### **HOPE SCHOLARSHIP**

<http://www.fl DOE.org/schools/school-choice/k-12-scholarship-programs/hope/>

### **EXPULSION**

A principal may request that the Superintendent recommend to the School Board that a student be expelled in accordance with *Board Policy 5610 - Suspension and Expulsion of Students*. Principals may take this action when they have exhausted less severe administrative corrective strategies, or when they have considered those alternatives and rejected them as inappropriate in the given situation. Only the School Board can approve an expulsion. The maximum period of time for an expulsion may not exceed the remainder of the term or school year, the summer session, plus one additional school year of attendance. An expelled student is entitled to due process, including a formal hearing.

### **PLAYGROUND RULES**

**NO MORE THAN ONE CLASS AT A TIME MAY USE THE PLAYGROUND.** At least one adult supervisor must accompany each class (1-25 children). The supervisor's responsibility is to enforce these rules and ensure the safety of the class.

### **UNIFORM GUIDELINES**

Students are to always wear their complete school uniform. While on school grounds during the regular school day students must refrain from wearing clothing that (a) exposes underwear or body parts in an indecent or vulgar manner, or (b) disrupts the orderly learning environment. The uniform store is Ibiley. You can buy the uniforms at 2924 West Flagler Miami, Florida 33135. The telephone number is (305) 643-1816. All children must wear their uniforms. **If your child is out of uniform, we will call you to bring in the appropriate uniform.** Please prepare for the cooler weather with an approved school sweatshirt or cardigan.

### **ID/ LANYARD POLICY**

Students will be issued an ID that should be visible at all times and attached to their backpacks.

### **EMERGENCY PLAN**

**We ask that you please take a moment to review the seriousness of these drills with**

## **your child.**

### **Safety and Security**

#### ***Code Yellow/Code Red***

In the event of an emergency, the primary responsibility of all school personnel is to provide for the safety of all students. In the event a school administrator announces a possible threat to students and staff safety exists within the community (Code Yellow), or an imminent threat to students and staff safety exists within the school (Code Red) students, faculty and staff will comply with all the procedures outlined in the Miami-Dade County Public Schools Critical Incident Response Plan and remain on lockdown until a school administrator makes an "All Clear" announcement. Some of the protective action procedures include the evacuation of students/staff from the building(s), evacuation of the disabled and if necessary, the relocation of students/staff from the school campus, lockdown procedures and holding/dismissing students during school and community emergencies.

Some important tips for parents/guardians to remember during a Critical Incident are as follows:

- Remain calm.
- Monitor media outlets for updates and official messages from ACE message system.
- Do not flood the school with telephone calls; and
- If the school is on lockdown, wait until the lockdown is lifted before going to the school.

Police officers assigned and working in the school site have been adequately trained and are prepared to respond immediately during a critical incident or emergency to provide safety for all children.

#### ***Fire Drills***

Ten fire drills will take place during the school year according to the Miami-Dade County Public Schools Policy and Emergency Procedures. At the sound of the emergency bell, students must stop what they are doing and follow the teacher's instructions. Students must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teachers, and staff must remain outside the building until permission is given to re-enter.

### **VISITOR POLICY**

Due to legal regulations, students are not permitted to have guests attend school with them at any time. Parents/guardians are always welcome, and tours may be arranged to view the school. Visitors must first register with security at the main entrance, sign-in, produce photo identification, and then proceed to register in the main office. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

## **BOMB THREAT/SERIOUS Threat or Endangerment**

Turn off radios! No exceptions. **Radio transmissions can activate devices.** Upon receipt of a bomb threat or other threatening situation requiring evacuation of the school building, and evacuation signal will be issued. The signal will be the fire alarm signal. All students and staff members, with the exception of the administrative staff, **MUST** evacuate the building immediately using the Fire Drill Plan unless otherwise specified over the walkie-talkie system. Upon leaving the classroom, please scan the room for any objects that are out of the ordinary. Do not touch or rearrange anything in the classroom, especially suspicious items such as bags or packages. 911 will be called by the administrative staff and the Bomb Squad will be sent to investigate. The principal or site designee will meet in the office to begin the search pattern. If no foreign object is found, students and staff will remain outside the building until the Bomb Squad permits access back into the building. No student or staff member should re-enter the building until all clear signals are given.

