CURRICULUM BULLETIN

2021-2022

MIAMI-DADE COUNTY PUBLIC SCHOOLS

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Perla Tabares Hantman, Chair

Dr. Steve Gallon III, Vice Chair

Ms. Lucia Baez-Geller

Dr. Dorothy Bendross-Mindingall

Ms. Christi Fraga

Dr. Lubby Navarro

Dr. Marta Pérez

Ms. Mari Tere Rojas

Ms. Luisa Santos

Miss Maria Martinez
Student Advisor

Alberto M. Carvalho
Superintendent of Schools

Dr. Sylvia J. Diaz
Chief Academic Officer
Office of Academics and Transformation

Lisette M. Alves
Assistant Superintendent
Division of Academics

Miami-Dade County Public Schools
giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Steve Gallon III, Vice Chair
Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Christi Fraga
Dr. Lubby Navarro
Dr. Marta Pérez
Mari Tere Rojas
Luisa Santos

March 16, 2021

Dear Parents and Students:

Welcome to a new school year in your incredible journey with Miami-Dade County Public Schools. Whether your journey with us started in early childhood or more recently, we will continue our commitment to providing you with the resources you need to make informed decisions and chart a successful academic path through high school and beyond.

One of these resources is the *2021-2022 Miami-Dade County Public Schools' Curriculum Bulletin*. I encourage you to use this document to familiarize yourself with our academic program offerings, information on college and career planning and the requirements for progression from middle school to high school, for high school graduation, and for postsecondary education. I realize that this can seem overwhelming, but I urge you to reach out to your school administrators, teachers, and counselors. They are a valuable resource who can provide guidance and assistance in navigating all these academic options and requirements.

These are challenging times around the world, in our country, and in education. While we cannot be sure what new challenges the rapidly evolving national health crisis will bring, Miami-Dade County Public Schools is committed to continuing to provide our students and parents with quality educational experiences and support during these ever-shifting conditions to ensure our students are successful in a broad range of careers and future endeavors.

Sincerely,

Dr. Sylvia J. Diaz, Chief Academic Officer
Office of Academics and Transformation

SJD:ch
L006

cc: Lisette M. Alves

Miami-Dade County Public Schools
giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Steve Gallon III, Vice Chair
Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Christi Fraga
Dr. Lubby Navarro
Dr. Marta Pérez
Mari Tere Rojas
Luisa Santos

16 de marzo de 2021

Estimados padres, tutores y alumnos:

Sean bienvenidos a un nuevo curso en esta maravillosa travesía por el Sistema Escolar Público del Condado de Miami-Dade. Sin importar si dicha travesía por nuestro sistema escolar se inició durante la niñez o después de la misma y en tiempos recientes, es nuestro compromiso continuar supliéndolos con los recursos necesarios para que siempre estén bien informados y tengan la capacidad de realizar decisiones certeras con miras a delinear un camino académico que los conduzca al éxito en los niveles secundarios y más allá de estos.

Uno de estos recursos lo constituye el *Boletín Curricular 2021-2022 del Sistema Escolar del Condado de Miami-Dade.* Les insto a que revisen este documento para que se familiaricen con nuestros programas académicos y obtengan información pertinente sobre el conjunto de estudios generales universitarios y su futura planificación, así como también conocer los requisitos necesarios, tanto para la transición de la enseñanza media básica a la superior y la graduación de esta última, como para los consecuentes estudios postsecundarios. Entiendo que todo esto pudiera resultar agobiante, no obstante, los insto a que se comuniquen con la directiva de su centro escolar, sus maestros y sus consejeros. Ellos constituyen un recurso de incalculable valor en cuanto a proveerles guía y apoyo al transitar por este cúmulo de requisitos y opciones académicas.

No se hace necesario recalcar que estos son tiempos que implican muchos retos a nivel mundial, nacional y, por supuesto, a nivel educacional. No podemos predecir con seguridad qué otros retos nos esperan en el acelerado desenvolvimiento de la crisis nacional que experimentamos en el campo de la salud, aun así el Sistema Escolar Público del Condado de Miami-Dade tiene el compromiso de continuar ofreciéndoles a nuestros padres y alumnos, experiencias educativas de calidad y el apoyo necesario durante esta situación incierta, con el objeto de garantizar el éxito de nuestros estudiantes en los distintos caminos que tomen en cuanto a sus carreras, así como cualquier futuro empeño.

Atentamente,

Dr. Sylvia J. Diaz, Ejecutiva Principal
Para Asuntos Académicos
Oficina de Asuntos Académicos y Transformación

SJD:ch
L006

cc: Lisette M. Alves

Miami-Dade County Public Schools
giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board
Perla Tabares Hantman, Chair
Dr. Steve Gallon III, Vice Chair
Lucia Baez-Geller
Dr. Dorothy Bendross-Mindingall
Christi Fraga
Dr. Lubby Navarro
Dr. Marta Pérez
Mari Tere Rojas
Luisa Santos

16 Mas 2021

Chè Paran yo ak Elèv yo:

Byenvini nan nouvèl ane eskolè a nan vwayaj enkwayab ou nan Lekòl Leta Miami-Dade County. Menm si vwayaj ou te kòmanse avèk nou depi lè w te timoun piti oswa pi resamman, n ap kontinye angajman nou pou nou founi ou resous ou bezwen pou pran desizyon eklere epi trase yon chemen siksè akademik nan lekòl segondè ak lòt etid avanse.

