

Student Handbook/ Code of Student Conduct



MIAMI LAKES EDUCATIONAL CENTER

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PRINCIPAL'S MESSAGE

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering state-of-the-art academic, career and technical education to all generations within our community.

When the school opened in 1976 with approximately four hundred students, it provided training in only sixteen program areas. Steady growth has resulted in continuous additions to program offerings and an expansion of the campus from two to six buildings.

Continuing its reputation for cutting edge educational initiatives, Miami Lakes Educational Center has opened a Heavy Equipment Operations program, renovated our Cosmetology and Major Appliance Repair, Culinary Arts program areas, and expanded many of its adult programs. High school students participate in Career Academies and earn standard or college-ready high school diplomas as well as vocational and/or technical certificates. Students entering or attending North Regional Center high schools as freshmen or sophomores may apply for enrollment in the spring. Miami Lakes Educational Center is dually accredited by the Southern Association of Colleges and Schools and the Council on Occupational Education.

To assist with educational and career endeavors, a catalog offers pertinent information about programs, course offerings, entrance criteria, and other features that may be of interest to current and prospective students.

I sincerely hope that you will select Miami Lakes Educational Center for your training needs, and that the selection you make will lead to the fulfillment of your personal goals and career expectations.

Educationally Yours,

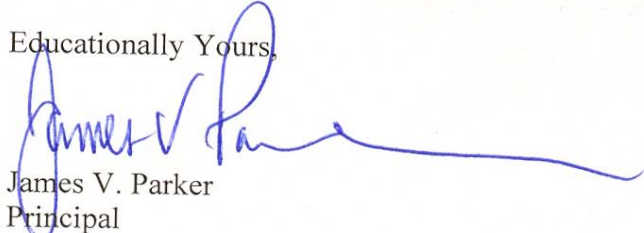

James V. Parker
Principal

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HISTORY

On October 31, 1970 the State Board of Education authorized the Miami-Dade County School Board to establish a second Vocational Center to meet the increasing demands for post-secondary technical education. This action resulted in the construction of Miami Lakes Technical Education Center.

The Center's first director, Dr. M. Gene Stansell was appointed in 1971, and opened the school in February of 1976 with an enrollment of 400 students.

In 1986, Mr. Noward E.C. Dean, an Assistant Principal since the opening of the school, was appointed Principal of the Center. For fifteen years, Mr. Dean guided the institution through many changes in its efforts to better meet the needs of the students and the community. Before retiring in June of 2001, Mr. Dean oversaw the construction and establishment of a secondary school on the campus. The instructional programs at this new high school were developed around student choices of career academies and were integrated with the post secondary programs. At this time, the institution was renamed *Miami Lakes Educational Center*. The students selected the jaguar as the school mascot, and black and teal as the school colors.

In 2001, Ms. Rosa D. Borgen, a veteran principal since 1988, became the third principal of Miami Lakes Educational center. She continued to develop and augment the secondary programs, while still maintaining the longtime commitment to the post-secondary adult programs. Ms. Borgen hosted the High School Dedication ceremony, and during following her three years tenure, she cultivated the growth of the high school, as the enrollment soared from 200 to 1,700 students. She piloted the Automotive Youth Educational Systems (AYES) program at the center whose goal is to *"encourage bright students with a good mechanical aptitude to pursue careers in the ever-changing fields of automotive service technology, or collision repair/refinish, and to prepare them for entry-level positions or challenging academic options"*. The school also attained the Florida's Best award, and for two consecutive years was awarded the Exemplary Dade Partner's award for its partnership with Toyota and Maytag.

In 2004, Miami Lakes Educational Center welcomed its fourth principal, Mr. James V. Parker, who is also a veteran, experienced principal since 1997. Mr. Parker plans to continue developing the secondary programs while augmenting the same long-time commitment to the post-secondary adult programs. In the short time that Mr. Parker has been principal of Miami Lakes Educational Center, he has grown our apprenticeship program, and has brought the Florida Power and Light Line Specialist Program to the post-secondary adult vocational programs. Under his direction Miami Lakes Educational Center looks forward to an array of new educational possibilities, which will serve to fulfill the needs of the students and our community.

Presently, Miami Lakes Educational Center, one of Miami-Dade County's three area technical schools, distinguishes itself by its innovative approach to serving both adult and high school students. The Center currently provides vocational and technical programs on a full and part-time basis with day and evening classes.



MIAMI LAKES EDUCATIONAL CENTER

Miami-Dade County Public Schools

5780 Northwest 158th Street
Miami Lakes, Florida 33014
(305) 557-1100

Practical Nursing Program
Certified by

National League for Nursing



Automotive Service Technology Heavy Duty Truck & Bus Mechanics
Automotive Collision Repair & Refinishing
Automotive Service Technology
&
Advanced Automotive Service Technology Programs
Certified by

*The National Automotive
Technicians Education Foundation, Inc.
(NATEF)*



Miami Lakes Educational Center is accredited by

The Council on Occupational Education &
7840 Roswell Road
Building 300
Suite 640
Atlanta, Georgia 30346
Telephone: (770) 396-3898
(800) 917-2081
Fax: (770) 396-3790

The Council on Accreditation and School Improvement
of The Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 330033-4097
Telephone: (404) 679-4500
(800) 248-7701
Fax: (404) 679-4541



MIAMI-DADE COUNTY SCHOOL BOARD NON-DISCRIMINATION POLICY

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, 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 natural origin.

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

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

The Equal Pay Act of 1963, as amended - prohibits sex 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 Education 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.

School Board Rules 6Gx13- 4A-1, 01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 prohibit harassment and/or discrimination against a student or an employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability.

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

GENERAL INFORMATION

Vision

To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and post-secondary students designed to meet the challenges of an ever-changing global economy.

Mission Statement

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering state-of-the-art academic, career and technical education to all generations within our community.

Physical Facilities

Miami Lakes Educational Center is a 38 acre campus located in beautiful Miami Lakes just off the Palmetto Expressway on Northwest 57th Avenue. It consists of air conditioned classrooms and laboratories equipped with the most modern teaching equipment available. The five main buildings (A, B, C, E and F) contain a student and faculty lounge, reception area and administrative offices. There are two student dining areas. The award winning culinary arts students prepare assorted entrees and pastries for the C Building cafeteria which are available to both secondary and post-secondary students. The menu selection in the F Building, secondary cafeteria, features several mainstream fast food restaurant options as well as more traditional fare. Both facilities have a capacity for several hundred people as well as an additional dining area, the "Arnold Seltzer" room that accommodates up to 48 people for special luncheons or meetings. Adult Registration and Student Services are located in the A Building. Student Services for secondary students is located in the E Building. The gymnasium, auditorium, and instructional areas for the arts are located in the F Building.

Hours of Operation

The campus has classes in session on Monday through Friday from 7:30 a.m. to 11:00 p.m. to serve the needs of secondary, post-secondary and community school students.

Post-Secondary Adult Division

Anyone who is at least 16 years of age and not currently enrolled in a secondary program may apply for the adult training programs. To be eligible, students must either be withdrawn from high school or have graduated from high school. Students enrolled in a vocational program of 450 hours or more must demonstrate specific levels of reading, language and mathematic competency prior to receiving a certificate of completion from a vocational program. Students may obtain general information and an application for admission by visiting the center between 8:00 a.m. and 9:30 p.m. Monday through Thursday and from 8:00 a.m. – 6:00 p.m. on Friday. The center charges a \$15 application fee for any first time vocational student.

The application process is as follows:

- 1) Prospective students obtain an application from the receptionist. Once the application is completed, the student is scheduled to see a counselor.
- 2) The student meets with a guidance counselor, who assists him/her with determining an appropriate program, gives specific information on basic skills testing requirement and provides the registration form. Students who may require assistance with paying their tuition are provided with information about securing financial assistance directly from the federal government or from local agencies.