## **TORNADO (Hurricane) DRILL**

A tornado warning will be given verbally over the walkie-talkie system or by a message carrier. All students and teachers are to crouch on the floor with their arms covering their heads. If there is imminent danger, the teacher should instruct the pupils to lie face down, draw their knees up under their body and cover the back of their heads with their hands or a book. The pupils should take protective cover under a desk and away from windows or glass if possible. Those who cannot get under their desk will crouch at an interior wall with their heads covered.

## **LOCK DOWN / SERIOUS INCIDENT**

Should a situation occur where student/staff safety is concerned, an announcement will be made over the walkie-talkie. The announcement will say, "We are in Lock down Mode, remain inside until further notice." At that time, all staff should remain in the rooms where they are located, and the teacher should immediately lock all classroom doors. All students and personnel should crouch on the floor away from all windows. When there is no longer an emergency, the following announcement will be made over the intercom system, "Teachers and Students, the emergency situation at our school has been taken care of and you may resume your normal routine."

## **BIOHAZARDOUS THREAT**

In the event that there is danger concerning our school where bio-hazardous material is concerned, all students are to evacuate their classrooms and go to a designated area. All air conditioning units are to be turned off immediately. In the event that the danger is imminent, remain in classrooms, ensuring that all doors are sealed shut as well as all windows.

## **EMERGENCY EVACUATIONS**

In the event we are faced with a dangerous situation that requires students and personnel to be removed from campus, an evacuation route is in place. A walkie-talkie announcement will be made by administration stating that there is an incident threatening our school, and to immediately follow emergency evacuation procedures. **ALL** students and faculty will leave their classrooms and proceed in an orderly fashion toward the designated location.

## **PARENT CONFLICT RESOLUTION PROCESS**

If parents disagree with established rules of conduct, policies, or practices, they can express their concern through the problem resolution procedure. If a situation occurs when parents believe that a decision affecting them is unjust or inequitable, they are encouraged to make use of the following steps. The parent may discontinue the procedure at any step.

- Parent presents the problem to the principal, in writing, within 2 school days after the incident occurs. If the principal is unavailable or the parent believes it would be inappropriate to contact the principal, the parent may present a problem to the management company.
- Principal responds to problems during discussion or within 2 school days, after consulting with appropriate management when necessary. Principal documents decision.
- Parent presents the problem to the Governing Board of the School, in writing, within 5 school days, if the problem is unresolved.
- The Board will notify parents of the resolution.
- Parents may also, at any time, request to have an item placed on the Board agenda. This is done by putting the request in writing to the principal at least 24 hours before a Board meeting.

Not every problem can be resolved to everyone's total satisfaction, but only through discussion and understanding of mutual problems can parents and educators develop confidence in each other. This confidence is important to keep the home-school partnership strong.

### **SAFETY POLICY/ DRILL**

Miami-Dade County Public Schools will be using FortifyFL to report any suspicious activity to law enforcement. This application is available in all technology devices in the school such as desktops, school website, and chromebooks. FortifyFL is accessible to parents, students, teachers, and all stakeholders and it will be the reporting tool used by Miami-Dade Public Schools.

## Anti-Discrimination Policy

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

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

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

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

**Age Discrimination Act of 1975** - prohibits discrimination based on age in programs or activities.

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

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

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

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

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

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

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

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

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

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

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

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

**For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:**

Alpha Charter of Excellence (ACE)  
1223 S.W. 4<sup>th</sup> Street, Miami, Florida 33135  
Phone: (305) 643-2132 Fax: (305) 642-3717  
Email: [isabel.navas@alphacharterschool.com](mailto:isabel.navas@alphacharterschool.com) Website: <https://www.alphacharterschool.com>  
Revised 06/2021

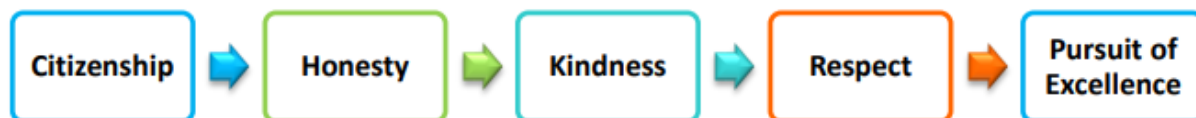


## A Synopsis of Model Student Behavior – Level I

**Level I Behavior** affects the orderly operation of the classroom, school functions, extracurricular/co-curricular programs or approved transportation. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

