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Adult/Technical Colleges
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Lindsey Hopkins
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SAVES Program

Marketing Department

Miami Lakes Educational
Center & Technical College

Leadership is Not About Being the Best: Leadership is About Making Everyone Else Better



The theme was *Leadership - Ignite The Vision* at the “Opening of Schools Meeting” held in the Auditorium at Miami International Airport. The event, held on August 9, 2019, was sponsored by Adult/Technical Colleges and Educational Opportunity and Access. Participants represented administrators and staff from school sites and the district.

The event started about 7:00 a.m. with breakfast and a montage video highlighting activities that took place throughout the 2018-2019 school year.



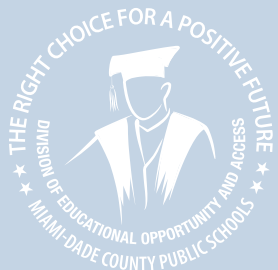
► Above: Introduction by Ms. Pamela J. Johnson, Instructional Supervisor, at the “Opening of Schools Meeting” Who Addressed the Adult Education/Technical Colleges and Educational Opportunity and Access Team

Featured in the video are faculty and staff from each school site as well as several District administrators.

Leaders from various school sites participated in an “icebreaker” that was designed to introduce people to each other, to relax and “warm up” the conversation – Each of the leaders who took the time to explain what leadership meant to him or her received a \$25 gift certificate –



► Above: Staff Members Participate in Activities to Promote Leadership Within the Organization and Develop Leadership, Morale, and Decision-making Skills Among Staff





Leadership is Not About Being the Best: Leadership is About Making Everyone Else Better

something that took them all by surprise.

This year's Planning Committee devised ways to help staff maintain the Leadership theme through the coming school year. A big hit were the gifts of red aluminum promotional water bottles with the printed reminder: Leadership...Ignite the Vision! Posters were also distributed highlighting this inspiring phrase.

A focal point of the day was a "step and repeat banner" printed with our repeating leadership theme encouraging staff from the various school sites and District representatives to "capture the moment." Used as the backdrop for photographs, the idea is that the photos will be shared through various platforms causing a ripple effect in impressions, thus, "branding" and promoting the leadership theme.

During the General Session, both new staff members and those retiring were recognized. In appreciation for their many years of dedicated service, award plaques were presented to Mr. Clyde Stephens, Assistant Principal, Lindsey Hopkins Technical College; and Mr. David

Schleiden, Instructional Supervisor, School Operations. Also, Mr. Luis Diaz, Assistant Superintendent who heads the Division, discussed his plans for 2019-2020 school year and highlighted the successful initiatives of the past school year.

A social media contest was held to determine which Center would receive the most likes for the "#Ignite

The Vision!" Just in case you are unfamiliar with the "#:" it is a symbol for hashtag – it precedes a word or phrase ("Ignite the Vision") – and is used on social media websites and applications, especially Twitter, to identify messages on a specific topic. Both George T. Baker Aviation Technical College and Miami Beach Adult Education Center led the contest and, since both were declared "winners," each received a pair of tickets to a Miami Marlins game.

Overall, the meeting was a great success. The Marketing Department was recognized for its work, in producing an amazing video and supporting materials, for sourcing

Above: Mr. Luis Diaz, Assistant Superintendent of the Adult Education/Technical Colleges and Educational Opportunity and Access Discusses Plans for the Upcoming Year and Highlights Successful initiatives of the Past School Year



Above Center: Mr. Cesar Ledesma, Special Events Coordinator with Miami International Airport Receives a Surprise Award for Doing an Outstanding Job with Providing Support for the District's Planning Committee

and securing the unique giveaways and gifts. Everyone was impressed with the décor, the ice breaker activity, the montage video, and the prizes. Division members left enthusiastic and "ignited" about the new school year and embrace the opportunities and challenges that come their way.



Above Right: Mr. David Schleiden, Instructional Supervisor, School Operations Recognized for His Years of Service. Award Presented by Mr. Luis Diaz, Assistant Superintendent (Left) and Assisted by (Center) Ms. Renny L. Neyra, District Director



Left: The Theme of The Year Highlighted by Mr. Luis Diaz, Assistant Superintendent



Haitian Flag Day Celebrated at Lindsey Hopkins: For The 9th Consecutive Year!

