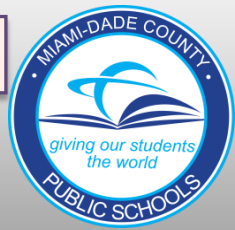




Miami-Dade County Public Schools

CURRICULUM BULLETIN

2016-2017



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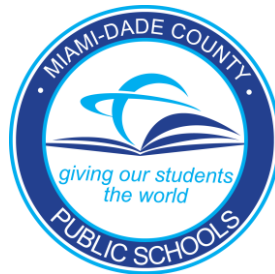
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Office of Academics and Transformation

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Division of Academics



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Alberto M. Carvalho

Miami-Dade County School Board

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January 8, 2016

Dear Students and Parents:

Miami-Dade County Public Schools offers secondary students a variety of academic programs. In preparation for success in high school, college and careers, it is important for students and their parents/guardians to learn about the requirements for progression from middle school to high school, for high school graduation, and for postsecondary education.

The *2016-2017 Miami-Dade County Public Schools' Curriculum Bulletin* is a resource developed to assist students and their parents in learning about academic and assessment requirements, programs offered at District schools, and college and career planning. I hope that all of our students use this information, as well as the assistance provided by school administrators, teachers, and counselors, in order to plan an academic path that leads to personal success during their secondary school years and beyond.

Sincerely,

Marie Izquierdo, Chief Academic Officer
Office of Academics and Transformation

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cc: Dr. Maria P. de Armas
Lisette M. Alves



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2016-2017 CURRICULUM BULLETIN**

TABLE OF CONTENTS

Middle School Information.....	1
High School Graduation Programs.....	7
2013-2016 High School Graduation Requirements	9
High School Diplomas, Designations and Certificates.....	17
Provisions for Acceleration.....	20
Admission to Florida’s State University System.....	23
Florida’s Bright Futures Scholarship Program.....	25
Career Planning and College Entrance Examinations.....	26
Grading Student Performance.....	29
Students’ Rights and Responsibilities Regarding Grades.....	32
Attendance Policy.....	33
Homework Policy.....	36
Eligibility for Participation in Interscholastic Extracurricular Activities.....	37
Family Educational Rights and Privacy Act.....	39
Magnet Programs.....	40

MIDDLE GRADES INFORMATION

Required Courses for Middle Grades Students

The middle grades curriculum is comprised of courses in core academics and electives providing instruction based on the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS). These subject areas include English/language arts/ESOL, mathematics, social science, science, physical education, music, art, theatre arts, dance, foreign language and career and technical education. Depending on individual students' assessment results, some students may be required to enroll in remediation courses for mathematics and reading, which will take the place of electives.

In order to be promoted to senior high school, students must successfully complete the following academic courses:

Courses/Subjects	Course Requirements	Additional Information
English/Language Arts (ELA)	three middle grades or higher level annual courses	✓ The courses will emphasize instruction in literature, composition, and technical text. ✓ For English Language Learners, the required course is MJ/Language Arts Through ESOL.
Mathematics	three middle grades or higher level annual courses	✓ Middle grades students enrolled in Algebra I Honors must take the statewide standardized Algebra 1 End of Course (EOC) assessment and pass the course to earn high school Algebra I credit. Beginning with the 2013-2014 school year and thereafter, a middle grades student's performance on the Algebra 1 EOC assessment constitutes 30% of the student's final course grade. ✓ If a middle grades student does not pass the EOC assessment while in middle grades, the student will have opportunities in high school to retake the course and/or the assessment. In order to earn a standard high school diploma, students must pass the Algebra 1 EOC assessment. ✓ To earn high school credit for the Geometry course, a middle grades student enrolled in this course must take the statewide standardized geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.
Science	three middle grades or higher annual courses	✓ To earn high school credit for a Biology I course, a middle grades student enrolled in this course must take the statewide standardized Biology I EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Courses/Subjects	Course Requirements	Additional Information
Social Science	three middle grades or higher annual courses Civics is one of the required courses. It is offered in 7 th grade.	✓ Beginning with students entering 6th grade in the 2012-2013 school year, a Civics course must be successfully completed. ✓ Beginning with the 2013-2014 school year, a student's score on the statewide standardized Civics EOC examination will constitute 30% of the Civics final course grade.
Physical Education	One semester in grades 6, 7, and 8	The Physical Education requirement may be waived under the following conditions: ✓ The student is enrolled in a remedial course. ✓ The student's parent requests in writing that the student enroll in another course. ✓ The parent of a student who participates in physical activities outside the school day which are equal to or in excess of the mandated requirement makes a written request to waive the physical education requirement. Students may elect additional physical education courses.
Career and Education Planning	A course that incorporates career education and planning in 6 th , 7 th , or 8 th grade.	✓ At a minimum, the course must be Internet-based, easy to use, and customizable to each student, including students with disabilities, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields. The career and education planning course must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College system institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; International Baccalaureate, Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, and courses that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

Summary of Required Middle Grades Courses

Grade	ELA ✖	Math	Social Studies	Science	Physical Ed.	Electives	Totals
6	1♦	1*	1	1	.5	1.5	6
7	1♦	1*	1	1	.5	1.5▲	6
8	1♦	1*	1	1	.5	1.5	6

- ♦ Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for ELA may be enrolled in an intensive reading course in lieu of an elective course.
- * Students scoring at Levels 1 and Level 2 on the statewide, standardized assessment for Mathematics may be enrolled in an intensive mathematics course in lieu of an elective course.
- ✖ M/J Language Arts Through ESOL, as appropriate. ELLs scoring at Levels 1 and 2 on the most recent administration of the statewide, standardized ELA assessment are to be enrolled in a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit. For ELLs who scored at Levels 1 and 2 on the most recent statewide, standardized ELA assessment, this course is taken in lieu of an intensive reading course.
- ▲ Students are required to be enrolled in a course listed in the *Florida Course Code Directory*, which includes the development of a personalized academic and career plan.