<b>MODEL STUDENT BEHAVIOR</b>	<b>STRATEGIES FOR MODEL STUDENTS</b>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- understand and follow school rules;</li> <li>- attend school regularly;</li> <li>- request permission for authorization to leave class when needed;</li> <li>- attend all classes;</li> <li>- are prepared for class each day;</li> <li>- use and possess items that are suitable for an educational setting;</li> <li>- adhere to the school dress code; and use approved electronic devices responsibly</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- being in an unauthorized location;</li> <li>- cutting class;</li> <li>- arriving at school late;</li> <li>- failing to comply with class and school rules;</li> <li>- possessing items that are inappropriate for the educational setting;</li> <li>- using unauthorized electronic devices; and</li> <li>- violating the school dress code.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- follow class and school rules including riding and waiting for the school bus;</li> <li>- use conflict management skills to resolve problems peacefully;</li> <li>- use respectful and appropriate language;</li> <li>- show concern for others; and</li> <li>- conduct themselves in a cooperative, friendly and respectful manner to staff members and classmates.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- initiating or participating in a verbal confrontation with another student or staff member;</li> <li>- arriving late to class;</li> <li>- displaying affection inappropriately in public;</li> <li>- leaving school grounds without permission;</li> <li>- using profane or crude language; and</li> <li>- displaying or participating in disruptive behavior.</li> </ul>

### RELATED CORE VALUES FOR LEVEL I MODEL STUDENT BEHAVIORS



## A Synopsis of Model Student Behavior – Level II

**Level II behaviors** are more serious than Level I because they significantly interfere with learning and/or the well-being of others. The core principle of the multi-tiered RtIB/MTSS model is to provide general academic and behavior instruction and support to all students in all settings. The multi-tiered RtIB/MTSS model is a continuum of tiered interventions with increasing levels of intensity and duration that aims to prevent inappropriate behaviors by means of teaching and reinforcing appropriate behaviors. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

<b>MODEL STUDENT BEHAVIOR</b>	<b>STRATEGIES FOR MODEL STUDENTS</b>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- speak and act honestly and truthfully;</li> <li>- show respect to others in words, actions and deeds;</li> <li>- develop good study habits;</li> <li>- complete all homework assignments;</li> <li>- participate actively in class; and</li> <li>- show empathy for others.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- cheating or misrepresenting the true facts;</li> <li>- making false accusations;</li> <li>- exhibiting behavior that instigates and provokes a negative reaction from others or encourages others to engage in a negative physical or verbal altercation; and</li> <li>- talking about others and spreading rumors.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- speak and act respectfully to all school personnel;</li> <li>- obey all instructions given by persons in authority;</li> <li>- cooperate with administrators, teachers and staff members;</li> <li>- leave school only when given permission;</li> <li>- demonstrate behavior that is civil, respectful, polite and courteous; and</li> <li>- follow school rules.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- refusing to comply with school rules or directives from school staff members;</li> <li>- distributing inappropriate materials;</li> <li>- leaving school grounds without permission from a parent or school official;</li> <li>- joining clubs or organizations not approved by the Miami-Dade County School Board;</li> <li>- using profane or provocative language directed at others;</li> <li>- participating in prohibited sales on school grounds; and</li> <li>- possessing or using tobacco products.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- show respect for the property of others</li> <li>- demonstrate honesty;</li> <li>- report all acts of vandalism to the proper authorities; and</li> <li>- demonstrate school and community pride.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- taking or concealing the property of others without permission;</li> <li>- destroying or defacing public or private property; and tarnishing the reputation of their school by damaging the property of others.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- obey instructions;</li> <li>- show respect to people in authority;</li> <li>- care for the feelings of others; and</li> <li>- treat others with respect.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- participating in or encouraging a confrontation with a staff member;</li> <li>- becoming involved in a minor fighting incident; and harassing others by name-calling, gossiping or using gestures that intimidate others.</li> </ul>

### RELATED CORE VALUES FOR LEVEL II MODEL STUDENT BEHAVIORS



## A Synopsis of Model Student Behavior – Level III

**LEVEL III behaviors** are more serious than Level II because they endanger health and safety, damage property and/or cause serious disruptions to the learning environment. **Model student behavior** creates a safe learning environment and reduces disruption of the educational process.

