



Miami-Dade County Public Schools CURRICULUM BULLETIN



2014-2015



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Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
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March 21, 2014

Dear parents and students:

The years that comprise a student's academic experience in secondary school, the middle school through high school years, are a unique period in one's lifetime. This is a time of change from childhood to young adulthood and with this change come challenges, opportunities, and a broad range of new experiences. During these years, an important aspect of human development that impacts a person's future is his/her education. To this end, Miami-Dade County Public Schools offers a multitude of academic options and programs for our students. It is important to carefully consider these options and to become familiar with the requirements for successful progression from middle school to high school and postsecondary education.

School administrators, teachers, counselors, and parents are key individuals in helping to guide students in making smart choices to optimize each student's academic experience. The *2014-2015 Miami-Dade County Public School Curriculum Bulletin* is a resource that is compiled to assist students and their parents in learning about academic and assessment requirements, programs offered across District schools, and college and career planning. It is my hope that each student take advantage of this information and of the assistance provided at the school site to plan an academic path that leads to success during the secondary school years and, ultimately, as a productive member of society.

Sincerely,

Marie Izquierdo
Chief Academic Officer
Office of Academics and Transformation

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cc: Dr. Maria P. de Armas



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2014-2015 CURRICULUM BULLETIN**

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MIDDLE SCHOOL INFORMATION

REQUIRED COURSES FOR MIDDLE SCHOOL STUDENTS

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

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

Courses/Subjects	Course Requirements	Additional Information
English	three middle school annual courses	<ul style="list-style-type: none"> ✓ The courses will emphasize instruction in literature, composition, and technical text. ✓ For English Language Learners, the required course is M/Language Arts Through ESOL.
Mathematics	three middle school annual courses	<ul style="list-style-type: none"> ✓ Middle grade students enrolled in high school Algebra I Honors must pass the statewide standardized EOC assessment to qualify for a standard high school diploma. However, if the middle grades student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment. ✓ Beginning with the 2012-2013 school year, to earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Science	three middle school annual courses	<ul style="list-style-type: none"> ✓ Beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Social Science	<p>three middle school annual courses</p> <p>Civics is one of the required courses. It is offered in 7th grade.</p>	<ul style="list-style-type: none"> ✓ For 6th grade students beginning in the 2012-2013 school year, a Civics course must be successfully completed. ✓ Beginning with the 2013-2014 school year, a student's score on the Civics EOC examination will constitute 30% of the Civics course grade.
Physical Education	One semester in grades 6, 7, and 8	<p>This requirement may be waived under the following conditions:</p> <ul style="list-style-type: none"> ✓ The student is enrolled in a remedial course. ✓ The student's parent requests in writing that the student enroll in another course. ✓ The student participates in physical activities outside the

school day which are equal to or in excess of the mandated requirement.

Students may elect additional physical education courses.

Career and Education Planning

A course that incorporates career education and planning in 6th, 7th, or 8th grade.

- ✓ At a minimum, the course must be Internet-based, easy to use, and customizable to each student, including students with disabilities, and include research-based assessments to assist students in determining educational and career options and goals. In addition, the course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields. The career and education planning course must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under s. 1003.4285; high school assessments and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College system institution admission requirements; available opportunities to earn college credit in high school, including Advanced Placement courses; International Baccalaureate, Advanced International Certificate of Education Program; dual enrollment, including career dual enrollment; and career education courses, including career-themed courses, and courses that lead to industry certification pursuant to s. 1003.492 or s. 1008.44.

A summary of required courses at the middle school is provided in the table below:

GRADE	LANG. ARTS***	MATH	SOCIAL SCIENCE	SCIENCE	PHYS. 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 in grade 6, 7, and 8 are required to enroll in a course listed in the *Florida Course Code Directory*, which includes developing a personalized academic and career plan.

**Students scoring at Level 1 and Level 2 on FCAT 2.0 Reading must enroll in an intensive reading course in lieu of an elective course. Students scoring at Level 1 and Level 2 on FCAT 2.0 Mathematics may also lose the opportunity to select an elective course.

***M/J Language Arts Through ESOL, as appropriate. ELLs scoring at Levels 1 and 2 on FCAT 2.0 Reading are to be enrolled in a second ESOL course. The M/J Developmental Language Through ESOL course will count as an elective credit and for ELLs who scored Levels 1 and 2 on the most recent FCAT, this course is taken in lieu of an intensive reading course.