Lindsey Hopkins Technical College (LHTC) proudly celebrated its 9th annual Haitian Flag Day on Friday, May 17, 2019. As in previous years, this event was accompanied by singing, dancing, cheering, vendors, and the famous Soup Joumou.

Haitian Flag Day commemorates Haiti's hard-fought independence. Students, staff, district, and community guests spent a joyful morning in the spirit that "we are all Haitian" on this day! Lindsey Hopkins was awash in the colors of Haiti's flag: blue and red.

"Viv drapo ble e rouj!"

(Celebrate the Haitian Flag!)

What distinguished this Flag Day from the other eight? The students took ownership of Friday, May 17, 2019: from forming a planning committee, to recruiting singers and dancers, to directing rehearsals, and finally to performing on the "big" day. Everything was organized and executed by the students.

We the teachers, administrators, staff members, and community participants could not have been prouder. Many agree this may have been our best Flag Day ever.

Lindsey Hopkins Technical College was the first career and technical center built in Miami-Dade County. It has a rich history in the educational annals of the school district. It proudly celebrates its diversity by recognizing Hispanic Heritage Month, Black History Month, and Haitian

Heritage Month. There is a positive and inclusive atmosphere created by these events, which money cannot buy – respect for other nationalities, joy of celebration, and pride in one's heritage. Visit our campus, and experience this yourself. We are sure you will "feel the vibe!"



▶ Above: The Honorable District 2 School Board Member Dr. Dorothy Bendross-Mindingall and Principal of LHTC, Ms. Nyce Daniel

▶ Below: The Principal, Ms. Nyce Daniel Recognizing LHTC Partners that Sponsored Beautification Initiative

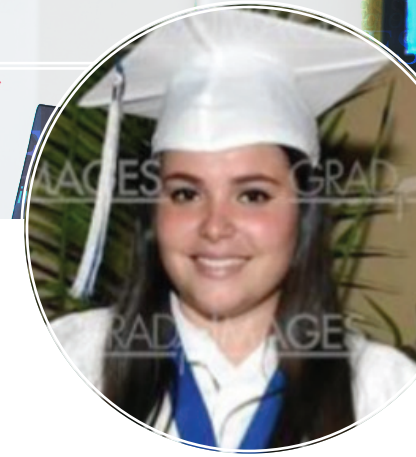
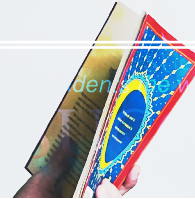


▶ Right: Our District Instructional Supervisor Ms. Pamela Johnson and Honorable District 2 School Board Member, Dr. Dorothy Bendross-Mindingall Enjoying the Festivities

▶ Above: The Honorable District 2 School Board Member Dr. Dorothy Bendross-Mindingall with Father Reggie from LHTC Largest Off Campus Site, Notre Dame

▶ Right: The Honorable District 2 School Board Member Dr. Dorothy Bendross-Mindingall Partaking in Haitian Cuisine Prepared by LHTC Culinary Arts Students





A Special Thanks To The SAVES Program: Past And Future Collide In SAVES

Ms. Camila Leon is 20 years old. She was born in Cuba and settled in the United States in 2016. When Camila arrived here, she was worried about where and how she would continue her schooling, since the educational system in Cuba is not the same as ours.

On April 25, 2016, she went to the Miami Springs Adult Education Center and enrolled in English for Speakers of Other Languages (ESOL) and the Success Management Academy (SMA), a GED® program offered in Spanish. SMA provides the opportunity for students, 16-18 years of age, who recently arrived in the U.S. and need to obtain their GED® and learn the English language. SMA is offered at several high schools throughout Miami-Dade County.

Ms. Leon also gives special thanks to the SAVES Program (Skills for Academic, Vocational and English Studies) as crucial in keeping her on the path to a health career. Actually, the Success Management Academy is part of the SAVES program.



