

Robert Morgan Educational Center & Technical College



Operations, Maintenance and Improvement to
the Physical Plant Plan

Vision Statement

Robert Morgan Educational Center & Technical College's sails are set on a voyage towards achieving quality academic instruction, implementation of community leadership and lifelong learning for all students.

Mission Statement

Robert Morgan Educational Center & Technical College is committed to impart knowledge and skills that will facilitate the acquisition of those qualities essential to successful global employment and a productive and prosperous life.

Purpose

It is the goal of RMEC & TC to ensure that there is a plan for operation, maintenance and improvement of the physical plant. The plan is available to faculty and students to ensure fidelity and the application of feedback. The plan is discussed at custodial/maintenance meetings

Personnel

RMEC & TC continues to staff over thirty custodians, including the head and leads, one zone mechanic and one IT in order to ensure effective operation, maintenance and technology. The Zone Mechanic is Mr. Angel Burgos and the IT is Mr. Sergio Cuevas. The custodians are detailed in the plan.

Equipment and Supplies

In alignment with Miami-Dade County Public Schools, RMEC & TC is equipped with the appropriate custodial equipment and supplies for individual classroom cleaning, general population cleaning, deep cleaning during the summer months and special projects.

If additional equipment and supplies need to be ordered, the head custodian receives approval from an administrator to submit a purchase order with the school's business manager.

The zone mechanic has the appropriate supplies and equipment for the maintenance of the physical plant. If the need arises for outside equipment, the zone mechanic is able to contact the Maintenance Department for support. If the repair is not able to be completed by the zone mechanic, a work order is submitted for the District to deploy assistance from the various Maintenance/Trades Departments.

The IT has the appropriate equipment and supplies needed to provide technical support to the faculty, staff and students of RMEC & TC. Faculty and staff are encouraged to create an ISM (Ivanti Service Management) ticket if technological support is needed. If a student has a technological need, they can inform their instructor to create the ISM ticket on their behalf.

Robert Morgan Educational Center & Technical College

CUSTODIAL STAFF

***Brown, Leroy	Head Custodian – South and North Campus	5:00am-1:30pm (Monday – Friday)
**Carrasco, Jorge	Lead Custodian – North/South Campus	5:00am-1:30pm (Monday - Friday)
**Rosales, Roberto	Lead Custodian – South Campus	3:30pm-12:00am (Monday-Thursday) 2:30pm – 11:00pm (Friday)
**Velasquez, Ruben	Lead Custodian – North Campus	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)

Full-Time Day Custodians – South Campus

Davila, Sol	6:00am – 2:30pm (Monday – Friday)
Forte, Jose	6:00am – 2:30pm (Monday – Friday)
Guadamuz, Maritza	6:00am – 2:30pm (Monday – Friday)

Full-Time Day Custodians – South Campus

Chambers, Chris	7:00am – 3:30pm (Monday – Friday)
Montalvan, Doris	6:00am – 2:30pm (Monday – Friday)
Selva, Idalia	6:00am - 2:30pm (Monday – Friday)

Full-Time Evening Custodians – North Campus

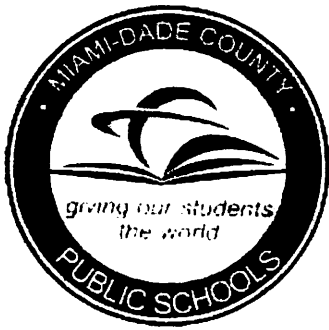
Collado, Luis	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Guido, Luis	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Hope, Bernard	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Stringer, Edmond	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)

Full-Time Evening Custodians – South Campus

Abreu, Eduardo (On Leave)	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Batista, Iris	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Punto, Maria	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)
Williamson, Bernard	2:30pm – 11:00pm (Monday – Thursday) 1:00pm – 9:30pm (Friday)

Part-Time Custodians – South/North Campus

Aguiar, Ayansy	6:00pm -11:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Bellamy, Albert	8:30am - 1:30pm (Monday – Friday)
Cleveland, Craig	6:00pm-11:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Correa, Jose	5:00pm – 10:00pm (Monday – Friday)
Curiteanu, Sorin	3:00pm – 8:00pm (Monday – Friday)
Gilliam, Michael	9:00am – 2:00pm (Monday – Friday)
Hills, Jeremiah	10:00am – 3:00pm (Monday – Friday)
Mansur, Israel	6:00pm -11:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Matthew Jr., Vincent	6:00pm -11:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Matthew Sr., Vincent	6:00pm -11:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Mitchell, Stanley	3:00pm-8:00pm (Monday-Friday)
Mosquera, Luz	9:00am – 2:00pm (Monday – Friday)
Oberlies, Mark	3:30pm-8:00pm (Monday-Friday)
Perez, Joseph	6:00pm – 11:00pm (Monday – Friday)
Pressley, Harry	9:00am - 2:00pm (Monday – Friday)
Riley, Denise	5:00pm-10:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)
Tabares, Niurka	5:00pm-10:00pm (Monday – Thursday) 4:30pm-9:30pm (Friday)



PLANT OPERATIONS CLEANING PROTOCOL

CLASSROOM CLEANING

Equipment/Supplies

Custodian Cart
Dust Mop
Cleaning cloth
Lobby Pan
Push Broom
Mop Bucket with Wringer
Mop Handle and Mop
Back Pac Vacuum with Attachments
Brute Trash Barrel
2.5 Gallon Bucket
Dispensing System
Putty Knife/Scraper
Vacuum Cleaner
Window Squeegee
Scrubbing Pad
Ladder

Chemicals

Liquid Abrasive Cleaner
Cleaner Degreaser
Germicidal Detergent

Safety

Protective Gloves
Dust Mask
Goggle
Wet Floors Sign(s)

Procedures:

1. See Deep Cleaning Procedure
2. Clean restroom (See Procedure for Restroom Cleaning)
3. Empty pencil sharpener
4. Dust desktops, files, and counters (remove all marks)
5. Empty trash, clean containers (replace plastic liner)
6. Clean walls doors, and frames (remove graffiti and soil)
7. Clean windows and sills (inside and out)
8. Shampoo carpet (See Carpet Care Procedure)
9. Tile floors (See Floor Care Procedure)
10. Check doors and windows – security
11. Sanitize all telephones and all other devices
12. Inspect job
13. Shut off lights (wipe off soil from cover plate)
14. Lock door

ALWAYS START FROM THE TOP AND WORK YOUR WAY DOWN

Dust

- Wipe or vacuum all light fixtures and vents, ceiling tile, and heating units
- Clean windows and sills (inside and out)
- Wash/scrub walls (spray chemical from the bottom up)
- Clean horizontal surfaces (ledges)
- Clean baseboards
- Wipe down desks with germicidal solution (remove gum, tape, and marks from desks and chairs)
- Clean all trash cans and replace liner
- Clean doors and frames

OFFICE DEEP CLEANING

Equipment/Supplies

Custodian Cart
Dust Mop
Cleaning Cloth
Lobby Pan
Push Broom
Mop Bucket with Wringer
Mop Handle and Mop
Back Pac Vacuum with Attachments
Brute Trash Barrel
2.5 Gallon Bucket
Dispensing System
Putty Knife/Scraper
Vacuum Cleaner
Window Squeegee
Scrubbing Pad
Ladder

Chemicals

Liquid Abrasive Cleaner
Cleaner Degreaser
Germicidal Detergent

Safety

Protective Gloves
Dust Mask
Goggles
Wet Floors Sign(s)