A summary of grade promotion and retention based on the passing of required courses is as follows:

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

* M/J Language Arts Through ESOL as appropriate.

EARNING SENIOR HIGH SCHOOL CREDITS IN GRADES 6, 7, and 8

Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages 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. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. All high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student's 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. Credit may be earned in the courses listed in the following table provided that all applicable End of Course assessment requirements are met.

- Algebra 1 Honors, Pre-AICE Mathematics 1, or IB Middle Years Algebra 1*[∞]
- Geometry Honors, Pre-AICE Mathematics 2, or IB Middle Years Geometry*[∞]
- Physical Science Honors, Pre-AICE Physical Science Level 3* ▼
- Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology* ▼ [∞]
- Any high school level Foreign Language 1 & above*

- * Courses offered by The Florida Virtual School
- [∞] Credit awarded is dependent upon meeting End of Course assessment requirements.
- ▼ Must meet science lab requirement.

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. Also, graduation requirements for previous years are outlined later in this document and in the District's Student Progression Plan.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education.

Entering 9th grade students must have completed a middle school course which incorporates career and education planning. This course will culminate in the completion of a personalized academic and career plan with an emphasis on technology or the application of technology.

Beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum, as per 1003.4282 F.S. 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, on approved alternative assessments.

In addition to the diplomas of International Baccalaureate (IB) curriculum or the Advanced International Certificate of Education (AICE), students must also meet the graduation requirements to be eligible to receive a standard diploma.

During the 2013 legislative session, a new 18-credit ACCEL accelerated high school graduation option was added, replacing the previous college preparatory and the career preparatory 18 credit options.

The new 18 credit ACCEL option allows a student who meets the following requirements to be awarded a standard high school diploma:

- Florida's new high school standard diploma course requirements (as per 1003.4282 (3) (a)-(e), F.S.) without the required physical education course and only three credits in electives, and
- A cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

The Florida High School Graduation charts, found below represent the current Florida graduation requirements for each cohort group. **Please note that these requirements may be revised, pending legislative changes during the 2014 Legislative session.**

In addition to other requirements, to graduate from a Miami-Dade County public senior high school or adult-center, students who entered grade 9 prior to 2010-2011, must also meet student performance requirements as measured by applicable graduation tests. The first opportunity students have to meet this requirement is through the Grade 10 FCAT/FCAT 2.0 in Reading. Subsequent opportunities are provided as FCAT 2.0 Retake administrations, offering the same version of the test they took initially.

Students who entered grade 9 *prior* to 2010-2011, must earn a passing score on the appropriate FCAT/FCAT 2.0 graduation test in reading and mathematics in order to meet the requirements for a standard diploma. Passing scores for these students are 300 in Reading on the FCAT scale or 241 on the new FCAT 2.0 scale; and 300 in mathematics. The 2009-2010 cohort is the last cohort that retains FCAT Mathematics as a graduation test requirement. Subsequent student cohorts (entering grade 9 students in 2010-2011 and thereafter) are still required to pass the FCAT 2.0 Reading graduation test, but will no longer be required to take the FCAT Mathematics graduation test. Instead, students will be required to take the EOC assessments. The passing score for FCAT 2.0 Reading is the minimum scale score associated with Achievement Level 3, or a Scale Score 245.

Students who entered grade 9 in 2010-2011 must take the Algebra 1 EOC. The Algebra 1 EOC will count as 30% of the final grade for those students in enrolled in Algebra 1. Students who entered grade 9 in 2011-2012 and thereafter, must earn a passing score on the Algebra 1 EOC assessment. The passing score for Algebra 1 is the minimum scale score associated with Achievement Level 3, or a scale score of 399. Students who entered grade 9 in 2011-2012 must take the Geometry EOC and the Biology 1 EOC assessments. Both of these EOC assessments will count as 30% of the final grade for those students enrolled in Geometry and Biology 1, respectively.

Students classified as ELLs, regardless of the number of years in an ESOL program, must meet all graduation test requirements to receive a standard diploma.

The table below shows the current passing scores required on the FCAT 2.0 graduation test in Reading and Mathematics, and the minimum scores that apply to each.