► Above: SAVES Team. – Left to Right, Dr. Valmarie Rhoden, District Representative, Mr. Erick Roque, Web Application Programmer, Dr. Felicia Gil, District Representative, Ms. Sheria Goodman, Accounting Specialist, Dr. Marie E. Philogene, District Representative, Ms. Adrienne Gibens, Data Input Specialist, and Ms. Martha Jiminez, Senior Secretary

SAVES is sponsored by the Florida Department of Children and Families, Refugee Services Program, and is funded solely with grants from the U.S. Department of Human Services, Office of Refugee Resettlement. SAVES was established to address the specific English language, academic, and vocational needs of the refugee/asylee/parolee population. English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) courses, English Literacy for Career and Technical Education (ELCATE)

curricula, Vocational and Technical Classes, Citizenship classes, General Education Development (GED®), as well as other high priority Vocational/Technical curricula, were developed to meet the needs of this population.

Thus, SAVES + SMA + ESOL+ GED® + ABE + ELCATE + VOC/TECH and other programs and services = The Equation for Success.

While SAVES initially served refugees, asylees, and paroles from Cuba and Haiti, it extended its services to include all refugees and asylees

► Above: Ms. Camila Leon – Former Adult Education Student Who Graduated From The Success Management Academy Program at Miami Springs Adult Education Center

from all over the world. These M-DCPS services open doors for newcomers to become successful in this great country.

Ms. Leon is currently enrolled in Miami-Dade College, working towards her Associate in Arts degree. After graduation, she plans to attend Florida International University (FIU) to continue on her career path in the medical/health field.

Ms. Leon says she will always remember her experiences in SAVES because they are part of her past and future – the future that she envisions and the past already experienced and traveled. She said: “I am focused on what I need, but I greatly appreciate what I have earned.”

<https://www.savesdadeschools.com>



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Creative Steps Taken Towards a Long-Term Goal: Hobby Supports Tuition



▶ Left: Mr. Andre Allie, Proud Graduate of the General Automotive Program at Miami Lakes Educational Center and Technical College (MLEC & TC)



▶ The Automotive Service Technology Program is Nationally Accredited by the Council On Occupational Education and Can Prepare Students to Enter a Career in Just One Year. Below: Mr. Jorge Sanchez, Automotive Technology Instructor at Miami Lakes Educational Center and Technical College, Speaking to Potential Automotive Students

After completing his undergrad at the University of Miami in the summer of 2017, Andre Allie found himself in a tight spot, seeing several more years and college tuition ahead of him to become a pulmonary specialist. It was time to get creative. Andre's solution led him to Miami Lakes Educational Center and Technical College (Miami Lakes Tech) where he sought three industry ASE (Automotive Service Excellence) certificates to support in fueling a favorite hobby of his: cars.

Andre had always been interested in learning about cars, but was not able to because of the rigor and concentration required of him while he was an undergrad student. Upon meeting a few people on campus, Andre encountered Ms. Indira Jadoonandan, Curriculum Support



Specialist from the marketing department for the Adult Education Division who helped guide him in next steps of enrollment.

"It took me a few times of visiting the school before I finally decided to try out the general automotive program taught by Mr. Jorge Sanchez," says Andre. "I owe the decision to both Ms. Jadoonandan and Mr. Sanchez who kept me engaged and

motivated. They were invested in my growth."

Andre also credits the inexpensive tuition costs for swaying his decision further. At just \$2.56 per hour of training, the tuition averaged to approximately \$1000 every four months. The 1800-hour program also offers Federal Financial Aid assistance, and as Andre continued his studies, he qualified to receive those benefits.

With finances being taken care of and the emotional support from his family, Andre was able to complete the program and earned his certificates, making him an in-demand candidate for a job in the automotive industry. "This decision allowed me to acquire a job that will help me subsidize upcoming tuition costs while I continue my medical career," says Andre. "I've learned invaluable lessons about self-improvement and how to make effective changes that will help me reach my goals."

During his time at Miami Lakes Tech, Andre acquired valuable mechanical knowledge and skills and is encouraging anyone interested in cars, mechanics, or simply working on self-improvement to check out the Automotive Service Technology program taught by Mr. Jorge Sanchez.