<b>MODEL STUDENT BEHAVIOR</b>	<b>STRATEGIES FOR MODEL STUDENTS</b>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- show respect, kindness, friendliness toward others;</li> <li>- accept people based on their individual merits;</li> <li>- demonstrate school pride by being active participants in protecting and maintaining the school campus; and</li> <li>- report all acts of violence, harassment or threats to the proper authorities.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- physically hurting or threatening another person;</li> <li>- bullying others by using intimidation or teasing;</li> <li>- using social media to intimidate others; and</li> <li>- initiating or being involved in campus disruptions at school-sponsored events.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- treat others with respect and compassion;</li> <li>- seek to resolve issues before they escalate;</li> <li>- participate only in clubs and organizations sanctioned by their school;</li> <li>- speak to others using positive and respectful language; and</li> <li>- report all acts of violence, harassment or threats to the proper authorities.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- harassing others by using language or gestures that are demeaning to a person's race, gender, religion etc.;</li> <li>- participating in hazing activities; and</li> <li>- using sexually suggestive comments or gestures to intimidate others.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- respect the rights and property of others;</li> <li>- respect the laws of society dealing with the possession, use or sale of alcohol and drugs;</li> <li>- maintain a healthy and safe lifestyle; and</li> <li>- make contributions of time and energy to enrich the school environment.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- entering a building or residence without permission from the owner;</li> <li>- removing property from a building or residence without permission from the owner;</li> <li>- possessing, using or selling alcohol; unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering.</li> <li>- displaying or possessing a fake weapon; and</li> <li>- endangering the health and safety of others.</li> </ul>

### RELATED CORE VALUES FOR LEVEL III MODEL STUDENT BEHAVIORS

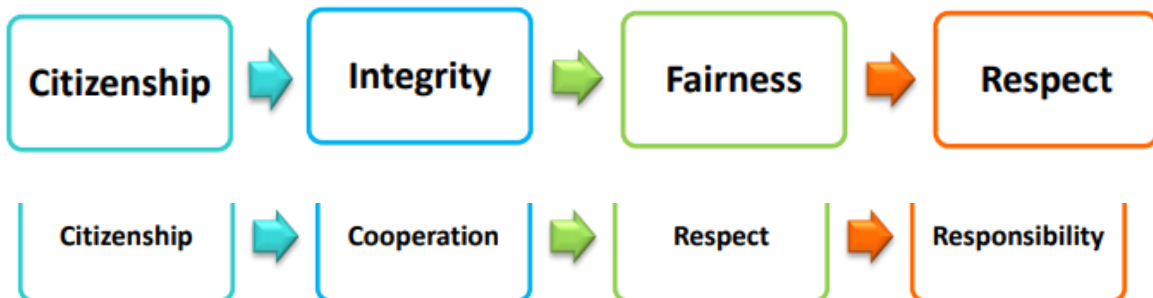


## A Synopsis of Model Student Behavior – Level V

**LEVEL V behaviors** are the most serious acts of misconduct and violent actions that threaten life. These infractions are crimes requiring police involvement.

<b>MODEL STUDENT BEHAVIOR</b>	<b>STRATEGIES FOR MODEL STUDENTS</b>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- accept responsibility for their own actions;</li> <li>- respect life;</li> <li>- show pride in their school and community;</li> <li>- use adaptive skills for solving problems;</li> <li>- maintain their self-control at all times;</li> <li>- seek assistance from a trusted adult to solve problems or report incidents of concern; and</li> <li>- report any acts of aggression or violence between students or students and staff members to a staff member or law enforcement officer.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- fighting with other students or staff members;</li> <li>- hitting other students or staff members;</li> <li>- speaking disrespectfully to students or staff members;</li> <li>- engaging in or forcing others to participate in sexual acts;</li> <li>- holding people against their will;</li> <li>- threatening to take another person's life;</li> <li>- using weapons;</li> <li>- interrupting the school's learning environment; and</li> <li>- withholding information needed to solve a crime.</li> </ul>
<p><b>Model students:</b></p> <ul style="list-style-type: none"> <li>- have respect for life, property and the safety of others;</li> <li>- participate in programs to support law enforcement efforts to ensure safety for all in school and the community;</li> <li>- are law abiding citizens;</li> <li>- cooperate with school officials to create a positive learning environment;</li> <li>- participate in investigations conducted by school staff or law enforcement agencies; and</li> <li>- demonstrate pride in their school and community.</li> </ul>	<p><b>Model students avoid:</b></p> <ul style="list-style-type: none"> <li>- setting a fire;</li> <li>- interfering with the orderly learning environment;</li> <li>- making a threat to the safety of others;</li> <li>- providing false information;</li> <li>- withholding information needed to solve a crime; and</li> <li>- committing any act that would result in the destruction of property.</li> </ul>