- 3) A student wishing to apply for financial aid is scheduled to see a financial aid officer, who will provide specific instructions for eligible students.
- 4) All other students are directed to a registration clerk, who will process the application.
- 5) Students are then directed to the cashier where the tuition fee required for the requested course or program is paid.
- 6) Once these steps are completed, the student is given specific information about reporting to class.

Admission for foreign born, Visa Students

Students who have successfully applied for a student Visa, are welcome to attend Miami Lakes Educational Center. Visa students should be aware of the following guidelines:

1. All Visa students must be processed through the Foreign Student Office prior to reporting to Miami Lakes Educational Center for registration. All inquiries including information regarding procedures and requirements must be directed to:

**Foreign Student Office
489 East Drive
Miami Springs , Florida 33166
(305) 883-1445**

2. Visa student fees are assessed by the District, and may vary depending on the length and type of training program.
3. Visa students are not permitted to enroll in any program that requires students to be gainfully employed as a part of the training.

Waiting List

When classes are filled to capacity, a chronological waiting list of eligible students is maintained. The prospective student's name is advanced as space becomes available. This process also applies to those students who may have previously been enrolled in a course or program.

Academic Yea

The adult academic year is divided into three trimesters of approximately 16 weeks. The first trimester begins in August and ends in December. The second trimester begins January and ends the third week in April. The third trimester begins the last week of April and ends the second week in August.

Academic Progress

If a student fails to show progress or lacks the ability to benefit from instruction, the student may be referred to counseling for a program re-evaluation. The student may then be referred to other programs within the institution if the counselor feels that the student will be better served.

Attendance

Students absent from career and technical education (vocational) courses for **six** consecutive class sessions are dropped automatically from class rolls. Furthermore, students absent from Adult General Education courses (A.B.E., E.S.O.L., V.P.I. and GED) will be dropped from class rolls on the **fourth** consecutive absence. Any number of absences which interfere with academic progress may be grounds for excluding a student from class. A student who registers for a class and does not show up for the class by the **third** meeting will be considered a “no-show” and withdrawn from class.

Time missed from class due to tardiness will be deducted on the following basis:

- Tardy over 15 minutes - one half hour deducted.
- Tardy over 45 minutes - one hour deducted.

Students applying for or receiving financial aid have specific attendance requirements. The policies pertaining to attendance for financial aid recipients are distributed to each student by the Financial Aid Office when they apply for aid.

Students displaying excessive tardiness may be referred for counseling. Failure to improve may result in probation and/or withdrawal from the class.

Attendance policies for veterans receiving benefits for attending school are covered in a brochure distributed to each veteran at the time they enroll in school. These brochures are available in the registration department and may be obtained upon request.

Fees and Charges

Fees for full-time, and short classes are charged at the established hourly rate based on 15 weeks per trimester or on the actual number of hours the class is scheduled to meet. Current fees are listed in the Class Schedule each trimester, and are subject to change without notice.

Fees are as follows:

- A full registration fee is charged from the first day of the trimester through the 21st day.
 - Seventy-five percent of the fee is charged from the 22nd through the 49th day.
 - Fifty percent of the fee is charged from the 50th day through the end of the trimester.
 - Students registering for short term classes will pay a course fee based upon the duration of the course and the total hours of the class.
- **No personal checks will be accepted for tuition. Cash, VISA or MasterCard, Cashier's Check or Money Order only.**

Refunds & Withdrawals Policy

1. Upon withdrawal, fees are refunded as follows:

- a) Withdrawal after registration but before classes begins: Refund of fees paid.
- b) Withdrawal after the class begins but without the student attending class: Refund of fees paid.
- c) Withdrawal before the end of two full weeks (14 calendar days) after classes begins: Refund of 50% of fees paid). Withdrawal two full weeks (14 calendar days) after classes begin: **No refund of fees.**

2. Withdrawal for administrative reasons:
 - a) If the student is withdrawn from the school as a result of administrative action **not** involving disciplinary reasons, the student is entitled to a prorated refund.
 - b) If a student is withdrawn from the school as a result of administrative action involving disciplinary reasons, the student is not entitled to a refund.
3. Withdrawal because of class closing: If a class is closed due to low enrollment and cannot be combined with a similar class, the student may transfer to a similar class in another Miami-Dade County Adult Education Center without further charge. If neither of these options is acceptable, the student's fees will be refunded on a prorated basis.
4. The refund is paid by check or credited to the student's credit card, depending on how the tuition was originally paid.
5. The withdrawal policy for Title IV programs is in accordance with Federal guidelines, which determine the amount of aid received based upon the attendance record for a given trimester.
6. There will be no refunds on ID and Application fees.
7. There will be no refunds issued after the first day of a class for a Community School course.

Transfers

Students who transfer between programs do so by initiating a "Request for Transfer" form. This form is signed by both the sending and receiving instructors. The form is then returned to the counselor who approves or disapproves the transfer. If approved, the student is directed to the registration office where the transfer is processed. Students transferring to a higher priced class will be required to pay the difference at the time of the transfer. Students transferring to a lower-priced class will:

1. Be entitled to a refund of the difference if transfer occurs within two weeks from the date of registration.
2. NOT be entitled to a refund if transfer occurs after two weeks from the date of registration. If a student has received a refund for a class and wishes to reenroll, the student's tuition will be charged according to the fee schedule in effect at that time.

Any student desiring a transfer from another institution must request an official copy of their transcript from the sending institution. The transcript is evaluated by a counselor at Miami Lakes Educational Center to determine appropriate placement and the number of credits accepted. The student is then directed to complete the enrollment process for the requested program.

Standards of Conduct

The primary objective of Miami Lakes Educational Center and the Miami-Dade County Public Schools is to develop each student's potential for learning and to foster positive interpersonal relationships. If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of his/her potential for learning and the development of

positive relationships. A good learning environment provides order and discipline as evidenced by the absence of distractions, frictions, and disturbances which interfere with effective functioning of the student, the class, and the school. It is also the presence of a safe, friendly, yet businesslike atmosphere in which student and school personnel work cooperatively toward mutually recognized and accepted goals.

Students may be expelled for conduct reflecting discredit to the students, the Center, or the community. Some behaviors that will be considered grounds for dismissal of a student are:

1. Willful disobedience.
2. Open defiance of authority of a staff member.
3. Violence against personal property.
4. Profane or indecent language or behavior.
5. Smoking.
6. Attending class under the influence of alcohol, illegal mood modifiers, or the possession of either.
7. Improper conduct causing disturbances in the classroom, hallways, or other places on the school premises.
8. Tampering with fire equipment, safety and evacuation signs, or the setting.

* Please be advised that this is not an all-inclusive list. For a more comprehensive list please refer to the *Code of Conduct for Adult Students*.

Approved Dress Code

Students are expected to come to school with proper attention given to personal cleanliness, grooming, and neatness of dress. Students whose personal attire or grooming distracts the attention of other students or teachers from their school work, shall be required to make the necessary alterations to such attire or grooming before entering the classroom or be sent home by the principal. Failure to meet the minimum acceptable standards of cleanliness and neatness as determined by the principal and as specified in this rule shall subject the student to appropriate disciplinary measures including suspension.

Cleanliness, personal appearance, and proper dress are important in setting the pattern of school and social conduct. There is considerable evidence to indicate that there is a close relationship between pupil dress and pupil behavior. Our school is judged by our appearance. Consequently, good and proper grooming should be encouraged at all times. School should be thought of as one's place of business where good grooming is essential. Miami Lakes Educational Center has adopted and enforces the following "dress for success" guidelines.

- Hats and sunglasses are not permitted.
- Shorts are not permitted.
- Shoes and sandals must have heels. No thongs, slippers, etc. are permitted. Safety shoes are recommended for industrial shop area.
- No tube tops, see-through blouses, bare backs, bare midriffs, fish net jerseys, halter tops, or tank tops are permitted.
- No written messages or pictures or symbols on clothing which portray messages related to drugs, alcohol, smoking, sex, or profanity.
- No clothes with metal studs, ornaments, or other objects which could scratch furniture or cause damage may be worn. Metal cleats or shoe taps are not permitted.