<http://www.miamilakes.edu/about/programs/career-and-technical-programs/>



Lindsey Hopkins Technical College (LHTC) Receives EFNEP Award: Recognized For Improving Nutrition Of Families

USDA United States Department of Agriculture
National Institute of Food and Agriculture



Above: LHTC Nutrition and Dietetic Services Instructor, Ms. Nura P. Gonzalez MS, RD, LD/N, Receives Award in Gainesville from the University of Florida

The Expanded Food and Nutrition Education Program (EFNEP) is the nation's first and foremost nutrition education program for low-income people. Founded by the U.S. Department of Agriculture, EFNEP

operates through the Federal Land-Grant Universities in every state, the District of Columbia, and U.S. Territories. The University of Florida, as one of two Land-Grant Universities in our state, proudly hosted EFNEP's 50TH Anniversary May 8-9 Award Ceremony. Lindsey Hopkins Technical College received EFNEP's Distinguished Partner Award which was graciously accepted by Dietitian/Instructor, Nura P. Gonzalez, MS, RD, LD/N. She serves on the EFNEP Advisory Committee.

Lindsey Hopkins Technical College (LHTC) is not only the oldest career and technical center in Miami-Dade County, it is also one of the oldest vocational collaborators with EFNEP. LHTC's Principal and Assistant Principal have embraced EFNEP as a member of the school's Dade Community Partner Program. The dietetic aide/

clerk program instructor, Nura P. Gonzalez, is most passionate about the EFNEP sessions she conducts with her students.

Ms. Gonzalez teaches a diverse group of students comprised of mainly Haitians and Latinos. She includes EFNEP in her nutrition curriculum because of its impact on low income families, adaptability to practical application, and usefulness. She is in constant contact with EFNEP and cites this as one reason 99% of her students are employed after graduation – in nursing homes, hospitals, and schools. Ms. Gonzales attributes much of their success to the EFNEP curriculum and LHTC's partnership with that program. She refers our professional assistants to a variety of other LHTC programs such as nursing and culinary arts.

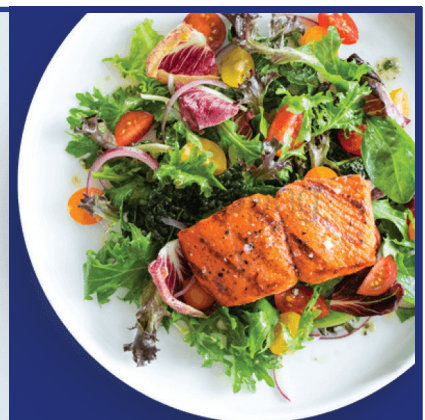
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Tips On Teaching Adults English The Main Takeaway: Never Patronize Them



▶ *With Adult Students remember Keep the Class Relevant to the Age Group Recognize that There May be a Variety of Age-ranges in Your Class*

“BusyTeacher.Org” – There are “15 Secrets For Teaching Adults.” This website facilitates the practice of “Teachers helping teachers.” You can download printable worksheets, handouts, and resources designed for teachers of English. In addition, users can upload their worksheets to the website and share them with thousands of other English teachers by clicking the “submit a worksheet” link at the bottom of every page. Below are some of the tips to teaching adults. You can read the complete article at: <https://busyteacher.org/7273-teach-adults-15-secrets.html>

It is always important to remember, at the end of the day, adult students are not really all that different from younger ones. Of course, adults have more life experience and will be a lot more critical, perhaps even pick up on certain things faster; but they are still novices when it comes to English (for the most part) and you are there to teach them a new language.

Traditionally, the image of the teacher has been a stern authority figure with a blackboard and chalk. Ordinarily, the teacher presides over a classroom full of kids. In Adult Education, however, ESOL “clients” may range from 18 to 80, and beyond!

1-Keep the Class Relevant to the Age Group Recognize that there may be a variety of age-ranges in your class. Not all adult students are millennials! Here are ways to categorize students by age or year of birth:

- 2000 to present: Generation Z
- 1980 to 2000: Millennials or Generation Y
- 1965 to 1979: Generation X
- 1946 to 1964: Baby Boomers
- 1925 to 1945: Silent Generation

Each group comes to class with different experiences, expectations, and a unique outlook on life. Be certain to make the course relevant for the cohort or cohorts in your class.

2-Be Passionate Adults can tell immediately if you don’t have an

interest in what is going on; if the teacher is not interested, students will “turn off.”

