

Vision and Mission Statement

VISION

Our school supports students in their quest to maximize academic, social, and behavioral functioning in order for them to become contributing members of society.

MISSION

The mission of Ruth Owens Krusé Educational Center is to create an environment that fosters individual student's mastery of life skills through: an integrated academic curriculum, the use of technology, a comprehensive behavior program, and therapeutic services encompassing school, family, and community partnerships.

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

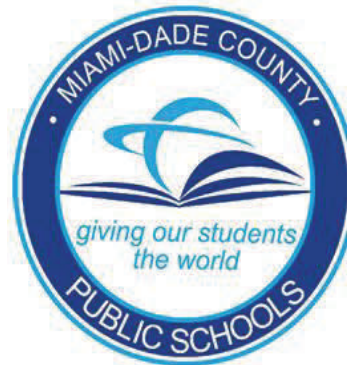
Perla Tabares Hantman
Dr. Martin Karp
Dr. Dorothy Bendross-Mindigall
Susie V. Castillo
Carlos L. Curbelo
Dr. Lawrence S. Feldman
Dr. Wilbert "Tee" Holloway
Dr. Marta Pérez
Raquel A. Regalado

Mr. Alberto M. Carvalho
SUPERINTENDENT OF SCHOOLS

Ms. Milagros R. Fornell
ASSOCIATE SUPERINTENDENT
CURRICULUM AND INSTRUCTION

Ms. Ava G. Byrne
ASSISTANT SUPERINTENDENT
OFFICE OF PROFESSIONAL DEVELOPMENT AND EDUCATIONAL
SERVICES

Ms. Liliana Salazar
ADMINISTRATIVE DIRECTOR
DIVISION OF SPECIAL EDUCATION



MIDDLE SCHOOL

Ruth Owens Krusé Educational Center

11001 S.W. 76 Street
Miami, FL 33173
O (305)270-8699
F (305) 598-8147
<http://rok.dadeschools.net/>



Home of the Eagles

"Lighting the Way to Excellence!"

Dr. Angel Rodriguez
Principal

Ms. Cathleen A. McGinnis
Assistant Principal

Background Information

Ruth Owens Kruse Educational Center is a specialized K-12 school which provides highly specialized educational and therapeutic services to emotionally behaviorally disabled students in grades K-12. Through the use of a structured curriculum that follows the Next Generation Sunshine State Standards, a comprehensive behavior management system that encompasses positive behavior support (PBS) and a range of clinical services, the program focuses on the social, emotional, behavioral, and academic needs of the students.

The ultimate goal is to provide intensive services in order to promote the successful reintegration of students back into the regular school setting in the least restrictive environment.

Family involvement is a key component of the school program. Support services and workshops are available to parents and other family members to enhance student's performance in school. Parent participation in school activities and organizations such as the Educational Excellence Council (EESAC) and the Parent Teacher Student Association (PTSA) is encouraged.

The school staff is comprised of Speech and Language Therapist, Occupational Therapist, teachers, paraprofessionals, student services staff, school security monitors, and personnel who are highly trained to be sensitive to the unique needs of our exceptional student population.

Overall School Structure

- Lower pupil teacher ratio
- Mirrors a regular middle/senior school program
- Six periods in a block schedule (3 blocks daily)
- School-wide behavior management program that includes a level system, functional assessments of behavior, behavior intervention plans and positive behavior approaches
- Clinical services infuse throughout the day

Classroom Models

Grade Level Subject Area Classes

- These classes are staffed with a teacher and paraprofessional. Students move within an interdisciplinary team for specific subject area instruction.

Self-Contained Classes

- These classes provide close supervision and lower teacher student ratios. All content area subjects are taught by two teachers in a team teaching model.

Elective Classes

- These classes emphasize a hands-on approach to learning. Students can excel in areas in which they demonstrate talent or interest. Course offerings include: Physical Education, Art, Music, Family and Consumer Sciences, Horticulture, Graphic Arts, and Dance.

Inclusion Classes

- Students attend Glades Middle School for one or more subject area classes.



Behavior Management Program

A school-wide highly structured, five level system based on 100 points per day is utilized. Individualization is addressed through functional assessments of behavior and the development of behavioral intervention plans. Positive behavior approaches are used. The students social, emotional, and behavioral needs are addressed in their IEP

Student Services Program

Multidisciplinary team consisting of school-based school psychologists, a clinical psychologist, clinical social workers, a counselor, art therapist, and a career specialist. Services provided include: case management, individual, group, and family support services. Psychiatric consultation, medication management and additional therapeutic services are provided through a contract with Children's Psychiatric Center.

Academic Program

Individualized academic program that provides an appropriate learning environment for students depending on grade level, skill, and ability. Technology is infused throughout the curriculum in all classrooms. A variety of learning and curricular strategies are utilized such as CRISS, Reciprocal Teaching, Community Based Instruction and HOTSL (Hands-on Traveling Science Lab). The Next Generation Sunshine State Standards and Competency-Based Curriculum are followed to ensure high academic standards. Students are provided a variety of high interest/low level materials including manipulatives and hands-on experiences. Interdisciplinary teams work closely together to provide consistency for students. Subject area departments work closely to develop a comprehensive, cohesive scope and sequence for the instructional program. Students are provided the opportunity to participate in Standardized Assessment Tests and/or Alternative Assessment Tests.

