



Parent & Student
Handbook
2024-2025

Principal's Message

Dear Students and Parents:

Let me begin by welcoming you to Doral Academy Preparatory School. On behalf of the entire faculty and staff, I would like to express our commitment to providing a quality education program within a safe, caring, and exceptionally challenging environment. I am confident that by working together, you and your child's educational journey will be exciting, meaningful, demanding, and most of all, productive.

The Parent & Student Handbook outlines our policies and procedures for the 2024-2025 school year. It was written in order to provide our students and parents with the necessary information they need in order to be successful at our school. Therefore, we recommend that students and parents read this handbook very carefully so that there is no confusion about our policies.

The 21st century presents us with more unique challenges and opportunities than ever before. Many of the choices made in middle and high school will determine your success in this new millennium. I challenge each of you to take advantage of what is available to you at Doral Academy Preparatory School. You have the opportunity to prepare for your future and make your dreams come true!

I look forward to working with you and watching students discover the richness of life through education. The future belongs to those that prepare, so make the best of today and plan an education program that will have you ready for tomorrow.

Sincerely,



Carlos Ferralls
Principal

All Students enrolled in Doral Academy are students of Miami-Dade County Public Schools and are subject to applicable policies as well as entitled to same rights.



DORAL ACADEMY VISION/MISSION/BELIEFS

The **vision** of Doral Academy Preparatory School is to set the standard for outstanding student achievement while providing a safe and nurturing environment.

*The **mission** of the Doral Academy Preparatory School is to provide an educational experience that cultivates student academic success through creativity and innovation, while instilling a belief in their own efficacy to positively impact the local and global community.*

We believe:

- Student academic achievement and character development are the main priorities of our school.
- Students can meet and surpass the challenges of state and national testing standards.
- Every member of our school community is involved in maintaining our vision and mission as well as ensuring the success of our school.
- Our school community is committed to ongoing self-reflection and improvement.
- The diversity of our community increases the richness of the entire educational experience.
- Every student deserves the opportunity to succeed.



DORAL ACADEMY PREPARATORY 2024-2025 SCHOOL CALENDAR



AUGUST 2024				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15A	16B
19A	20B	21A	22B	23A
26B	27A	28B	29A	30B

SEPTEMBER 2024				
M	T	W	T	F
2	3A	4B	5A	6B
9A	10B	11A	12B	13A
16B	17A	18B	19A	20B
23A	24B	25A	26B	27A
30B				

OCTOBER 2024				
M	T	W	T	F
	1A	2B	3	4A
7B	8A	9B	10A	11B
14A	15B	16A	17B	18A
21B	22A	23B	24A	25B
28A	29B	30A	31B	

NOVEMBER 2024				
M	T	W	T	F
				1A
4B	5	6A	7B	8A
11	12B	13A	14B	15A
18B	19A	20B	21A	22B
			28	

DECEMBER 2024				
M	T	W	T	F
2A	3B	4A	5B	6A
9B	10A	11B	12A	13B
16A	17B	18A	19B	20

JANUARY 2025				
M	T	W	T	F
6A	7B	8A	9B	10A
13B	14A	15B	16A	17
20	21B	22A	23B	24A
27B	28A	29B	30A	31B

FEBRUARY 2025				
M	T	W	T	F
3A	4B	5A	6B	7A
10B	11A	12B	13A	14B
17	18A	19B	20A	21B
24A	25B	26A	27B	28A

MARCH 2025				
M	T	W	T	F
3B	4A	5B	6A	7B
10A	11B	12A	13B	14A
17B	18A	19B	20A	21B
31				

APRIL 2025				
M	T	W	T	F
	1A	2B	3A	4B
7A	8B	9A	10B	11A
14B	15A	16B	17A	18
21B	22A	23B	24A	25B
28A	29B	30A		

MAY 2025				
M	T	W	T	F
			1B	2A
5B	6A	7B	8A	9B
12A	13B	14A	15B	16A
19B	20A	21B	22A	23B
26	27A	28B	29A	30B

JUNE 2025				
M	T	W	T	F
2A	3B	4A	5B	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

Days in Grading Period	
1	- 45
2	- 46
3	- 43
4	- 46

- New Teachers Report
- Teacher Planning Day
- Teacher Planning Day NO OPT
- Legal Holiday
- Recess Day
- Beg/End of Grading Period
- Testing Days
- Early Release Days

OPEN HOUSE

Saturday,
September 7th

FLORIDA STATEWIDE ASSESSMENT PROGRAM 2024–2025 SCHEDULE*

The testing windows below denote the amount of time provided for districts and schools to select test administration days; they do not represent the amount of time students spend taking the assessments. The windows are established to provide maximum flexibility to efficiently deliver these important measurements of student progress and performance and maximize student learning and instructional time.

Dates*	Assessment
Fall	
August 5–September 27, 2024	Florida Assessment of Student Thinking (FAST) PM1 Grades K–2 FAST English Language Arts (ELA) Reading & Mathematics
August 12–September 27, 2024	FAST PM1 Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
September 9–October 4, 2024	FAST Retake Grade 10 ELA Reading Retake
	End-of-Course (EOC) Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
Winter	
December 2, 2024–January 24, 2025	FAST PM2 Grades K–2 FAST Reading & Mathematics Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
December 2–20, 2024	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Spring	
March 31–April 11, 2025	Writing Grades 4–10
April 14–May 30, 2025	FAST PM3 Grades K–2 FAST Reading & Mathematics
May 1–30, 2025	FAST PM3 Grades 3–10 FAST ELA Reading Grades 3–8 FAST Mathematics
	Statewide Science Assessment Grades 5 & 8 Science
	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake
Summer	
July 14–25, 2025	EOC Assessments Algebra 1, Geometry, Biology 1, Civics, U.S. History
	FAST Retake Grade 10 ELA Reading Retake

* School districts establish daily testing schedules within these windows according to state-provided guidance. For more detailed scheduling information for a specific school or district, please visit that organization’s website.

STUDENT ASSESSMENT

Students will be assessed throughout the school year using classroom, district, state and national assessments. Beginning with the 2024–25 school year, the Florida Assessment of Student Thinking (FAST) will assess students in 6th through 10th grade in English Language Arts (ELA) and 6th through 8th grade in Mathematics. FAST is a progress monitoring assessment based on the Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and will be administered as a computer-based assessment three times per year. In addition, students will take End-of-Course (EOC) assessments for Biology, Civics, US History, Algebra, and Geometry and the Statewide Science Assessment in Grade 8.

The tentative dates for progress monitoring are as follows:

- 1st Progress Monitoring Period: August 17–September 29, 2024
- 2nd Progress Monitoring Period: December 4, 2024–January 26, 2025
- The following graphic shows the assessment dates for the 3rd progress monitoring period as per the state.

Refer to the Miami-Dade County Public School’s website for updates regarding district and state test dates as well as our school website in the Spring for the school testing calendar.

ACTIVITIES

Clubs

Doral Academy Preparatory students may participate in a wide variety of activities, including student council, subject-area clubs, honor societies, service clubs, school publications, and class activities. School-sponsored clubs may be curriculum related or non-curriculum related.

Curriculum-related clubs are student groups whose goals are an extension of the activities and objectives in a particular subject area within the school's curriculum. Conversely, non-curriculum related clubs are student groups whose goals are special interest oriented and not directly related to the curriculum. Meetings of non-curriculum-related clubs may be scheduled only at times when instruction is not taking place, either before or after school.

Non-School Sponsored Clubs

The State of Florida prohibits the participation of public-school students in Fraternities or Sororities, or any other private clubs whose active membership is comprised wholly or partly by public school students and its members are selected based on the decision of its members, and not on the rules of the school.

Field trips and Special Activities

The Activities Office is responsible for coordinating field trips and activities pertaining to clubs and classes. Participation in field trips requires that the student present a field trip form signed by the parent/guardian to his/her teacher(s) in advance. It is the student’s responsibility to make up the work missed while on a field trip. In addition, at times vendors who have a “no refund” policy will require schools to pay the full amount of the field trip prior to the event. In this case, students/parents will be notified in advance of the vendor’s “no refund” policy.

Grades 6-12

Students and parent(s)/guardian(s) must read and sign the Miami-Dade County Public Schools Contract for Student Participation in Interscholastic Competitions or Performances ([FM-7155](#)). In addition, alternatives to suspension may include exclusion from grade level class events and or activities.

Senior Activities

Students and parent(s)/guardian(s) must read and sign the Miami-Dade County Public Schools Contract for Student Participation in Interscholastic Competitions or Performances ([FM-7155](#)). **In addition, alternatives to suspension may include exclusion from senior events and/or activities.**

ATHLETICS

Eligibility/Student Contracts

Any student interested in participating in interscholastic sports must purchase interscholastic school insurance prior to participation at any level. Additional information on the school's athletic programs may be obtained from the Athletic Director.

A student is eligible to participate in interscholastic sports if he/she:

- Completes and submits an athletic physical form before participating in any physical activity no earlier than July 1.
- Presents an original birth certificate or passport.
- Has a cumulative grade point average of 2.0 or above on a 4.0 un-weighted scale at the end of each semester.
- Adheres to the principles of good sportsmanship and the ethics of competition at all time.
- Student athletic contract must be signed along with all other FHSAA pre-participation forms.

Students are declared ineligible to participate in interscholastic sports if he/she:

- Has lack of attendance, improper conduct, or other valid reasons as deemed by the Principal.
- After four (4) consecutive academic years from the date he or she first enrolls in the ninth (9th) grade.
- Upon reaching the age of 19 years.