### RELATED CORE VALUES FOR LEVEL V MODEL STUDENT BEHAVIORS







# MIAMI-DADE COUNTY PUBLIC SCHOOLS

## 2023-2024 SCHOOL CALENDAR

### ELEMENTARY AND SECONDARY



JULY 2023				
M	T	W	T	F
3	<del>4</del>	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

AUGUST 2023				
M	T	W	T	F
	1	2	3	4
<del>7</del>	<del>8</del>	<del>9</del>	<del>10</del>	<del>11</del>
(14)	(15)	(16)	(17)	18
21	22	23	24	25
28	29	30	31	

SEPTEMBER 2023				
M	T	W	T	F
				1
<del>4</del>	5	6	7	8
11	12	13	14	15
18	19	20	21	22
(25) <sup>a</sup>	26	27	28	29

OCTOBER 2023				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	(26)	(27)
(30)	31			

NOVEMBER 2023				
M	T	W	T	F
		1	2	3
6	7	8	9	<del>10</del>
13	14	15	16	17
<del>20</del>	<del>21</del>	<del>22</del>	(23)	<del>24</del>
27	28	29	30	

DECEMBER 2023				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	(22) <sup>a</sup>
<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>

JANUARY 2024				
M	T	W	T	F
<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>
8	9	10	11	12
(15)	16	17	(18)	(19) <sup>a</sup>
(22)	23	24	25	26
29	30	31		

FEBRUARY 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
(18)	20	21	22	23
26	27	28	29	

MARCH 2024				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	(22) <sup>a</sup>
<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>

APRIL 2024				
M	T	W	T	F
1	2	3	4	5
8	(9)	(10) <sup>a</sup>	(11)	12
15	16	17	18	19
22	23	24	25	26
29	30			

MAY 2024				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
(27)	28	29	30	31

JUNE 2024				
M	T	W	T	F
3	4	5	(6)	(7)
(10) <sup>a</sup>	(11) <sup>a</sup>	12	13	14
17	18	(19)	20	21
24	25	26	27	28

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023-2024 SCHOOL CALENDAR  
ELEMENTARY AND SECONDARY  
MIAMI, FLORIDA  
(Revised – 06/26/23)**

August 14, 2023	Teacher planning day; not available to opt; no students in school
August 15	Teacher planning day; District-wide Professional Development Day - not available to opt; no students in school
August 16	Teacher planning day; not available to opt; no students in school
August 17	First Day of School; begin first semester
September 4	Labor Day; holiday for students and employees
September 25*+ #	Teacher planning day; no students in school
October 26	End first grading period; first semester
October 27	Teacher planning day; District-wide Professional Development Day - not available to opt; no students in school
October 30	Begin second grading period; first semester
November 10	Observance of Veterans' Day; holiday for students and employees
November 20-22	Recess Days
November 23	Thanksgiving; Board-approved holiday for students and employees
November 24	Recess Day
December 22*+ #	Teacher planning day; no students in school
December 25 – January 5	Winter recess for students and employees with the exception of Fraternal Order of Police and select 12-month employees
January 5, 2024	Observance of Dr. Martin Luther King, Jr.'s Birthday; holiday for students and employees
January 15	End first semester and second grading period
January 18	Teacher planning day; no students in school
January 19*+ #	Begin third grading period; second semester
January 22	All Presidents Day; holiday for students and employees
February 19	Teacher planning day; no students in school
March 22*+ #	Spring recess for students and employees with the exception of Fraternal Order of Police and select 12-month employees
March 25-29	End third grading period; second semester
April 9	Teacher planning day; no students in school
April 10*+ #	Begin fourth grading period; second semester
April 11	Observance of Memorial Day; holiday for students and employees
May 27	Last Day of School; end fourth grading period; second semester
June 6	Teacher planning day; not available to opt; no students in school
June 7	

NOTE: Every Wednesday students in elementary schools (Grades 2-5) and K-8 Centers (Grades 2-8) are released one (1) hour early