Procedures:

15. See Deep Cleaning Procedure
16. Clean restroom (See Procedure for Restroom Cleaning)
17. Empty pencil sharpener
18. Dust desktops, files, and counters (remove all marks)
19. Empty trash, clean containers (replace plastic liner)
20. Clean walls doors, and frames (remove graffiti and soil)
21. Clean windows and sills (inside and out)
22. Shampoo carpet (See Carpet Care Procedure)
23. Tile floors (See Floor Care Procedure)
24. Check doors and windows – security
25. Sanitize all telephones and all other devices
26. Inspect job
27. Shut off lights (wipe off soil from cover plate)
28. Lock door

ALWAYS START FROM THE TOP AND WORK YOUR WAY DOWN

Dust

- Wipe or vacuum all light fixtures and vents, ceiling tile, and heating units
- Clean windows and sills (inside and out)
- Wash/scrub walls (spray chemical from the bottom up)
- Clean horizontal surfaces (ledges)
- Clean baseboards
- Wipe down furniture with germicidal solution (remove gum, tape, and marks from desks and chairs)
- Clean all trash cans and replace liner
- Clean doors and frames

DEEP CLEANING PROCEDURES

Interior

Equipment/Supplies

High Duster with Handle
Cleaning Cloth
Squeegee (Windows)
Swivel Scrub Brush with Handle
Putty Knife/Scraper
Scrubbing Pad
Doodle Bug with Handle
Back Pac Vacuum with / Attachments
2.5 Gallon Bucket
Pump Sprayer
Dispensing System
Mop Bucket/Wringer
Window Brush with Handle
Ladder

Chemicals

Germicidal Detergent
Liquid Abrasive Cleaner
Cleaner Degreaser

Safety

Dust Mask
Goggles
Protective Gloves

Procedures:

ALWAYS START FROM THE TOP AND WORK YOUR WAY DOWN

Dust

- *Wipe or vacuum all light fixtures and vents, ceiling tile, and heating units*
- *Clean windows and sills (inside and out)*
- *Wash/scrub walls (spray chemical from the bottom up)*
- *Clean horizontal surfaces(ledges)*
- *Clean baseboards*
- *Wipe down desks with germicidal solution (remove gum, tape, and marks from desks and chairs)*
- *Clean all trash cans / change liners if necessary*
- *Clean doors and frames*
- *Discard soiled water in a custodial closet drain*
- *Wash cloth rags and reuse (when possible)*

DEEP CLEANING **EXTERIOR**

(Corridors, Walkways, Walls, Stairs)

Equipment/Supplies

Floor Machine
Pressure Washer
Water Hose
Push Broom or Squeegee
Bucket
Swivel Scrub Brush or Doodle Bug with Handle
High Duster
Wall Brush
Window Squeegee
Cleaning Cloth
Window Brush
Broom and Dust Pan

Chemicals

Liquid Abrasive Cleaner
Gum Remover
Cleaner Degreaser

Safety

Rain Gear
Goggles
Protective Footwear
Protective Gloves

Procedures:

- *Remove all cobwebs*
- *Clean all light fixtures and exposed pipes*
- *Clean all corners*
- *Clean all signs*
- *Sweep flooring and pick up trash*
- *Wash Walls (including exterior window and sills, spray chemical from the bottom up)*
- *Wash doors*
- *Remove gum*
- *Pressure wash exterior*
- *Scrub with Floor Machine, using the cleaning solution*
- *For tile or terrazzo hallways, see stripping procedure*

EDGE BUILD UP

Equipment/Supplies

Wet/Dry Vacuum Cleaner
Mop Bucket with Wringer
Rinse Mop
Putty Knife/Scraper
Doodle Bug with Handle
Blanket Strips, or White bath towels
Dust Pan
Lobby Broom

Chemicals

Green Floor Finish Remover
Defoamer

Safety

Goggles
Protective Gloves
Wet Floor Sign(s)

Perhaps the toughest challenge in reconditioning floors is removing old floor finish build-up. These discolored layers of old floor finish detracts from the appearance of any otherwise clean and neat room. Once you become an expert at removing edge build up, you will want to become an expert at preventing it. To remove build up on vinyl, terrazzo, or concrete there are several steps.

Procedures:

- I. Assemble equipment and materials:
- II. Prepare floor finish remover according to the condition of the floor in one bucket:
 - a. Soak blanket in stripper solution
 - b. Unroll blankets along areas of edge build up.
 - c. When softened, scrape up build up – look for a gray milky colored surface.
 - d. It is usually best to work in 15 – 25 feet sections. Repeat steps b, c, and d until build up is no longer apparent
 - e. Remove excess stripper
 - f. Rinse with clean water
 - g. When dry inspect for any remaining build up. If necessary, repeat process
 - h. Discard old solid wax in a plastic liner, then place in trash
 - i. Discard soiled water in a custodial closet drain
 - j. Wash and dry Blanket – for later usage

Your edges should now be ready for proper care. In the future, do not finish floors to the baseboards – only on first and last coat. Remember that if no one walks it off – you will have to scrub or scrape it off, so keep it away from the edges.

USE FLOOR MACHINE AS NEEDED

FLOOR CARE

How to strip a floor

Equipment/Supplies

Floor Machine (with attachments)
2 Mop Buckets with Wringers
Putty Knife/Scraper
Doodle Bug with Handle
Black Pad
Wet/Dry Vacuum
Dust Mop with Handle
Dust Pan with Broom

Chemicals

Green Floor Finish Remover
Defoamer

Safety

Wet Floor Sign(s)
Goggles
Protective Gloves
Dust Mask
Protective Footwear

Procedures:

1. Dust mop or sweep the floor
2. Dilute floor finish remover (according to the condition of the floor – read label)
3. Apply floor finish remover solution on the floor. Do not over soak the floor with solution.
4. Let stripper solution remain on the floor in accordance to label instructions. Allow more time if necessary, redistribute every 15 minutes to ensure contact with the floor at all times
5. Using the floor machine with black pad begin stripping the floor, overlapping passes
(**Note: wash used black pads for later use**)
6. Using Wet/Dry vacuum, begin picking up the stripping sludge. (Use Defoamer)
7. Discard soiled water in custodial closet drain. (Careful not to clog the drain)

To Rinse the Floor:

Supplies and Equipment needed:

- Bucket and Wringer
 - Wet/Dry Vacuum
 - Large container for rinse water
 - 2½ - Gallon Bucket
 - (2) Mop heads with handle
1. Using a large container with clear water fill the 2.5-gallon bucket and distribute water on the floor (**use the mop to evenly spread the water**).
 2. Using Wet/Dry Vacuum pick up water.
 3. Using a clean mop pick up excess water.
 4. Let floor dry, check floor for residue or any area containing old floor finish.
 5. If old floor finish is visible, remove before applying floor finish (see edge build-up procedure)

6. *Discard soiled water in a custodial closet drain.*

CARPET CARE

Equipment/Supplies

*Floor Machine with Shampoo Brush
Extractor
Upright Vacuum
Putty Knife
2.5 - gallon Bucket
Spray Bottle
Floor Fans*

Chemicals

*Cleaner Degreaser
Gum Remover
Defoamer*

Safety

*Protective Gloves
Goggles
Wet Floor Sign (s)*

Procedures:

1. *Remove Furniture*
2. *Vacuum Carpet*
3. *Remove Gum utilizing the new green gum remover*
4. *Spot Carpet*
5. *Prepare Cleaner Degreaser in 2.5 - gallon bucket*
6. *Pour solution in floor machine's tank*
7. *Shampoo carpet (use overlapping passes)*
8. *Place furniture back in place (after cleaning the furniture)*
9. *Make sure the air condition stays on overnight or floor fans are left in place*
10. *Turn off lights*
11. *Close and secure door*
12. *Discard soiled water in a custodial closet drain*

Note: *If using an extractor - Follow the same procedures*

FLOOR FINISH APPLICATION

Equipment/Supplies

Finish Mop/Applicator
Mop Bucket with Wringer
Plastic Trash Liner

Chemicals

Floor Finish

Safety

Wet Floor Sign(s)
Protective Gloves
Goggles
Protective Footwear

Procedures:

1. **Prepare equipment** – Use a plastic trash liner in the bucket to keep the solution from contaminating and to save time on clean-up.
2. **Inspect area to receive new floor finish** – Make sure that floor is thoroughly dry and free from all dust particles.
3. **Place caution signs in the areas** – Avoid blocking doors and aisles when possible.
4. **Begin with slightly dampened finish mop.** Immerse mop/applicator in the floor finish bucket. Ring or squeeze mop/applicator. Avoid dripping and excess. Start the application with one pass along the edge staying 12” inches away from baseboard. Fill in the rest of the area using the figure “8”. Remember always do thin coats. Repeat this step for a total of 3 coats.
5. **Fourth coat** – On this coat apply floor finish to entire floor (wall to wall) always using thin coats this will be the last coat.
6. **Put area back in service** – When the floor has dried, remove caution signs. Return furniture and other items cleared from the area to their proper placement.

NOTE: BE CAREFUL NOT TO APPLY FLOOR FINISH ONTO BASEBOARD.

LOCKER ROOM DEEP CLEANING PROCEDURE

Equipment/Supplies

Pressure Washer with attachment
(Or) floor machine with zim grip block
Mop Bucket with Wringer
Mop Handle and Mop
Wet/Dry Vacuum
Putty Knife/Scraper
Doodle Bug with Handle
Broom and Dust Pan
Pump Sprayer
Measuring Cup
Water Hose
Swivel Scrub Brush
Green Scrubbing Pad
Window Brush
Ladder

Chemicals

Germicidal Detergent
Stripper
Bowl Cleaner (Descaler)
Liquid Abrasive Cleanser
Cleaner Degreaser

Safety

Wet Floor Sign(s)
Goggles
Protective Gloves
Dust Mask
Protective Footwear
Rain Gear
Face Shield

Procedures:

1. See Deep Cleaning Procedure
2. Sweep and remove trash from floor
3. Pressure wash floor or scrub with floor machine
 - a. Spray germicidal solution
 - b. Pressure wash/scrub floor
 - c. Rinse with clean water
4. Clean Lockers
 - a. Open all lockers
 - b. Remove contents – (authorized person only)
 - c. Prepare germicidal solution in a pump sprayer
 - d. Spray lockers inside and out (allow germicidal solution to work)
 - e. Wipe down lockers
 - f. Remove graffiti, if possible
 - g. Spray benches with germicidal solution, scrub, and rinse with germicidal solution and then rinse with clean water
 - h. Rinse floor
5. Locker Room – Restroom area (see Restroom Deep Cleaning Procedure)
6. Clean and Sanitize Shower areas
 - a. Spray wall – partitions – fixtures – floors, and curtains with germicidal solution, allow it to work (Read Label)
 - b. Scrub all previously mentioned areas
 - c. Spray once more with germicidal solution
 - d. Rinse with clear water

RESTROOM DEEP CLEANING

Equipment/Supplies

Custodial Cart
Mop Bucket with Wringer
Mop Handle and Mop
2.5 - Gallon Bucket
Cleaning Cloth
Johnny Mop
Vacuum Cleaner/Interchangeable attachments
Lobby Pan
Lobby Broom and Corn Broom
Tongs/Grabber
Dispensing System
Putty knife/Scraper
Pump Sprayer
Scrubbing Pad
Ladder
Pressure Washer with attachment or
Floor Machine with Zim Grit Brush

Chemicals

Germicidal Detergent
Liquid Abrasive Cleanser
Bowl Cleaner (Descaler)
Cleaner Degreaser

Safety

Wet Floor Sign (s)
Protective Gloves
Goggles
Rain Gear
Protective Footwear
Face Shield

Procedures:

1. Dust (see Deep Cleaning Procedure #1)
2. Eliminate trash and litter from floor (empty and clean trash container)
3. Pressure wash or scrub floor
4. Prepare germicidal solution
 - a. Master cleaning solution (prepare in 2½-gallon bucket, place solution in pump sprayer)
 - b. Spray floor, tile walls, partitions, and fixtures with germicidal solution
 - c. Wash all previously mentioned areas
 - d. Rinse toilet seat and flush toilet
5. Replenish paper supplies
6. Floor (see Floor Care Procedure)
7. Inspect work – shut lights and lock doors and windows
8. Discard soiled water in a custodial closet drain

DEEP CLEANING CAFETERIA

Equipment/Supplies

Dust Pan
Push Broom
Lobby Broom
Mop Bucket with Wringer
Dispensing System
Putty Knife
Pressure Washer with Attachment
Ladder
Back Pack Vacuum with Attachment
Green Scrubbing Pad
Cleaning Cloth
Swivel Brush/Doodle Bug with Handle
Window Brush with Handle
Pump Sprayer

Chemicals

Germicidal Detergent
Liquid Abrasive Cleanser
Cleaner Degreaser
Water

Safety

Wet Floor Sign (s)
Protective Gloves
Goggles
Dust Mask
Face Shield

Procedures:

ALWAYS START FROM THE TOP AND WORK YOUR WAY DOWN

- *Move tables set outside, wipe or vacuum all light fixtures, vents, ceiling tile, and heating units*
- *Clean windows and sills (inside and out)
Prepare germicidal solution*
- *Wash walls (spray chemical from the bottom up)*
- *Clean horizontal surfaces*
- *Clean stage and vacuum curtains (see deep cleaning procedure)*
- *Clean baseboards*
- *Remove tables, set outside, pressure wash lower part of the legs; hand wash the rest of the table using germicidal solution (don't forget to remove gum)*
- *Sanitize water fountain (see Water Fountain Cleaning Procedure)*
- *Clean doors, frames, and fly fans*
- *Discard soiled water in a custodial closet drain*

See Water Fountain Procedure

See Floor Care Procedures

WATER FOUNTAIN CLEANING

Equipment/Supplies

Custodial Cart
Mop Bucket with Wringer
Mop Handle and Mop
2.5 - Gallon Bucket
Cleaning Cloth
Vacuum Cleaner/Interchangeable attachments
Lobby Pan
Lobby Broom and Corn Broom
Tongs/Grabber
Dispensing system
Putty knife
Squirt Bottle

Chemicals

Germicidal Detergent
Liquid Abrasive Cleanser

Safety

Goggles
Protective Gloves
Wet Floor Sign(s)

Procedures:

1. Prepare germicidal solution **READ THE LABEL FOR DILUTION RATIO**
 - a. Master cleaning solution (prepare in 2.5 - gallon bucket)
2. Dust ledges, pipes with a vacuum cleaner using interchangeable attachments
3. Eliminate trash and litter from water fountain
4. Clean and sanitize top using, some of master solution as needed
Do not Contaminate Master Solution!
5. Clean sides/back using some of master solution as needed
Do not Contaminate Master Solution!
6. Clean water source (bubbler, water stream mechanism – water sprout) outside and inside using master solution as needed
Do not Contaminate Master Solution!
7. Clean handles or water button lever using balance of master solution
8. Rinse bubbler, water stream mechanism (water sprout)
9. Run water continuously to flush water sprout
10. Clean and mop floor around water fountain
11. Inspect work, store equipment appropriately

NOTE

- Germicidal solution should remain on surface(Read Label)
- Separate containers may be used to clean each fixture or a single container may used
However, uncontaminated solution and cleaning equipment must be used for cleaning each water fountain
- During the day, clean surface using germicidal solution must be rinsed and dried before the water fountain is reopened for use
- Dry excess water

BACK PACK VACUUM PROCEDURE
(DUST CONTROL/REMOVAL)

Equipment/Supplies

Dusting Brush
Rug/Floor Tool
Furniture Tool
Crevice Tool
Extension Wands
Hose

Safety

Goggles
Dust Mask

Procedures:

1. Plug electrical cord in an outlet that will give you maximum reach throughout the room
2. Use tools as recommended
3. Empty bag as needed
4. Clean equipment at the end of every shift

Daily – Essential Work

Chalk Tray

Recommended Tool to Use

Dusting Brush

Daily – Minor Project Work

Dusting Shades
Dusting Ledges
Dusting Picture Frames
Dusting Window Sills
Dusting Counters
Dusting Cabinets
Dusting Edges
Dusting Corners

Recommended Tool to Use

Dusting Brush
Dusting Brush
Dusting Brush
Dusting Brush
Dusting Brush
Dusting Brush
Crevice Tool/Dusting Brush
Crevice Tool

Major Project Work

(Requires Specialized Equipment: Ladders, etc.)
Surfaces hard to reach
A/C Vents – Returns

Recommended Tool to Use

Dusting Brush
Dusting Brush
Hose

NOTE: HOSE AND EXTENSION WANDS SHOULD BE USED AS NEEDED

This list does not include all surfaces or areas requiring cleaning. It is a suggested group of common areas of custodial responsibility. Other specific areas should be added to include all items of cleaning responsibility within the School Facilities, Site, and Individual Assignment Area.

FURNITURE CLEANING CARE

Equipment/Supplies

Clean Cloth
Spray Bottle
Putty Knife

Chemicals

Cleaner Degreaser
Liquid Abrasive Cleanser

Safety

Protective Gloves
Goggles

Procedures:

Remove All Tape, Gum, Etc.

1. **Prepare cleaning solution:** **READ THE LABEL FOR DILUTION RATIO**
 - a. Master cleaning solution (prepare in a 2.5 - gallon bucket)
 - b. Pour solution into spray bottle
2. **Prepare to clean:** wear appropriate protective gloves and goggles
3. **Application:** apply Cleaner Degreaser solution directly to a clean dry cloth or directly onto surface

LIGHT FIXTURE CLEANING PROCEDURES

Equipment/Supplies

Hand Brush
High Duster
Ladder
2.5 - Gallon Bucket
Cleaning Cloth
Scrubbing Pad

Chemicals

Cleaner Degreaser

Safety

Caution Sign(s)
Protective Gloves
Goggles

Procedures:

1. **Prepare Equipment** – Fill bucket with Cleaner Degreaser
2. **Prepare Area** – Set up caution signs. Move obstacles such as furniture away from light fixture to be cleaned
3. **Set-up Ladder**
4. **Turn electricity off**
5. **Wipe down** – Wipe down fixture with a dry rag. Use a scrubbing pad for heavy soil removal
6. **Put area back in service** – Remove caution signs. Return furniture and all other items from the area to their proper placement.

WINDOW CLEANING (SQUEEGEE)

Equipment/Supplies

Bucket
Cleaning Cloth
Extension Wand/Ladder
Squeegee with good Rubber Blade
Strip Washer or Window Cleaning Brush
Window Scraper

Chemicals

Cleaner Degreaser

Safety

Caution Signs
Protective Gloves
Goggles

Procedures:

1. **Set-up** – Window cleaning set-up includes assembling all necessary supplies and taking them to the area where windows are to be washed. Place on caution signs as needed.
2. **Apply solution** – Mix the window cleaning solution in a bucket. Apply solution to the window evenly with a window brush or strip washer. Be sure to cover the area completely.
3. **Squeegee window** – Start to squeegee the window by placing the squeegee at the top and gliding the squeegee to the corner of the window. Glide the squeegee downward to the corner of the window. Use consistent, even pressure on the squeegee all the way down to the bottom corner of the window. Repeat until window has been squeegee. Wipe off squeegee with a clean cloth and begin at the top of the window again. Slant the squeegee downward on the dry, cleaned side of the glass. Continue down the glass to the bottom of the window. Inspect for deposits and scrape if necessary. Repeat this until the window is completely clean.
4. **Wipe up drips** – When window is clean, wipe the sills and corners clean, with cleaning cloth. Remove caution signs.
5. **Clean up** – Wash, rinse, and dry the bucket. Rinse squeegee and wipe dry. Store squeegee in a cool, dry place. Do not store squeegees on their blades. Wash hands.

AIR VENT/GRILL CLEANING PROCEDURES

Equipment/Supplies

Hand Brush
High Duster
Ladder
2.5 - Gallon Bucket
Cleaning Cloth
Green Scrubbing Pad

Chemicals

Cleaner Degreaser

Safety

Wet Floor Sign(s)
Protective Gloves
Goggles

Procedures:

1. **Prepare Equipment** – Fill bucket with appropriate Cleaner Degreaser.
2. **Prepare area** – Set up caution signs. Move obstacles such as furniture away from the air vents or grill to be cleaned.
3. **Set-up ladder**
4. **Wash Grill** – Wash grill with Cleaner Degreaser.
5. **Put area back in service** – Remove caution signs. Return furniture and other items removed from the area to their proper placement

WALL WASHING

(Interior)

Equipment/Supplies

Hand Pad or Sponge
Mop Bucket
Doodle Bug with Handle
Pump Sprayer

Chemicals

Cleaner Degreaser
Liquid Abrasive Cleanser

Safety

Caution Sign(s)
Protective Gloves
Goggles

Procedures:

1. **Prepare Equipment** – Fill mop bucket or pump sprayer with appropriate cleaning solution. Attach doodlebug head to handle. Transport to the area to be cleaned.
2. **Prepare area** – Set up caution signs. Move obstacles such as furniture away from wall. Remove articles such as pictures from wall to be cleaned.
3. **Pre-spotting** – Determine if area is colorfast by testing a small area first with cleaning solution. If area is colorfast, heavily soiled areas should be pre-spotted with cleaning solution. If badly soiled use crème cleanser
4. **Wash Wall** – Starting at bottom section of wall, apply cleaning solution with doodlebug or spray pump. Do an area approximately 4' x 4' using overlapping movements of the doodlebug until area is completed. Repeat sequence, this time apply pressure to clean off soil. Rinse and wipe area dry. Finish cleaning wall corner to corner without a break to prevent streaks.
5. **Put area back in service** – Remove caution signs. Return furniture, pictures and other items cleared from the area to their proper placement