ATTENDANCE POLICY (Board Rule 6Gx13- 5A-1.041)

Student attendance is a means of improving student performance and critical in raising student achievement. Together, the staff of Miami-Dade County Public Schools, students, parents and the community must make every effort to lessen the loss of instructional time to students. In order to accomplish this goal, on April 18, 2007, the School Board of Miami-Dade County, Florida approved a new Student Attendance Board Rule, which is stated below.

The Attendance Review Committee

The Attendance Review Committee is comprised of a minimum of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:

1. Provide early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester or ten (10) unexcused absences in an annual course or ten (10) tardies in a semester course or twenty (20) tardies in an annual course.
2. Convene a minimum of two (2) times per year.
3. Consider all extenuating circumstances surrounding student absences. The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following:
 - a. Issuing of semester or final grades.
 - b. Temporary withholding of semester or final grades. The following are among possible options:
 - (1) Make-up assignments
 - (2) Attendance probation for the following grading period(s)
 - (3) Completion of a school service project
 - (4) Saturday School
 - c. Permanent withholding of semester or final grades and credit.
4. Review attendance history for student(s) exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

Doral Attendance Policy

- All absences will be marked as unexcused until the student presents a note, within 72 hours of an absence, submitted via the school website (Parents tab and then click on Absences).
- Absences will be excused for the following reasons:
 - Student illness
 - Medical appointment (Doctor's note showing date and time of appointment)
 - Death in the immediate family
 - Observance of a religious holiday recognized by Miami-Dade County Public Schools
 - Official summons to appear in court.
 - Other individual student absences beyond the control of the parent or student must be approved by the Principal or Assistant Principal.
- **Family vacations will NOT be excused.**
- **Non- School sponsored athletic/extra-curricular events will NOT be excused.**
- **Transportation issues and parent and/or sibling illness will NOT be excused.**
- Students absent for five (5) or more consecutive days will require a doctor's note or other official documentation upon return to school.
- School sponsored field trips will not adversely affect the student's attendance record.
- No make-up work, tests, or projects will be given to the student for the day(s) missed until the absence(s) are excused. The student is responsible for asking for their makeup work. Failure to excuse absences in a timely manner will result in a grade of "F" on missed work.
- Teachers will designate a reasonable amount of time in which make-up work can be completed.
- If a student is continually sick and repeatedly absent from school, he or she must be under the supervision of a physician in order to receive an excuse from the attendance office. Subsequently, those students that are repeatedly out will be referred to Hospital Homebound Services.
- Students accumulating ten (10) or more unexcused hours in an annual course or five (5) or more unexcused hours in a semester course will be subject to the withholding of credits(s) pending a conference and/or review of all absences by the attendance review committee. Students with excessive absences, excused and/or unexcused, are subject to having a complaint of truancy filed with the Department of Juvenile Justice and legal action will be taken to ensure regular attendance.
- The Attendance Committee will convene two (2) times per year to review student attendance and issue "No Credit" in the event the student has exceeded the above-mentioned absences.

Tardiness/Lockout Procedure

- High school students arriving after 7:30am and middle school students arriving after 8:30am will be locked out of the first class of the day and sent to the cafeteria. This will be considered an unexcused absence from that period. Students arriving after 10:15 will be marked tardy when they arrive to school, and must pick up a late pass which is to be shown to any teacher whose classes were missed. It is the student's responsibility to request a pass. Failure to do so may result in him/her being marked absent.
- According to the MDCPS Attendance Policy, there are no excused tardies. Tardies are counted cumulatively. Excessive tardies will be monitored daily and result in the following:

1 – 3	tardies	Warning
4 – 6	tardies	Detention, Saturday School, or suspension
7+	tardies	Saturday school, outdoor suspension, referral to administrator

Note: **Doral Academy Administration reserves the right to assign disciplinary measures at their discretion as they deem appropriate.** Failure to attend detention and or Saturday School may result in outdoor suspension.

Truancy Procedure

- Students with 3 or more unexcused absences or tardies during the first 9 weeks of school will be identified by their grade level counselor. The counselor will contact the parent and issue a warning.
- Students with 5 or more unexcused absences or tardies will be identified during the 2nd 9 weeks and will be referred to their grade level counselor. The counselor will set up a meeting with the parent and will be placed on an academic/behavioral contract for the remainder of the school year.

- At the end of the 3rd 9 weeks, students with 10 or more unexcused absences or tardies will be identified. These students will be subject to further administrative action.

Early Dismissal Board Rule 6Gx13- 5A-1.041

The early release of students causes disruption to the academic performance of all students and may create safety and security concerns. No students shall be released within the final 30 minutes of the school day unless authorized by the principal or principal’s designee (i.e., emergency, sickness). Excessive Early Releases (20 or more) will result in “No Credit” for the class or classes missed.

Early Dismissal

- Parents/guardians must come to the reception area to request for early dismissal.
- Parents/guardians must present picture identification which must be consistent with the information on the Emergency Contact Card; after a student’s 5th early dismissal, a doctor’s note will be required for make-up work to be provided.
- **NO student will be released after 2:00pm for high school students and 3:00pm for middle school students.**
- Early dismissal will count as absences and will affect the student’s attendance record for the classes missed.
- A parent/guardian must come in person to add or delete names to the Emergency Contact Card.
- No one under the age of 21 may sign-out any students.

No Credit (NC)

Any student who accumulates 10 or more hours of unexcused absences in an annual course and 5 or more hours in a semester course may be subject to the withholding of credit regardless of the student’s academic grade. The school runs on a block schedule which means that students attend classes for approximately 1½ hours at a time; therefore, it is the equivalent of two (2) absences. This will also apply to any student who accumulates ten (10) or more tardies in a semester course or twenty (20) or more tardies in an annual course.

SCHOOL HOURS

HIGH SCHOOL SCHEDULE – 7:30am-2:30pm

1 st Period	7:30 – 8:22 (Everyday)
2 nd /3 rd Period	8:30 – 10:09
*10:09 – 10:17	Morning Show/Announcements
4 th /5 th Period	10:26 – 12:43
*A Lunch	10:26 – 10:56
*B Lunch	11:02 – 11:32
*C Lunch	11:38 – 12:08
*D Lunch	12:13 – 12:43
6 th /7 th Period	12:52 – 2:30

“A” days are periods 1,3,5,7, “B” days are periods 1,2,4,6

MIDDLE SCHOOL SCHEDULE – 8:30am-3:30pm

2 nd /3 rd Period	8:30 – 10:09
*10:09 – 10:17	Morning Show/Announcements
4 th /5 th Period	10:26 – 12:43

*A Lunch	10:26 – 10:56
*B Lunch	11:02 – 11:32
*C Lunch	11:38 – 12:08
*D Lunch	12:13 – 12:43
6 th /7 th Period	12:52 – 2:30
8 th Period	2:38 – 3:30 (Everyday)

“**A**” days are periods 3,5,7,8, “**B**” days are periods 2,4,6,8

ARRIVAL & DISMISSAL PROCEDURES

Doral Academy has worked closely with the Doral Police to ensure student safety during arrival and dismissal times.

- Parents should not drop off or pick up students outside of the “Drop-off/Pick-up zones” as noted on the maps on the next page and on the school website at [Drop Off & Pick Up Procedures](#).
- Students may not be dropped off nor picked up on NW 25th Street, NW 27th Street, or 112th Avenue.
- No cars may park along 112th Avenue or NW 27th Street.
- All traffic rules will be enforced by Doral Police.
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Florida Harm Prevention and Threat Management Model

Florida Statute, Section 1001.212(12), requires the Florida Department of Education’s Office of Safe Schools to develop a statewide behavioral threat management operational process, a Florida-specific behavioral threat assessment instrument, and a threat management portal. Florida’s Harm Prevention and Threat Management Model was designed to identify, assess, manage, and monitor threats to schools, school staff, and students.

The goal of all school safety efforts is to *prevent* violence or harm to members of the school community. Threat management uses a methodology that identifies students exhibiting threatening or other concerning behavior, gathers information to assess the risk of harm to themselves or others, and identifies appropriate interventions to prevent violence and promote successful outcomes. The process applies a non-punitive assessment to distinguish between innocuous and serious situations. The aim of the threat management process is to intervene at the earliest stage to provide assistance to students and to alter or disrupt concerning behavior for the benefit of the student and school.

The Florida Harm Prevention and Threat Management Model’s process is a systematic, fact-based method designed to identify, using threat assessment protocols, whether behaviors or communications constitute a concern for violence or harm to another person. Upon a determination that a risk of violence exists, the threat management process then results in determining the level of concern and appropriate management of the person posing the concern to mitigate the risk of harm and remove them from the pathway to violence. The classification of an individual is based on their presenting risk and needs and balanced against protective factors. The Florida Model assigns a Low, Medium, or High level of concern (also called threat levels) to each concerning behavior or threat reported to the threat management team that cannot be summarily closed as unfounded. There are four possible dispositions:

Unfounded Determination

An unfounded determination means that there is not a sufficient factual basis to support the allegation, or it can be determined that the threats were never made; what was said was clearly not a threat; or the incident/behavior of concern did not happen or rise to the level of posing a threat or concern of harm to the school community. In sum, an unfounded threat has no factual basis to support the allegation. The reporting person may simply have been mistaken about the concerning behavior. No threat management action is needed when a threat allegation is deemed unfounded. This disposition is appropriate only when it is clear

there is no factual basis to support the allegation; the case should be advanced to the next step if there is any doubt.