Youn nan resous sa yo se *Bilten Kourikoulòm Lekòl Leta Miami-Dade County 2021-2022*. Mwen ankouraje w sèvi ak dokiman sa a pou familyarize ou avèk pwogram akademik nou ofri yo, enfòmasyon sou planifikasyon kolèj ak egzijans sou kondisyon pou pwogresyon soti nan lekòl presegondè rive nan lekòl segondè, pou gradyasyon lekòl segondè, ak pou edikasyon apre lekòl segondè. Mwen reyalize sa kapab sanble akablan, men mwen ankouraje ou pou w kontakte administratè lekòl ou a, pwofesè yo, ak konseye yo. Yo se yon resous valab ki ka bay konsèy ak asistans nan navige tout opsyon sa yo ak egzijans akademik yo.

N ap avanse ak moman ki pi difisil atravè mond lan, nan peyi nou an, ak nan edikasyon. Pandan nou pa kapab asire nou ki nouvo defi kriz sante nasyonal k ap evolye rapidman an pral pote, Lekòl Leta Miami-Dade County pran angajman pou kontinye bay elèv nou yo ak paran yo bonjan eksperyans edikasyonèl ak sipò pandan evolisyon chanjman kondisyon yo pou garanti elèv nou yo reyisi nan yon pakèt karyè ak inisyativ nan lavni yo.

Sensèman,

Dr. Sylvia J. Diaz, Ofisye Akademik Anchèf
Biwo Akademik ak Transfomasyon

SJD:ch
L006

cc: Lisette M. Alves

MIAMI-DADE COUNTY PUBLIC SCHOOLS
2021-2022 CURRICULUM BULLETIN

TABLE OF CONTENTS

Middle School Information.....1

High School Graduation Programs.....7

Standard Diploma Requirements…….....9

Diploma Pathways.....13

Florida Seal of Biliteracy.....16

Provisions for Acceleration.....19

Admission to Florida's State University System.....23

Florida's Bright Futures Scholarship Program.....26

Career Planning and College Entrance Examinations.....27

Grading Student Performance.....30

Students' Rights and Responsibilities Regarding Grades.....33

Attendance Policy.....34

Homework Policy.....37

Eligibility for Participation in Interscholastic Extracurricular Activities.....40

Family Educational Rights and Privacy Act.....42

Magnet Programs.....43

MIDDLE GRADES INFORMATION

Required Courses for Students in Middle Grades

The required program of study for middle grades students 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 sciences, 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 reading and are highly encouraged to enroll in remediation courses in mathematics, which may 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 earn a passing grade in the course to earn high school Algebra I credit. 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 earn a passing score on 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 earn a passing score on the Algebra 1 EOC assessment. ✓ To earn high school credit for a 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	✓ Beginning with 2012-2013 school year, 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 Sciences	three middle grades or higher annual courses	✓ Civics is one of the required courses. The Civics course includes the roles and responsibilities of federal, state, and local governments, the structures and functions of the legislative, executive, and judicial branches of government, and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States. It is offered in 7th grade. A student's score on the statewide standardized Civics EOC examination will constitute 30% of the Civics final course grade. ✓ Students are required to complete one course of the District and State Approved courses which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in grade 6, 7, or 8.

Summary of Required Middle Grades Courses

Grade	ELA ✖	Math	Social Sciences	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 is a required course for all ELs. ELs 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, M/J Developmental Language Through ESOL course.

- Students are required to complete one course of the District and State Approved courses which incorporates career and education planning and includes the development of a personalized academic and career plan. This promotion requirement is to be completed in grade 6, 7 or 8.

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 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 7th grade student
6	**4-5 Courses Passed** Must pass language arts* or mathematics and at least 3 other courses	**Promoted to Grade 7** Student placed in grade 7 and scheduled to repeat courses not passed, as appropriate.
6	**Less than 4 Courses Passed in Grade 6**	**Retained in Grade 6**
7	**12 Cumulative Courses Passed** 6 courses passed in grade 6 and 6 courses passed in grade 7	**Promoted to Grade 8** Regular 8th grade student
7	**8-12 Cumulative Courses Passed** 4 courses passed in grade 6 including language arts*, mathematics, science, and social science. and 4-5 courses passed in grade 7 including 7th grade language arts* or mathematics, science or social sciences.	**Promoted to Grade 8** Student placed in grade 8 and scheduled to repeat courses not passed, as appropriate.
7	**7-8 Cumulative Courses Passed**	**Retained in Grade 7**
8	**15-18 Cumulative Courses Passed** Must pass 3 courses each in language arts*, mathematics, science, and social sciences including a course which incorporates career and educational 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 in Grade 8**

** 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 for the purposes of pursuing a more challenging program of study. Such 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. 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. Students may also fulfill their online requirement for graduation during middle school. There are other options for courses that students may take through Florida Virtual School or Dual Enrollment.

Recommended 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. ▪ To earn credit, a student must earn a passing grade in the course for which the EOC results constitute 30% of the final grade. ▪ 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. ▪ To earn credit, a student must earn a passing grade in the course for which the EOC results constitute 30% of the final grade.
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. ▪ To earn credit, a student must earn a passing grade in the course which the EOC results constitute 30% of the final grade. ▪ Must meet science lab requirements. ▪ Physical Science Honors or Pre-AICE. Physical Science should be completed prior to enrolling in any of these Biology courses.
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.