3-Encourage Students to Ask Questions People in your class may not have been in school for many years, and so they may not be sure about the proper classroom protocol. Therefore, encourage them to ask questions. Perhaps it might be a good idea to frequently say, “Now, does anyone have any questions?”

4-Keep Students Engaged Sometimes it is tempting to just focus on those who are participating, and leave quieter ones to their own devices. Try and include everybody in the class equally, and direct questions to those who do not speak often.

5-Distributing Practice Make sure that everybody gets a chance to speak and practice their new skills. So, it is

important to come up with an idea or an activity whereby everyone is involved. The website may help you with some suggestions.

6-Smile Smiling might seem like one of the simplest things in the world, but it is quite easy to forget at times! Try to remember that the world of teaching has probably changed a lot since your students’ day, and therefore their own experiences of teachers might have been as tough, stern people who never smiled. Showing a happy, pleasant face will definitely get the whole class more relaxed!

7-Recognize Learning Styles Keep in mind that everyone has a unique style or way of learning.

See next page ...

▶ *Encouragement Every Student Needs Encouragement at Some Time or Another, and This is True Especially for Adult Learners. The Older They Are the More Reluctant They May Seem*

<https://www.adulteducationworks.com>



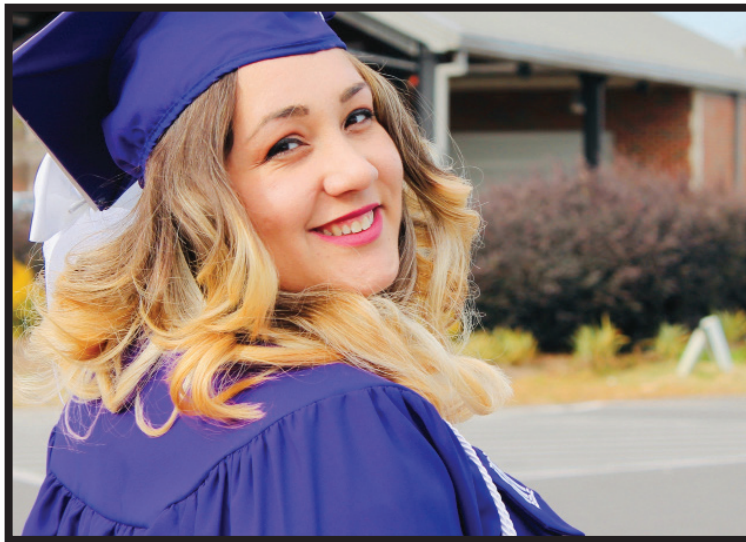


Tips On Teaching Adults English The Main Takeaway: Never Patronize Them

8-Be Flexible Most teachers – especially beginners – have a written plan and think everything will go smoothly and accordingly. But if the class veers off on a different path, a new teacher might panic. Do not worry if this happens, just remember that as long as you keep on topic in some form, the class is a success.

9-Correction Younger teachers may simply ignore a “mistake” because they are afraid of sounding patronizing. Do not be timid: just correct the student in a way which sounds less patronizing, with something along the lines of: “That was a good sentence but... Can you think of a way of improving it?” This encourages the student to examine his or her own grammar and make the correction.

10-Topics of Interest Some teachers feel that they are getting nowhere when a student simply wants to speak about his or her job, or their cat, or even their spouse! Since they usually are the ones paying for the class, they may argue they have the right to do this. This doesn’t mean that the teacher can learn nothing from the class. If students



► *The Majority of Mature Graduates will Enter the Job Market with Several Years Under their Belts. Experience is Often the Biggest Barrier for Graduates Finding Work*

want to talk incessantly about their pet, then simply incorporate that into the whole lesson. The more they talk, the better their English will become!

11-Encouragement Every student needs encouragement at some time or another, and this is true especially for adult learners. The older they are the more reluctant they may seem. This can be a particular challenge so

it is important to always make sure that they are on board with the topic of the lesson. How to do this? Check the website!

12-Dealing with Tension Sometimes, particularly when teaching business English, the teacher may find managers, secretaries, and clerks in the class. This mix may cause a little tension as the “bosses” may not feel

comfortable in class with people they are usually supervising. It becomes, therefore, important to steer conversation away from anything that might be related to their employment.