Low Level of Concern

Low levels of concern in a school setting are generally expressions of anger, frustration, fear, or anxiety that are noticeable but do not represent a serious concern. A Low level of concern designation is appropriate where a person poses a threat of violence or exhibits other concerning behavior that is minimal and it appears that any underlying issues can be resolved easily. This level means the concern for future violence toward another person is low. There may nonetheless be significant concerns about the person but at that time, the concern for violence toward another is at the low end of the spectrum.

Medium Level of Concern

A Medium level of concern designation is appropriate where the person does not appear to pose an immediate threat of violence, but the person exhibits behaviors that indicate a potential intent to harm or exhibits other concerning behavior that requires intervention. This level suggests that violence toward another may occur, and although the situation is not urgent, violence cannot be ruled out. The threat management team may not have complete or completely accurate information to guide the outcome of the assessment.

High Level of Concern

A High level of concern designation is appropriate where the person poses a threat of violence, exhibits behaviors that indicate both a continuing intent to harm and an effort to acquire the capacity to carry out a plan, and may also exhibit other concerning behavior that requires immediate intervention and protective measures for the target. This level suggests the student of concern is reaching a critical point on the pathway to violence from which they perceive it may be difficult to turn back. A High level of concern requires immediate and continuing attention from threat management resources to ensure violence does not occur.

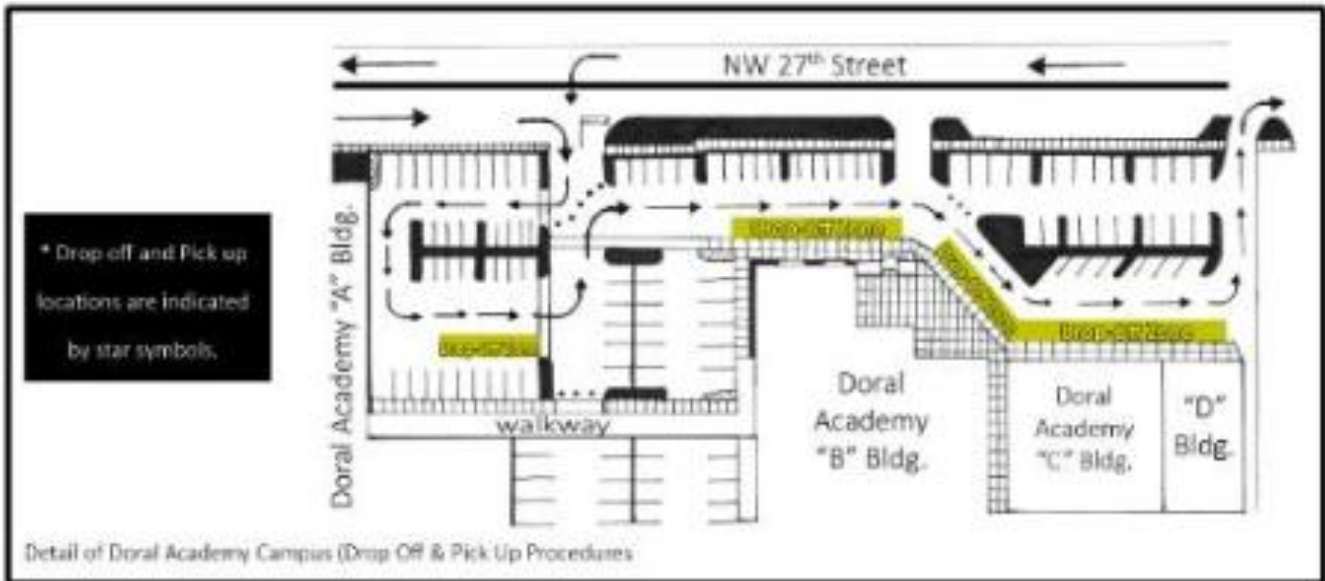
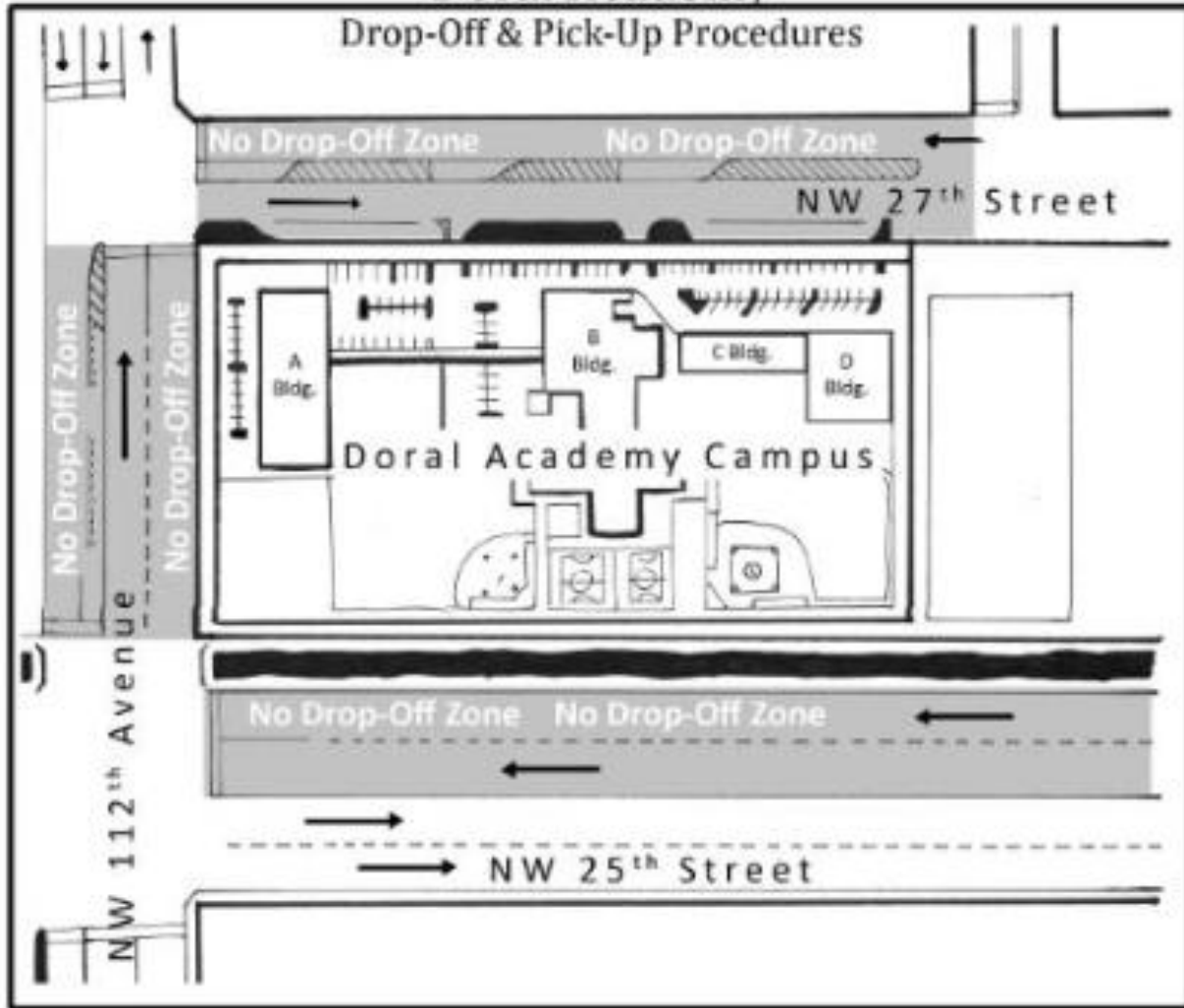
The level of concern will determine the next steps in the threat management process and whether the threat management team may choose to implement, or whether they will be required to implement, a Student Support Management Plan (SSMP). The SSMP is part of the threat management process. The SSMP is not punitive or part of a disciplinary process. The SSMP is a student support and management plan that uses direct and indirect interventions to help create an environment less likely to produce violence. The SSMP identifies mandatory action steps that are needed to ensure school safety and responses that can help support the student of concern and make positive outcomes more likely. The SSMP is implemented by the threat management team imposing requirements on the student. Under the SSMP, a student of concern may be required to refrain from certain conduct or may be required to engage in certain actions that are designed to prevent harm to others. The action steps selected will comprise the SSMP. The resources and other support the student needs will differ depending on the information gathered during the assessment, including the mental health interviews when applicable and identified protective measures. The SSMP is established for a specified period based on the level of concern and is reviewed each month by the School-Based Threat Management Team.

Threat management is a proactive approach to preventing violence and other unwanted outcomes. It is important to recognize that threat management is not punitive but that a student's underlying conduct may violate laws or school/district regulations, and these actions may result in punitive action separate from and unrelated to the threat management process. All threats or reports of concerning behavior should be taken seriously and thoroughly reviewed to determine their merit and the level of concern. The threat management process is ongoing and ends only when the threat management team deems it appropriate under the circumstances, or responsibility is transferred to another threat management team. Remember, if you see something, say something. Effective threat management relies on all school employees, volunteers, and service providers reporting any threat or concerning behavior. All students, parents, guardians and caregivers are *strongly encouraged* to report any threat or concerning behavior.

For additional information on The Florida Harm Prevention and Threat Management Model, please contact Yvette Tamargo at ytamargo@doralacademyprep.org.