Original Graduation Test Requirement	School Year Enrolled in Grade 9	Graduation Year	Passing FCAT Reading Score	Passing FCAT Mathematics Score
FCAT Graduation Test	2000-01 through 2008-2009	2003-04 through 2011-12	300	300
FCAT 2.0 Reading FCAT Mathematics	2009-2010	2012-13	300 FCAT Equivalent Scale or 241 FCAT 2.0 Scale	300
FCAT 2.0 Reading	2010-11 and beyond	2013-14 and beyond	245 (Level 3)	n/a

Students may meet the high school graduation test requirements through attaining concordant scores on an alternative assessment, specifically state-approved college entrance examinations: SAT, ACT, and/or PERT. Students who do not attain passing scores on the FCAT/FCAT 2.0 graduation test(s) or an approved alternative assessment are not eligible for graduation with a standard diploma.

Beginning with students entering grade 9 in 2011-2012 school year, students must pass the Algebra 1 EOC assessment to earn a standard high school diploma. State Board Rule 6A-1.094223, FAC, establishes a concordant score linking the Florida Algebra 1 EOC assessment and the mathematics portion of the PERT. Students may meet the Algebra 1 EOC concordant score requirement with the PERT Mathematics assessment.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students Entering Grade Nine in 2010-11 School Year

Graduation Requirements		
<p>A student must successfully complete a</p> <ul style="list-style-type: none"> • 24-credit standard diploma, • 18-credit ACCEL option, • Advanced International Certificate of Education (AICE) curriculum, or • International Baccalaureate (IB) Diploma curriculum. <p>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessment.</p>		
Subject Area	24-Credit Program	Diploma Designation/ACCEL Program
English/ Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	Merit Designation
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent (Algebra 1 EOC results count 30% of the final course grade)	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Science	3 credits in science, two of which must have a laboratory component	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history • .5 credit in U.S. government • .5 credit in economics 	Scholar Designation
World Languages	Not required for high school graduation; required for admission into state universities	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • 1 credit in Algebra 2 • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Electives	8 credits	
Industry Certification	Not required	ACCEL Program (18 credits minimum)
		<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
<p>Note: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

Students Entering Grade Nine in 2011-12 School Year

Graduation Requirements		
<p>A student must successfully complete a</p> <ul style="list-style-type: none"> • 24-credit standard diploma, • 18-credit ACCEL option, • Advanced International Certificate of Education (AICE) curriculum, or • International Baccalaureate (IB) Diploma curriculum. <p>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessment.</p>		
Subject Area	24-Credit Program	Diploma Designation/ACCEL Program
English/ Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	Merit Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	Scholar Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • 1 credit in Algebra 2 • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	3 credits in science, two of which must have a laboratory component and one of which must be biology 1 (must take Biology 1 EOC)	<ul style="list-style-type: none"> • 1 credit in Algebra 2 • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history • .5 credit in U.S. government • .5 credit in economics 	
World Languages	Not required for high school graduation; required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Electives	8 credits	<p style="text-align: center;">ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Online Course	1 course within the 24 credits	
Industry Certification	Not required	
<p>Note: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

Students Entering Grade Nine in 2012-13 School Year

Graduation Requirements		
<p>A student must successfully complete a</p> <ul style="list-style-type: none"> • 24-credit standard diploma, • 18-credit ACCEL option, • Advanced International Certificate of Education (AICE) curriculum, or • International Baccalaureate (IB) Diploma curriculum. <p>Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessment.</p>		
Subject Area	24-Credit Program	Diploma Designation/ACCEL Program
English/ Language Arts (ELA)	4 credits with major concentration in composition, reading for information, and literature (must pass the Grade 10 FCAT 2.0 Reading or earn a passing concordant score on the ACT or SAT)	Merit Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Mathematics	4 credits, one of which must be Algebra 1 or its equivalent and one of which must be geometry or its equivalent (must pass Algebra 1 EOC to earn course credit; must take geometry EOC)	Scholar Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Pass the ELA Grade 11 Common Core assessment once implemented • 1 credit in Algebra 2, pass Algebra 2 assessment once implemented • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	3 credits in science, two of which must have a laboratory component and one of which must be biology 1 (must take Biology 1 EOC)	<p>ACCEL Program (18 credits minimum)</p> <ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade) • .5 credit in U.S. government • .5 credit in economics 	
World Languages	Not required for high school graduation; required for admission into state universities	
Fine and Performing Arts, Speech and Debate, or Practical Arts	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	
Physical Education	1 credit in physical education to include the integration of health	
Electives	8 credits	
Online Course	1 course within the 24 credits	
Industry Certification	Not required	
<p>Note: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

Students Entering Grade Nine in 2013-14 School Year

Graduation Requirements

A student must successfully complete a

- 24-credit standard diploma,
- 18-credit ACCEL option,
- Advanced International Certificate of Education (AICE) curriculum, or
- International Baccalaureate (IB) Diploma curriculum.