The progression of students from one grade to another throughout the middle grades is dependent on passing the courses that a student is enrolled in. The table on the following page provides a summary of the the promotion and placement requirements for middle grades students.

Summary of Promotion and Placement Requirements for Middle Grades Students

END OF GRADE	COURSES PASSED	STATUS
6	All Courses Passed	Promoted to Grade 7 Regular 7 th grade student
6	4-5 Courses Passed Must pass language arts* or mathematics and at least 3 other courses	7th Grade Student Placed in grade 7 and scheduled to repeat courses not passed as appropriate
6	Less than 4 Courses Passed in Grade 6	Retained 6th Grade Student
7	12 Cumulative Courses Passed 6 courses passed in grade 6 and 6 courses passed in grade 7	Promoted to Grade 8 Regular 8 th grade student
7	8-12 Cumulative Courses Passed 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. 4-5 courses passed in grade 7 including 7 th grade language arts* or mathematics, science or social science, and/or a course which incorporates career and education planning.	8th Grade Student Placed in grade 8 and scheduled to repeat courses not passed as appropriate
7	7-8 Cumulative Courses Passed	Retained 7th Grade Student
8	15-18 Cumulative Courses Passed Must pass 3 courses each in language arts*, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.	Promoted to Grade 9
8	14 or Fewer Cumulative Courses Passed	Retained 8th Grade Student

* M/J Language Arts Through ESOL, as appropriate.

Earning Senior High School Credits in Middle Grades (6, 7, and 8)

Middle grades students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages (GPA) and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. There are other options for courses that students may take through Florida Virtual School. The recommended courses are listed in the table below. Credit may be earned in the courses provided that all applicable End of Course assessment requirements are met.

Recommended Courses High School Courses for Middle School Students

High School Courses for Middle School Acceleration	Additional Information
Algebra 1 Honors, Pre-AICE Mathematics 1, or IB Middle Years Algebra 1	▪ Courses offered by Florida Virtual School ▪ Credit is contingent upon meeting EOC assessment grade requirement. ▪ Passing the Algebra 1 EOC is a graduation requirement.
Geometry Honors, Pre-AICE Mathematics 2, or IB Middle Years Geometry	▪ Courses offered by Florida Virtual School ▪ Credit is contingent upon meeting EOC assessment grade requirement.
Physical Science Honors, Pre-AICE Physical Science	▪ Courses offered by Florida Virtual School. ▪ Must meet science lab requirements
Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology	▪ Courses offered by Florida Virtual School ▪ Credit is credit is contingent upon meeting EOC assessment grade requirement. ▪ Must meet science lab requirements
Any high school level Foreign Language 1 & above	▪ Courses offered by Florida Virtual School.

If a middle grades student wishes to enroll in more than six high school credits, then the request should be made in accordance with the *Academically Challenging Curriculum to Enhance Learning (ACCEL) Option*. Information is available from school administrators or school counselors regarding ACCEL. School counselors should advise students of the potential benefits and risks of taking multiple high school level courses and monitor the high school courses taken at the middle school.

School counselors should advise students of the potential benefits and risks of taking multiple high school level courses and monitor the high school courses taken at the middle school. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. Students and their parents shall be informed that all high school credit courses taken in the middle school will be included in their high school transcript.

Factors to be considered in taking high school courses while in middle school include the impact on the students' GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student's middle school record, as well as the student's senior high school record.

HIGH SCHOOL GRADUATION PROGRAMS

High school graduation requirements for Miami-Dade County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities and it is important that students and their parents are aware of any changes that may affect them. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Graduation requirements are outlined later in this document and in the District's Student Progression Plan, also updated annually after the legislative session.

Receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate (IB) curriculum, or an Advanced International Certificate of Education (AICE) curriculum. The 24 credits include 16 core academic credits and eight elective credits. Core requirements consist of four credits in English/Language Arts and four credits in mathematics; three credits each of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. At least one course within the 24 credits must be completed through online learning. A high school level online course taken in grades 6-8 fulfills this requirement. The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the Course Code Directory.

In addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, for the cohort year in which they entered ninth grade.

An 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) accelerated high school graduation option is also available. The 18 credit ACCEL option allows a student who meets the following requirements to be awarded a standard high school diploma:

- Three elective credits
- Earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale
- Physical education is not required
- Online course is not required
- All other graduation requirements for a 24-credit standard diploma must be met based on the grade 9 cohort year.

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 of a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option. Once again, your school counselor should always be consulted in planning for graduation.

The Florida Department of Education's High School Graduation charts, found herein represent the current Florida graduation requirements for each graduating cohort group.

Please note that these requirements may be revised, pending legislative changes during the 2016 legislative session.

Students Entering Grade Nine in the 2012-2013 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements*?