- Mini-skirts and “cutoffs” are not allowed.
- Non school-related items such as weapons, beepers, radios, Nintendo cartridges, or other game-related items should not be brought to school.
- Cellular phones may only be used before the start of school and/or after dismissal.
- Valuable items (jewelry, cameras, etc.) should not be brought to school. School staff cannot be responsible for the safekeeping of such items.
- Students will adhere to all additional dress requirements as defined by their selected programs.

Certificate of Completion

Students who have successfully completed all course requirements including basic skills requirements of the program will be issued a certificate of completion which includes the name of the technical program and the total hours of the course or program.

State Board of Education Rules identify the basic skills requirements for the post secondary adult technical education programs. These requirements are as follows:

All students who are enrolled in a career and technical (vocational) program of 450 hours or more, except where indicated, shall complete a basic skills test within the first six (6) weeks from the time of entry (enrollment) into the program. The examination designated by Miami-Dade County Public Schools is the Test of Adult Basic Education (T.A.B.E.). The exceptions being:

1. Students possessing an Associate of Applied Science degree or higher, or who have passed the College-Level Academic Skills Test (CLAST) and/or who are exempt from the college entry-level examination do not require basic skills testing. Students must present an **official** copy of the degree, transcript, and/or documentation of test scores as evidence of the above.
2. Students enrolled in programs of 450 hours or more that require a state, national, or industry licensure exam as identified by the Department of Education, Workforce Education, for employment must be tested initially. If upon program completion, the student documents passage of the licensure exam, the basic skills exit requirement is waived.

Minimum basic skills grade levels in reading, mathematics and language are defined for each technical or vocational program. These basic skills are exit requirements from those programs, not entry or placement (see program description for required basic skills levels).

- Students who lack the required minimal level of basic skills as measured by the designated examination shall be provided with instruction specifically designed to correct the deficiencies.
- Upon completion of the instruction which is tailored to meet the individual needs, students shall be retested by using the same examination that was used for initial testing.

Adult students with disabilities may require testing modifications. Consideration of modifications, however, requires the student to provide written documentation verifying the disability. Testing Modifications may include:

- Flexible scheduling
- Flexible setting
- Flexible responding
- Flexible presentation

Transcript Request

To ensure that transcripts are provided in a timely manner, the following procedures are to be followed:

- The student may request a transcript in writing indicating name, social security number, date of birth and date(s) of attendance; or by filling out a *Permission for Release of Records* indicating the reason for the release; the specific records to be released; to whom the records are being released. Transcripts may be released to schools in which the student seeks or intends to enroll without prior consent. The first transcript is provided at no charge. Subsequent requests are charged at two dollars per transcript.

Industrial Cooperative Education (I.C.E.)

Any student who has completed at least 50% of a training program and has obtained employment in the field of training may be recommended by his/her instructor for the Industrial Cooperative Education program. Students who qualify for the I.C.E. program should be referred to the Career Specialist in Building "C" for proper processing.

Special Training

Miami Lakes Educational Center welcomes the opportunity to provide special training whenever the need arises. Special training is designed to meet a need that may be extracted from an approved curriculum or where a curriculum has not yet been developed

Articulation Agreements

Articulation Agreements have been developed between Miami Lakes Educational Center the Department of Secondary Education of Miami-Dade County Public Schools and Miami Dade College and Broward Community College.

Post Secondary Credit for High School Vocational Courses

Students who have completed vocational training courses in their high school may earn credits toward completion of vocational training programs at technical centers (Miami Lakes Educational Center, Robert Morgan Educational Center, and Lindsey Hopkins Technical Education Center). Students completing vocational training programs at area technical centers may earn credits toward an Associate of Science degree at Miami Dade College. Specifically negotiated agreements between the College and Miami-Dade County Public Schools allow students college credit for vocational program work successfully completed in high school.

College Credit

Miami Lakes Educational Center has articulation agreements with Miami Dade College (North Campus) and Broward Community College, whereby program completers of selected programs may receive college credit toward an Associate degree. Under this arrangement, the student may transfer to Miami Dade College (MDC) or Broward Community College (BCC), present evidence of coursework completed at Miami Lakes Educational Center, and receive credit towards a two-year degree.

Another option permits students to be enrolled at Miami Lakes Educational Center and Miami-Dade College or Broward Community College simultaneously. Under this arrangement both clock hours and college credit can be earned at the same time.

The following programs are included in the articulation agreement with *Miami-Dade College*:

· Commercial Foods and Culinary Arts	12 credits
· Electronic Technology	15+3 credits
· Automotive Service Technology	24 credits
· Automotive Service Technology (Toyota)	50 credits
· Practical Nursing	9 credits

The following program(s) are included in the articulation agreement with *Broward Community College*:

· Automotive Service Technology (Toyota)	50 credits
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A special agreement with the Automotive Technician - TOYOTA T-TEN program and Miami Dade College, as well as with Broward Community College, allows students to complete the program with an Associate of Science (A.S.) degree..

Specific questions regarding transfer credit to Miami Dade College or Broward Community College should be directed to the counselors at Miami Lakes Educational Center as well as to Miami Dade College and Broward Community College.

STUDENT SERVICES

Counseling

Student Services Department offers guidance counseling, vocational testing, and financial aid services. Counselors are available Monday through Thursday from 8:00 a.m. to 9:30 p.m., and Friday from 8:00 a.m. to 6:00 p.m. in the Registration area, Building A.

Ability to Benefit

It is the philosophy of Miami Lakes Educational Center to offer technical education to everyone. However, it is recognized that everyone is not ready to immediately benefit from the training offered.

Therefore, the following procedure has been established to ensure that students have the “Ability-to-Benefit” from our programs:

1. If students have a high school diploma, they are presumed to have the “Ability-to-Benefit”.
2. If applicants do not have a high school diploma, the counselor will arrange for students to take an approved standardized test to determine the “Ability-to-Benefit”.
3. If test scores so indicate, remedial classes will be added to the applicant’s curriculum of study until the prescribed remediation is completed.
4. Applicants will be allowed to retake tests as prescribed by district policy.

Food Facilities

The Commercial Foods and Culinary Arts class welcomes all students and school personnel to dine in the cafeteria located in Building "C". The cafeteria is open for lunch Tuesday through Friday from 11:00 a.m. – 12:10 p.m. The program is entirely self-supporting and is not part of the Miami-Dade County Schools Lunch Program. The Center also has the cafeteria located in the "F" building that is open for lunch providing from Miami-Dade County's Lunch program as well as an array of outside vendors. Vending machines are available in student lounge areas in Buildings "A" and "B". **No food or drinks are allowed in instructional areas.**

Housing Facilities

The Center does not have dormitories or rooms available to house students; however, there are private rooms and motels available in the area. Out of town students must make their own arrangements for accommodations.

Bus Information

Miami-Dade Transit Agency serves the Miami Lakes Educational Center. Detailed information can be obtained by calling the MDT information office.

Parking

Parking is permitted in designated parking lots on a first-come, first-served basis. Any vehicle parked in restricted areas (i.e. along sidewalks, on the grass, etc.) will be ticketed by the Miami-Dade County Public Safety Department.

Child Day Care

Day care facilities are available to children of employees and currently enrolled students in daytime classes only. Children (18 mo. - 5 yrs.) may attend subject to availability. For more information please contact the Child Care Director at 305-557-1100 ex 2284.

Student Health Care

The school does not have facilities or personnel to render medical assistance. If a student has a medical problem which might result in an emergency situation, the instructor and Student Services Department should be notified when the student initially enters the class. School officials will not call for an ambulance but will call the fire rescue. The fire rescue personnel will make the decision as to the need for an ambulance. If an ambulance is dispatched, the student requiring the medical attention is responsible for all costs incurred. First Aid kits are available at various locations throughout the Center.

Student Identification Card

A valid MLEC identification badge must be worn above the waist and visible at all times. It must be shown to school officials upon request. This badge must be presented whenever requesting refunds, when using school facilities such as the Media Center and Student Bookstore, and when registering for future classes. Student I.D. badges are obtained by paying a nominal fee of \$2.00 at the time of registration. Lost badges should be reported to the Registration Office immediately. There is a \$5.00 charge for replacement. In the event a student is suspended, expelled, or withdrawn from a class, the I.D. badge must be returned to the Student Services administrator.