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, an Advanced International Certificate of Education (AICE) curriculum, or Career and Technical Education (CTE) Pathway. 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.

Career and Technical Education (CTE) graduation pathway is also available. The CTE graduation pathway allows a student who meets the following requirements to be awarded a standard high school diploma:

- Earn at least 18 credits.
- Earn a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.

- Earn 4 credits for English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, and 3 credits in social sciences.
- Complete 2 credits in career and technical education. The courses must result in a program completion and an industry certification; and
- Complete 2 credits in work-based learning programs. A student may substitute up to 2 credits of electives, including one-half credit of financial literacy for work-based learning program courses to fulfill this requirement. Florida Statutes § 1003.4282(11).

Diploma Option for Students with Disabilities is also available. The Standard Diploma via Access Courses allows a student who meets the following requirements to be awarded a standard high school diploma:

- Work towards a 24-credit standard high school diploma or the 18-credit ACCEL diploma.
- Maintain a 2.0 grade G.P.A.
- Demonstrate proficiency on the Grade 10 Florida Standards Alternate Assessments (FSAA) in English Language Arts and Access EOC in Access Algebra I or,
- For students who do not score proficiently in the FSAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.

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 2021 legislative session.

Standard Diploma Requirements

Academic Advisement – 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)
- Career and Technical Education (CTE) Pathway
- 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 English Language Arts (ELA) or a concordant score
- Algebra 1 end of course (EOC) or a comparative score

Refer to Graduation Requirements for Florida's Statewide Assessments for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade[+]:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

[+]Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (credit acceleration program [CAP]).

What is the difference 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

What is the difference between the CTE Pathway option and the 24-credit option?

- At least 18 credits are required
- 4 elective credits instead of 8
  - 2 credits in CTE courses, must result in completion and industry certification
  - 2 credits in work-based learning programs or up to 2 elective credits including financial literacy
- Physical Education is not required
- Fine and Performing Arts, Speech and Debate, or Practical Arts is not required
- Online course is not required

24 Credit Standard Diploma

4 Credits ELA

- ELA 1, 2, 3, 4
- ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment courses may satisfy this requirement

4 Credits Mathematics*

- One of which must be Algebra 1 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 1 and Geometry)
- An identified computer science** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)

3 Credits Science

- One of which must be Biology 1, two of which must be equally rigorous science courses
- Two of the three required course credits must have a laboratory component
- Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology 1)
- An identified computer science** credit may substitute for up to one science credit (except for Biology 1)

3 Credits Social Studies

- 1 credit in World History
- 1 credit in U.S. History
- 0.5 credit in U.S. Government
- 0.5 credit in Economics

1 Credit Fine and Performing Arts, Speech and Debate, or Practical Arts*

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 (GPA) on a 4.0 scale for all cohort years **and pass statewide,** standardized assessments unless a waiver of assessment results is granted by the IEP team for students with disabilities.

* Eligible courses are specified in the Florida Course Code Directory.

**A computer science credit may not be used to substitute for both a mathematics and science credit.

Scholar Diploma Designation

In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 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
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

*A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology 1 or U.S. History course; 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.)

What are the additional graduation options for students with disabilities ?

Two additional options are available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- 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 0.5 credit via paid employment.

What is the CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Biology 1
- Geometry
- U.S. History

State University System (SUS)

Admission into Florida's public universities is competitive. Prospective students should complete a rigorous course of study 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 (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA, and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and above)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

State University System of Florida

The Florida College System

The 28 colleges of the Florida College System serve nearly 800,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. Many colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma or successfully earned college credit.

Florida College System

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or 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 Education Directors

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

Office of Student Financial Assistance

Requisitos de Diploma Estándar
Asesoría Académica – Lo que los estudiantes y padres deben saber

¿Cuáles son las opciones de diploma?

Los estudiantes deben completar con éxito una de las siguientes opciones de diploma:

- Diploma estándar de 24 créditos
- 18 créditos Currículo Académicamente Desafiante para Mejorar el Aprendizaje (ACCEL)
- Vía de Educación Técnica y Profesional (CTE)
- Currículo de Certificado de Educación Internacional Avanzado (AICE)
- Currículo de Diploma de Bachillerato Internacional (IB)

¿Cuáles son los requisitos de evaluación del estado?

Los estudiantes deben aprobar las siguientes evaluaciones a nivel estatal:

- Artes del Lenguaje de Inglés (ELA) de Grado 10 o una puntuación equivalente
- Algebra 1 de fin de curso (EOC) o una puntuación comparativa

Consulte los Requisitos de Graduación para las Evaluaciones Estatales de Florida para puntuaciones equivalentes o comparativas.

Los estudiantes matriculados en los siguientes cursos deben participar en las evaluaciones de EOC, lo cual constituye 30 por ciento de la nota final del curso⁺:

- Algebra 1
- Biología 1
- Geometría
- Historia de EE. UU

⁺Nota especial: Treinta por ciento no es aplicable si no está inscrito en el curso, pero aprobó el EOC (a través del programa de aceleración de crédito [CAP]).

¿Cuál es la diferencia entre la opción ACCEL de 18 créditos y la opción de 24 créditos?

- 3 créditos optativos en vez de 8
- No se requiere educación física
- No se requiere curso en línea

¿Cuál es la diferencia entre la opción Camino CTE y la opción de 24 créditos?