Students must pass the following statewide assessments:

- Grade 10 reading (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) if Algebra I is taken after 2010–2011 or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the following EOC assessments:

- Algebra I (if enrolled after 2010-2011)
- Biology I (if enrolled after 2010-2011)
- Geometry (if enrolled after 2010-2011)
- U.S. History (if enrolled after 2011-2012) and performance on the EOC constitutes 30 percent of the final course grade

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

What are the requirements for the 24-credit standard diploma?

4 Credits English Language Arts (ELA)
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must have a laboratory component ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts
Eligible courses are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
1 Credit Physical Education
To include the integration of health
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per section 1003.4282(10)(d)1.-5., Florida Statutes [F.S.]).

* Policy adopted in rule by the district school board may require for any cohort of students that performance of a statewide, standardized EOC assessment constitute 30 percent of a student's final course grade.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must ▪ Earn 1 credit in Algebra II; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Geometry
- U.S. History
- Biology I
- Algebra II

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit

<http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

SUS (State University System)
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of approved college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives http://www.flbog.edu/forstudents/planning
The Florida College System
The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml
Career and Technical Centers
Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Career and Technical Directors

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>.

Students Entering Grade Nine in the 2013-2014 School Year

Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I*
- Geometry*
- U.S. History
- Biology I
- Algebra II (if enrolled)*

* Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

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What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.
- Certain students may earn a special diploma.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
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▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
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Students Entering Grade Nine in the 2014-2015 School Year Academic Advisement Flyer–What Students and Parents Need to Know

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1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must ▪ Earn 1 credit in Algebra II (must pass EOC); ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes [F.S.]).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
- Physical Education is not required
- Online course is not required

All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

Where is information on Bright Futures Scholarships located?

The Florida Bright Futures Scholarship Program rewards students for their academic achievements during high school by providing funding to attend a postsecondary institution in Florida. For more information, visit <http://www.floridastudentfinancialaid.org/SSFAD/bf/>.

What are the public postsecondary options?

State University System
Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements: ▪ High school graduation with a standard diploma ▪ Admission test scores ▪ 16 credits of approved college preparatory academic courses ▪ 4 English (3 with substantial writing) ▪ 4 Mathematics (Algebra I level and above) ▪ 3 Natural Science (2 with substantial lab) ▪ 3 Social Science ▪ 2 World Language (sequential, in the same language) ▪ 2 approved electives http://www.flbog.edu/forstudents/planning
The Florida College System
The 28 state colleges offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. http://www.fldoe.org/schools/higher-ed/fl-college-system/index.stml
Career and Technical Centers
Florida also offers students 46 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Career and Technical Directors

Where is information on financial aid located?

The Office of Student Financial Assistance State Programs administers a variety of postsecondary educational state-funded grants and scholarships. To learn more, visit <http://www.floridastudentfinancialaid.org/>

Students Entering Grade Nine in the 2015-2016 School Year Academic Advisement Flyer–What Students and Parents Need to Know

What are the diploma options?

Students must successfully complete one of the following diploma options:

- 24-credit standard diploma
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) option
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) Diploma curriculum

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)

Students must participate in the EOC assessments and the results constitute 30 percent of the final course grade. These assessments are in the following subjects:

- Algebra I*
- U.S. History
- Biology I
- Algebra II (if enrolled)*
- Geometry*

*Special Note: Thirty percent not applicable if enrolled in the 2014-2015 school year.

What is the credit acceleration program (CAP)?

This program allows a student to earn high school credit if the student passes a statewide course assessment without enrollment in the course. The courses include the following subjects:

- Algebra I
- Biology I
- Geometry
- Algebra II
- U.S. History

What are the graduation requirements for students with disabilities?

Two options are available only to students with disabilities. Both require the 24 credits listed in the table and both allow students to substitute a career and technical (CTE) course with related content for one credit in ELA IV, mathematics, science and social studies (excluding Algebra I, Geometry, Biology I and U.S. History).

- Students with significant cognitive disabilities may earn credits via access courses and be assessed via an alternate assessment.
- Students who choose the academic and employment option must earn at least .5 credit via paid employment.

What are the requirements for the 24-credit standard diploma option?

4 Credits English Language Arts (ELA)
▪ ELA I, II III, IV ▪ ELA honors, Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) and dual enrollment courses may satisfy this requirement
4 Credits Mathematics
▪ One of which must be Algebra I and one of which must be Geometry ▪ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry)
3 Credits Science
▪ One of which must be Biology I, two of which must be equally rigorous science courses. ▪ Two of the three required credits must have a laboratory component. ▪ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I) ▪ An identified rigorous computer science course with a related industry certification substitutes for up to one science credit (except for Biology I)
3 Credits Social Studies
1 credit in World History 1 credit in U.S. History .5 credit in U.S. Government .5 credit in Economics with Financial Literacy
1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts [†]
1 Credit Physical Education [†]
To include the integration of health
[†] Special Note: Eligible courses and eligible course substitutions are specified in the Florida Course Code Directory at http://www.fldoe.org/policy/articulation/ccd .
8 Elective Credits
1 Online Course
Students must earn a 2.0 grade point average on a 4.0 scale.

What are the requirements for standard diploma designations?

Scholar Diploma Designation
In addition to meeting the 24-credit standard high school diploma requirements, a student must ▪ Earn 1 credit in Algebra II (must pass EOC); ▪ Pass the Geometry EOC; ▪ Earn 1 credit in statistics or an equally rigorous mathematics course; ▪ Pass the Biology I EOC; ▪ Earn 1 credit in chemistry or physics; ▪ Earn 1 credit in a course equally rigorous to chemistry or physics; ▪ Pass the U.S. History EOC; ▪ Earn 2 credits in the same world language; and ▪ Earn at least 1 credit in AP, IB, AICE or a dual enrollment course. A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student ▪ Takes the respective AP, IB or AICE assessment; and ▪ Earns the minimum score to earn college credit.
Merit Diploma Designation
▪ Meet the standard high school diploma requirements ▪ Attain one or more industry certifications from the list established (per section 1003.492, Florida Statutes).