Doral Academy

Drop-Off & Pick-Up Procedures



EARLY RELEASE DATES

-September 18th, February 13th, and April 16th - High School hours 7:30am-11:30am. Middle School hours 8:30am-12:30pm.

-June 2 – 5 will be early release dates. All students will be dismissed at 11:30am. High School hours 7:30am-11:30am. Middle School hours 8:30am-11:30am.

CODE OF STUDENT CONDUCT

- Miami-Dade County Public Schools (M-DCPS) is committed to providing a safe teaching and learning environment for students, staff, and members of the community. In July 2020, the School Board approved a newly revised Code of Student Conduct (CSC). The revised CSC identifies, recognizes, and rewards model student behavior within a framework of clearly established and enforceable rules and policies. It advocates a holistic approach to promoting and maintaining a safe learning environment and requires active participation from students, parents/guardians, and school staff. Students and parents/guardians can access the English, Spanish and Haitian/Creole versions of the document on the M-DCPS Website located at: <http://ehandbooks.dadeschools.net/policies/90/> or you may request a copy from the school.
- The rights and responsibilities presented in the Code of Student Conduct reflect the need for providing students with greater opportunities to serve themselves and society, and allow students maximum freedom under law, commensurate with the schools' responsibility for student health, safety, and welfare.
- In addition, Doral Academy Preparatory School follows its own rules and guidelines which can be found in this handbook and the Parent Contract.

Severe Clause Violation

In the event of a severe clause violation of the Student Code of Conduct or any other school policies and procedures, the parent/guardian will be called to pick up the student. Any infraction within the Severe Clause will result in further administrative action. Severe violations include, but are not limited to: fighting, profanity, stealing, defiance of school personnel, assault upon a staff member, continuous disruptive behavior, any posting of videos or pictures pertaining to Doral Academy's students or faculty, as well as possession and/or use of drugs, tobacco, electronic cigarettes (vapes), alcohol, and weapons.

Bullying and Harassment

Bullying or harassment of any student or employee of a public K-12 educational institution is prohibited. This includes the systematical and chronic inflicting of physical or psychological distress, including through the use of technology or electronic communication (cyberbullying). Harassment is defined as any threatening insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places the victim in reasonable fear or harm, interferes with performance, and disrupts the orderly operation of the school. The Bullying and Harassment Policy may be found at: [FLDOE Bullying Prevention](#)

Zero Tolerance Policy

Doral Academy promotes a safe and supportive learning environment by protecting students and staff from conduct that poses a threat to school safety. The Zero Tolerance policy for crime and victimization may be found at: [1006.13](#)

COLÈGIA

All students must maintain an active Colêgia account which includes access to student provided email and links to a variety of educational tools and programs.

UNIFORM POLICY

The appearance for students of Doral Academy Preparatory School is of paramount importance. We believe that pride in our appearance is fundamental to good character development and success. Our goal is to prepare students for future success in the business world and our dress code mirrors that. Certain parts of the uniform code have been adopted to meet safety requirements. Students should have enough uniform tops and bottoms that laundry issues should not interfere with the uniform policy. School uniforms must be purchased and embroidered at All Uniform Wear.

The following is the uniform policy followed by Doral Academy Preparatory School (**Note:** Students who do not wear the correct uniform will be sent to the office. Repeat offenders may face further administrative action.):

1. All students are required to wear straight cut, full length, hemmed khaki or blue pants. These pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material (including those with stitched back pockets), and must be fitted to the student correctly. Pants that are too baggy or too tight, frayed, torn, or distressed are not acceptable and will be deemed in violation of the uniform code. Skinny pants are not allowed.
2. Students must wear the school provided ID and lanyard around their neck daily. ID must be clearly visible. ID enforcement will begin after all students have taken yearbook pictures.
3. Pants must be worn at waist level.
4. Polo shirts must be red or white for high school students and gray or navy blue for middle school students bearing the Doral Academy logo. Shirts must be sized to allow for a 2 – 3-inch overlap.
5. During cooler weather, a plain white or red (high school) / navy blue or gray (middle school) long sleeve or turtleneck may be worn underneath polo shirts.
6. Sweaters/jackets can only be solid red and white for high school students or navy blue or gray sweaters for middle school students. No lettering or logos on the sweaters, unless they are the Doral sweaters available at the school (This includes athletics and club sponsored sweaters). Doral long sleeved shirts may be worn daily, but must have a school polo underneath.
7. Club shirts can only be worn on Jean Days. They may not be worn in lieu of a school polo shirt.
8. Regardless of weather conditions, only approved school colored sweaters, jackets, and or coats may be worn during the school day. No blankets.
9. Shoes must be enclosed and ALL black in color. This includes outsoles. **NO OPEN-TOED SHOES, NO BOOTS OR NO CROCS. Shoes must be worn properly.**
10. Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. Facial hair should be maintained short to the skin and well groomed.
11. All headgear is forbidden on school property except as deemed acceptable by the administration for special events. (Head gear that forms part of a sporting uniform is allowed for those sports only and during those events.)
12. No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.
13. School approved spirit / club sponsored gear may only be worn on pre-approved days.
14. Jeans are limited to pre-designated jean days only. Rips, holes, or frays in jeans are not acceptable. Refer to the online school calendar for dates.
15. Earrings are limited to one pair of stud earrings. No gauges, hoops, or dangling earrings will be permitted. Additional piercings or tattoos must not be visible.

Important Note for PE and Dance Classes: PE and Dance require the use of specific uniforms that are a requirement for class. PE uniforms are available for purchase at the beginning of each semester. Students not wearing the appropriate uniform will not receive credit for participation in class.

Note:

If the student is deemed to be out of school uniform, the school will confiscate the article of clothing or accessory in question and the student will have the option of:

- Contacting the parent / guardian for the correct article of clothing
- Purchasing the correct article of clothing from the All Uniform Wear.
- The confiscated article of clothing or accessory will be returned only to the parent / guardian.

- After the third incident with the same student, the school will confiscate the article of clothing or accessory till the end of the year and progressive disciplinary measures will begin. (Examples of discipline include but are not limited to detention, Saturday school and/or outdoor suspension)

The student must comply with the uniform policy in order to be allowed into class. Students will be retained at the schools' office or in another part of the building prior to admittance into the school.

Dress Code Board Rule 6Gx13- 5C-1.031

Students are expected to come to school with proper care 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 and administrator to be properly prepared for school. Students who fail to meet the minimum acceptable standards of cleanliness and neatness as determined by administration and as specified in this rule, shall be subject to appropriate disciplinary measures.

ACADEMIC INTEGRITY POLICY

All Doral Academy Preparatory students are expected to be honest in the way they carry out, present and submit their work. This means that all parts of works submitted for assignments and assessments, whether internal or external, must either be original to the student or must be properly cited.

Academic Dishonesty

Academic dishonesty/malpractice may involve:

- Copying materials from a textbook, the internet, or another student and presenting it as one's own work.
- Collusion.
- Taking unauthorized materials into a classroom or examination room (e.g. electronic devices other than a permitted calculator, notes, smartphones, etc.) regardless of whether this material is used or potentially contains information pertinent to the examination.
- Misconduct during an examination, including any attempt to disrupt the examination or distract another student.
- Exchanging or in any way supporting, or attempting to support, the passing of information that is related to an examination.
- Failing to comply with the instructions of the teacher/proctor or other members of the school's staff responsible for the conduct of the examination.
- Impersonating another student.
- Stealing/copying examination papers.
- Using an unauthorized calculator during an examination.
- Disclosing or discussing the content of an examination paper with a person outside of the immediate school community within 24 hours of the end of the examination.

****The list above is by no means exhaustive.**

Distinction between legitimate collaboration and unacceptable collusion or plagiarism

There are occasions when group work is entirely desirable and acceptable. This is legitimate collaboration. In such a case, each student involved should play a distinct part so that it is clearly seen how their contribution differs from that of others in the group. Any written work presented must be individual. One student cannot do the writing for another.

Unacceptable collusion occurs when one student copies from another with their agreement, or when one student does the work for another.

Actions to be taken by the school if a student is found guilty of malpractice

The emphasis of Doral Academy's academic honesty policy is on prevention, and on students learning the appropriate skills of correctly referencing work. We are aware that students come from a variety of cultural backgrounds, and it may take them time to understand this policy. This is not to say that plagiarism is tolerated. Repeated offences will mean that more severe action will be implemented.

Students found guilty of malpractice in general will be subject to consequences at the discretion of the school administration which can include:

- Meeting with student's counselor and school administrator about the incident
- Parents notified
- Zero earned for the assignment
- Saturday school detention
- Outdoor suspension
- Student placed on academic probation for the school year

How are students educated about academic honesty and integrity?

- Policy can be found on the school's webpage.
- Policy will be explained by teacher and may be included in teacher's syllabi.
- Policy will be located in both the Parent Contract and the Parent and Student Handbook.
- Policy will be detailed in the school's morning announcements.

GENERAL INFORMATION

Student Progression Plan and Placement

Students will be placed with consideration given to their academic needs and progress as well as teacher and administration recommendation. The MDCPS Student Progression Plan may be found here: <http://ehandbooks.dadeschools.net/policies/93.pdf>

Student Enrollment/Lottery Policy

Students will be admitted to **Doral Academy Preparatory** regardless of race, gender religion or ethnic origin and our admission and dismissal procedures will be equitable for all students. All **Doral Academy Inc.** schools will implement the following enrollment/lottery policy:

1. Effective immediately, **Doral Academy Preparatory** will set and advertise a registration / lottery date.
2. The following groups of students will not have to participate in the lottery and will gain automatic admission/re-admission assuming they complete the "Intent to Return" form prior to the lottery date.
 - i. Current students enrolled at **Doral Academy Preparatory**
 - ii. Siblings of enrolled or accepted students at **Doral Academy Preparatory**
 - iii. Children of employees at **Doral Academy Preparatory**
 - iv. Children of governing board members.
 - v. Children of an active duty member of any branch of the United States Armed Forces.