Robert Morgan Educational Center & Technical College

SUPPLY REQUEST FORM

Custodian's Name (Print)

Date

I am in need of the identified item(s) for completion of my assigned area:

<u>Item</u>	<u>Quantity (ies)</u>	<u>Issued</u>	<u>Received</u>
_____ Ammonia	_____	_____	_____
_____ Bags (Liners)	_____	_____	_____
_____ Bags (Trash)	_____	_____	_____
_____ Bleach	_____	_____	_____
_____ Broom	_____	_____	_____
_____ Brush (Counter)	_____	_____	_____
_____ Brush (Floor)	_____	_____	_____
_____ Brush (Swivel)	_____	_____	_____
_____ Clean-Up Kit	_____	_____	_____
_____ Cleaner/Spray & Wipe	_____	_____	_____
_____ Garbage Can / Liner	_____	_____	_____
_____ Detergent (Liquid)	_____	_____	_____
_____ Detergent (Germicidal)	_____	_____	_____
_____ Degreaser	_____	_____	_____
_____ Floor Finisher	_____	_____	_____
_____ Gloves	_____	_____	_____
_____ Mask	_____	_____	_____

<u>Item</u>	<u>Quantity (ies)</u>	<u>Issued</u>	<u>Received</u>
_____ Mop _____	_____	_____	_____
_____ Pads (Scouring)	_____	_____	_____
_____ Pads (Scrubbing)	_____	_____	_____
_____ Pads (Floor)	_____	_____	_____
_____ Plunger	_____	_____	_____
_____ Rags	_____	_____	_____
_____ Remover (Gum)	_____	_____	_____
_____ Remover (Floor)	_____	_____	_____
_____ Soap (Liquid)	_____	_____	_____
_____ Soap (Floor)	_____	_____	_____
_____ Sealer	_____	_____	_____
_____ Sweeping Compound	_____	_____	_____
_____ Toilet Tissue	_____	_____	_____
_____ Towels (Hand)	_____	_____	_____
_____ Towels (Bath)	_____	_____	_____
_____ Other _____	_____	_____	_____
_____ Other _____	_____	_____	_____

***This form should be submitted to: Mr. Leroy Brown, Head Custodian**

The American Federation of State, County, and Municipal Employees (AFSCME), Local 1184, which has been granted the right to represent exclusively the members of the bargaining unit.

ABANDONMENT OF POSITION

Three consecutive work days of unauthorized absences for which no prior leave was requested or approved will be considered abandonment of position for which disciplinary action will be taken.

ACCIDENT OR INJURY (AFSCME Contract, Article XIX-Section 3) – Page 59

In the event an employee is involved with an accident or injury, an accident report will be completed and distributed, as prescribed by Administrative Directives.

Any staff member who is injured while on the job **is required** to immediately report the incident to their supervisor **on the same day of the incident.**

- You will be given a Workers' Compensation Medical Request form that is to be given to the health center.
- Choose a center from the Authorized Health Center's List. Physicians or health centers, other than those listed in the information provided, shall be considered unauthorized and payment will not be made.

ACCOUNTABILITY

All custodial personnel are responsible for the safe use, maintenance, storage and return of all items assigned to you. You are required to immediately report the loss or damage of any school property to an administrator and/or to the head or lead custodian.

AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

It is the policy of the School Board that no person will be denied access, employment, training, or promotion on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, or disability, and that principles of merit will be followed (see Americans with Disabilities Act).

The Americans with Disabilities Act (ADA) of 1990 prohibits employment discrimination against **“qualified individuals with disabilities.”** A **disabled** individual, under the ADA, is a person who has a physical or mental impairment that substantially limits one or more major life activities; has a record of such impairment; or is regarded as having such impairment.

The District Consultative Committee (DCC) has been designated the responsibility of determining an individual's eligibility under the ADA and reviewing requests for accommodation from employees and job applicants. In order to apply for ADA accommodations, call (305) 995-7116 to request an application.

ANNUAL LEAVE (VACATION) SCHEDULING (AFSCME Contract, Article XIV-Section 2) – Page 44

Annual leave (vacation) should be used to provide periodic vacation. Employees will be permitted the opportunity of taking a minimum of 10 consecutive days' vacation during a fiscal year, provided that number of annual leave days has been accrued. Annual leave may be used for purposes other than vacation when authorized by the supervising administrator.

Upon reasonable notice, supervising administrators may require an employee to use any part of his/her accrued annual leave for vacation purposes at any time that is deemed advisable.

Annual leave for an employee shall be so scheduled that there will be minimum disruption of the operation of the school system.

APPROVED PERSONAL LEAVE WITHOUT PAY (AFSCME Contract, Article V-Section 28) – Page 9

Any leave of absence without pay, not to exceed 30 days, granted to full-time permanent employees of the Miami-Dade County Public School system, which has been requested, in writing, by the employee at least five days prior to the date of the requested leave, and approved, in writing, by the Superintendent or his/her designee. Personal leave without pay may not be used until all authorized personal leave has been used.

BREAK TIME (AFSCME Contract, Article XX-Section 1) – Page 60

For daily work assignments of six or more hours, permanent and probationary employees (except bus drivers and bus aides) shall be entitled to one 15-minute break for each half of the work assignment. For work assignments of less than six hours, such employees shall be entitled to one 15-minute break.

BRINGING RELATIVES TO SCHOOL

Bringing relatives to school is a liability to the school system if something should happen to your loved ones. Please do not bring relatives to school at any time during the school year, except during Bring Your Child to Work Day, this includes teachers' planning days as well.

CALL BACK (AFSCME Contract, Article IX-Section 9) – Page 23

Employees called from home to work shall be guaranteed at least four hours' pay at the time and one-half rate, provided such work does not immediately precede or extend the employee's regularly-assigned work schedule.

CIVIL RIGHTS AND COMPLIANCE (CRC)

The Office of Civil Rights Compliance (CRC) strives to ensure that all members of Miami-Dade County Public Schools (M-DCPS) value and respect each other's contributions and opinions without regard to gender, race, social or ethnic background, or any of the protected categories. CRC's mission is to deter and investigate complaints of harassment and discrimination based on the protected categories. We carry out this mission through proactive training regarding discrimination/harassment and cultural sensitivity, as well as by conducting fair, impartial and timely investigations. Additionally, CRC responds to complaints/charges filed with state and/or federal enforcement agencies. The telephone number to the Office of Civil Rights and Compliance (CRC) is (305) 995-1580.

CLEANLINESS

All assigned areas must be properly cleaned every day in order to provide students, parents, teachers and visitors with a safe and clean environment at all times. Please be mindful, that we may receive visitors at any time and it is imperative that all facilities are kept to maximum standards.

CLEAN-UP TIME (AFSCME Contract, Article XX-Section 2) – Page 60

Permanent and probationary employees (except bus aides) will have 10 minutes prior to the close of each work shift for the purpose of clean-up and/or returning tools and equipment.

CUSTODIAL SERVICES (AFSCME Contract, Appendix III-S) – Page 92

The following guidelines and procedures will be implemented regarding the organization and provision of custodial services.

1. SUPERVISION

- a. The site administrator (e.g. principal) shall have overall responsibility and supervisory authority for all custodial activities and resultant facility condition.
- b. The principal's responsibility in this area is typically and properly delegated to the site Head Custodian (or, in a few very large facilities, to a Plant Foreperson). The Head Custodian (or Plant Foreperson) shall be responsible for all custodial activities on all shifts.