<b>Job Category</b>	<b>Beginning Date</b>	<b>Ending Date</b>
Teachers new to the system	August 7, 2023	June 7, 2024
Assistant Principals and 10-month clerical	August 7, 2023	June 14, 2024
Cafeteria Managers	August 9, 2023	June 7, 2024
Satellite Assistants	August 11, 2023	June 6, 2024
All Instructional Staff, Paraprofessionals & Security	August 14, 2023	June 7, 2024
Assistant to Cafeteria Managers/MAT Specialists	August 15, 2023	June 6, 2024
Cafeteria Workers (part-time)	August 17, 2023	June 6, 2024

**Teachers/paraprofessionals and school support personnel** may opt to work one or two days, August 10, 11, 2023, or June 0, 11, 2024, in lieu of any one or two of the following days: September 25, 2023, December 22, 2023, January 19, 2024, March 2, 2024, and April 10, 2024. August 15, 2023, and October 27, 2023, are District-wide Professional Development Days and are not available to opt.

*Appendix 3: 2023-2024 MDCPS Assessment Calendar by Grade Level*

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>VOLUNTARY PRE-KINDERGARTEN</b>	
<b>Date</b>	<b>Assessment</b>
August 17 – September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
December 7 – February 14	Florida Assessment of Student Thinking: PM 2
April 25 - June 6	Florida Assessment of Student Thinking: PM 3

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>KINDERGARTEN</b>	
<b>Date</b>	<b>Assessment</b>
August 17 – September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
April 15 – May 31	Florida Assessment of Student Thinking: PM 3

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>GRADE 1</b>	
<b>Date</b>	<b>Assessment</b>
August 17 – September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
November 7 – 14	Naglieri Nonverbal Ability Test <sup>2</sup>
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
April 15 – May 31	Florida Assessment of Student Thinking: PM 3

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>GRADE 2</b>	
<b>Date</b>	<b>Assessment</b>
August 17 – September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
August 28 – December 21	Fitness Pretest
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 8 – April 26	Fitness Posttest
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
April 15 – May 31	Florida Assessment of Student Thinking: PM 3



**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>GRADE 3</b>	
<b>Date</b>	<b>Assessment</b>
July 24 – 25	Alternative Assessment for Grade 3 Promotion (AAGTP) (Retained only)
August 17–September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
August 28 – December 21	Fitness Pretest
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 8 – April 26	Fitness Posttest
January 22 – May 3	Grade 3 Reading Student Portfolio (GTRSP)
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
February 26 – April 12	Florida Standards Alternate Assessment (FSAA) <sup>4</sup>
May 1–31	Florida Assessment of Student Thinking <sup>2</sup> : PM 3
May 13 – 24	Alternative Standardized Reading Assessment (ASRA) (Selected students)

**MIAMI-DADE COUNTY PUBLIC SCHOOLS  
2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

<b>GRADE 4</b>	
<b>Date</b>	<b>Assessment</b>
August 17–September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
August 28 – December 21	Fitness Pretest
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 8 – April 26	Fitness Posttest
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
February 26 – April 12	Florida Standards Alternate Assessment (FSAA) <sup>4</sup>
January 29 – March 8	National Assessment of Educational Progress (NAEP) selected schools
April 1–12	Benchmarks for Excellent Student Thinking: Writing Test <sup>2</sup>
May 1–31	Florida Assessment of Student Thinking <sup>2</sup> : PM 3

**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**2023 – 2024 DISTRICTWIDE ASSESSMENT CALENDAR BY GRADE LEVEL**

*Tentative: July 6, 2023*

The calendar will be updated periodically as additional information is obtained about the district, state, national, and international tests administered to the students in Miami-Dade County Public Schools.

GRADE 5	
Date	Assessment
August 17 – September 22	Interim Assessment Tests: Baseline Science
August 17–September 29	Florida Assessment of Student Thinking: Progress Monitoring (PM) 1
September 18 – October 20	i-Ready Diagnostic Test <sup>2</sup> : Assessment Period (AP) 1 <sup>3</sup>
August 28 – December 21	Fitness Pretest
December 4 – January 26	Florida Assessment of Student Thinking: PM 2
January 29– February 23	i-Ready Diagnostic Test <sup>2</sup> : (AP) 2 <sup>3</sup>
January 8 – April 26	Fitness Posttest
January 24 – February 23	Mid-Year Assessment: Science <sup>1</sup>
January 22 – March 15	ACCESS for ELLs (ACCESS) (ELL only)
February 26 – April 12	Florida Standards Alternate Assessment (FSAA) <sup>4</sup>
April 1–12	Benchmarks for Excellent Student Thinking: Writing Test <sup>2</sup>
May 1–31	Florida Assessment of Student Thinking: PM 3
May 6–17	Statewide Science Assessment <sup>2</sup>