- Se requieren por los menos 18 créditos
- 4 créditos optativos en vez de 8
  - 2 créditos en cursos CTE, deben resultar en finalización de programa y certificación de la industria
  - 2 créditos en programas de aprendizaje basado en el trabajo o hasta 2 créditos optativos, incluido educación financiera
- No se requiere bellas artes, discurso y debate o artes practicas
- No se requiere curso en línea

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Diploma Estándar de 24 Creditos

4 Créditos ELA

- ELA 1, 2, 3, 4
- ELA con honores, AP, AICE, IB y cursos de doble matrícula puede satisfacer este requisito

4 Créditos Matemáticas*

- Uno de los cuales debe ser Algebra 1 y uno de lo cual debe ser Geometría.
- Certificaciones de industria que conducen a crédito universitario puede sustituir hasta dos créditos de matemáticas (excepto para Algebra 1 y Geometría).
- Un crédito de informática identificado puede sustituir hasta un crédito de matemáticas (excepto para Algebra 1 o Geometría)

3 Créditos Ciencias

- Uno de los cuales debe ser Biología 1, dos de los cuales deben ser cursos de ciencias igualmente rigurosos.
- Dos de los tres cursos de créditos requeridos deben tener un componente de laboratorio.
- Certificaciones de industria que conducen a crédito universitario puede sustituir hasta un crédito de ciencias (excepto para Biología 1).
- Un riguroso curso de informática** puede sustituir hasta un crédito de ciencias (excepto para Biología 1)

3 Créditos Estudios Sociales

- 1 crédito en Historia Mundial
- 1 crédito en Historia de EE. UU
- 0.5 crédito en Gobierno de EE. UU
- 0.5 crédito en Economía

1 Crédito en Bellas Artes y Artes Escénicas, Discurso y Debate, o Artes Practicas*

1 Crédito Educación Física*

- Para incluir la integración de salud

8 Créditos Electivos

1 Curso en Línea

Los estudiantes deben obtener un promedio de 2.0 (GPA) en una escala de 4.0 para todos los años siguientes y deben aprobar evaluaciones estandarizadas a nivel estatal a menos que el equipo del IEP otorgue una exención de los resultados de la evaluación para estudiantes con discapacidades.

* Los cursos elegibles están especificados en el Directorio de Cursos en Florida.
**Un crédito de informática no se puede utilizar para sustituir tanto para un crédito en matemáticas como en ciencias.

Designación de Diploma Académico

Además de cumplir con los requisitos del diploma estándar de 24 créditos de escuela secundaria, el estudiante debe cumplir con todos los siguientes requisitos:

- Obtener 1 crédito en Algebra 2 o un curso igualmente riguroso
- Obtener 1 crédito en estadísticas o un curso de matemáticas igualmente riguroso
- Aprobar Biología 1 EOC*
- Obtener 1 crédito en química o física
- Obtener 1 crédito en un curso igualmente riguroso a la química o física
- Aprobar Historia de EE. UU EOC*
- Obtener 2 créditos en el mismo idioma mundial
- Obtener por lo menos 1 crédito en un curso AP, IB, AICE o curso de doble matrícula

*Un estudiante está exento de la evaluación EOC de Biología 1 o Historia de EE. UU si el estudiante está matriculado en un curso AP, IB o AICE Biología 1 o un curso de Historia de EE. UU y el estudiante obtiene la calificación mínima para obtener crédito universitario en la evaluación respectiva de AP, IB o AICE.

Designación del Diploma de Mérito

- Cumplir con los requisitos del diploma estándar de escuela secundaria.
- Obtener una o más certificación de industria de la lista establecida (per s. 1003.492, F.S.).

¿Cuáles son las opciones adicionales de graduación para estudiantes con discapacidades?

Hay dos opciones adicionales disponibles solo para estudiantes con discapacidades. Ambas permiten a los estudiantes sustituir un curso de carrera y educación técnica (CTE) con contenido relacionado por un crédito en ELA 4, matemáticas, ciencias y estudios sociales (excluyendo Algebra 1, Geometría, Biología 1 e Historia de EE. UU). Las dos opciones son la siguientes:

- Estudiantes con discapacidades cognitivas significativas pueden obtener créditos a través de cursos de acceso y pueden ser evaluados a través de una evaluación alterna.
- Estudiantes que eligen la opción académica y laboral deben de obtener por lo menos 0.5 crédito a través del empleo pago.

¿Qué es el CAP?

El Programa de CAP le permite al estudiante obtener créditos de escuela secundaria si el estudiante aprueba un examen de Colocación Avanzada (AP), un Programa de Examen de Nivel Universitario (CLEP) o una evaluación de curso a nivel estatal sin matricularse en el curso. Los cursos incluyen las siguientes materias:

- Algebra 1
- Biología 1
- Geometría
- Historia de EE. UU

Sistema Universitario del Estado (SUS)

La admisión a las universidades públicas de Florida es competitivo. Futuros estudiantes deben de completar un currículo riguroso en la escuela secundaria y solicitar a más de una universidad para aumentar sus posibilidades de ser aceptado. Para calificar para entrar a una de las universidades públicas de Florida, un estudiante que ingresa a la universidad por primera vez tiene que cumplir con los siguientes requisitos mínimos (crédito obtenido por un certificado de industria no cuenta para admisión al SUS):