For Federal Grant Recipient Schools, preference will only be given to the following groups while within the active grant period. The school **Doral Academy Preparatory** may resume implementing all preferences above, once the grant cycle is completed.

- i. Currently enrolled students
 - ii. Siblings of enrolled or accepted students of the grant recipient school
 - iii. Children of employees of the grant recipient school
 - iv. Children of founding board members of the grant recipient school
3. If the number of applicants is less than or equal to the number of available slots each qualified applicant will be accepted and enrolled.
4. If the number of applicants meeting the established criteria of the charter exceeds the stated capacity of the school, or individual classroom or program, each child will be placed in a random lottery (the "Lottery").
5. Each application will be given a number, and all numbers for each classroom/program will be placed in a database. Numbers will be drawn on a random basis and all slots available per grade will be filled based on the rank order of their drawing. The remaining numbers will be used to create the waiting list (the list will be developed based on the rank order in which the remaining assigned lottery numbers are randomly drawn).

6. There will be at least one school administrator plus a member of the board and/or a representative from an independent auditing firm present at the Lottery.
7. After the Lottery is completed, students will be contacted in the rank order in which names were randomly drawn and established on the waiting list.
8. As openings arise throughout the year, the next child on the waiting list for that particular classroom will be offered the "space". If the school accepts applications during the school year and already has a waiting list from a previous lottery, the school may either re-draw all names to date (less those accepted/withdrawn/removed by request) or conduct periodic subsequent lotteries and add the names in the rank order drawn to the initial list created via a random lottery.
9. The parent has 48 hours to accept/refuse the space and complete all required documentation for admission into program. If the parent is not able to do so, the space will go to the next child on the waiting list. Applicant names for parents who do not respond within 48 hours or who do not accept the available space will be removed from the list and requested to reapply in the future if they would like to be considered at a later date.
10. If there are more spaces than applications, the school may accept all students after the registration period has ended. If the school continues to accept applications after the initial registration period, the school will:
 - A) Conduct subsequent registration periods with advertised due dates and determine whether a lottery is necessary at the end of that period; or,
 - B) Conduct a "rolling" registration weekly. At the end of each week, determine whether or not a lottery is necessary.
 1. If the school receives more applications that week than the available seats, the school will:
 - a) Conduct a lottery;
 - b) Notify families that received available spaces, and
 - c) Put remaining applications on a waiting list in the rank order their numbers are randomly drawn OR let families know they will be included in the next lottery when spaces become available.
 2. If no lottery is necessary at the end of the week because the school has more space than applications received, all applicants may be accepted.
 3. Repeat steps a and b above at the end of each week or as long as the school continues to accept applications for each school year.
11. The school may choose the option of maintaining a waiting list application pool rather than a rank ordered waiting list. When the school chooses this option, it will conduct the lottery from all available applications received to date and stop when all available spaces have been filled. Each time the school has available space, it will conduct a new lottery.
12. The school may implement limited enrollment periods to target specified student populations in accordance with Florida Statute, Section 1002.33(10)(e).

School Communication Procedure

Doral Academy Preparatory utilizes the School Messenger System to contact parents with pertinent school information. All telephone numbers are updated from the MDCPS DSIS record system. Any corrections or additions that need to be made must be done so in person with the school's Registrar.

Electronic Devices

Possession of a cellular telephone is not a violation of the Code of Student Conduct (CSC). However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone during school hours; and the possession or use of a cellular telephone which disrupts or interferes with the safety-to-life issue for students being transported on a M-DCPS school bus, would be a violation of the CSC. Use of electronic devices are not permitted in classrooms during school hours unless authorized by teacher. **In addition, any visible items such as headphones or electronic devices are subject to confiscation.**

- If a student has an electronic device confiscated, that item must be picked-up by a legal guardian the following school day.
- Upon the third confiscation of the electronic device, students are subject to an administrative action.

Internet Use Policy Board Rule 6Gx13- 6A-1.112

Access and use of the internet is a privilege, not a right, and its use must support the educational objectives of the District and Doral Academy Preparatory School. Students must always get permission from their teachers prior to using the internet. In addition, the District prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violate local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

Confidential Information

Parents, guardians, and students are protected by The Family Educational Rights and Privacy Act and Florida Statutes from individual's access to information in student educational records, and provide the right to challenge the accuracy of these records. These laws provide that without the prior consent of the parent, guardian or eligible student, a student's records may not be released, except in accordance with the provisions listed in the above-cited laws. The laws provide certain exceptions to the prior consent requirement to the release of student records, which include, but are not limited to, school officials with a legitimate educational interest and lawfully issued subpoenas and court orders.

Each school must provide to the parents, guardians or eligible students annual notice in writing of their right to inspect and review student records. Once a student reaches 18 years of age or is attending an institution of post-secondary education, the consent is required from the student only, unless the student qualifies as a dependent under the law.

Lost and Found

All Lost and Found items are located in the school's A and B building Main Offices.

Free/Reduced Lunch Program

The National School Lunch Programs administered by Miami-Dade County Public Schools provides free and reduced priced meals for children unable to pay the full price. Applications must be filled out each school year. Forms are sent home to parents or guardians the first week of school. Meal benefits begin on the day the application is approved and continue throughout the school year in which the application is approved, the summer, and approximately the first twenty days of next school year. Lunch accounts may be paid via the Online School Store.

Students Reduced Price \$0.40 Students Paid Price \$4.00

Educational Excellence School Advisory Committee (EESAC)

The EESAC has the responsibility of monitoring, evaluating and revising the vision, mission and implementation plans of the school. Members obtain feedback from their constituents and express them at meetings and conferences. Within the EESAC are members of the Staff, School's Administration, Student Body, PTSI, and Dade Partners, all of whom work collaboratively to support the school with resources that are available. Equipment, supplies, and materials are purchased to support the schools strategic and action plans with expenditures focused on identified key performance areas. Meetings take place once a month from September - May. Dates will be available in August 2024.

Parent-Teacher Student Involvement Group (PTSI)

The Doral Academy Preparatory School's Parent-Teacher Student Involvement Group works to support our school. They support the faculty and administration in their efforts to improve educational and extracurricular activities in the school. They work to encourage parent, student and public involvement in the school as a whole. Meetings take place once a month from September - May. Dates will be available in August 2024.

School Insurance

The Student Protection Plan is designed as supplemental coverage for students for injuries received while participating in school sports, while traveling to and from school or when involved in accidents while engages in supervised activities on the school premises. Participation in this program is voluntary; however, all students taking part in athletic competitions and/or enrolled in vocational lab classes must carry the student accident insurance. The school will provide 2024-2025 enrollment information to the parents.

Emergency Contact Information

Student Data/Emergency Contact Cards are distributed during the first week of school. Students are expected to bring the cards home and present them to their parents or guardians. The card must be carefully completed and then returned. The information provided on the Student Data/Emergency Contact Card will enable school staff to contact the parent/guardian immediately in the case of an emergency. Students may only be released from school to the persons listed on the emergency contact card after presenting a picture identification. No persons, other than school staff, will have access to the information submitted. **Documentation may only be submitted in person.**

After-School Care

The aftercare program will provide students with a snack, access to technology, and a setting that will encourage them to do their best. Please refer to the school website for additional information. [After-School Care](#)

Financial Obligations

All financial obligations incurred, i.e., school fees, textbook loss or damage, club activities, overdue or lost library books must be paid in the school's treasurer's office.

Florida Comprehensive Reading Plan

Doral Academy follows the Florida Comprehensive Reading Plan.

Health Screening

Scoliosis Screening - The Florida Legislative Statute, 381.0056, and School Board Rule 6Gx13-5D1.021 School Health Services Program, mandates scoliosis screenings to be performed annually for students in grade six. Parents will be notified of the school's scoliosis screenings via a letter sent to parent(s)/guardian(s). Trained personnel will perform this screening on a determined date.

Immunizations (Requirements for School Entry)

1. A complete Florida Certification of Immunization – Blue Card Form DH 680 - according to grade level.
2. State of Florida School Entry Health Exam – Yellow Form DH 3040 - no older than 12 months.
3. Tuberculosis Clinical Screening, PPD or Chest X-ray.

Note: Student's that do not meet these requirements must be removed from school until they are met.

Work Permits

The State of Florida requires age verification prior to referring any child for employment. It is against Florida and Federal Child Labor Laws to employ children under the age of 14. In addition, days and hours of employment are restricted based on the child's age.

Parent Portal

Parents/guardians of all Miami-Dade County Public Schools students, including employees, have access to the Parent Portal. In order to access the information in the portal, you must first establish a parent user account. At this time, you can view and update personal information, view your child's information - including grades, attendance, and have access to the *Parent Resource* link, which takes them to sites such as School of Choice.

Miami-Dade County Public Schools

Parent Portal It is as easy as 1, 2, 3, 4

- 1** - Obtain your child(ren) Student Identification Number
- Obtain your 6 digit Parent Identification Number (PIN)
By visiting your child's school
- 2** **Create a parent account, login to:**
<http://myportal.dadeschools.net/parent>
- 3** It is recommended (after 24 hrs) to reset your password with password management P-Synch
- 4** **Login to - Parent Portal**
for student grades, attendance, and important information

www.dadeschools.net

GRADE REPORTING

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 student's effort and/or conduct.