*Appendix 4: Elementary Reading Interventions*

**Elementary Reading Interventions**

Tier 2- "Targeted" Intervention				
Functional Basic Skills in Reading (FBS-R)				
Grade	Student Criteria	ESAP Program Codes	Course Numbers	Times
<b>K</b>	<p><b>FLKRS Scale Scores:</b> at or below 500</p> <p><b>i-Ready Scale Sores:</b> at or below 361</p>	<ul style="list-style-type: none"> <li>• <b>Program 71</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	K-5010020B1 (150 minutes)	30 minutes daily; 150 Minutes Weekly
<b>1</b>	i-Ready <b>Scale Scores:</b> 347-433	<ul style="list-style-type: none"> <li>• <b>Program 71</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	1-5010020C1 (150 minutes)	30 minutes daily; 150 Minutes Weekly
<b>2</b>	i-Ready <b>Scale Scores:</b> 419-488	<ul style="list-style-type: none"> <li>• <b>Program 72</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	2-5010020D1 (150 minutes)	30 minutes daily; 150 Minutes Weekly
<b>3</b>	i-Ready <b>Scale Scores:</b> 474-510	<ul style="list-style-type: none"> <li>• <b>Program 72</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	3-5010020E1 (150 minutes)	30 minutes daily; 150 Minutes Weekly
<b>4</b>	i-Ready <b>Scale Scores:</b> 496-556	<ul style="list-style-type: none"> <li>• <b>Program 72</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	4-5010020F1 (150 minutes)	30 minutes daily; 150 Minutes Weekly
<b>5</b>	i-Ready <b>Scale Scores:</b> 542-580	<ul style="list-style-type: none"> <li>• <b>Program 72</b> (Standard Subjects)</li> <li>• <b>Program 73</b> (ESOL)</li> </ul> <p><i>ETO Lowest 300 Schools</i></p> <ul style="list-style-type: none"> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	5-5010020G1 (150 minutes)	30 minutes daily; 150 Minutes Weekly

*Appendix 5: Intensive Interventions*

<b>Tier 3- "Intensive" Intervention*</b> <i>Functional Basic Skills in Communication (FBS-C)</i>				
<b>Grade</b>	<b>Student Criteria</b>	<b>ESAP Program Codes</b>	<b>Course Numbers</b>	<b>Times</b>
<b>K</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> K-5010030B1</p> <p><i>ETO Lowest 300 Schools</i> K-5010030B3</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 300 Minutes Lowest 300 Schools (Extended School Day)</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• i-Ready Scale Scores at or below 346</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> 1-5010030C1</p> <p><i>ETO Lowest 300 Schools</i> 1-5010030C3</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 300 Minutes ETO-Lowest 300 Schools (Extended School Day)</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• i-Ready Scale Scores at or below 418</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> 2-5010030D1</p> <p><i>ETO Lowest 300 Schools</i> 2-5010030D3</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 300 Minutes ETO-Lowest 300 Schools (Extended School Day)</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• i-Ready Scale Scores at or below 473</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li>• <b>Program 59</b> (IA Standard Subjects)</li> <li>• <b>Program 15</b> (IA ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> 3-5010030E1 3-5010030E4 (<b>IA</b>)</p> <p><i>ETO Lowest 300 Schools</i> 3-5010030E3 3-5010030E5 (<b>IA</b>)</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 210 Minutes (<b>IA</b>)</li> <li>• 300 Minutes ETO-Lowest 300 Schools (Extended School Day)</li> <li>• 300 Minutes (<b>IA</b>-ETO-Low 300 Schools-Extended School Day)</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• <b>2019 FSA</b> Level 1's</li> <li>• i-Ready Scale Scores at or below 495</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li>• <b>Program 59</b> (IA Standard Subjects)</li> <li>• <b>Program 15</b> (IA ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> 4-5010030F1 4-5010030F4 (<b>IA</b>)</p> <p><i>ETO Lowest 300 Schools</i> 4-5010030F3 4-5010030F5 (<b>IA</b>)</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 210 Minutes (<b>IA</b>)</li> <li>• 300 Minutes ETO-Lowest 300 Schools (Extended School Day)</li> <li>• 300 Minutes (<b>IA</b>-ETO-Low 300 Schools-Extended School Day)</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• <b>Retainees</b> (current year)</li> <li>• <b>2019 FSA</b> Level 1's</li> <li>• i-Ready Scale Scores at or below 541</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Program 74</b> (Standard Subjects)</li> <li>• <b>Program 75</b> (ESOL)</li> <li><i>ETO Lowest 300 Schools</i></li> <li>• <b>Program 20</b> (Standard Subjects)</li> <li>• <b>Program 03</b> (ESOL)</li> </ul>	<p><i>Standard Subjects &amp; ESOL</i> 5-5010030G1</p> <p><i>ETO Lowest 300 Schools</i> 5-5010030G3</p>	<ul style="list-style-type: none"> <li>• 210 Minutes</li> <li>• 300 Minutes ETO-Lowest 300 Schools (Extended School Day)</li> </ul>