13-Speak English This might seem obvious, but it is important to remember that students might start talking among themselves in their native language. Simply ask what they are talking about, and see if they can say it in English. This will help them to learn new vocabulary and the teacher will not feel so isolated.

14 & 15 We leave these suggestions for the reader to glean from the website, BusyTeacher.Org.



<https://www.adulteducationworks.com>



Some Popular Sectors for Mature Graduates: Here are Some Stats



Mature graduates are **x2** as likely to work in education

- Health
- Education
- Legal and Law
- Public Sector and Services
- Management



Mature graduates are **x7** more likely to work in legal, social and welfare sectors



3 in 10 mature graduates work in health

Source: <https://www.graduate-jobs.com>



Success Story at Miami Lakes Educational Center and Technical College (MLEC & TC) : Student Hired After 1 Year in a 2-Year Program!

The star of this success story is Alejandro Beaujon, a 33-year old immigrant from Venezuela. Mr. Beaujon arrived here with a Bachelor's Degree in Business Administration. Mr. Beaujon decided that the Miami-Dade County Public Schools offered him the best option to develop his knowledge and skills, and use them to secure a good paying job in a growing and important field.

Toward that end, he explored the programs offered at the Miami Lakes Educational Center and Technical College (MLEC & TC). He quickly realized that his passion was to sustain the comfort of others by obtaining the basic technological knowledge to create "intelligent buildings" in an environmentally reliable, safe, efficient, ecological, and sustainable manner.

Mr. Beaujon's focus, passion, and ambition led him to the class of Bill Aylor, Professor in the Building Automation Systems (BAS) Program at MLEC & TC. There, Mr. Beaujon acquired the tools to manage and build intelligent structures, and use a network to connect them to the Internet of Things (IOT). Mr. Beaujon

▶ Above: Mr. Alejandro Beaujon, Currently Enrolled in the BAS Program at Miami Lakes Educational Center and Technical College. Mr. Beaujon was Offered a Job in the Industry After Completing Several Months of the Training



▶ Above, Image of Two Students in the Building Automation Systems Technology Program Working on a Personal Control Trainer



▶ Above: Images of Students in the Building Automation Systems Technology Program Also Known as Electrical and Instrumentation Technology at Miami Lakes Educational Center and Technical College



▶ Above: Students Enrolled in the BAS Program at Miami Lakes Educational Center and Technical College Participate in a Training Exercise

is a person on a mission: he believes BAS will impact the very future of humanity!

His choice of the two-year BAS program was validated by his discovery that since 2008, Internet connected devices exceeded the number of people connected to the Internet. It was then Mr. Beaujon realized that Building Automation Systems is a field that will be important for decades to come.

Mr. Beaujon excelled at MLEC & TC with the support of professors and mentors, and with study and perseverance. After completing only one year of the two-year BAS program, he was rewarded with a job as a BAS Services Specialist at the Siemens Corporation – a global company dedicated to the electrification, automation and digitalization of industries and cities. Congratulations, Mr. Beaujon!



<http://www.miamilakes.edu/about/programs/career-and-technical-programs/>

Advanced Automotive Service Technology Program

EARN MORE



Shop 'Til You Drop!: Superintendent Distributes Prom Attire & Accessories To Students in Need

▶ *Right: Superintendent of Schools, Mr. Alberto M. Carvalho said: "No child in our community should go without or be prevented from participating in prom festivities because they don't have a dress, suit or accessories"*



M-DCPS currently has over 8,000 students who are homeless or living "in transition" while attending school. Three hundred of these students are unaccompanied teens living on their own. They are 17 and 18 years old and living in shelters, "couch surfing" wherever they can find a place to sleep, and some end up living in cars and other unacceptable places.

The Shop is open for business on weekdays. Families can schedule an appointment to pick up a variety of items at no cost. The items have all been donated by community partners who want to help families in need. The Shop's Prom Boutique

provides no-cost clothing for young men and ladies to shine and sparkle at their proms: new gowns, shoes, rental tuxedos, and all the trimmings. With the help of donors, we provide prom, "gradbash" and senior activity tickets for as many of our homeless and deserving teens as possible. A donation of \$300 sponsors one student and gives him or her a senior year to remember! To donate items or volunteer at The Shop, please email, TheShop@DadeSchools.net.