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	0

Effort

Effort grades are to be used to communicate to both students and 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 and are reflective of a student's attitude, potential, and study habits.

Conduct

Conduct grades are to be used to communicate 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 and is consistent with the student's overall behavior.

Grade Point Average (GPA)

When calculating the grade for a semester or an annual course, the following grade point averages are to be used:

A = 3.50 and above

B = 2.50 – 3.49

C = 1.50 – 2.49

D = 1.00 – 1.49

Interim Progress Report

Interim progress reports will be sent home mid-way through each grading period.

Unsatisfactory Progress Report

Unsatisfactory progress reports will be sent home **if** the student is performing unsatisfactorily in academics, conduct, or effort.

Principal's Honor Roll Qualifications

	Principal's Honor Roll
Academic	4.0
Academic	All A
Effort	All 1
Conduct Average	4.0
Conduct Grades	All A

Middle Grades Promotion Requirement

- 3 English/Language Arts course
- 3 Mathematics courses
- 3 Science courses
- 3 Social Studies courses
- 1 semester of physical education or equivalent per year

High School Graduation Requirement

- 24 credits
 - 4 English/Language Arts courses
 - 4 Mathematics courses
 - 3 Science courses
 - 3 Social Studies courses
 - 1 Fine/Performing Arts, Speech & Debate, or practical Arts course
 - 1 Physical Education course
 - 8 Elective credits
 - 1 Online course (as part of the 24 credits)
 - .5 credit of Personal Finance

5-point Rule (high school courses only)

In authorized annual courses, the student's final grade is determined as follows: 25 percent for each of four nine-week grading periods, with a provision for teacher override. This equates to ten points required to pass an annual course using a 4.0 scale. Students in grades 9-12, in order to pass an annual course must earn a minimum of 10 grade points, five of which must be earned in the second semester.

Permanent Records (from the MDCPS Student Educational Records Manual)

Miami-Dade County Public Schools maintains the records of students in PK-12 and adult/vocational students enrolled in high school completion programs or vocational programs of 450 hours or more. Permanent records consist of the following student information:

- pupil's or student's full legal name
- authenticated birth date, place of birth, race, and sex
- last known address of pupil or student
- names of pupil's or student's parent(s) or guardian(s)
- name and location of last school attended
- number of days present and absent, date enrolled, date withdrawn

Home Learning Policy

Home learning is an essential part of the instructional process as it provides reinforcement and extension of class instruction, serving as a basis for further study and preparation for future class assignments. Students should complete the assigned home learning as directed paying careful attention to detail and the quality of work, return home learning at the designated time, and devote at least 30 minutes each day to reading. [MDCPS School Board Policy 2330](#)

Make-up Assignments

Teachers are required to provide students with make-up assignments once the absence has been excused; however, it is the responsibility of the student to request the assignments from the teacher(s).

GOVERNING BOARD

Meetings

For a current list of Governing Board meeting dates, please visit our school website or contact the main office.

Procedures for Addressing Concerns

Positive relations between the School and its parents and families are a primary concern. For that reason, every effort will be made to handle disputes in the most positive way possible. The following steps have been outlined in order to facilitate resolution of such issues:

Step 1 - Make an appointment to clarify issues with your student's teacher (if applicable).

Step 2 - Make appointment to clarify issue with the school administrator.

Step 3 - Contact Educational Support Provider

Academica - 305-669-2906, parentsupport@academica.org

Step 4 - Educational Support Provider will put you in the contact with the Board Appointed Parent Liaison for your school.

Step 5 - State concerns at a scheduled Governing Board meeting. If you want the Board to resolve or address some dispute or issue that you have with the school, then you must describe the matter in writing (assistance available upon request from Kelly Mallon/ Board Liaison whose contact information is below) at least 3 days prior to a regular scheduled meeting.

Kelly Mallon

Board Liaison

Email: kmallon@academica.org

Mailing address: 6340 Sunset Drive, Miami, FL. 33143

Fax: 305-669-2906

Note: This policy does not replace or change any proceeding that is governed by the Code of Student Conduct of the Parent Contract

Conflict Resolution Contact information for each school are as follows:

- Doral Academy Charter Middle- Jorge Nunez jnunez@doralacademyprep.org
- Doral Academy Charter High- Carlos Ferralls cferralls@doralacademyprep.org
- Doral Performing Arts and Entertainment- Marianella Mesa mdmesa@doralacademyprep.org
- Doral Academy of Technology- Yvette Tamargo ytamargo@doralacademyprep.org

In the event the above listed person is unable to assist with a dispute, the Board has appointed Jeanette Nunez (jnunez@academica.org) as the Conflict Resolution Person for Doral Academy, Inc.

SAFETY AND SECURITY

The Emergency Operations Plan

Student and employee safety is a primary concern of the Miami-Dade County Public School (M-DCPS) System. The Emergency Operations Plan (EOP) was created to provide school personnel with the necessary leadership skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools /community. All schools have a site-specific plan to address all types of critical incidents. These plans address the individual needs of the school, and provide guidelines for devising methods for communicating with the staff, students, parents/guardians, and the media during a critical incident or an emergency. 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

All school administrators and school personnel have been adequately trained in the school EOP and are prepared to respond immediately during a critical incident or emergency to provide safety for all children.

Lock Down Procedures

In the event of an emergency, the primary responsibility of all school personnel is to ensure the safety of all students. In the event a school administrator announces a possible threat to students and staff safety exists within the community, or an imminent threat to students and staff safety exists within the school, 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.

FortifyFL

This suspicious activity reporting tool allows you to instantly relay information to appropriate law enforcement agencies and school officials. You will be able to provide a description of the threat, share pictures and videos, and have the option to post anonymously.

Emergency Drills

Emergency drills will take place according to the Miami-Dade County Public School Policy and Emergency Procedures. These drills include: fire, tornado, code yellow, code red, bomb threat, hostage situation, and active assailant.

Illnesses

- An ailing child has difficult time learning and also may present a health hazard to others. Students becoming ill will be sent to the office.
- The school will not be responsible for providing medication.
- Symptoms requiring immediate attention and/or removal from school include: fever, vomiting, bleeding, fractures and broken bones, severe bumps or bruises, red watery eyes (Pink Eye), red itchy bumps all over the body (Chicken Pox/Measles), itchy head (Lice), dizziness or loss of consciousness (concussion).
- If student has tested positive for COVID-19, please provide the information to the school nurse (nurse@doralacademyprep.org) and keep your child at home until the return date that will be

communicated to you.

- The school shall continue to monitor guidance and implement procedures which are recommended by The Florida Department of Health, The Center for Disease Control, The Florida Department of Education and/or Miami-Dade County Public Schools.

Medication Policy

According to school board policy 5330-Use of Medications, the School Board shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication and/or medically-prescribed treatments to a student during school hours will be permitted only when failure to do so would jeopardize the health of the student (i.e. Epi-Pens, insulin, seizure and/or asthma medication) and 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 prescribed by a medical provider, such as Epi-Pens, insulin, seizure and/or asthma medication. Over the counter medication and antibiotic regiments are not to be administered during school hours or school personnel.

If your child requires the use of medication, a medication packet completed by the students diagnosing physician is required. For further information please contact Magaly Ercilla at mercilla@doralacademyprep.org

Accident Reports

Any student who witnesses an accident or is injured in school should report it immediately to the nearest staff member. The schools' registrar or administrator will assist the person in obtaining and filling out the accident/incident report.

Closing of School

The emergency closing of a school for any cause, such as weather or in which the safety of individuals may be endangered, is at the discretion of the Superintendent of Schools.

Identification Cards

Student identification cards are issued early in the school year and must be worn on a school provided lanyard daily as part of the school uniform.

Parking

Parking decals for all motor vehicles, including mopeds and motorcycles, will be required for students parking at the school. Vehicles without parking decals will be ticketed or towed at the owner's expense. Decals are issued based on the academic achievement, a minimum GPA of a 3.0, and on a first come first served basis.

Visitors

Due to legal regulations, students are not permitted to have guests attend school with them at any time. Visitors must first register with the receptionist in the main office, sign-in and produce photo identification. Anyone who fails to follow these procedures will be considered a trespasser and may be subject to arrest.

Elevator

The school elevator is to be used by individuals who are handicapped and unable to use the stairs. Students who need temporary access to the elevator must first meet with their counselor to get approval.

SPECIAL EDUCATION

The School Board of Miami-Dade County ensures that all students with disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent/guardian consents to initial placement.

Prior to referral for evaluation, the student must have participated in the school's Response to Intervention (RTI), and have been referred to the school's Student Support Team (SST) to determine further interventions and future steps.

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs in order to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).

The IEP is a working plan that must be developed by the IEP team. The plan will be reviewed on a yearly basis and revised when appropriate, to revise and address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian.

Parent involvement in the special education process is imperative. Parents will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

The Individuals with Disabilities Education Act (IDEA) states that parents of a child with a disability have certain procedural safeguards. The *Summary of Procedural Safeguards for Parents of Students with Disabilities* contains all the information about the rights of parents. This notice of procedural safeguards is made available to the parent/guardian, at a minimum, upon initial referral; or the parent's request for evaluation; upon the school district's refusal to conduct an initial evaluation that the parent/guardian has requested; upon each notification of an IEP meeting; upon consent for re-evaluation; upon the school district's receipt of a request for a due process hearing; and any other time the parent/guardian may request to receive a copy.