Can a student who selects the 24-credit program graduate early?

Yes, a student who completes all the 24-credit program requirements for a standard diploma may graduate in fewer than eight semesters.

What is the distinction between the 18-credit ACCEL option and the 24-credit option?

- 3 elective credits instead of 8
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All other graduation requirements for a 24-credit standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).

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Where is information on financial aid located?

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HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a Superintendent's Diploma of Distinction, an 18 credit ACCEL option, an International Baccalaureate diploma, or an Advanced International Certificate of Education.

Standard Diploma

The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A standard diploma will be awarded to graduates if the student has earned the required 24 credits and attained a cumulative grade point average of 2.0 on a 4.0 scale. Also, students must pass the statewide standardized assessments or attain the concordant and/or comparative examination scores, applicable to the cohort year when the student entered 9th grade. A special education student will be awarded a standard diploma if all of the criteria for a standard diploma have been met by that student.

Standard Diploma Designations

Students who meet District and State criteria for a standard high school diploma may also earn one or both of the diploma designations, Scholar and/or Merit. The following designations are in addition to the standard high school diploma program requirements:

- **Scholar Designation:** Students entering grade 9 in the **2014-2015 school year and thereafter:**
 - EOCs: Pass the Algebra 2, Geometry, Biology 1, and U.S. History EOCs.
 - Earn 1 credit each in the following courses: Algebra 2; statistics or an equally rigorous mathematics course; chemistry or physics; a course equally rigorous to chemistry or physics; 2 credits in the same world language, and at least 1 credit in AP, IB, AICE, or dual enrollment.
 - A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score.
- **Merit Designation:** Students entering grade 9 in the **2011-2012 school year and thereafter:**
 - Attain one or more industry certifications from the list established per 1003.492, F.S.

Students with Disabilities and Scholar and/or Merit Designations

A student with a disability is eligible for a Scholar and/or Merit diploma designation and the student should have access to enroll in the required courses or programs. The

Student's IEP must include a statement of intent to pursue a standard high school diploma and a Scholar and/or Merit designation, as determined by the student's parent.

Superintendent's Diploma of Distinction

This diploma will be awarded to students who meet the requirements of a standard diploma and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and/or International Studies courses; and completion of 75 hours of community service, which includes identification of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grade less than a "C."

Seal of Biliteracy

Beginning with the 2015-2016 school year, the Seal of Biliteracy shall be awarded to students in M-DCPS upon graduation who meet the following:

- Completed the English requirements for graduation with a cumulative grade point average of 2.0 or above;
- Earned a level 3 or above on the grade 10 statewide, standardized assessment in Reading/English Language Arts (FCAT/FSA); and
- Successfully completed four credits of sequential high school level world language instruction courses, attained a cumulative grade point average of 3.0 or higher in such courses, and demonstrated competency in one or more languages other than English through one of the following:
 - passed a World Language International Baccalaureate examination;
 - passed a World Language Advanced Placement examination; or
 - passed a World Language Cambridge Advanced International Certificate of Education.

International Baccalaureate Diploma/ Advanced International Certificate of Education Diploma

Students who complete an International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) curriculum, take the required IB or AICE exams, complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for the International Baccalaureate diploma from the International Baccalaureate Organization or an Advanced International Certificate of Education diploma from the Cambridge International Examinations.

International Studies Certificate

Students who complete an International Studies (IS) curriculum and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for a Certificate from the designated country of study.

Certificate of Completion

A student who earns the required 24 credits, or the required 18 credits under Academically Challenging Curriculum to Enhance Learning (ACCEL) option, as per 1002.3105, F.S., but fails to earn passing scores on the state-approved graduation test or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the State Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a full-time student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

Diploma Options for Students with Disabilities

Students with disabilities may declare intent to graduate from high school with either a standard high school diploma by meeting the same graduation requirements as all students or obtain a certificate of completion. As of December 23, 2014, two new high school graduation options became available only to students with disabilities, per Florida Administrative Code, 6A-1.09961:

- Standard Diploma via Access Courses
- Standard Diploma via Academic and Employment-based Course

PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice.

Advanced Placement (AP)

AP is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam.

Career and Technical Education

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical colleges operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

Career Pathway

Career Pathway is a senior high school transition initiative that allows students to complete a sequential program of study which leads to a post-secondary career. Career Pathway students typically select general programs of study; show interest in career technical fields; earn an industry certification, earn articulated post-secondary credits at select institutions; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. Students should check with their school counselors for information and approval of Career Pathway courses.

Credit Acceleration Program (CAP)

Per Florida statute, the CAP is created for the purpose of allowing a student to earn high school credit in Algebra 1, Algebra 2, Geometry, United States History, and/or Biology 1 if the student passes the EOC assessment. A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding EOC assessment will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

Credit by Examination

Credit by examination is a method by which post-secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. These credits are not accepted by the NCAA for athletic eligibility.

Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-I*, which is published annually. All high schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on-high school campus and off-high school campus dual enrollment courses.