- Graduación de escuela secundaria con un diploma estándar, un promedio mínimo de 2.5, y puntajes de admisión que cumplen con los puntajes mínimos de exámenes listos para la universidad según el Reglamento de la Junta de Gobernadores (BOG) 6.008
- 16 créditos de cursos académicos preparatorios para la universidad aprobados según el Reglamento de BOG 6.002
- 4 Inglés (3 con escritura sustancial)
- 4 Matemáticas (Algebra nivel 1 y superior)
- 3 Ciencias Naturales (2 con laboratorio sustancial)
- 3 Ciencias Sociales
- 2 Idioma Mundial (consecutivos, en el mismo idioma u otros equivalentes)
- 2 electivos aprobados

Sistema Universitario del Estado de Florida

El Florida College System

Los 28 colegios del Florida College System sirven a casi 800,000 estudiantes. Los colegios ofrecen credenciales de fuerza de trabajo asequibles y apilables incluyendo los programas de certificación, grado Asociado en ciencia y grado Asociado en arte, lo cual transfiere a un programa de licenciatura. Muchos colegios también ofrecen programas de licenciatura de fuerza de trabajo en áreas de alta demanda. Todas las instituciones del Florida College System tienen admisiones de puertas abiertas para los estudiantes que han obtenido un diploma estándar de escuela secundaria, un diploma equivalente o han obtenido crédito universitario exitosamente.

Florida College System

Colegios y Centros Profesionales y Técnicos

Florida también ofrece a los estudiantes 49 colegios o centros técnicos y profesionales acreditados en todo el estado, que proporcionan la educación y certificación necesaria para trabajar en una carrera particular o campo técnico. Los programas son flexibles para los estudiantes y brindan educación y capacitación específica de la industria para una amplia variedad de profesiones

Directores de Educación Secundaria y Técnica

¿Dónde se encuentra la información sobre ayuda financiera?

La Oficina de Asistencia Financiera para Estudiantes del Departamento de Educación de Florida administra una variedad de becas y subvenciones educativas postsecundarias financiadas por el estado.

Oficina de Asistencia Financiera para Estudiantes

DIPLOMA PATHWAYS

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 Forward:**
    - EOCs: Pass the Geometry, Biology 1, and U.S. History EOCs.
    - Earn 1 credit each in the following courses: Algebra 2 or an equally rigorous mathematics course; 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 to earn college credit.

- **Merit Designation**: Students Entering Grade 9 in the **2014-2015 School Year and Forward**:

    - Meets the standard high school diploma requirements, and

    - Attain one or more industry certifications from the list established per Florida Statute § 1003.492.

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 or student at the age of maturity.

Standard Diploma via Access Points

This option is only available for Students with Disabilities who are identified as having a "significant cognitive disability" as outlined in their Individualized Education Plan (IEP). The requirements are as follows:

- Has earned 24 credits in required coursework and maintained a 2.0 GPA;
- This is required for the 2014-15 cohort and beyond;
- Graduation requirements are the same as a student working towards a Standard Diploma;
- This is recognized as the same Standard Diploma that peers receive, however courses on transcript are labeled as "Access Courses";
- The 18 credit (ACCEL) option is available.

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 grades on the transcript less than a "C."

International Baccalaureate Diploma

Students who achieve a minimum of 24 points from the three Standard Level and three Higher Level Exams or two Standard Level and four Higher level exams, one from each of the six subject groups; meet the core requirements for International Baccalaureate that include the Extended Essay, Theory of Knowledge, and Creativity, Action, and Service; complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and are eligible to receive the International Baccalaureate diploma from the International Baccalaureate Organization.

Advanced International Certificate of Education Diploma

Students who achieve a minimum of seven credits in different subject groups of which there must be at least one credit in Mathematics and Science, Languages, and in Arts and Humanities; and one of the credits must include the satisfaction of the compulsory course: Global Perspectives and Research; complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and are eligible to receive an Advanced International Certificate of Education (AICE) Diploma.

AP Capstone Diploma

Students who earn a 3 or above in Advanced Placement (AP) Seminar, and Advanced Placement (AP) Research, and on four additional AP Examinations of their choosing shall receive an AP Capstone Diploma.

For more information on the specific requirement of each of the diploma designations, visit diplomapathways.dadeschools.net.

FLORIDA SEAL OF BILITERACY REQUIREMENTS

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

The **Florida Gold Seal of Biliteracy** is awarded to a student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

- Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and level 4 or higher on the grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA);
- Has earned a score or performance level on any of the state approved examinations. Information on the specific examinations can be found at diplomapathways.dadeschools.net.
- Has satisfied alternative requirements as determined by the State Board of Education.

The **Florida Silver Seal of Biliteracy** is awarded to a student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility:

- Has earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale;
- Has earned a score or performance level on any of the state approved examinations. Information on the specific examinations can be found at diplomapathways.dadeschools.net;
- Has satisfied alternative requirements as determined by the State Board of Education.

For languages which are not tested on the nationally recognized examinations, students may demonstrate language proficiency through maintenance of a portfolio of language performance, at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines of 2012 in the modes of communication appropriate for that language.

Please Note:
Requirements for the criteria for the award of credit (Florida Board Rule 6A-1.09951). A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level on any of the state approved examinations under the Silver Seal designation. Information on the specific examinations can be found at diplomapathways.dadeschools.net.

Certificates

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.

AP Capstone Certificate

Student who achieve a 3 or above on the AP Seminar and AP Research courses and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for a AP Capstone Certificate.