*Appendix 7: Public Speaking Form*



**REQUEST TO ADDRESS THE SCHOOL BOARD**

Public Comment - Persons or representatives of organizations or groups who wish to speak to an item on the meeting agenda must indicate the following on the request form: the item (topic); its corresponding designation (agenda number and letter); the speaker’s name, address, and phone number; and the group/organization represented (if applicable).

1. The “Public Input” segment of the meeting is provided for the purpose of permitting persons to present specific matters to the Board for its consideration and action or referral to the principal and his/her staff for inquiry and action as appropriate. The public input segment of the meeting is not open to presentation of campaign issues by political candidates, matters involving student disciplinary actions, pending employee disciplinary matters, or pending litigation. Each speaker will have one opportunity to address the Board, will be limited to three (3) minutes, and must clearly identify the matter to be addressed on the speaker sign-up form. No speaker may yield his or her time to any other person. If multiple members of a group wish to address The Board on the same issue, the group may select one representative to submit comments to the Board on behalf of all members concerning the relevant issue. The designated group representative will have a maximum of six (6) minutes per speaker.

2. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. It is, however, the intent of the Board to promote mutual respect, civility, and orderly conduct on the part of members of the public appearing before the Board. The Board expects positive communication and will not permit disruptive, volatile, hostile, or aggressive communications on the part of speakers.

3. Each speaker who has completed the Request to Address the School Board form shall provide their address, identify the matter to be addressed and indicate whether they are representing an organization. Speakers shall direct their comments only to the Board.

The School Board is pleased that you have taken the time to submit public comment for this meeting and that you are willing to make your views known or speak to issues before the School Board for action.

**Please Print All Information**

**NAME:** \_\_\_\_\_

**ADDRESS:** \_\_\_\_\_

**CITY/STATE/ZIP:** \_\_\_\_\_

**PHONE #:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

1. If you are representing someone present at the meeting, please identify the individual or group:

**REPRESENTING:** \_\_\_\_\_.

2. I wish to speak on a specific agenda item at the time it is brought up for discussion.

**AGENDA ITEM NUMBER:** \_\_\_\_\_ **SUBJECT:** \_\_\_\_\_

3. Instead of speaking, I wish to have my comments on this item presented to the Board and made part of the \_\_\_\_\_ permanent record.  
(Please attach written comments or write them on the back of this form.)

**AGENDA ITEM NUMBER:** \_\_\_\_\_ **SUBJECT:** \_\_\_\_\_

4. I wish to make a statement during the time provided for **PUBLIC COMMENTS**.

**TOPIC:** \_\_\_\_\_

Please submit this form to the Secretary, Dr. Celia Suarez via email address: [celiasuarez1943@gmail.com](mailto:celiasuarez1943@gmail.com) no later than 4:30 p.m. on the Board meeting day.

For use by Alpha Charter of Excellence and the Secretary: Remove for Separate Consideration  
Consent Agenda \_\_\_\_\_  
Unfinished Business \_\_\_\_\_  
New Business \_\_\_\_\_  
Public Comments \_\_\_\_\_  
Other \_\_\_\_\_





## **Alpha Charter of Excellence (ACE)**

### **Parent Handbook Acknowledgement Form**

I have read, understood, and will comply with the policies and procedures outlined in the Parent Handbook 2023-2024

---

Parent(s) Name (Please Print)

---

Parent(s) Signature

---

Student's Name

---

Grade

---

Principal

---

\_\_\_/\_\_\_/2023

Date