Early Admission

Early admission is a form of dual enrollment through which eligible secondary students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full-time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

Early High School Graduation

Students may qualify for early graduation, fewer than eight semesters, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in 1003.4282 F. S. Schools shall notify parents of students who are eligible to graduate early.

Florida Virtual School

Secondary students are eligible to enroll in the FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the NGSSS/FS or the requirements of The College Board. The courses have been assigned Florida Course Code Directory numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at FLVS's web site through a school account. A complete list of courses is available through FLVS's web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. School counselors should provide academic advisement to ensure that students select appropriate courses and understand all implications for graduation and postsecondary

plans. These courses can be scheduled as part of or in addition to the student's regular school day.

International Baccalaureate/Advanced International Certificate of Education/ International Studies

The International Baccalaureate (IB), the Advanced International Certificate of Education (AICE), and the International Studies (IS) programs are offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities. In addition, successful completions of the IB curriculum or the AICE curriculum are two options to earn a standard high school diploma.

ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. Acceptance is determined by enrollment limitations and qualifications. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses that include:
 - 4 English (at least 3 with substantial writing)
 - 4 Mathematics (Algebra I and higher level courses)
 - 3 Natural Science (at least 2 with substantial lab components)
 - 3 Social Science
 - 2 World Language - sequential, in the same language
- 2 approved electives

Additional information is available at the [State University System of Florida](#).

Florida College System: Florida's College System includes 28 state colleges that have a general open-door admissions policy for students who have a high school diploma or GED®. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor's degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Each college has a different process for admissions. Additional information is available at [The Florida College System](#)

Florida also offers 47 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Additional information is available at [FL-DOE Educational Contacts](#).

Talented Twenty

The Talented Twenty program is part of the Governor's Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Students eligible for the Talented Twenty program are guaranteed admission, within space and fiscal limitations, to one of the twelve state universities. These students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based student assistance program. Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they are not guaranteed admission to the university of their choice.

In order to qualify for the Talented Twenty Program, one must:

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades
- Take the ACT or SAT (with no minimum score required).
- Complete all eighteen college preparatory courses as specified in State Board of Education Rule.

Additional information about the Talented Twenty Program is available through the State's Talented 20 website at: <http://www.fldoe.org/schools/family-community/activities-programs/talented-twenty-program/index.stml>

Application for State Universities

High school counselors and College Assistance Program advisors are prepared to assist students with the application process for state university admissions. To be considered for the FSAG program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at www.fafsa.ed.gov and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's post-secondary education.

Student Profile Assessment

The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed flexibility to admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college. Applicants who do not meet minimum requirements may be eligible for admission through a student profile assessment which considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes of special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or gender.

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:

- Apply online and complete the Florida Financial Aid Application (FFAA) during their last year in high school (after December 1 and prior to graduation).
- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution verification of Florida residency and U.S. citizenship status.
- Earn a standard Florida standard high school diploma or its equivalent.
- Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution.
- Be enrolled for at least six non-remedial semester credit hours or the equivalent.
- Not have been found guilty of, nor pled no contest to, a felony charge.
- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

Additional information regarding Florida's Bright Futures Scholarship Program is available at: <http://www.floridastudentfinancialaid.org/ssfad/bf/>

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.

CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, concordant scores for graduation test requirements, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ().

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PLAN : Preliminary ACT (10)
4. PSAT/NMSQT: Preliminary SAT (10 and optional for grades 9 and 11)
5. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
6. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
7. PERT: Postsecondary Education Readiness Test (10-12)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date, and required documentation if special accommodations are needed to participate (for example, students with IEPs or 504 Plans). This information is available in the student services office.

The Career Technical Education/College Connection

Students completing specific Career Technical Education (CTE) programs have the opportunity to earn an industry certification credential and FREE college credits towards their Associate Degree, through a statewide or local agreement with colleges. <http://dcte.dadeschools.net/articulationagreements.html>. The following options explain how students may maximize their high school CTE programs of study.

Articulation Agreements - Postsecondary Credit For CTE Courses

Students enrolled in CTE programs of study in high school earn credits towards the completion of their Career Technical Certificates at area technical colleges (Miami Lakes Educational Center and Technical College, Robert Morgan Educational Center and Technical College, Lindsey Hopkins Technical College, D.A. Dorsey Technical College, George T. Baker Aviation Technical College, South Dade Technical College and the English Center). Students completing CTE programs of study may also earn credits toward an Associate of Science degree at Miami Dade College. Specifically negotiated agreements between the college and M-DCPS award students FREE college credits for CTE programs of study successfully completed in high school.

Career Pathways

The M-DCPS Career Pathways initiative was designed to ensure a seamless transition to two-and-four year postsecondary institutions as well as to M-DCPS technical colleges. Articulation agreements are created to afford opportunities for students to earn FREE college credit and industry certifications.

Career Pathway students typically select general programs of study, show interest in career technical fields, transition on to a two-year certificate program, or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. After graduation from high school, students can continue their career-focused education at local colleges or other post-secondary institutions and earn an associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

For additional information, students should contact their school counselor or visit the Department of Career and Technical Education website at <http://dcte.dadeschools.net>

Concordant and Comparative Scores for the Statewide, Standardized Graduation Assessments

All grade 10 students must take the Grade 10 Florida Standards Assessment (FS) English Language Arts (ELA) and students enrolled in Algebra 1 must take the Florida End Of Course assessment in Algebra 1. As noted in the chart below, for some school years the Algebra 1 EOC results constitute 30% of the student's final course grade. However, if a student who does not receive a passing score on either assessment he/she may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements. The table below provides the applicable concordant and comparative scores.