Other rights that are presented in the procedural safeguard document include, but are not limited to, the right of prior written notice; informed consent; participation in meetings; records, independent educational evaluation, mediation, state complaint; local education agency complaint; due process hearings; resolution meetings; due process; attorney fees; discipline; and private school placement.

As the parent of a child with disabilities, you are a very important member of the team that plans your child's education. Be informed and get involved. If you have any questions, please contact the school. Staff from the special education department and your child's student service provider will help to answer your questions. Additional information may also be found at <http://ese.dadeschools.net/>.

PARENTAL INVOLVEMENT

Parents at Doral Academy Preparatory School are recommended to complete 30 volunteer hours per child prior to the last month of the school year.

Please note: Parents who also have a child in Doral Academy Elementary and/or Just Arts and Management, must also complete 30 hours at Doral Academy Preparatory.

Volunteer Program

The ConciergePad system is responsible for electronic registration and background checks of volunteers. Any individual interested in volunteering at Doral Academy Preparatory must:

- Complete the Registration at school via the ConciergePad system
- Provide a copy of a current valid government-issued identification with picture.
- Agree to a background check.

SCHOOL LEADERSHIP

Carlos Ferralls	Principal
Yvette Tamargo	Vice Principal
Jorge Nuñez	Assistant Principal
Marianella Mesa	Assistant Principal
Daniel Gonzalez	Assistant Principal
Sophie Perez	Assistant Principal
Gloria Acosta	Curriculum Coach
Steve Iglesias	Administrative Assistant
Brenda Margolles	Test Chair
Carlos Perez	Athletic Director
Melodies Vilomar	Activities Director

DISCRIMINATION / HARASSMENT

It is the policy of the School Board that all students and employees be treated with respect. The School Board affirmatively strives to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, the School Board establishes its intent to provide equal access, opportunity, and treatment to students in the provision of educational programs and activities and to applicants and employees in all aspects of employment. Slurs, innuendos, hostile treatment, violence, or verbal or physical conduct against a student or employee reflecting on his/her race, ethnic or national origin, gender or any other of the categories described below, will NOT be tolerated by the School Board.

The School Board Policy Covers the Following Protected Categories:

AGE - This category prevents denial of employment and/or educational opportunities because of a person's age.	MARITAL STATUS - This category prevents denial of employment and/or educational opportunities because of a person's marital status; i.e. single, married, widowed, or divorced.
CITIZENSHIP STATUS - This category prevents denial of employment and/or educational opportunities because of a person's citizenship or immigration status.	POLITICAL BELIEFS - This category prevents denial of employment and/or educational opportunities because of a person's support and/or affiliation or lack thereof with a particular political party.
COLOR - This category prevents denial and/or educational opportunities because of a person's skin tone. Color discrimination can occur within the same race; for example someone who has a darker complexion may discriminate against someone that has a lighter complexion.	PREGNANCY - This category prevents denial of employment and/or educational opportunities for women who are pregnant.
DISABILITY - This category prevents denial of employment and/or educational opportunities because of a person has, or is perceived to have a permanent impairment that substantially limits or prevents a major life activity; for example: walking, seeing, hearing, talking, sitting, or standing.	RACE - This category prevents denial of employment and/or educational opportunities because of a person's race. The five federally recognized racial categories are American Indian or Alaskan Native, Asian, Black or African American, Hawaiian or Other Pacific Islander, and White. Persons from a mixed racial backgrounds do not need to prove their exact heritage in order to assert that they have been discriminated against based on race. Likewise, this category covers persons being discriminated against because they are married to persons of a different race other than their own.
ETHNIC/NATIONAL ORIGIN - This category prevents denial of employment and/or educational opportunities because of a person's ancestral/ place of origin; or because an individual has the physical, cultural or linguistic characteristics of a particular group.	RELIGION - This category prevents denial of employment and/or educational opportunities because of a person's sincerely held religious beliefs.
GENDER - This category prevents denial of employment and/or educational opportunities because of a person's gender or sex.	SEX - This category prevents denial of equal employment and/or educational opportunities because of a person's male or female gender.
GENDER IDENTITY - This category prevents denial of employment and/or educational opportunities because of a person's gender-related identity, appearance, expression or behavior, regardless of the individual's assigned sex at birth.	SEXUAL ORIENTATION - This category prevents denial of equal employment and/or educational opportunities because a person is, or is perceived to be, lesbian, gay, bisexual, or heterosexual.
GENETIC INFORMATION (GINA) - This category prevents denial of equal employment and/or harassment because of a person's genetic information; it ensures that individuals are not treated differently because of genetic information.	SOCIAL AND FAMILY BACKGROUND - This category prevents denial of employment and/or educational opportunities because of a person's socio-economic, family and/or educational background.
LINGUISTIC PREFERENCE - This category prevents denial of employment and/or educational opportunities because of the language a person speaks.	

Sexual Harassment will NOT be tolerated.

TITLE IX OF THE EDUCATION AMENDMENTS OF 1972 PROHIBITS SEXUAL HARASSMENT WHICH INCLUDES:
UNWELCOME SEXUAL ADVANCES; REQUESTS FOR SEXUAL FAVORS;
AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE, WHEN:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of employment or participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment. Unwelcome verbal or physical sexual conduct must be either severe or pervasive.

RETALIATION AGAINST A STUDENT OR EMPLOYEE WHO FILES A COMPLAINT IS PROHIBITED BY LAW

Retaliation occurs when an employer takes an adverse action against an employee because he or she engaged in a protected activity, such as complaining about discrimination or threatening to file a charge of discrimination. An employee cannot file a complaint of retaliation unless he/she has filed a charge of discrimination, participated in an investigation or opposed an unlawful employment practice.

For additional information about Title IX or any other discrimination/harassment concerns contact:

Academica / ESP
General Counsel
6340 Sunset Drive
South Miami, Florida 33143
Phone: (305) 669-2906
Email: cpapa@academica.org

**LA JUNTA ESCOLAR DEL CONDADO MIAMI-DADE COUNTY, FLORIDA
SIGUE UNA POLÍTICA ANTIDISCRIMINATORIA EN LOS AMBIENTES EDUCACIONALES Y LABORALES**

DISCRIMINACIÓN / ACOSO

La Junta Escolar tiene como política el que todos sus estudiantes y empleados sean tratados con respeto. La Junta Escolar, según lo requiere la ley, se esfuerza afirmativamente en proporcionar un lugar de trabajo y un ambiente educacional libre de toda discriminación y acoso (Inclusivo del acoso sexual). Por medio de esta política, la Junta Escolar afirma su intención de proporcionar el mismo acceso, oportunidad y tratamiento a los estudiantes que están bajo la provisión de programas educacionales y actividades y a los aspirantes y empleados en todos los aspectos del trabajo. La Junta Escolar NO tolerará difamaciones, insinuaciones, tratamiento hostil, violencia, o conducta verbal o física en contra de un estudiante o empleado por motivo de su raza, origen étnico o lugar de origen, sexo o cualquier otra categoría como se describe a continuación.

La política oficial de la Junta Escolar comprende y ampara las siguientes categorías:

EDAD - Esta categoría impide que se niegue empleo y/o oportunidades educacionales por la edad de la persona.	PREFERENCIAS LINGÜÍSTICAS - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido al idioma que habla una persona.
ESTADO DE CIUDADANÍA - Esta categoría impide la denegación de oportunidades laborales o educativas debido al estado de ciudadanía o estado migratorio de una persona.	ESTADO CIVIL - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido al estado civil de una persona; por ejemplo, si es soltero o soltera, casado o casada, viudo o viuda o si es divorciado o divorciada.
COLOR - Esta categoría impide que se niegue empleo y/o oportunidades educacionales por el color de la piel de una persona. La discriminación basada en el color puede ocurrir dentro de la misma raza; por ejemplo alguien con una tez más oscura puede discriminar contra alguien que tiene una piel más clara.	CREENCIAS POLÍTICAS - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido al apoyo y/o la afiliación o falta de éstos de un grupo político particular.
DISCAPACIDAD - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido a que una persona tiene, o se percibe que tiene un impedimento físico que es permanente que substancialmente limita o previene actividades importantes de la vida, por ejemplo: caminar, ver, oír, hablar, poderse sentar o poderse parar.	EMBARAZO - Esta categoría impide que se niegue empleo y/o oportunidades educacionales a las mujeres porque estén embarazadas.
ETNANACIONALIDAD - Esta categoría impide que se niegue empleo y/o oportunidades educacionales por los antepasados de la persona, lugar de origen o porque un individuo tiene la apariencia física, cultural o las características lingüísticas particulares de un grupo específico.	GRUPOS ÉTNICOS - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido a la raza de una persona. Las cinco categorías raciales federalmente reconocidas son: indio americano o nativo de Alaska, asiático, negro o afroamericano, hawaiano u otro isleño del Pacífico y blanco. Personas que descienden de una liga étnica no necesitan probar su herencia exacta para hacer valer que han sido discriminados basados en su raza. Además esta categoría cubre personas que están siendo discriminados porque están casados con personas de un grupo étnico diferente al de ellos.
GÉNERO - Esta categoría impide que se niegue empleo u oportunidades educacionales basados en el género de la persona.	RELIGIÓN - Esta categoría impide que se niegue empleo y/o oportunidades educacionales por las creencias religiosas que una persona sinceramente profesa.
IDENTIDAD DE GÉNERO - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido a las actividades relacionadas con la identidad sexual de la persona, apariencia, expresión o comportamiento, sin importar el género del individuo al nacer.	SEXO - Esta categoría impide que se niegue empleo u oportunidades educacionales basados en el sexo masculino o femenino de la persona.
INFORMACIÓN GENÉTICA (GINA) - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido a la información genética de la persona; parentiza que las personas no reciben un trato diferente debido a la información genética.	ORIENTACIÓN SEXUAL - Esta categoría impide que se niegue empleo y/o oportunidades educacionales debido a que una persona, sea o aparente ser, homosexual, bisexual o heterosexual.
	ANTECEDENTES SOCIALES Y FAMILIARES - Esta categoría impide que se niegue empleo y/o oportunidades educacionales por los antecedentes socioeconómicos, familiares y/o educacionales de una persona.