Insurance

Student Accident Insurance is available to all students registered in classes at Miami Lakes

Educational Center. This insurance may be purchased directly from the insurance company. The forms for the insurance coverage are available from the Registration Department located in Building A.

Visitors to School

Anyone who is not currently enrolled in the school will not be permitted within the school buildings unless he/she is in possession of a pass issued by the Student Services Department. Passes will not be issued for the purposes of visiting students in the classroom.

Vandalism

Any accident, vandalism, or damage to personal property should be reported to the school's administration as soon as detected. It is then the student's responsibility to report findings to the police.

GRIEVANCE PROCEDURES

Purpose

The purpose of this grievance procedure shall be to settle equitably, at the lowest administrative level possible, differences and issues relating to school policy. This procedure does not apply to alleged discrimination relating to race, sex, disability, or other federally legislated civil rights. The proceedings shall be kept as informal and confidential as may be appropriate at all levels of the procedure.

Definition

An informal grievance is an alleged violation, misunderstanding or misinterpretation of school policy by any member of the student body. Each grievance level shall be observed and used in proper order. Exceptions may be made in emergencies.

Level One (Informal Procedures)

The aggrieved person must first discuss their grievance with their immediate supervisor with the objective of resolving the matter informally. It is acknowledged that the teacher is the student's immediate supervisor. The aggrieved person and the supervisor shall confer on the grievance with a view toward arriving at a mutually satisfactory resolution of the complaint. If, as a result of the discussion between the complainant and the supervisor the matter is not resolved to the satisfaction of the complainant, then within five (5) days the aggrieved shall set forth the grievance in writing to the administrator of Student Services:

- a. The nature of the grievance
- b. The result of previous discussion
- c. Dissatisfaction with decisions previously rendered

The administrator of Student Services shall communicate the decision to the aggrieved in writing within three (3) school days of the written grievance.

Level Two (Formal Procedures)

Formal grievance procedures for students apply to those situations in which students believe themselves to be victims of discrimination based on gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability. These formal complaint procedures also apply in situations in which students believe themselves to be victims of harassment, including sexual

harassment.

If the aggrieved student is not satisfied with the disposition of the grievance at level one, they may within five (5) school days present their grievance to the Principal. The Principal and the aggrieved will meet and the aggrieved may have mutually agreed upon representation present.

Within five (5) days after the meeting, the Principal should render a decision. A copy of the decision shall go to the aggrieved person and all others involved.

If the aggrieved person is not satisfied with the disposition of the grievance at level two, they may file the grievance in writing to:

**Miami-Dade County Public Schools
Region Center I
733 East 57th Street
Hialeah, Florida 33013**

This must be done within five (5) school days after the decision from level two.

Miami Lakes Educational Center is accredited by the Accrediting Commission of the Council on Occupation Education. Concerns which cannot be resolved with the School and/or District, may be referred to:

**Accrediting Commission of the Council on Occupational Education
7840 Roswell Road, Building 300
Suite 640
Atlanta, GA 30346
Phone (770) 396-3898
e-mail: puckettg@council.org**

ACADEMIC POLICIES

Academic Grading Policy

The grading system used for high school and selected adult students by Miami Lakes Educational Center, follows that of the Miami-Dade County Public School system. Specifically, the policy states that academic grades for students shall be “A”, “B”, “C”, “D”, “F”, OR “I”. The letter grade of “I” will be reserved for secondary use only. A brief explanation of the grades used is as follows:

- A. A grade of “A” (90-100%) indicates that the student has demonstrated excellent achievement in the subject and/or the skills area. The student consistently performs academically at a level 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 of the instructional objectives and competencies established for the subject during the grading period.
- B. A grade of “B” (80-89%) indicates that the student has demonstrated good but not outstanding achievement in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered skills in content beyond what is required for successful completion of the instructional program prescribed for the individual student. The “B” student will be progressing at a rate

enabling achievement of virtually all of the instructional objectives and competencies established for the subject being graded.

- C. A grade of “C” (70-79%) indicates satisfactory academic achievement. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program prescribed for the individual student. The students 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 a minimal acceptable level of mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student’s rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

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

- I. A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual trimester or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the principal or director.

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

Grade	Numerical Value	Verbal Interpretation	Grade Point Values
A	90-100%	Outstanding	4
B	80-89%	Good	3
C	70-79%	Satisfactory	2
D	60-69%	Minimal Improvement Needed	1
F	0-59%	Unsatisfactory	0
I	0	Incomplete (Secondary Only)	0

Students who do not show an acceptable or satisfactory progress, will be referred to a Guidance Counselor for assistance.

FINANCIAL ASSISTANCE

Miami Lakes Educational Center offers several programs of financial aid to assist students in meeting educational purposes. A Financial Aid Officer is available for day and evening students.

What Can Students Expect to Receive

The amount of financial aid students will receive depends on financial needs. Financial need is the difference between educational expenses and what the family can reasonably expect to pay. The amount the family can contribute is derived from the "Free Application for Federal Student Aid (FAFSA)". Funds from the FSLP, FSEOG and FCWS programs are awarded based on the student's "need" on a "first-come, first-serve" basis. Eligibility for the other programs are determined by offices or agencies other than the Financial Aid Office. The Financial Aid Office will give the student an award letter listing the type and amount of aid he or she can expect to receive. All applications are available from the Financial Aid Office.

The following Financial Aid is available at Miami Lakes Educational Center:

Federal Pell Grant Program

Federally funded grant funds are awarded by the United States Department of Education to students who demonstrate financial need. The Pell Grant is available to students who enroll in an eligible program and meet all other requirements set by the Department of Education.

Federal Supplemental Education Opportunity Grant (FSEOG)

Federally funded grant awarded to students who demonstrate significant financial need. Awards are calculated by the Financial Aid Office and are determined by need and availability of funds. Students must apply for a Pell Grant for the same academic year. Awards for a full academic year may vary, depending upon the amount of funding available.

Federal Stafford Loan Program (FSLP)

Permits students to obtain loans directly from banks, savings and loans or other lending institutions. These loans are available to students who enroll on a halftime or full-time basis. The interest rate is variable and will not exceed 9%. Repayment will begin 6 months after the student completes the program, or drops below halftime enrollment. Students can borrow up to \$2625 per academic year. Loans will be prorated based upon the length of the program.

Tuition Fee Waiver Program

Tuition waivers are granted to financially needy students. In order to qualify, the student must not be receiving other sources of financial aid from the institution for that trimester. An application must be submitted each term and the applicant must be able to provide documentation to verify financial need.

District Financial Aid Program (DFAP)

DFAP funds are awarded to financially needed students which can be used to pay a partial or full portion of a student's fees. A student applying for the DFAP must be a Florida resident and complete a Financial Aid Application.

Community Organization Book Fund Program

In some cases funds are available to students to assist them in purchasing course related books and supplies. Funds are available due to the generosity of local community organizations. Scholarship applications are available from the guidance counselor.

Veteran Educational Benefits Program

If you are a veteran, you may be eligible for Veteran Educational benefits. All veterans are advised if their program of study has been approved by the State Approving Agency. Veterans are permitted to receive veteran benefits only for the length of time approved for their course by the State Approving Agency. Eligibility generally ends ten years from the date of release from active duty. If you need further information, please contact the veteran's clerk in the Student Services Office.

Workforce Investment Act

This is a federally funded grant available to economically disadvantaged students. These funds provide for tuition and books. Students will be referred to an intake center where they will complete the necessary applications. This program is coordinated through the Department of Labor and Employment Security.

STUDENT ORGANIZATIONS

Miami Lakes Educational Center (MLEC) is proud of its student organizations. Each organization promotes civic, fraternal and career goals. The following is a list of MLEC student supported organizations.