DISTRICT RESOURCES

Department	Contact Phone Number	In Reference To:
Civil Rights Compliance (CRC)	(305) 995-1580	Discrimination/Harassment Issues
Leave, Retirement & Unemployment	(305) 995-7051	Any type of leave of absence including Family and Medical Leave Act (FMLA).
Human Resources Americans with Disabilities Act (ADA)	(305) 995-7116	Any issues related to the Americans with Disabilities Act (ADA).
Employee Assistance Program (EAP)	(305) 995-7111	Any confidential issues, District's Support Referral Agency.

DUE PROCESS (AFSCME Contract, Article XI-Section 1) – Page 33

Unit members are accountable for their individual levels of productivity, implementing the duties of their positions, and rendering efficient, effective delivery of services and support. Whenever an employee renders deficient performance, violates any rule, regulation, or policy, that employee shall be notified by his/her supervisor, as soon as possible, with the employee being informed of the deficiency or rule, regulation, or policy violated. An informal discussion with the employee shall occur prior to the issuance of any written disciplinary action. Progressive discipline steps should be followed, however in administering discipline, the degree of discipline shall be reasonably related to the seriousness of the offense and the employees record. Therefore, disciplinary steps may include:

- 1. verbal warning;
- 2. written warning (acknowledged);
- 3. Letter of reprimand
- 4. Suspension/demotion; and
- 5. Dismissal

A Conference-for-the Record shall be held when there is a violation of federal statutes, State Statutes, defiance of the administrator's authority, or a substantial investigation to determine if formal disciplinary action should be taken (i.e. letter of reprimand, suspension, demotion or dismissal). A Conference-for-the Record in and of itself shall not be considered disciplinary.

The School Board of Miami-Dade County, Florida, adheres to the policy of non-discrimination in employment and educational programs/activities and programs/activities receiving Federal financial assistance from the Department of Education, and strives affirmatively to provide equal opportunity to 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, 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 least 40.

The Equal Pay Act of 1963 as amended prohibits sex discrimination in payment of wages to woman 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 Disability 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 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 reasons.

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.

School Board Rules 6Gx13- 4A-1.01, 6Gx13- 4A-1.32, and 6Gx13- 5D-1.10 – prohibits harassment and/or discrimination against a student or employee on the basis of gender race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference, pregnancy, or disability.

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.

COMMON SENSE SUGGESTIONS FOR NON-INSTRUCTIONAL PERSONNEL

- Do not discipline, counsel, or touch students. Notify an administrator if you believe a student is misbehaving.
- Do not flirt with students, staff members, and co-workers.
- Do not discuss your personal life or personal matters with students, staff members, and co-workers.
- Know and follow your worksite policy regarding reporting absences and tardies.
- Request vacation days in writing and in advance for approval. Do not call in the morning and expect to be granted vacation leave for that day.
- Do not conduct personal business during work hours or use the phone for personal calls.
- Be present and on time every day.
- Be a role model at work and in the community.
- Dress professionally, appropriately, and modestly. Wear your uniform if your job requires it.
- Know School Board Rules, especially regarding Drug-Free Work Place, Violence in the Workplace, Weapons Possession, Corporal Punishment, Sexual Harassment, Employee Conduct, and Employee/Student Relationships. **School Board Rule 1139**
- Do not argue with co-workers; Board Rule prohibits use of profanity.
- Respect your supervisor and follow all instructions given, whether or not you agree with them.
- Request a leave if you will be absent from the worksite more than 30 days.
- Do not assume your supervisor/principal knows why you are absent for a long period of time. Notify him/her **in writing** of your intentions. It is better to resign than be terminated from your job for abandonment.
- Remember, romance and work can be a dangerous combination. Do not risk your paycheck for what may be a temporary partner!

M-DCPS IT Strategic Plan

Information Technology Strategic Plan

Miami-Dade County Public Schools

M-DCPS IT Strategic Plan

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M-DCPS IT Strategic Plan

Appendices

Appendix A – E-Rate Requirements Addressed

Appendix B – Foundation Projects

Appendix C – Portfolio Projects

Appendix D – ITS Weighting Methodology and Portfolio Processes

Appendix E – Survey Questions and Results

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M-DCPS IT Strategic Plan

Executive Summary

The 2011-2014 M-DCPS Information Technology (IT) Strategic Plan identifies the District's information system needs over the next three years starting with the 2011-12 school year. This Plan ensures District alignment, improves service quality, and reduces costs. Most importantly, the Plan supports and promotes student achievement by deploying the most efficient and effective technologies; thus, providing students with access to secure and high-quality resources anywhere and anytime.

The Plan generally follows the specific guidelines recommended and published by the State of Florida Department of Education in its publication "*District Technology Plans: Essential Components and E-Rate Plan Criteria*."¹ It must be noted, however, that the Federal Communications Commission (FCC) released on September 28, 2010, its "6th Report and Order (FCC 10-175)"² affecting E-Rate guidelines, including the removal of "Budget" as one of the five required Essential Components. Nevertheless, this Plan retains its "Budget" discussion to substantiate M-DCPS awareness of its financial responsibility when participating in the E-Rate program. This document, therefore, specifically details the following components:

- Mission and Vision
- General Introduction / Background
- Needs Assessment / Goals
- Funding Plan / Budget
- Technology Acquisition Plan
- Access
- User Support Plan
- Staff Training Plan
- Program Evaluation
- E-Rate Program Planning Criteria (E-Rate Plan Addendum)
- NCLB: Enhancing Education Through Technology Part I Application (EETT Plan Addendum)

The Plan itself, including its development and writing, did not encumber any additional funds, as staff developed it. Furthermore, by developing this Plan, the District complies with its need to provide the details necessary to meet federal and state requirements to participate in the federally funded E-Rate program (See Appendix A for E-Rate details.). Thus, the Plan provides the roadmap necessary to support the District's efforts to succeed in reaching its Goal of Student Achievement and its four complementary Pillars.³

¹ Florida Department of Education, "District Technology Plans: Essential Components and E-Rate Plan Criteria"

² <http://www.usac.org/res/documents/about/pdf/fcc-orders/2010-fcc-orders/FCC-10-175.pdf>

³ District Strategic Framework 2011-14 Miami-Dade County Public Schools available at <http://osp.dadeschools.net/0910plan.pdf>

M-DCPS IT Strategic Plan

In addition to focusing on the District's IT needs, especially the students', this Plan addresses the process for selecting and managing strategic initiatives that, once implemented, will lead to significant, measurable improvements in academic performance and operational efficiency. As an example, the replacement of legacy applications, that are 25-30 years old and require extensive support and expertise; through the ERP (Enterprise Resource Planning) system and its corresponding SAP (Systems, Applications and Products) software, is in progress, on time, and within budget. There is no doubt that the ERP system and its corresponding SAP software have started to revolutionize business practices in the District.

The ERP implementation is only one example of how this Strategic Plan will take the District's technology from the current level to the desired level of support for the District's Goal and Pillars. In summary, the Plan:

- Provides stakeholder inclusiveness,
- Establishes a more efficient process for acquiring technology,
- Provides uniformity in IT standards,
- Lowers maintenance costs,
- Establishes measurable indicators,
- Promotes equitable distribution of resources,
- Enhances monitoring of IT projects,
- Provides a plan for infrastructure development, and
- Provides a mechanism for directing the District's technology future.