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 Florida Statute § 1002.3105., 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 Florida 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.

CPT-Eligible Certificate of Completion

Pursuant to Florida Statute § 1003.433, , students who earn the 24 required credits and achieve a GPA of 2.0 or higher, but do not pass the graduation test(s), are eligible to receive the College Placement Test (CPT)-Eligible Certificate of Completion.

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

Standard Diploma Via Access Courses Cohorts 2014-2015 and Beyond:

- Effective July 1, 2015, beginning with the 2014-2015 ninth grade cohorts, all students with disabilities will work toward a standard diploma.
- Students must demonstrate proficiency on Florida Standards Alternate Assessments (FSAA) in English Language Arts and Access EOCs in Access Algebra I, Access Geometry, Access Biology, and Access United States History.
- For students who do not score proficiently in the FSAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent**.**

A student with a disability who meets the standard high school diploma requirements in this section may defer the receipt of a standard high school diploma if the student:

- Has an Individual Education Plan that prescribes special education, transition planning, transition services, or related services through age 21; and
- Is enrolled in accelerated college credit instruction pursuant to Florida Statute § 1007.27, industry certification courses that lead to college credit, a collegiate high school program, courses necessary to satisfy the Scholar designation requirements, or a structured work-study, internship, or pre-apprenticeship program.

A student with a disability who receives a certificate of completion and has an individual education plan that prescribes special education, transition planning, transition services, or related services through 21 years of age may continue to receive the specified instruction and services.

Any waiver of the statewide, standardized assessment requirements by the individual education plan team, pursuant to Florida Statute § 1008.22(3)(c), must be approved by the parent or student at age of maturity and is subject to verification for appropriateness by an independent reviewer selected by the parent as provided for in Florida Statute § 1003.572.

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)

Advanced Placement (AP) is a program created by the College Board which offers college-level curricula and examinations to high school students. American colleges and universities may grant placement and course credit to students who obtain a minimum score of a 3 on a 5 point scale on the corresponding AP exam.

Career and Technical Education

Any career education courses 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 sequential Career and Technical Education program of study that allows students to achieve industry certification, a two-year postsecondary certificate and/or degree, with an option of continuing toward the completion of a baccalaureate degree. 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 § 1003.4295(3), the CAP is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). 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, AP examination, or CLEP 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 (grades 6-12) 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 secondary 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 school campus and off school campus dual enrollment courses.

Career Dual Enrollment

Career dual enrollment is a specific form of dual enrollment in which students enroll in postsecondary courses that lead to an industry certification as identified in section (s.) 1008.44, Florida Statutes (F.S.) Career dual enrollment is available to students in public schools, home education and private high schools that are in compliance with s. 1002.42(2), F.S. and provide secondary curriculum pursuant to s. 1003.4282, F.S., seeking a certificate or degree and industry certification through a career education program or course.

Early Admission

Early admission is a form of dual enrollment through which eligible grade 12 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 dual enrollment, early admission student, a student must meet the GPA and college

entrance exam criteria and enroll in a minimum of 12 college credit hours, but may not enroll in more than 15 college credit hours per semester.

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 Florida Statute § 1003.4282. Schools shall notify parents of students who are eligible to graduate early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's graduating class, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduating class. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

If eligible for a Florida Bright Futures Scholarship Program award under Florida Statutes § 1009.538, a student who graduates from high school midyear may receive an initial award in the spring term following the student's graduation.

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 meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- A minimum of a 2.5 GPA
- 16 credits of approved college preparatory academic courses per BOG 6.002 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 Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language. Two credits of American Sign Language can satisfy the foreign language requirement
- 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 49 accredited career and technical colleges or 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 Career and Technical Education Directors.

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 grant. 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.
- Submit test scores (SAT or ACT) prior to enrollment in a university in the State University System.
- Met college-level preparatory testing score minimums per BOG Regulation 6.008.
- Complete all eighteen core course requirements for state university admission as specified in BOG Regulation 6.002(6)©. FAC.

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 lottery-funded scholarships to reward Florida high school graduates for 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 October 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
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 (11, 12)
6. SAT Subject Tests (11, 12)
7. PERT: Postsecondary Education Readiness Test (10-12)
8. ACCUPLACER (10-12)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Most tests have registration deadlines and require approval for testing accommodations. 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 FSA ELA and students enrolled in Algebra 1 must take the Florida EOC in Algebra 1. However, a student who does not receive a passing score on either assessment may apply a concordant/comparative score achieved on a designated college readiness assessment to meet the high school graduation test requirements per Florida Statutes § 1003.4282. New concordant and comparative scores that align with the Grade 10 FSA ELA and the FSA Algebra 1 EOC were adopted by the Florida Board of Education on May 16, 2018 and took effect on June 28, 2018.

New concordant scores required to meet graduation test requirements for students who entered grade 9 in 2018-2019 and beyond are: ACT English and Reading 18 or SAT Evidence-based Reading and Writing (EBRW) 480.
The new comparative score required to meet graduation test requirements for the Florida EOC in Algebra 1, for students who entered grade 9 in 2018-2019 and beyond are: PSAT/NMSQT 430 or SAT Math 420 or ACT Math 16. Current (and earlier) high school students, those who entered grade 9 between 2010-11 and 2017-18, may meet their assessment graduation requirement(s) by using previously established scores listed in the table below, and may also use the newly adopted scores, if it is to their benefit. In addition, as defined by Rule 6A-1.09422(6)-(7), F.A.C. effective August 18, 2020, the FSA Geometry EOC Level 3 was added as a comparative score to meet the Algebra 1 graduation test requirement. Therefore, students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. This score may be applied retroactively.