Concordant and Comparative Scores for High School Graduation Tests				
Graduation Test	Cohort Year (Incoming 9th Graders)			
	2012-2013	2013-2014	2014-2015	2015-2016
Reading/ELA	FCAT Reading 2.0 Pass = Level 3 or 245	FSA ELA Linked Score	FSA ELA Level 3	FSA ELA Level 3
Concordant Scores	ACT: 19 SAT: 430	ACT: 19 SAT: 430	ACT: 19 SAT: 430	ACT: 19 SAT: 430
Algebra 1	NGSSS Algebra 1 Pass = Level 3 or 399	NGSSS Algebra 1 Pass = Level 3 or 399 and 30%	FSA Algebra 1 Linked Score No 30%	FSA Algebra 1 Level 3 and 30%
Comparative Scores	PERT: 97	PERT: 97	PERT: 97	PERT: 97
Information for the 2016-2017 Cohort Year (Incoming 9th Graders) will be pending release of this information from the Florida Department of Education.				

GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The grade academic grades must not be based on the student's effort or conduct. The determination of the specific grade a student receives must be based on the teacher's best judgment, after careful consideration of all aspects of each student's performance during a grading period.

In authorized semester courses, the student's final grade will be determined as follows: 50% value for each of two nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 10% of the grade for each nine-week grading period; there is a provision for teacher override.

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

For senior high school students the forgiveness policy for required courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in the same or comparable course. The forgiveness policy for elective courses is limited to replacing a grade of D or F with a grade of C or higher earned subsequently in another course. In either situation, when a student attempts forgiveness for a grade, only the new grade will be used to compute the student's GPA. Any course not replaced according to this policy will be included in the calculation of the cumulative grade point average required for graduation. The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F.

In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 - 100	Outstanding progress	4
B	80 - 89	Above average progress	3
C	70 - 79	Average progress	2
D	60 - 69	Lowest acceptable progress	1
F	0 - 59	Failure	0
I	0	Incomplete (secondary only)	0

Grade Point Average

Grade point averages (GPA) may be used for any of the reasons listed below:

- high school graduation;
- rank in class;
- eligibility to participate in interscholastic extracurricular activities;
- academic Recognition Program;
- placement on the honor roll and/or membership in honor societies; and
- college admissions and scholarship competitions.

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA's.

Letter Grades	Grade Points	BONUS POINTS		
		Honors/ Pre-AICE/ Pre-IB	Advanced Placement	International Baccalaureate/Advanced International Certificate of Education
A	4	1	2	2
B	3	1	2	2
C	2	1	1	1
D	1	0	0	0
F	0	0	0	0

NOTE: Dual enrollment courses are awarded the equivalent of Advanced Placement, International Baccalaureate or Advanced International Certificate of Education bonus points as required by State statute.

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. Bonus points are applied to grades earned in individual courses prior to the calculation of the weighted GPA.

Students selecting one of the three-year accelerated programs are included in the overall class ranking for their graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration for the academic recognition program and the Talented Twenty program.

Academic Recognition Program

The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates.

Cum Laude: the upper 15% of the graduating class, excluding the *Summa* and *Magna Cum Laude* students, using a weighted GPA, or students who have a 4.0 GPA or higher

Magna Cum Laude: the upper 10% of the graduating class, excluding the *Summa Cum Laude* students, using a weighted GPA

Summa Cum Laude: the upper 5% of the graduating class using a weighted GPA

The school counselor can assist students and parents in determining the processes for computing the GPA's used for the various purposes listed above.

STUDENT RIGHTS AND RESPONSIBILITIES REGARDING GRADES*

Philosophical Basis

Grades are an indicator of the student's knowledge or skill at any particular time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

Rights	Responsibilities
Students have the right to be informed of the teacher's grading criteria, which is consistent with district guidelines, at the beginning of each grading period.	Students have the responsibility to ask teachers in advance of a graded assignment, for an explanation of any grading criteria or practice they may question or that needs clarification.
Students have the right to receive an academic grade that reflects their achievement.	Students have the responsibility for maintain reasonable standards of academic performance commensurate with their ability.
Students have the right to be notified when they are performing unsatisfactorily.	Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.
Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.	Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
Students have the right to achieve academic success based upon their own initiative and ability without interference from others.	Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.

*Excerpt from the Code of Student Conduct (Secondary) can be found in [School Board Policy 5500](#)

ATTENDANCE POLICY*

Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session. Students are expected to:

- be present at school each and every day;
- attend class as scheduled;
- arrive at school and each class on time; and
- demonstrate appropriate behavior and a readiness to learn.

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
2. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
3. Tardiness – A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
4. Early Sign-outs - No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal's designee, e.g., emergency, sickness.

B. Reasonable Excuses for Time Missed at School

1. Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
4. An approved school activity (absences recorded, but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.

7. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
8. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
9. Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parents that may be deployed or on “Block Leave,” schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
10. Death in the immediate family.
11. School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
12. Outdoor suspension.
13. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation.

C. Unexcused School Absence Due To:

1. vacations, personal services, local non-school event, program, or sporting activity;
2. older students providing day care services for siblings;
3. illness of others; and
4. non-compliance of immunization requirements unless lawfully exempted.

Absences not included in the excused absences listed above shall be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences do not require that the teacher provide make-up work for the student.

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school, but may result in detention or placement in existing alternative programs.