Through discussions with key District administrators and thorough evaluations of the applications in use and the needs of stakeholders, a clear direction emerged leading to the development of this Plan. The needs were identified and then refined as costs, timing, and resources were determined. During this process, ITS staff recognized that some initiatives lay the Foundation for the ones remaining. As a result, the M-DCPS IT Strategic Plan classified initiatives as either Foundation or Portfolio projects. For detailed descriptions and timelines of these projects, see Appendices B and C respectively.

There are nine projects proposed in this Plan considered necessary for other projects and, and thus called Foundation projects. These projects will maintain the existing infrastructure, continue to provide and enhance access to secure and high-quality information, and meet the state and federal requirements for confidentiality, online educational learning and assessments, etc. They will be financed through Capital, E-Rate, and grant monies so, generally, they do not encumber any additional District funds. However, in the case of E-Rate funding, the District can only rely on the schools funded at the E-Rate 90% level, based on capped E-Rate funding; this assumes the District will be responsible for the 10% funding difference. Specific details of each of these Foundation projects appear in Appendix B, including their timelines.

M-DCPS IT Strategic Plan

Executive Summary (continued)

A separate list of projects, the Portfolio projects, reflects the needs of District stakeholders and focus on:

- streamlining business processes (e.g., the Mainframe Replacement projects and the Electronic Signature Forms Flow project),
- new software and capabilities (e.g., the Adult/Community Education Student Management System and the Elementary Student Scheduler),
- hardware to facilitate student learning (e.g., PCs to establish a 3:1 ratio in the Computer Refresh project and the project on Classroom Retrofit for Interactive Boards), etc.

There is no funding allocated yet for these projects, but their descriptions appear in Appendix C. Furthermore, at ITS there is a standard methodology in place to select Portfolio projects for implementation using a "Weighted Analysis Tool," along with evaluations of the strategic fit, benefits, total cost of ownership, and risks of each project. The tool and process for selecting, implementing, and monitoring these projects if funded are in Appendix D.

It is evident that the IT Strategic Plan provides the flexibility necessary to complement the existing Districtwide strategic planning effort and any future changes in direction (See Appendix D for examples.). The Plan provides the School Board with the choice to approve or reject projects based on Districtwide priorities, as IT processes can be refined and/or modified to accommodate and meet evolving District needs.

Furthermore, the Plan supports the District's and Instructional Technology's integration of the most efficient and effective technologies to facilitate learning. The technology-based innovations in core subject areas and the 24/7 access to online applications for remediation, acceleration, and enrichment truly extend learning and provide the needed "Links" to drive student achievement. The numerous software applications available to students, coupled with professional development opportunities for teachers that Instructional Technology provides, clearly support the Superintendent's continued innovation and use of technology to revolutionize learning for students and teachers.⁴

It is obvious that technology will be an integral part of any transformation agenda and will continue to impact all aspects of the educational environment. Therefore, this Plan will exploit current and future technologies to implement and support the most efficient and cost-effective infrastructure and systems. This will enhance the students' learning experiences and raise their academic achievement.

⁴ Superintendent's Memorandum "Progress Within the Strategic Framework" to The Honorable Chair and Members of The School Board of Miami-Dade on May 12, 2010

M-DCPS IT Strategic Plan

2011 – 2014 Information Technology Strategic Plan

1.0 MISSION and VISION

Information Technology Services (ITS), following the District's initiative,⁵ and in cooperation with Instructional Technology, created the Information Technology (IT) Strategic Plan to ensure District alignment, improve service quality, and reduce costs. Most importantly, the IT Strategic Plan strives to provide the infrastructure and support necessary to facilitate student achievement.

The District's IT **Vision** recognizes that all learners, and those supporting the learning process, are consumers of technology who access information, communicate, collaborate, construct knowledge, and are prepared for the workforce of this new millennium.

The Plan envisions many substantial and complex changes in the way M-DCPS aims to utilize technology. Ensuring the success of these proposals requires a serious commitment, at all levels, to address these challenges. Specifically, there must be a conscientious effort to pay attention to establishing a culture of change, providing adequate staff development, empowering all members of the learning community, encouraging risk-taking, focusing on results and communication, and sharing successes and shortfalls.

The District's IT **Mission** is to maximize the use of appropriate current and future technology to collect, maintain, and deliver high quality information to effectively empower the District. As such, it aims to meet its Goal of improving student achievement and its four complementary Pillars. Technology is more than an enabling tool for learning and back-office support; it is the foundation of knowledge management and an essential means for delivering and experiencing learning.

The success of M-DCPS and its technology initiatives, in the end, will be determined not only by the quality of its designs – as outlined throughout this Plan – but also by the quality and effectiveness of their implementation throughout the District. Successful implementation requires efficient work structure and processes. The District will undoubtedly benefit by smartly investing in sufficient technology resources that will ultimately ensure committed, competent, and empowered teachers; and well-designed student learning opportunities and learning environments.

⁵ District Strategic Framework 2009-14 Miami-Dade County Public Schools available at <http://osp.dadeschools.net/0910plan.pdf>

M-DCPS IT Strategic Plan

2.0 GENERAL INTRODUCTION / BACKGROUND – *The District*

The Miami-Dade County Public School System (M-DCPS) is the nation's fourth largest school district with a culturally diverse body of 345,458 students in grades PK-12 in 427 schools taught by 20,517 teachers.⁶ In addition, there are 56,021 students enrolled in the District's Adult-Vocational education program.

*K-12 Student Demographics*⁷

Student Population	Enrollment	%
Hispanic	222,167	64%
Black, non-Hispanic	86,617	25%
White, non-Hispanic	30,671	9%
Other	5,951	2%

M-DCPS is administered independently of the metropolitan and city governments. However, the Miami-Dade metropolitan government is responsible for collecting taxes to support the District.

The District Superintendent is appointed by the School Board and is responsible for the overall school administration. The Superintendent's Web site addresses an array of important District demographics and programs intended to support its diverse student and community population.⁸

On January 13, 2010, the Board adopted the 2009-14 Strategic Plan Framework⁹ as a roadmap to chart the District's journey over the next five years. The memorandum¹⁰ detailing the progress within this framework reflects the remarkable job that teachers, administrators, and staff have done in propelling students' learning in spite of the dire economic conditions.

⁶ Miami-Dade County Public Schools Statistical Highlights 2009-10 (April 2010)

⁷ Miami-Dade County Public Schools Statistical Highlights 2009-10 (April 2010). The percentages were rounded.

⁸ <http://superintendent.dadeschoolsnetwork.net/districtoverview.html>

⁹ District Strategic Framework 2009-14 Miami-Dade County Public Schools available at <http://osp.dadeschools.net/0910plan.pdf>

¹⁰ Miami-Dade County Public Schools, Memorandum from the Superintendent to the School Board, May 12, 2010

M-DCPS IT Strategic Plan

2.0 GENERAL INTRODUCTION / BACKGROUND – *The District* (continued)

The District has always supported innovation and the use of technology to facilitate students' achievement (See the report Knowledge to Go Places: An Education Plan for the 3rd Millennium.)¹¹ The Superintendent's Memorandum of May 12, 2010, (mentioned and referenced in the previous page) also asserts that M-DCPS will be exploring the use of technology in the classroom to revolutionize learning for students and teachers. Nowhere is this better exemplified than in the District's iPrep Academy which is currently transforming teaching and learning through the latest technology and environmental innovations.