The table below provides the applicable concordant and comparative scores based on cohort year as published by FDOE in the Graduation Requirements for Florida's Statewide Assessments

Table 1: Grade 10 ELA Concordant Scores

Grade 10 FSA ELA or Grade 10 FCAT 2.0 Reading	
Available for *all* students who entered grade 9 in 2010-11 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW)[1]	**480**
ACT English and Reading subtests[2]	**18**
Available *only* for students who entered grade 9 prior to 2018-19:	
SAT EBRW	**430**
SAT Reading Subtest[3]	**24**
ACT Reading	**19**

[1] Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests.
[2] The average of the English and Reading subtests. If the average of the two subjects test scores results in a decimal (.5). the score shall be rounded up to the next whole number. The scores for the English and Reading subject tests are not required to come from the same test administration.
[3] Administered in March 2016 or beyond. Students who entered grade 9 prior to 2018-19 may also use a concordant score of 430 on the SAT Critical Reading if administered prior to March 2016.

Table 2: Algebra 1 EOC Comparative Scores

Algebra 1 EOC (FSA or NGSSS)	
Available for all students who entered grade 9 in 2010-11 and beyond:	
PSAT/NMSQT Math[1]	**430**
SAT Math[2]	**420**
ACT Math	**16**
FSA Geometry EOC[3]	**499**
Available *only* for students who entered grade 9 prior to 2018-19:	
PERT Mathematics	**97**

[1] Administered in 2015 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 39 on PSAT/NMSQT Math if it was earned prior to 2015.
[2] Administered in March 2016 or beyond. Students who entered grade 9 in 2010-11 and beyond may also use a comparative score of 380 on SAT Math if it was earned prior to March 2016.
[3] Students eligible for either the FSA Algebra 1 EOC alternate passing score of 489 or the FSA Geometry EOC passing score of 492, as defined by Rule 6A-1.09422(6)-(7), F.A.C., may use the alternate passing score of 492 on the FSA Geometry EOC as an Algebra 1 EOC comparative score. See the Scholar Diploma Designation section in the document linked below for eligibility criteria.

Additional information regarding Concordant and Comparative Scores for High School Graduation Tests can be accessed at:

Graduation Requirements for Florida's Statewide Assessment, August 2020

GRADING STUDENT PERFORMANCE

By School Board Policy 5410, academic grades are to reflect the student's academic progress based on the standards/benchmarks for the grade level course in which the student is enrolled. The academic grades must not be based on the student's effort or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. Letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level standards. 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 such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

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 to 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 thirty (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 five (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 and approved 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 (3) 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 teacher will:

1. encourage school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students;
2. take attendance during homeroom and whenever students change instructors in elementary schools and take attendance each period of the school day in secondary schools, and report absences as required by the school;
3. at the request of the student or parent, provide make-up assignments for excused absences/tardinesses.

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.

When assigning homework, teachers should consider the following:

A. Is the assignment appropriate for the grade level, maturity level and instructional needs of the students?

B. Is the assignment aligned to grade level standards and/or content covered in class? Does it support the learning needs of the students?

C. Is the time required to complete the assignment reasonable keeping in mind the homework assigned in other subject areas?

D. Are the materials/resources needed to complete the work readily available to students and/or do they create a financial burden?

E. If assignments require use of the internet and a computer, are these accessible to students? How may I modify an assignment to accommodate students who do not have internet/computer access?

F. Are there constraints of time or conflicts with holidays (religious/non-religious), spring and winter recess?

G. If assigning group projects, will it be feasible for students to meet at times beyond the school day? How will individual students be graded? Will it be necessary to allow time in class for the completion of group projects?

Teachers shall:

- teach independent study skills that are appropriate to the students' age, ability and grade level;
- make specific assignments that are aligned to the standards and expectations for the grade/course and the academic needs of students;
- check, review, evaluate, and/or grade student homework, according to the teacher's individual methods, and in keeping with a system that is clearly explained to the students and parents;
- give feedback on homework assignments in a timely manner;
- make instructions related to homework clear and provide, when necessary, a short period of supervised study or a period of questioning to ensure that the students understand the 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.

Schools, when implementing this homework policy, should consider these guidelines as daily averages. The recommended minutes include assignments for all subject areas and teachers collectively per school day:

A. K-1: thirty (30) minutes;
B. 2-3: forty-five (45) minutes;
C. 4-5: sixty (60) minutes;
D. 6-7-8: seventy-five (75) minutes;
E. 9-12: 120 minutes.

These times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects. When specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for the amount of time specified in this policy.

** Excerpt from School Board Policy 2330 - Homework*

Parents should keep in touch with the school regarding homework assignments. If the assignments seem excessive, too difficult or insufficiently challenging, parents should communicate with the teacher and school leadership team.

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 Florida Statute § 1006.15, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Polices and Florida High School Athletic Association (FHSAA), 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 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) and the National Association of Interscholastic Athletics (NAIA) athletic programs. The school counselor can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA and NAIA athletics and advise the student regarding which courses do not meet NCAA and NAIA 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

yourchoicemiami.org

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-audition-based or language tested Magnet programs, a random selection procedure is utilized to admit students.