Any student who fails to attend a regularly scheduled class and has a “no excuse” for the absence should be referred to the appropriate administrator. Disciplinary action

should include notification to parents. Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The student will:

1. attend school/classes 180 days each school year;
2. be reported as present for the school day in order to participate in athletic and extracurricular activities;
3. request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class within three (3) days. It should be noted that all classwork, due to the nature of the instruction, is not readily subject to make-up work; and
4. complete the make-up assignments for classes missed within the equivalent number of days absent. Failure to make up all assignments will result in the lower assessment of the student's academic and/or effort grade.

The parent will:

1. be responsible for his/her child's school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child;
2. report and explain an absence or tardiness to the school;
3. ensure that his/her child has requested and completes make-up assignments for all excused absences/tardies from the child's teachers upon his/her return to school or class; and
4. appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences, and support the prescribed activities designated.

*This information can be found in School Board Policy 5200 - Attendance

HOMework POLICY*

Homework is an essential component of the learning process for students with the assignment of meaningful learning activities. While homework should provide opportunities for students to reinforce what is taught in the classroom, the assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge. Homework assignments should engage students in purposeful, relevant learning that meets their academic needs, with assignments emphasizing quality and depth over length and repetition. Homework is not to be assigned as punishment.

As students mature and progress through school, homework should reflect grade, age, and learner-appropriate levels with assignments that are aligned to the standards for learning in the particular subject area or course. Homework assignments for exceptional students should accommodate the special needs of such students.

In general, homework assignments should be completed for the following day but teachers may opt to set due dates over more days. Long-range assignments and/or project-based learning assignments should provide students with an opportunity to develop and refine research and independent study skills, embedding the use of technology, as applicable. Teachers should review evidence of progress periodically before the student submits a long-range assignment.

Students shall:

- complete assigned homework as directed;
- return homework to the teacher by the designated time;
- submit homework assignments which reflect careful attention to detail and quality of work; and
- devote thirty (30) minutes or more to reading each day in addition to any other assigned homework

Parents shall:

- encourage and support the child in the performance of homework assigned, ensuring that the child has an adequate environment that is conducive to studying and completing homework;
- indicate an interest about assignments and assist if possible when requested by the child, but not to include performing the work for the child;
- support the school in the students' assigned homework and communicate with the school if a student's homework assignments appear excessive, too difficult, or not sufficiently challenging;
- request assignments for students when short term absences are involved; assist the school in stressing the importance of reading and its benefits; and assure that students read for a period of thirty (30) minutes or more each day in addition to any other assigned homework

* Excerpt from School Board Policy 2330 - Homework

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by Section 1006.15, Florida Statutes, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (FHSA), Bylaws and Policies.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must maintain an unweighted cumulative grade point average (GPA) of 2.0 or above on a 4.0 scale in the courses required for graduation, including those taken by the student before he/she begins high school. The student must also maintain a 2.0 GPA in conduct for the previous semester. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

A first-year high school student, entering the ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have the cumulative 2.0 GPA at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during his/her next semester of attendance.

If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10th-grade year because the student's cumulative grade point average was below 2.0 at the conclusion of the previous semester and continues to be below 2.0 at the conclusion of the semester of ineligibility, he/she may regain his/her eligibility for the following semester provided:

(a) the student signs an academic performance contract with his/her school upon discovery, executes and fulfills the requirements of an academic performance contract, and (b) the student sits out the semester of ineligibility; and (c) the student attends summer school, or its graded equivalent, (i.e. adult education, Florida Virtual School, etc.) between grades 9 and 10 or 10 and 11, as necessary; and (d) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above cumulative grade point average on a 4.0 scale, or its equivalent, in all courses required for graduation at the conclusion of each semester to be eligible to participate during the following semester.

If a student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met.

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and

purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season physical activity associated with the student's candidacy for an interscholastic athletic team.

A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall become ineligible for further interscholastic athletic competition. For students enrolled in an accelerated graduation program, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

The high school counselor and school athletic director can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

- date and place of birth, parent's address, and where parents can be contacted in emergencies;
- grades, test scores, courses taken, academic specializations and activities, and official letters regarding a student's status in school;
- special education records;
- disciplinary records;
- medical and health records that the school creates or collects and maintains;
- documentation of attendance, schools attended, courses taken, awards conferred, and degrees earned; and
- personal information such as a student's identification code, Social Security number, photograph, or other information that would make it easy to identify or locate a student.

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 30 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

MAGNET PROGRAMS

The School Choice and Parental Options office of Miami-Dade County Public Schools offers a wide variety of magnet programs that provide unique and enhanced educational opportunities that appeal to students with diverse backgrounds, special talents, and similar interests. These programs offer courses of study that satisfy student educational interest and mandated learning goals while promoting diversity. Some programs accept all interested students; other programs have specific entrance criteria. When the number of eligible students exceeds the number of available seats in non-talent magnet programs, a random selection procedure is utilized to admit students.

Career and Professions

A variety of Career and Professions magnet academies are available to prepare senior high school students for the world of work and/or college. These programs are tailored to maximize the understanding of any given career and profession. Students engage in theme-specific and real-world experiences to prepare for successful college and workforce life.

Liberal Arts

The Liberal Arts magnet theme affords students a variety of programs encompassing critical thinking and active learning. Using historical perspective and interdisciplinary understanding, Liberal Arts Magnet programs prepare students to be knowledgeable world citizens. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of leading edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts magnet schools. Each program views learning as a transformative, socially interactive process.