Health Occupations Students of America (HOSA)

Health Occupations Students of America (HOSA) is a National Vocational-Technical organization for secondary and post-secondary students enrolled in Health Occupations Education. Activities of HOSA are an integral part of the instructional program that provides occupational skills as well as leadership skills. It was officially formed in November 1976 and is comprised of state organizations under the auspices of the State Board of Vocational Education.

Local HOSA chapters provide programs and activities to help individuals develop their physical, mental, and social well-being. Members strengthen their leadership and citizenship through interactions with professional, business, and other student organizations.

The Health Occupations Program at Miami Lakes Educational Center has three chapters. The chapters participate in local, state and national competition and have been very successful in their efforts.

National Vocational Technical Honor Society (NVTHS)

The Miami Lakes Educational Center's National Vocational-Technical Honor Society is an honor organization for students enrolled in vocational-technical programs that are a minimum of 450 hours in length. Its purpose is to promote service, leadership, honesty, career development, and skill workmanship; to reward student achievement; to encourage and assist student educational and career goal setting; and to promote a stronger linkage between MLEC and business and industry. Candidates must be nominated by their instructors and are inducted each trimester.

Students must have good character, demonstrate academic achievement, exhibit leadership skills, and plan to pursue a career in their field of vocational/technical study.

SkillsUSA VICA

SkillsUSA is a national organization serving more than 264,000 high school and post-secondary students and professional members enrolled in training programs in technical, skilled, and service occupations. SkillsUSA is organized into over 13,000 chapters in high schools and college/technical schools in 54 state and territorial associations (including the District of Columbia, Puerto Rico, and Guam and the Virgin Islands).

SkillsUSA prepares America's high performance workers. It provides quality education experiences for students in leadership, teamwork, citizenship and character development. It builds and reinforces self-confidence, work attitudes and communications skills. It emphasizes total quality at work, high ethical standards, superior work skills, life-long education and pride in the dignity of work. SkillsUSA also promotes understanding of the free enterprise system and involvement in community service activities.

SkillsUSA programs include local, state and national competitions in which students demonstrate occupational and leadership skills. During the annual national-level SkillsUSA Championships, more than 4,100 students compete in 75 occupational and leadership skill areas. SkillsUSA programs also help to establish industry standards for job skill training in the classroom.

SPECIAL SUPPORT PROGRAMS

Technical Resource Center (TRC)

The Technical Resource Center (TRC) is a computer-assisted lab designed to assist individuals in improving their basic skills. Within the lab there are three types of classes:

- **Vocational Preparatory Instruction (V.P.I.)**

Vocational Preparatory Instruction (VPI) is an adult general education program through which adults attain academic and workforce readiness skills at the functional literacy level or higher that are needed to pursue a certificate career and technical educational or higher.

VPI is based upon the assessed needs of the students and the academic and employability requirements of Florida's Comprehensive Vocational Education Programs. This program strives to inspire and motivate students to become productive, self-sufficient members of society.

- **Adult Basic Education (ABE)**

Adult Basic Education courses of instructions which are conducted in English are designed to improve the employability of the state's workforce through instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency 0.0 to 8.9.

- **General Educational Development (GED)**

The purpose of this program is to prepare students for academic and personal success through obtaining the necessary skills required to pass the official GED Test and be awarded a State of Florida High School Diploma. This program strives to motivate students not only to obtain a GED, but also to utilize the acquired skills in the workforce and to achieve career and vocational training and job placement success.

STUDENT

Right-to-Know

Student Right-to-Know

The regulations of the **Higher Education Act of 1965** (as amended) mandate that we provide you with certain information pertaining to our campus. This information is separated into two categories.

The first category is known as the **Student Right-to-Know Act**. It deals with information regarding the graduation/completion rates of our students. Our “completion” rate for students who started three years ago is 80.49%. This figure includes any student who started a program and completed within 150% of the program length. It excludes any student who left a program for any of the following reasons.

- Military Service
- Church Service
- Service with Peace Corps (related or similar organizations)
- Died while enrolled in a program.

This completion/graduation rate is a combined percentage for all our programs for the stated period.

Our placement rate for students obtaining a job in-field is **84.63%**.

The second category is known as the **Campus Security Act**. The Campus Security Act of 1990 requires all post secondary institutions participating in federal student aid programs to disclose campus security policies and certain crime statistics. The chart below reflects these offenses and the number of times they have occurred for the past three years:

OFFENSES	2006	2007	2008
Murder	0	0	0
Forcible Sex Offenses (Rape)	0	0	0
Nonforcible Sex Offenses	0	0	0
Robbery	1	1	0
Aggravated Battery	0	0	0
Burglary	0	0	0
Arson	0	0	0
Negligent Manslaughter	0	0	0
Illegal Weapons	0	0	1
Drug Law Violation	0	0	0
Liquor Law Violation	0	0	0

Additional security reports are available on the following web site:

<http://ope.ed.gov/security/InstDetail.asp>.

The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act became a Federal Law in November of 1974, and was further revised in 1975 and 1976. The intent of this law is to protect the accuracy and privacy of students' educational records. Without the prior consent of the parents or eligible students (over 18 years of age), only parents or such students and authorized individuals having legitimate educational interest will have access to a student's educational records. Students may examine their records by appointment in the Guidance Office. A nominal fee will be charged for any copies requested from the student's folder. Student records may only be released in accordance with Miami-Dade County School Board policy.

ANNUAL COMPLETION, PLACEMENT, AND LICENSURE FORM

for

Postsecondary Programs

Reporting Year Ending: March 2007

Campus: 107000 - Miami Lakes Educational Center

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)	(15)	(16)	(17)	(18)	(19)	(20)	(21)	(22)	(23)	(24)	(25)	(26)
	Beginning Enrollment	New Enrollees	Cumulative Enrollment (Sum of Rows 1 and 2)	Students Still Enrolled	Non-Graduate Completers	Graduate Completers	Total Completers (Sum of Rows 5 and 6)	Non-Graduate Completers Emp. in Pos. Related To Field of Instruction	Graduate Completers Emp. in Pos. Related To Field of Instruction	Total Completers Emp. in Pos. Related To Field of Instruction (Sum Rows 8 & 9)	Graduate Completers Employed in Pos. Unrelated to Field of Inst.	Graduate Completers Waiting To Take License Exam	Graduate Completers Who Took License Exam	Graduate Completers Who Passed License Exam	Unavailable For Employment	Graduate Completers Who Refused Employment	Graduate Completers Seeking Employment/Status Unknown	Withdrawals	Sum of Rows 12, 15, and 16	Difference - Row 6 minus Row 19	Difference - Row 7 minus Row 19	Graduation Rate (%)	Total Completion Rate (%)	Graduate Placement Rate (%)	Total Placement Rate (%)	Licensure Exam Pass Rate (%)
POSTSECONDARY Educational Programs																										
Heavy Equipment Operation Actively Enrolling Students (Existing Program)	14	38	52	16	0	33	33	0	14	14	1	0	0	0	0	1	17	3	1	32	32	91.67	91.67	43.75	43.75	0
Automotive Service Technology Actively Enrolling Students (Existing Program)	39	38	77	34	0	36	36	0	32	32	1	0	0	0	0	0	3	7	0	36	36	83.72	83.72	88.89	88.89	0
Electronic Technology Actively Enrolling Students (Existing Program)	8	22	30	0	0	22	22	0	15	15	3	0	0	0	0	0	4	8	0	22	22	73.33	73.33	68.18	68.18	0
Commercial Class B Driving Actively Enrolling Students (Existing Program)	7	5	12	0	0	12	12	0	12	12	0	0	12	12	0	0	0	0	0	12	12	100	100	100	100	100
Patient Care Technician Actively Enrolling Students (Existing Program)	13	58	71	19	0	48	48	0	34	34	6	0	0	0	0	0	8	4	0	48	48	92.31	92.31	70.83	70.83	0
Automotive Collision Repair and Refinishing Actively Enrolling Students (Existing Program)	9	21	30	13	4	8	12	4	5	9	0	0	0	0	0	0	3	5	0	8	12	47.06	70.59	62.5	75	0
Commercial Vehicle Driving Actively Enrolling Students (Existing Program)	24	162	186	36	0	116	116	0	116	116	0	0	116	116	0	0	0	34	0	116	116	77.33	77.33	100	100	100
Major Appliance and Refrigeration Repair Actively Enrolling Students (Existing Program)	17	22	39	18	3	8	11	3	7	10	1	0	0	0	0	0	0	10	0	8	11	38.1	52.38	87.5	90.91	0
Commercial Foods and Culinary Arts Actively Enrolling Students (Existing Program)	15	12	27	4	0	22	22	0	14	14	1	0	0	0	0	0	7	1	0	22	22	95.65	95.65	63.64	63.64	0
Cosmetology Actively Enrolling Students (Requires Licensure For Employment)	27	58	85	29	18	31	49	18	26	44	0	5	22	18	0	0	0	7	5	26	44	55.36	87.5	100	100	81.82
Air Conditioning, Refrigeration and Heating Technology Actively Enrolling Students (Existing Program)	47	66	113	45	0	41	41	0	36	36	4	0	0	0	0	0	1	27	0	41	41	60.29	60.29	87.8	87.8	0
Practical Nursing Actively Enrolling Students (Requires Licensure For Employment)	81	167	248	119	0	107	107	0	73	73	7	18	96	89	1	0	8	22	19	88	88	82.95	82.95	82.95	82.95	92.71
Medical Assisting Actively Enrolling Students (Existing Program)	28	38	66	16	0	39	39	0	32	32	0	0	0	0	0	0	7	11	0	39	39	78	78	82.05	82.05	0
Advanced Automotive Technology	18	16	34	13	0	21	21	0	20	20	0	0	0	0	0	0	1	0	0	21	21	100	100	95.24	95.24	0