These uniquely designed Magnet programs are categorized under one of the following five themes of study:

INTERNATIONAL PROGRAMS
LIBERAL ARTS
S.T.E.M. (SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS)
VIRTUAL LEARNING
VISUAL & PERFORMING ARTS

INTERNATIONAL PROGRAMS

International Programs are internationally benchmarked programs offering students a unique opportunity to meet national as well as international diploma requirements. M-DCPS has partnered with the world's premiere international programs to ensure that M-DCPS students are globally competent and prepared for future educational and career choices world-wide. Educators in these highly rigorous and benchmarked programs are trained and certified to ensure students receive the highest quality of globally competitive education.

- **International Education (IE) Program**

  The International Education (IE) Program immerses students in a multicultural education that promotes global competence. Most IE programs also emphasize learning a second language. The IE programs prepare students to be informed citizens of an ever-changing global society and economy.

- **International Studies (IS) Program**

  The International Studies (IS) Program is an international dual language acquisition program implemented throughout grades K-12 as a collaborative effort with the Ministries of Education of foreign countries, including Spain, Germany, France, and Italy. This collaboration promotes a rigorous international academic program in which students are immersed in a Modern Language as they learn core subjects in the second language, resulting in a curriculum that emphasizes

competency in a foreign language, student-centered learning, and global perspective.

- **International Baccalaureate (IB) Program**

  The International Baccalaureate (IB) Program is governed by the International Baccalaureate Organization in Geneva, Switzerland. The IB Program provides a balanced and rigorous international curriculum from grades K-12 which links the Humanities, Sciences, Mathematics, Languages, and Community Service, as well as an emphasis on learning a second language. The goal of the IB curriculum is to develop well-rounded, creative, compassionate citizens of a global community.

- **Cambridge International (CIE) Program**

  The Cambridge International (CIE) Program is an international curriculum designed and implemented in partnership with England's renowned University of Cambridge, appealing to academically advanced and motivated students in grades K-12. This engaging, accelerated, academic experience, ensures students are challenged to work at the highest level of international standards in Math, Science, English, and Language Arts.

- **AP Capstone Program**

  The AP Capstone Program, designed and monitored by College Board, prepares high achieving high school students for success in college through a rigorous and innovative program that equips students with independent research, collaborative teamwork, and communication skills, which are increasingly valued by colleges and employers world-wide. AP Capstone candidates study topics of global relevance from an interdisciplinary perspective, making connections between these topics and their AP subjects.

Information about individual school offerings in International Programs can be found at:
http://yourchoicemiami.org/schoolsearch/?grade=&theme=4&subtheme=

LIBERAL ARTS

With an emphasis on Business, Global Studies, Legal Studies, and Service Industries, the Liberal Arts Programs offer students a variety of opportunities to engage as global citizens on an ever-changing world. A challenging interdisciplinary curriculum focused on the Humanities, Language Arts, and Social Sciences encourages hands-on learning in a technology rich environment. Academic excellence and commitment to the values of diversity, community, and collaboration, as well as social awareness, distinguish the Liberal Arts Magnet Programs.

Information about individual school programs in Liberal Arts can be found at:
http://yourchoicemiami.org/schoolsearch/?grade=&theme=2&subtheme=

S.T.E.M. (Science, Technology, Engineering, Mathematics)

S.T.E.M. Programs encourage students who have an interest or skill strength in the Sciences, Technology, Engineering, or Mathematics fields to explore and develop their talents and to prepare for a future in the fastest growing career industries world-wide. Included in S.T.E.M. Programs are the Medical Health Services Programs, which offer a broad variety of options for students to explore career opportunities and interest in the health sciences.

Information about individual school programs in Science, Technology, Engineering, and/or Mathematics can be found at:
http://yourchoicemiami.org/schoolsearch/?grade=&theme=1&subtheme=

VIRTUAL LEARNING

A Virtual Learning Program through Miami-Dade Online (MDO) Academy is available to all students in grades K-12. This accredited on-line virtual public school program offers a student-centered interactive learning environment to independent learners with the support of fully certified educators. Teachers provide students with superior knowledge of subject matter and individualized educational support to encourage critical thinking and to help develop curious minds through a high-quality curriculum.

Information about Virtual Learning offerings can be found at:
http://yourchoicemiami.org/schoolsearch/?grade=&theme=5&subtheme=

- **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

VISUAL & PERFORMING ARTS

Visual and Performing Arts Programs provide intellectually stimulating and educationally challenging classes in the Arts or Arts Technology for students who demonstrate a talent in a particular art form or who show a strong interest in the arts. While some programs require students to audition, other programs invite students with an affinity for the arts to develop their passions in an environment rich in creativity. Student talents and interests are nurtured through a continuous exchange between student and teachers, with numerous opportunities to showcase talents.

Information about individual school programs in Visual & Performing Arts can be found at: http://yourchoicemiami.org/schoolsearch/?grade=&theme=3&subtheme

Anti-Discrimination Policy

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. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.

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 years old.

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 race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, sex/gender, gender identification, social and family background, linguistic preference, pregnancy, citizenship status, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

For additional information about Title IX or any other discrimination/harassment concerns, contact the U.S. Department of Education Asst. Secretary for Civil Rights or:

Office of Civil Rights Compliance (CRC)
Executive Director/Title IX Coordinator
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net **Website:** https://hrdadeschools.net/civilrights

Revised 07/2020