2.1 ITS Organization

ITS provides the backbone and convergence point for information systems and data management within M-DCPS. The Chief Information Officer at ITS reports to the Associate Superintendent and Chief Financial Officer.

ITS consists of 11 work locations and 8 business units which appear below.

Assessment, Research, and Data Analysis (ARDA) establishes and implements high standards and procedures for quality assessment, data collection, and data analysis to ensure the accuracy and validity of student achievement data that drive the decision making process. Additionally, the division is responsible for all program evaluations and statistical research for the District.

Attendance Services/Records and Forms Management (AS/RFM) processes Full-time Equivalent (FTE) audits, registrations, student transfers/appeals, foreign student placement, Florida Home Education Program, truancy referrals, student attendance, maps and boundaries, driver's license revocation, Florida Department of Law Enforcement Missing Children Program, data input, and insures compliance with all state and federal regulations. Records and Forms Management establishes and administers a management program directed to efficiently and economically create, utilize, maintain, retain, preserve, and dispose of District records and forms.

¹¹ M-DCPS, Knowledge to Go Places: An Education Plan for the 3rd Millennium pages 14-15, 37-47, and 55-61 available at <http://curriculum.dadeschools.net/EducationPlan/index.html>

M-DCPS IT Strategic Plan

2.1 ITS Organization (continued)

Business and Operational Services (BOS) provides management, monitoring, and technical support for the District's network and server equipment. BOS also offers oversight for all budgets and contracts. It is responsible for Technical Services, Database Services, SAP Basis (Business Application Integrated Software Solution), and Facilities and Computer Operations. Lastly, the E-Rate department (See Appendix A.) administers the District's Federal E-Rate Program, providing application submittal, tracking, and support for approximately \$50 million in projects annually.

Data Security establishes and manages the policies and procedures for securing the information technology operating environment from unauthorized access. As such, this unit has the responsibility to safeguard the confidentiality of all District data, including its transmission through an uncompromised and secure network.

Infrastructure and Systems Support (ISS) provides a single point of contact for District staff to request, service, maintain, monitor, and enhance the schools' and District's data and telecommunications infrastructure. The Executive Support Team (EST) provides technical support to the School Board Administration Building staff, including the Board Members. The departments for field support services, network and systems support (Systems User Support – SUS), and telecommunications support provide assistance through the online HEAT system of requests for services, follow-up phone calls, and on-site visitations. They also stock the ITS Warehouse with the communication equipment and software necessary for staff to work efficiently and effectively.

Program Management / Process Engineering (PM/PE) is responsible for monitoring the strategic and tactical planning within ITS by managing the M-DCPS IT Strategic Plan, serving as the Project Management Office for ITS, facilitating ITS performance measurement and documentation, and supporting ITS process improvement initiatives. Additionally, this department oversees the Standards and Procedures documents for ITS.

Systems and Programming Services (S&PS) collects, processes, and maintains information for all M-DCPS students and employees. Staff develops online applications and/or collaborates in the implementation of third-party systems. S&PS is currently implementing the ERP (Enterprise Resource Planning) system to replace some legacy applications, including Finance and PERS.

M-DCPS IT Strategic Plan

Technology Delivery is responsible for creating and maintaining the District's Web site, Portals, and Technology Learning Center. The department also oversees the Change and Release Management processes for all ITS new applications and changes to existing applications. Additionally, it is responsible for Enterprise Communications which manages all Active Directory and VPN (Virtual Private Network) security access and use; and the District's HEAT Service Desk software which is used for reporting systems' issues and problems.

Robert Morgan Educational Center & Technical College Climate Survey Results



2019-2020

Percent of Students Agreeing or Strongly

8911 - Robert Morgan Ed Center Tech College

No. Responses:

Security and order	
	% Agree
Q01- My school is safe and secure.	66
Q02- My school building is clean and in good condition.	35
Q03- Students in my school usually follow the rules.	29
Q04- Violence is a problem at my school.	21
Q05- Gang activity is a problem at my school.	5
Q06- Bullying is a problem at my school.	16
Leadership and relationships	
	% Agree
Q07- Student drug and alcohol use are problems at my school.	52
Q08- My principal does a good job running the school.	50
Q09- The assistant principal is available when needed.	42
Q10- My teachers are friendly and easy to talk to.	56
Q11- My teachers believe that I can succeed.	48
Quality of education and preparedness	
	% Agree
Q27- I am getting a good education at my school.	58
Q28- The overall climate at my school is positive and helps me learn.	45
Q29- What I learn in class helps me outside the school.	32
Q30- My classes prepared me for secondary/post-secondary education.	44
Q31- My classes have prepared me for college/ career.	44

School Name
7801 - George
7901 - New V
8017 - Educat
8019 - Dr. Ma
8101 - Jan Ma
8121 - COPE C
8131 - Doroth
8141 - Juveni
8151 - Robert
8181 - Ruth C
8901 - Miami
8911 - Robert
9731 - Instruc
9999 - DISTRI

/ Agreeing with the each Survey Question

62

Grade of the Overall Climate at this School:

B-

- e Baker A... ^
- World Sch...
- tional Alt...
- arvin Dun...
- ann Educ...
- Center N...
- ny M. Wa...
- le Justice...
- t Renick ...
- owens Kr...
- Lakes Ed...
- t Morgan...
- tional Sy...
- CTWIDE v

Resources and support systems

	% Agree
Q12- My school has enough books and equipment to help me learn.	56
Q13- Food served in the cafeteria at my school looks and tastes good.	19
Q14- My teachers are interested in how I do in the future.	47
Q15- My school counselor helps me with school and personal problems.	48
Q16- Adults at my school care about me as an individual.	35
Q17- Adults at my school help me when I need it.	52

Teaching and assessing for learning

	% Agree
Q18- There are many students in my classrooms which affects learning.	29
Q19- My teachers require that I work very hard for the grades I get.	74
Q20- I like the choice of classes I have at this school.	58
Q21- My teachers make learning fun and interesting.	27
Q22- My teachers make me want to learn.	32
Q23- My teachers know a lot about the subjects they teach.	69
Q24- My teachers give me meaningful homework to help me learn.	29
Q25- My teachers let me know how I am doing on my school-work.	52
Q26- I like coming to my school.	32

2018-2019 School Climate Surveys - **Staff Feedback**

Percent of Staff Agreeing or Strongly Agreeing with the Survey Question

Overall Climate Grade

Number of Responses

8911-ROBERT MORGAN VOC-TECH INST

Type: **ADLT./VOC.**

Region: **Vocational**

School: **B+**

All Schools: **A-**

17

Safety and Order



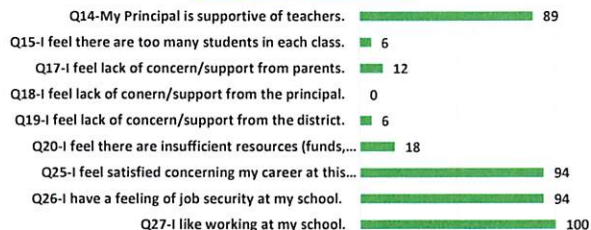
Leadership and Relationships



School Name

- 8131-DOROTHY... ▲
- 8139-D. A. DOR...
- 8141-JUVENILE ...
- 8151-ROBERT R...
- 8181-RUTH OW...
- 8901-MIAMI LA...
- 8911-ROBERT ...**
- 9731-INSTRUCT... ▼

Resources and Support



Teaching, Learning, and Assessment