STUDENT

CODE OF

CONDUCT

INTRODUCTION

The primary objective of the Dade County Public Schools is to develop each student's potential for learning and to foster positive interpersonal relationships. If this is to be accomplished, it is necessary that the school environment be free of disruptions which interfere with teaching and learning activities. The student's conduct determines to a great extent the full development of his/her potential for learning and the development of positive relationships.

The purpose of this document is to assist students, teachers, and school administrators in the consistent maintenance of an environment which will enhance the achievement of this objective. To enhance its effectiveness, this **Code of Conduct** addresses not only the role of the students, and the school, but also addresses:

- ◆ grounds for disciplinary action;
- ◆ procedures for taking disciplinary action, and
- ◆ responsibilities and rights of students.

Those individuals governed by this document are adult students, 16 years of age and older, who no longer participate in the PK-12 program. These students are considered postsecondary students and are, therefore, eligible to discharge the rights detailed in this document and [School Board Rule, 6Gx13-5B-1.07](#), Student Educational Records.

You are encouraged to read this booklet and develop a thorough understanding of the details presented in this publication.

Chapter One

What is the Code of Student Conduct and why do we need it?

Students need an environment that is safe and conducive to learning. To help provide and maintain that environment, the **Code of Conduct**:

- ◆ describes that positive environment;
- ◆ describes that conduct which is disruptive of such an environment;
- ◆ strives to standardize those procedures which the school will use in responding to conduct problems;
- ◆ assures the rights of students when disciplinary action is taken; and
- ◆ specifies the rights and responsibilities of students.

The **Code of Conduct** is in force:

- ◆ during operational hours of adult, skill, vocational technical centers, and community schools including satellite and off-campus locations
- ◆ at such times and places—including, but not necessarily limited to—school-sponsored events, field trips, and other activities where appropriate school administrators have jurisdiction over students
- ◆ when a student's misconduct occurs in close proximity to the educational site and has a

detrimental effect upon students.

In addition, administrators have the authority consistent with the powers delegated to them, to take alternative administrative action if, in their opinion, the nature of the misconduct has a detrimental effect upon students or on the orderly educational process.

What does the Code describe as a good learning environment?

A good learning environment provides order and discipline as evidenced by the absence of distractions, frictions, and disturbances which interfere with the effective functioning of the student, the class, and the school. It is also the presence of a safe, friendly, yet businesslike atmosphere in which students and school personnel work cooperatively toward mutually recognized and accepted goals.

What roles do the student, administrators and other school personnel have in establishing this environment?

STUDENTS WHO:

- ◆ attend all classes daily and are on time;
- ◆ are prepared to come to class with appropriate materials;
- ◆ are respectful to all individuals and of property;
- ◆ refrain from profane or inflammatory statements;
- ◆ conduct themselves in a safe and responsible manner;
- ◆ are well-groomed;
- ◆ are responsible for their own work;
- ◆ abide by the rules and regulations set forth by the school and individual classroom teacher; and
- ◆ seek changes in an orderly and approved manner.

SCHOOL ADMINISTRATORS WHO:

- ◆ encourage the use of student services;
- ◆ maintain a safe atmosphere ;
- ◆ exhibit respect for students;
- ◆ plan a flexible curriculum to meet the needs of all students, and provide equal access to programs offered;
- ◆ promote effective training or discipline based upon fair and impartial treatment of all students;
- ◆ develop a good working relationship between staff and students;
- ◆ encourage the school staff and students to use the services of community agencies;
- ◆ encourage students to participate in school activities;
- ◆ involve students in the development of school policy;
- ◆ involve the entire community in improving the quality of life within the school and community; and

- ◆ publish rules, regulations, and procedures annually for distribution.

SCHOOL PERSONNEL WHO:

- ◆ are in regular attendance and on time;
- ◆ are prepared to perform their duties with appropriate working materials;
- ◆ are respectful to all individuals and of property;
- ◆ refrain from profane or inflammatory statements;
- ◆ conduct themselves in a safe and responsible manner;
- ◆ are well-groomed;
- ◆ abide by the rules and regulations set forth by the school and district; and
- ◆ seek changes in an orderly and approved manner;

What types of preventive measures are emphasized in the Code?

A major consideration in the application of the Code is that the most appropriate disciplinary action taken by school officials is the least extreme measure which can resolve the discipline problem. Teachers, counselors and administrators strive to use a variety of informal disciplinary or guidance strategies, prior to, during, and after formal disciplinary action.

SOME INFORMAL DISCIPLINE OR CORRECTIVE STRATEGIES INCLUDE:

- ◆ adjustment of the student's curriculum;
- ◆ referral for student services, (e.g. counseling, peer counseling, peer mediation or referral to appropriate service agencies);
- ◆ conferences and contacts among administrators, teachers and students;
- ◆ denial of the privilege of participating in social and/or extracurricular activities;
- ◆ alcohol and drug counseling information and referral services available through community agencies; and
- ◆ Transfer to another teacher, program, or location when permitted

Why types of formal disciplinary actions are recognized in the Code?

The ***Code of Student Conduct*** recognizes the following disciplinary actions:

Disciplinary Probation- A disciplinary action serving notice to the student that his/her behavior is in serious violation of the Code of Conduct and that continued enrollment depends upon the maintenance of required standards of conduct during the period of probation. A probationary time period must be indicated by the administrator, A student will be released from probationary status after the specified time period has elapsed provided the requires standards of conduct have been maintained.

Temporary Removal from Class- The teacher shall have the authority to remove a seriously disruptive student from the classroom. In such cases, the principal or designee shall be entitled to receive, within a reasonable period of time, a report describing corrective action(s) taken. Guidelines for implementing this provision shall be developed by each Faculty Council/Shared Decision-Making Cadre.

Suspension -An action taken by the administrator which requires a student's temporary removal from Adult and Community Education Programs for a period not to exceed ten school days. The adult education administrator has the latitude to create a suspension period equivalent to ten school days based on a student's class schedule. The student shall have the right to a conference with the administrator to hear the evidence and present his/her side of the case which resulted in the suspension. A student on suspension is barred from visiting, class attendance, or enrolling in any Adult and Community Education Program in the district through an all-location lockout (administrative hold in the Vocational Adult Community System [VACS]).