El acoso Sexual NO será permitido

LAS ENMIENDAS DE 1972 AL PROGRAMA DE EDUCACIÓN DE TÍTULO IX PROHIBE EL ACOSO SEXUAL QUE INCLUYE: AVANCES SEXUALES NO DESEADOS; PETICIONES DE FAVORES SEXUALES Y CUALQUIER OTRA CONDUCTA VERBAL O FÍSICA QUE SEA DE NATURALEZA SEXUAL CUANDO:

- Se hacen proposiciones de naturaleza sexual; tanto explícito como implícito, término o condición de empleo o para permitir la participación en un programa educacional;
- si las bases para proporcionar un empleo o decisiones educacionales que afectan al individuo se basan en la aceptación o en el rechazo de dicha conducta;
- o que dicha conducta tenga el propósito o el efecto de interferir irracionalmente con el trabajo o los logros académicos de un individuo o creando un ambiente de intimidación, hostil u ofensivo tanto en el centro de trabajo como en el educacional.
- Conducta sexual que no es bien recibida tanto verbal como física debe ser severa o aguda.

LA LEY PROHIBE LAS REPRESALIAS CONTRA UN ESTUDIANTE O EMPLEADO QUE HAYA PRESENTADO UNA DENUNCIA

La represalia ocurre cuando un empleador toma una acción que es adversa a un empleado porque éste o ésta ha tomado parte en una actividad protegida, tal como protestar de discriminación o hacer amenazas de presentar una petición por discriminación. Un empleado no puede presentar una petición por discriminación si él o ella no ha presentado con anterioridad una denuncia de discriminación, ha participado en una investigación o está en contra de una práctica laboral ilegal.

Para más información acerca del programa de Título IX o sobre cualquier inquietud que tuviese en cuanto a la discriminación y el acoso, comuníquese con:

Académica / ESP
General Counsel
6340 Sunset Drive
South Miami, Florida 33143
Phone: (305) 669-2906
Email: cpapa@academica.org

net

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**KOMISYON KONSÈY LEKÒL MIAMI-DADE COUNTY, FLORIDA
SUIV RÈG SANDISKRIMINASYON NAN ANVIWONMAN EDIKASYONÈL AK ANPLWA**

DISKRIMINASYON / ARASMAN

Se règ Komisyon Konsèy Lekòl la pou yo trete tout elèv e anplwaye avèk respè. Komisyon Konsèy Lekòl la reyèlman eseye ofri yon anviwonman travay e edikasyonèl ki pa gen diskriminasyon ak arasman (ki gen ladan arasman seksyèl), jan lalwa mande li. Atravè règ sa a, Komisyon Konsèy Lekòl la etabli entansyon li pou ofri aksè, opòtinite, ak tretman egal bay elèv ki nan pwovizyon pwogram ak aktivite edikasyonèl pou aplikan e anplwaye nan tout aspè anplwa. Komisyon Konsèy Lekòl la PAP tolere denigremman, entimidasyon, tretman agresif, vyolans, oubyen konpòtman fizik oubyen vèbal kont yon elèv oubyen anplwaye ki reflekte ras li, orijin etnik oubyen nasyonal, sèks oubyen nenpòt nan kategori yo decri anba yo.

Règ Komisyon Konsèy Lekòl la Kouvri Kategori Pwoteje K ap Suiv yo:

LAJ - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz laj li.

KONDISYON SITWAYÈNTE - Kategori sa a anpeche yo refize anplwa eloubyen opòtinite edikasyonèl akòz kondisyon sitwayènte oubyen kondisyon imigrasyon yon moun.

KOULÈ - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz koulè po li. Diskriminasyon koulè ka rive anndan menm ras la; pa egzanp yon moun ki pi fonse ka diskrimine kont yon moun ki pi klè.

ANDIKAP - Kategori sa a entèdi yo refize yon moun travay el oubyen opòtinite edikasyonèl akòz moun nan genyen, oubyen yo panse li genyen yon andikap pèmanan ki trè limite oubyen anpeche yon gwo aktivite lavi; pa egzanp: mache, wè, tande, pale, chita, oubyen kanpe.

ORIJIN ETNIK/NASYONAL - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz kote zansèt moun nan soti; oubyen akòz moun nan genyen karakteristik fizik, kiltirèl oubyen lengwistik yon gwoup patikilye.

SÈKS - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz sèks li.

IDANTITE SEKSYÈL - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz idantite ki gen rapò ak sèks, aparans, ekspresyon oubyen konpòtman li, tèkweza sèks li te genyen lè li te fèt.

"GENETIC INFORMATION (GINA)" (ENFOMASYON JENETIK) - Kategori sa a entèdi yo refize anplwa egal eloubyen arasman akòz enfòmasyon jenetik yon moun; li asire yo pa trete moun diferanman akòz enfòmasyon jenetik.

PREFERANS LENGWISTIK - Kategori sa a entèdi yo bay yon moun travay eloubyen opòtinite edikasyonèl akòz lang li pale.

KONDISYON MARITAL - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz kondisyon marital li; sètadi, selibatè, marye, wèf, oubyen divòse.

IDYOLÒJIK/POLITIK - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz sipò eloubyen afilyasyon li oubyen li pa manm yon pati politik an patikilye.

GWOSÈS - Kategori sa a anpeche yo refize fi ki ansett travay el oubyen opòtinite edikasyonèl.

RAS - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz ras li. Senk kategori yo rekonèt federalman yo se Endyen Ameriken oubyen Natif Alaska, Azyatik, Nwa oubyen Afriken Ameriken, Awaysen oubyen lòt moun ki soti nan Zile Pasifik, ak Blan. Moun ki soti nan ras melanje pa bezwen pwouve eritaj egzak yo pou yo ka afime yo diskrimine kont yo sou baz ras. Konsa tou, kategori sa a kouvri moun y ap diskrimine kont yo akòz yo marye avèk moun ki diferan ras ak yo.

RELIJYON - Kategori sa a entèdi yo refize yon moun travay el oubyen opòtinite edikasyonèl akòz li sènsè ak kwayans relijye li.

SÈKS - Kategori sa a entèdi yo refize anplwa egal eloubyen opòtinite edikasyonèl akòz yon moun se fi oubyen gason.

ORYANTASYON SEKSYÈL - Kategori sa a entèdi yo refize anplwa egal eloubyen opòtinite edikasyonèl akòz yon moun se oubyen yo pèsevwa li kòm yon madivinez, masisi, bi-seksyèl, oubyen etwoseksyèl.

ISTWA SOSYAL AK FAMILYAL - Kategori sa a entèdi yo refize yon moun travay eloubyen opòtinite edikasyonèl akòz istwa sosyo-ekonomik, famiyal eloubyen istwa edikasyonèl li.

Yo PAP Tolere Arasman Seksyèl.

AMANDMAN 1972 "TITLE IX" SOU EDIKASYON ENTÈDI ARASMAN SEKSYÈL KI GEN LADAN: AVANS SEKSYÈL ENDEZIRAB; DEMAND POU FAVÈ SEKSYÈL; AK LÒT KONPÒTMAN VÈBAL OUBYEN FIZIK KI GEN RAPÒ AK SEKS, LÈ:

- Soumèt yon moun a yon tèl konpòtman, swa ouvèlman oswa endirèkteman, se yon demand oubyen kondisyon pou anplwa oubyen patisipasyon nan yon pwogram edikasyonèl;
- Soumèt yon moun oubyen rejè moun nan pou tèl konpòtman sévi kòm yon baz pou anplwa oubyen desizyon edikasyonèl ki afekte moun sa a; oubyen
- Objektif yon tèl konpòtman afekte oubyen entèfere san rezon avèk travay oubyen pèfòmans akademik yon moun oubyen kreye yon anviwonman travay oubyen edikasyonèl ki entimidant, agresif oubyen ofansif. Konduit seksyèl endezirab vèbal oubyen fizik dwe swa sevè oswa konsiderab.

LALWA ENTÈDI VANJANS KONT YON ELÈV OUBYEN YON ANPLWAYE KI POTE YO PLENT

Vanjans fèt lè yon anplwaye pran yon move aksyon kont yon anplwaye paske li angaje li nan yon aktivite ki pwoteje, tankou plenyen sou diskriminasyon oubyen menase pou fè yon akizasyon diskriminasyon. Yon anplwaye pa ka pote yon plent pou fè vanjans amwenske li fè yon akizasyon diskriminasyon, li te patisipe nan yon envestigasyon oubyen li te opoze yon pratik anplwa ki ilegal.

Pou plis enfòmasyon sou Title IX oubyen nenpòt lòt enkyetid sou diskriminasyon/arasman kontakte:

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