▶ *Ms. Renny Nerya, District Director is Helping a Student with Accessories*



"The Shop" with its "Prom Boutique" at Lindsey Hopkins Technical College (LHTC) were born in a small office as a place where homeless and deserving students and families could "shop" for needed clothing and food at no cost. Now in its 4th year, it has grown to two stores located at LHTC. Over the years, The Shop has served more than 2,000 shoppers.

▶ *The Shop's Prom Boutique Allows Underprivileged Students to Shop for Clothes, Free of Charge*



▶ *Above: Superintendent of Schools, Mr. Alberto M. Carvalho Speaks with a Member of the Community About the Prom Boutique and its Purpose for Students*

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—Anne Frank

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Average earnings based on Bureau of Labor Statistics, Florida

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Anti-Discrimination/Assessment (Students) - Board Policy School Board Policies 5517, and 5517-02. M-DCPS does not discriminate on the basis of sex, race, ethnic or racial origin, religion, marital status, disability, genetic information, age, political beliefs, social orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status or any other basis prohibited by law. For additional information, contact the Director of Equal Opportunity Practices. Please refer to School Board Policies 1362, 1362-01, 5512, and 5517. Anti-Discrimination/Assessment (Students) and 5517-02 - Discrimination/Assessment Complaint Procedures for District Employees.

Questions, complaints or requests for additional information regarding discrimination or harassment may be sent to: Office of Civil Rights Compliance (OCRC), Executive Director, 1450 N.W. 15 Street, Suite #1040, Miami, Florida 33132; PH: 305.995.1580 or e-mail: adrc@miamicityschools.net; website: <http://ocrc.miamicityschools.net>

The District also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act.



Summer Students Learn About of Our CTE Opportunities: A Big Success at 9 High Schools

The Circle of Brotherhood, Inc., along with Blackman Music Group, Inc., partnered with the District to deliver a custom Summer Career Technical Education (CTE) recruitment initiative.

CTE is the practice of teaching specific career skills to students in middle school, high school, and post-secondary institutions.

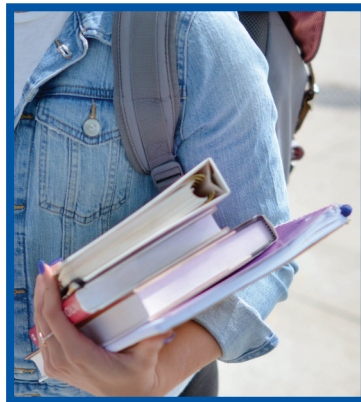
In all, approximately 12.5 million high school and college students are enrolled in CTE in the U.S.

This program prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context.

The Circle of Brotherhood, Inc., and Blackman Music, Inc., presented to nine high schools. Students reported their appearances as engaging, informative, and facilitated greater awareness of the district's CTE programs offered at our seven technical colleges.

In all, 529 students gained a better understanding of the various programs, opportunities and resources within the Adult/Technical Colleges and Educational Opportunity and Access Department at the Miami-Dade County Public Schools.

The participating senior high schools were: Booker T. Washington, Miami Carol City, Miami Edison, Miami Jackson, Miami Norland, Miami Northwestern, North Miami, Southridge, and William H. Turner Technical Arts.



► Mr. Leroy Jones with the Circle of Brotherhood Inc. Partners up With the Blackman Music Group to Deliver Invaluable Information About Career Technical Education Programs to Summer School Students



► Mr. Leroy Jones, Circle of Brotherhood Inc., and Mr. Anthony Blackman, Blackman Music Group on Stage Presenting to the Summer School Students at 9 High Schools

<https://www.careerinayear.com/>



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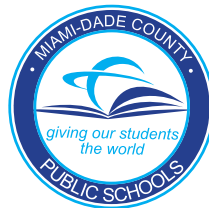
Dr. Reginald H. Johnson

DISTRICT DIRECTOR

Mr. René Mantilla

DISTRICT DIRECTOR

Ms. Renny L. Neyra



The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by: Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin. Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin. Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. 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 gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment. Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled. Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications. The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons. The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions. Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee. Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status. Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information. Boy Scouts of America Equal Access Act of 2002 - no public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. In Addition: School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political