AN ADMINISTRATOR MAY SUSPEND ANY STUDENT WHEN:

- ◆ the student is directed by the administrator or faculty member to cease and desist any activity which disrupts the orderly operation of the school; and
- ◆ the student persists in a disruptive activity after receiving a warning and directive; or
- ◆ for reasons relating to the physical or emotional safety and well-being of the student, other students, faculty, or property.

The administrator shall decide on the basis of evidence observed or reported that the activity disrupts the orderly operation of the school, or presents a clear and present danger, or impinges upon or invades the rights of others in the school community.

Failure by any student to make up the assigned work missed during a period of suspension will result in the student being given the academic grade of "I" for those assignments. A suspended student completing assigned work missed during the period of suspension will not be subject to the withholding of passing final grades and program certificates. In addition to making up assigned work, the student will be held responsible for the material presented during the student's absence.

Under no circumstances are teachers required to make special provisions to comply with this procedure. The responsibility for securing assignments missed during the suspension period will be the responsibility of the student.

Upon completion of the makeup work, within a reasonable amount of time, the student should submit the work to the teacher. The teacher must grade and record the makeup work as it is received.

Expulsion- A removal of any right to attend Adult and Community Education Programs in a period of time not to exceed the remainder of the trimester or school year and one additional year of attendance. A request for readmission will not be considered until the time specified in the order of expulsion has elapsed. A student that has been expelled is barred from enrolling in, or visiting, any Adult and Community Education Program in the term of expulsion and is placed on an all-location lockout (administrative hold in VACS).

When a student is expelled, the student shall be entitled to file a petition for hearing in accordance with [School Board Rule 6Gx13-5A-1.062](#). If the expulsion is found not to be warranted, the student shall be allowed to make up, without prejudice, any class work or examinations missed because of the expulsion.

Any student currently enrolled in the **Education for Adult Students with Disabilities**

Program who commits a disruptive act of sufficient severity to have expulsion recommended must be referred to a region director from the Office of Applied Technology, Adult, Career, and Community Education.

What safeguards protect the rights of students?

All disciplinary action taken by the school must be in compliance with School Board rules and policies. Inherent in these rules and policies is the philosophy of fairness and consideration for action which is in the best interest of the student.

When confronted with an act which may require the imposition of disciplinary action by the school, the student and all other appropriate persons should be given the opportunity to explain the circumstances of the incident.

Students who disagree with actions and decisions at the school level have the following rights:

1. a school-level conference;
2. appeal to the next administrative level; and
3. a formal complaint procedure, if permitted by [School Board Rule 6Gx13-5D-1.10](#).

National origin minority or Limited English Proficient (LEP) students shall not be subjected to any disciplinary action because of a language other than English.

Chapter Two

What violations disrupt the educational process?

The Code of Conduct defines distinct violations identified by administrators, teachers, students, and community members, which are representative of those acts that frequently cause disruption of the orderly educational process on all property where classes are conducted by Miami-Dade County Public Schools.

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

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

Administrators, teachers, or both, consistent with the powers delegated to them, have the authority to take alternative administrative action if, in their opinion, the nature of the misconduct warrants it.

The following charts describe the violations and the disciplinary actions. When the violation calls for a disciplinary action, all or any part of the appropriate plan is to be implemented. If the violation indicates a mandatory action, all parts of the required plan must be administered unless any part is not applicable.

Violations

GROUP I

General Disruptive Conduct:

Excessive tardiness to class, use of objects such as electronic beepers, telephone pagers, cellular telephones, or radios, and/or any other behavior which disrupts the orderly educational process.

Use of Provocative Language:

Obscene language, profanity, threats and/or inflammatory statements.

Dress Code:

Non compliance with standards of dress established in the school's student handbook.

FIRST VIOLATION - PLAN A REPEATED VIOLATION - PLAN B (MANDATORY)

GROUP II

Academic Dishonesty:

Cheating, plagiarism, or other misrepresentation of work.

Assault:

Intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, and in doing so creates a well-founded fear that such violence is imminent.

Defiance of School Personnel's Authority:

Refusal to comply with a reasonable request from school personnel, including refusal to display or present identification when requested.

Gambling:

Participation in games of chance for money and/or other things of value.

Harassment:

Any slurs, innuendos, or other verbal or physical conduct reflecting on an individual's gender, race, color, religion, ethnic or national origin, age, sexual orientation, social and family background, linguistic preference, or disability, which has the purpose or effect of creating an intimidating, hostile, or offensive educational environment.

Indecent Proposition:

An unsolicited sexual proposal.

Obscene Material:

Possession and/or distribution of material which offends common decency and morals, as defined by courts.

Sexual Harassment:

Sexual advances, request for sexual favors, and other verbal or physical conduct of a sexual nature when such conduct substantially interferes with a student's academic performance, or creates, an intimidating, hostile, or offensive school environment.

Trespassing on School Property:

Entering a public school campus, School Board facility, satellite or off campus location without authorization or invitation and without lawful purpose for entry, by students under suspension or dismissal.

Use of Tobacco Product:

Holding a lighted cigarette (cigar, etc.), drawing in and exhaling the smoke of tobacco or use of any tobacco product while on school property, and at satellite or off-campus locations.

FIRST VIOLATION - PLAN B REPEATED VIOLATION - PLAN C (MANDATORY)**Bad Check:**

Check made to a center, which is not supported by sufficient funds on deposit or is in anyway worthless.

Unsatisfied Financial Obligation:

Failure to pay fees and fines.

FIRST VIOLATION - PLAN C**GROUP III****Falsification of Information:**

Alteration of grade reports, transcripts and other records by forgery or other means of deception.

Fighting:

A hostile physical encounter between two or more individuals.

Petty Theft: (not over \$300 in value)

Unauthorized possession and/or sale of the property of another without the consent of the owner.

Vandalism:

The willful or malicious destruction and/or damage of school property or the property of another.

FIRST VIOLATION - PLAN C REPEATED VIOLATION - PLAN D (MANDATORY)**GROUP IV****Assault on Staff Member:***

Intentional verbal or physical threat to do violence to a staff member by a student who possesses an apparent ability to do so and in doing so creates a well-founded fear that such violence is imminent.

Battery (Non-Staff Member):

An actual and intentional harmful or offensive touching or striking of another person against his or her will.

Extortion:

Obtaining money, information, or anything of value from another by coercion or intimidation.

Grand Theft: (over \$300 dollars in value)

Unauthorized possession and/or sale of the property of another without the consent of the owner.

Possession of Mood Modifiers or Illegal Drugs:

Possession of any mood modifier, illegal drug, alcohol or similar items while on all school property and at satellite or off-campus locations.*

Robbery:

The taking of money or other property from the person or custody of another by force, violence, assault, or placing in fear.

Using Mood Modifiers, including Alcohol:

Absorbing a substance, not medically prescribed for the student, capable of producing a change in behavior or altering a state of mind or feeling while on all school property and at satellite or off-campus locations.

**FIRST VIOLATION - PLAN D REPEATED
VIOLATION - PLAN E**

*REQUIRES PRINCIPAL TO MAKE RECOMMENDATION FOR EXPULSION

*THE ILLEGAL USE, POSSESSION, OR SALE OF CONTROLLED SUBSTANCES, AS DEFINED IN [CHAPTER 893, FLORIDA STATUTES](#), BY ANY STUDENT WHILE ON ANY PROPERTY WHERE CLASSES ARE CONDUCTED BY MIAMI-DADE COUNTY PUBLIC SCHOOLS MAY ALSO RESULT IN CRIMINAL PENALTIES IN ADDITION TO SUSPENSION, EXPULSION OR OTHER SCHOOL DISCIPLINARY ACTION.

GROUP V**Arson:**

Any willful or malicious igniting of a fire, which causes damage or is, intended to cause damage of school property or the property of another.

Aggravated Assault:

An intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, while displaying an object other than a firearm, knife, or other deadly weapon, which causes bodily harm, and which creates a well-founded fear in the victim that such violence is imminent.