Included in the Liberal Arts are the Museums and Montessori programs which are based on a philosophy whose fundamental belief is that children learn best within a social environment which supports each child's individual development and learning style. Learning occurs in an inquiring, nurturing atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development. The specific and uniquely designed curriculum and the use of multisensory learning materials enable students to become self-directed and motivated life-long learners.

International Programs

International Programs offer a challenging curriculum promoting high levels of academic productivity, comprehension of world cultures, and the acquisition of a foreign language. Through internationally benchmarked academic study and interdisciplinary courses, students become active lifelong learners and global citizens prepared to succeed in ever-changing international society and economy.

Through the **International Studies** program, school administration, teachers, students, and parents work collaboratively with foreign ministries of education in Spain, France, Italy, Brazil, and Germany to ensure that the educational requirements and standards of that country are infused and taught in the curriculum. The pedagogy results in the acquisition of a second language.

The **International Baccalaureate (IB) Programme** is a highly coordinated, rigorous course of study linking Humanities, the Sciences, Mathematics, Languages, and Community Service. The curriculum of the IB Diploma Programme incorporates standards that assume a high level of aptitude and achievement. The IB Diploma is highly recognized at colleges and universities throughout the country and world-wide.

The **Cambridge (AICE Diploma) Program** is a challenging, accelerated curriculum that is based on Britain's A Level examinations. At the senior high school level, the Cambridge Program becomes a four-year curriculum that progresses from two years of preparatory classes to entrance in the Advanced International Certificate in Education (AICE) Diploma Program.

The **AP Capstone Program** is designed to complement and enhance the in-depth subject-matter study provided through AP courses. The curriculum leads students to exemplary inquiry, research, collaboration, and communication skills by studying topics of global relevance from an interdisciplinary perspective, making connections between these topics and their AP subjects. It was developed following feedback from higher education organizations requesting that high school students develop stronger backgrounds in independent research, collaborative teamwork, and 21st-century knowledge and skills now essential for success on college campuses and in today's global marketplace. For more information, visit <https://lp.collegeboard.org/ap-capstone>.

International Education Programs immerse students in multicultural education with an emphasis on learning a second language. These programs, which are delivered in various, successful, curricular designs, prepare students to live effectively in a fast changing global society and economy.

Information about individual school offerings in International Programs can be found at: <http://yourchoicemiami.org/international-programs/>

Mathematics, Science, and Technology

Mathematics, Science, and Technology programs utilize innovative strategies and technology to engage students in investigation and discovery. This hands-on approach captures natural curiosity and stimulates interest, thereby building better understanding and quality performance. Students utilize mathematics, science, and technology laboratories, as well as real world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design.

Information about individual school programs in Mathematics, Science, and Technology can be found at: <http://yourchoicemiami.org/mathematics-science-technology/>.

Visual and Performing Arts

Visual and Performing Arts talent programs provide intellectually stimulating and educationally challenging classes in the arts for students who, through the audition and portfolio review process, demonstrate a talent in a particular art form. Students and teachers engage in a continuous exchange with numerous opportunities to develop and showcase talents.

Information about individual school programs in Visual and Performing Arts can be found at: <http://yourchoicemiami.org/visual-performing-arts/>

VPrep – Virtual Offerings

Miami-Dade County Public Schools is excited to introduce a new and innovative grouping of programs with an emphasis on educational instruction delivered through cutting edge process. VPrep is a comprehensive collection of virtual programs offered throughout Miami-Dade County Public Schools. This progressive and rapidly growing cluster of programs is designed to prepare students for the exciting digital world in which we now live. For additional information, visit <http://yourchoicemiami.org/vprep>.

Miami-Dade Online Academy (MDO)

Miami-Dade Online Academy (MDO) is a tuition-free, full-time, accredited, on-line virtual public school program. It is open to all eligible K-12 students who are residents of Miami-Dade County, Florida. MDO provides a student-centered virtual-learning environment to a diverse population of learners, encouraging critical thinking skills and the development of curious minds engaged in high quality curriculum. MDO is an interactive learning environment with fully certified Florida teachers who provide students with superior knowledge of subject matter and care about their success. For more information, visit <http://mdo.dadeschools.net>

iPrep Academy

iPrep Academies are innovative magnet schools or school-based programs that provide students in grades 9-12 with the opportunity to accelerate in the high school curriculum in a technology-rich, non-traditional academic setting. This technology-enriched environment is uniquely designed to meet each student's individual needs. In iPrep, students participate in college preparatory and college-level courses, using both face-to-face and on-line instruction. The rigorous curriculum is comprised of honors, advanced placement, on-line and dual enrollment courses. Students, have the flexibility in scheduling their school day to include internships and community-based service projects. iPrep prepares students for success in our digital world and global economy. For more information, visit <http://yourchoicemiami.org/vprep>.

iTech Academy

An iTech school offers a rigorous technology-focused curriculum aligned to a Science, Technology, Engineering and Mathematics (STEM) framework. In iTech schools, students use technology in a project-based learning environment to solve real world challenges. Currently, M-DCPS offers strands in: Geospatial Information Systems (GIS), Enterprise Resource Planning (ERP), Microsoft Applications/Programming and Software Development (iCode) and Game Design (iDesign). An iTech curriculum also offers students the opportunity to earn industry certifications. For more information, visit <http://yourchoicemiami.org/vprep>.

Anti-Discrimination Policy

Federal and State Laws

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 beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.