Aggravated Battery:

a) An actual and intentional harmful or offensive touching or striking of another person against his or her will, utilizing an object not usually considered a weapon (including, but not limited to, a book, chair, pen, pencil, trash can) as a weapon, other than a firearm, knife, or deadly weapon to inflict bodily harm or b) An actual and intentional harmful or offensive touching or striking of another person against his or her will, without using an object, but causing bodily harm.

Battery (Staff Member):

An actual and intentional harmful or offensive touching or striking of a staff member against his or her will.

Continuous Disruptive Behavior:

Committing a combination of any of the violations listed in this Code that has resulted in more than 20 days of outdoor suspension.

Possession and/or Concealment of Weapons:

Any carrying, concealing, or displaying of knives, flammable agents, or any other items that may be used to cause bodily injury or death.

Sale or Distribution of Mood Modifiers or Illegal Drugs:

The act of distributing a mood modifier or illegal drug, including alcohol, to others. The possession of an amount that would be considered greater than that for personal use will be deemed to be for distribution/sale.

Sex Violations:

Sexual battery or an offense against chastity or common decency.

PLAN E (MANDATORY)

GROUP VI

Aggravated Assault:

An intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so, while displaying a firearm, knife, other deadly weapon, or simulated weapon and which creates a well-founded fear in the victim that such violence is imminent.

Aggravated Battery:

An actual and Intentional harmful or offensive touching or striking of another person against his or her will, utilizing a firearm, knife, or other object as a weapon, to inflict bodily harm.

Possession and/or Concealment of Any Firearm: **

Any carrying, concealing, displaying, or use of any weapon that will, or is designed to, or may readily be converted to, expel a projectile by the action of an explosive.

PLAN F (MANDATORY)

*THE ILLEGAL USE, POSSESSION, OR SALE OF CONTROLLED SUBSTANCES, AS DEFINED IN [CHAPTER 893, FLORIDA STATUTES](#), BY ANY STUDENT WHILE ON ANY PROPERTY WHERE CLASSES ARE CONDUCTED BY MIAMI-DADE COUNTY PUBLIC SCHOOLS MAY ALSO RESULT IN CRIMINAL PENALTIES IN ADDITION TO SUSPENSION, EXPULSION OR OTHER SCHOOL DISCIPLINARY ACTION.

**THE POSSESSION OF A FIREARM WHILE ON ALL PROPERTY WHERE CLASSES ARE CONDUCTED BY DADE COUNTY PUBLIC SCHOOLS MAY ALSO RESULT IN CRIMINAL PENALTIES IN ADDITION TO SUSPENSION, EXPULSION OR OTHER SCHOOL DISCIPLINARY ACTION.

Disciplinary Actions Plans

(One or more of these actions may be appropriate)

PLAN A

- ◆ Administrator/teacher/student conference.
- ◆ Informal discipline strategies.

PLAN B

- ◆ Administrator/teacher/student conference.
- ◆ Disciplinary probation.
- ◆ Temporary removal from class, if appropriate.
- ◆ Suspension not exceeds ten days.
- ◆ Participate in a session on the problem of harassment.
- ◆ Conduct research on the topic of harassment.
- ◆ Refer criminal acts to the Miami-Dade County Public Schools Police and the local police agency for appropriate legal action.**
- ◆ When appropriate, seek restitution or restoration.

PLAN C

- ◆ Administrator/teacher/student conference.
- ◆ Suspension for ten days
- ◆ Expulsion and all-location lockout.
- ◆ Participation in a series of sessions, which focus on ending the student's harassing behavior. This may be considered an alternative to suspension.
- ◆ Refer criminal acts to the Miami-Dade County Public Schools Police and the local police agency for appropriate legal action.
- ◆ When appropriate, seek restitution or restoration.
- ◆ Withholding grades and/or certificates and ability to register for class and secure his/her own school documents. *

PLAN D

- ◆ Administrator/teacher/student conference.
- ◆ Suspension for ten days
- ◆ Expulsion and all-location lockout.
- ◆ Refer criminal acts to the Miami-Dade County Public Schools Police and the local police agency for appropriate legal action.**
- ◆ When appropriate, seek restitution or restoration. *

PLAN E

- ◆ Administrator/teacher/student conference.
- ◆ Expulsion and all-location lockout.
- ◆ Refer criminal acts to the Miami-Dade County Public Schools Police and the local police agency for appropriate legal action. **
- ◆ When appropriate, seek restitution or restoration. *

PLAN F (MANDATORY)

- ◆ Student/teacher conference by administrator.
- ◆ Expulsion and all location lockouts.
- ◆ Refer criminal acts to the Miami-Dade County Public Schools Police and the local police agency for appropriate legal action. **

*Required for **Bad Checks** and **Unsatisfied Financial Obligation**.

** Criminal acts shall be reported in accordance with the directives contained in the document [*Procedures for Promoting and Maintaining a Safe Learning Environment*](#).

Reporting of Crimes and/or Disruptive Behavior

It is important that all students understand that, in addition to taking disciplinary action at the school level, certain criminal and/or disruptive behavior must, by Board Rule, be reported to appropriate police authorities and to the Dade County Public Schools Police ([School Board Rule 6Gx13-4A-1.21](#)). The following incidents WILL BE reported:

Arson - Any willful or malicious igniting of a fire that causes damage or is intended to cause damage to school property or the property of another.

Assault - Intentional verbal or physical threat to do violence to someone by a student who possesses an apparent ability to do so and in doing so, creates a well-founded fear that such violence is imminent.

Aggravated Assault - Assault with a weapon.

Battery -An actual and intentional touching or striking of another person against his/her will or intentionally causing harm to an individual.

Aggravated Battery - Battery with a weapon or battery where great bodily harm is intentionally or knowingly caused.

Sexual Battery (Rape) - State law defines sexual battery as "...oral, anal, or vaginal penetration by, or union with, the sexual organ of another or the anal or vaginal penetration of another by any other object ..." ([Florida Statute 794.011](#))

Bomb Threat - The threat of placing, or actual placing, of any explosive on school premise.

Breaking and Entering - The forcible entry into a school or vehicle of staff or students.

Homicide - (Murder) - The willful (non-negligent) killing of a human being by another.

Inciting Individuals to Disrupt any School Function or Class

-Advising, counseling, or instructing any student or school employee with the intent to disrupt substantially any school function or classroom and the actual occurrence of such disruption.

Kidnapping or Abduction - Forcibly, secretly, or by threat, confining, abducting, or imprisoning another person against that person's will and without lawful authority, with the

intent to:

- ◆ hold for ransom or reward or as a shield or hostage
- ◆ commit a felony
- ◆ inflict bodily harm or terrorize

Mood Modifiers - Possession, Sale, or Distribution of- Any possession, sale, or transmission on school premises of a mood-modifying substance not medically prescribed for the student.

Possession of Explosive -The carrying or concealment of a bomb, dynamite, or other deadly explosives.

Property Damage - Any willful damage or attempted damage to the property of students, school personnel, or school.

Robbery - The taking of money or other property from the person or custody of another by force, violence, assault, or placing in fear.

Armed Robbery - The taking of money or other property from a person while the offender is carrying a firearm or other deadly weapon.

Sex Violation - Included are sexual battery or an offense against chastity or common decency.

Theft - Taking property belonging to another, from another's possession, or from the possession of some person holding the property for another, without consent, with intent to deprive the owner of the value of the property and to appropriate it to the use or benefit of the person taking the property.

Trespassing on School Property - Entering a public school campus or School Board facility, satellite or off campus location without authorization or invitation and without lawful purpose for entry, including entry by students under suspension or expulsion.

Weapons - Possession, Use and/or Concealment of any carrying, concealing, displaying, or use of firearms, knives, destructive devices, flammable material, or any other items that are used to cause bodily injury or death.

Por favor venga al departamento de servicio estudiantil si usted necesita esta información en español.

Silvoup lè, si ou bézouin plis enfòmasyon oubyen yon còpi vyolasyon an vini nan biwo sévis pou élév la nan lekòl la pou pran yon.