Students must earn a 2.0 grade point average on a 4.0 scale and pass the required statewide assessment.

Subject Area	24-Credit Program	Diploma Designation/ACCEL Program
English/ Language Arts (ELA)	<ul style="list-style-type: none"> • 4 credits in ELA 1, 2, 3, 4 • ELA honors, AP, AICE, IB, and dual enrollment courses may satisfy this requirement (must pass the Grade 10 ELA assessment once implemented; must take Grade 11 ELA assessment once implemented). 	Merit Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).
Mathematics	<ul style="list-style-type: none"> • 4 credits, one of which must be Algebra 1 and one of which must be geometry (Algebra 1 EOC results count 30% of the final course grade; must pass to earn a standard diploma; geometry EOC results count 30% of the final course grade) • If Algebra 2 is selected, Algebra 2 assessment results count 30% of the final course grade once implemented • Industry certification courses that lead to college credit may substitute for up to 2 mathematics credits 	Scholar Designation
		<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> • Pass the ELA Grade 11 Common Core assessment once implemented • 1 credit in Algebra 2, pass assessment once implemented • 1 credit in statistics or an equally rigorous mathematics course • Pass the Biology 1 EOC • 1 credit in chemistry or physics • 1 credit in a course equally rigorous to chemistry or physics • Pass the U.S. History EOC Assessment • 2 credits in the same world language • Earn at least one credit in AP, IB, AICE or a dual enrollment course.
Science	<ul style="list-style-type: none"> • 1 credit in Biology 1 (Biology EOC results count 30% of the final course grade) • 2 credits in equally rigorous science courses • 2 of the 3 required science credits must have a laboratory component • Industry certification courses that lead to college credit may substitute for up to 1 science credit 	
Social Studies	<ul style="list-style-type: none"> • 1 credit in world history • 1 credit in U.S. history (U.S. history EOC results count 30% of the final course grade) • .5 credit in U.S. government • .5 credit in economics (must include financial literacy) 	
World Languages	Not required for high school graduation; required for admission into state universities	ACCEL Program (18 credits minimum)
Fine and Performing Arts, Speech and Debate, or Practical A	1 credit in fine or performing arts, speech and debate, or practical arts (eligible courses specified in the Florida Course Code Directory)	<ul style="list-style-type: none"> • Physical education is not required • 3 elective credits • Online course is not required <p>All other graduation requirements for a standard diploma must be met (per s. 1003.4282(3)(a)-(e), F.S.).</p>
Physical Education	1 credit in physical education to include the integration of health	
Electives	8 credits	
Online Course	1 course within the 24 credits	
Industry Certification	Not required	
<p>Note: EOC, End-of-Course Assessment; AP, Advanced Placement; AICE, Advanced International Certificate of Education; IB, International Baccalaureate.</p>		

HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a CPT*-eligible certificate of completion, a special diploma, or a special certificate of completion.

STANDARD DIPLOMA

A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test and the Algebra 1 End of Course Assessment or concordant exam. The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. 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.

SUPERINTENDENT'S DIPLOMA OF DISTINCTION

This diploma will be awarded to students who are enrolled in the 4-year, 24-credit program and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, and/or International Studies courses; and completion of 75 hours of community service, which includes identification of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grade less than a "C."

INTERNATIONAL BACCALAUREATE DIPLOMA/ ADVANCED INTERNATIONAL CERTIFICATE OF EDUCATION DIPLOMA

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

CERTIFICATE OF COMPLETION

A student who is enrolled in the 4-year, 24-credit program and has met all requirements for graduation except passing the required graduation test(s), or earning the 2.0 GPA required for graduation will be awarded a certificate of completion. A student may make further attempts to meet the requirements for a standard diploma.

CPT* – ELIGIBLE CERTIFICATE OF COMPLETION

Students who earn the 24 required graduation credits and achieve a GPA of 2.0 or higher, but do not pass the required graduation test(s), are eligible to receive the College Placement Test (CPT) – eligible certificate of completion. Students who receive the CPT – eligible certificate of completion may enroll directly into a Florida community college or post-secondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION

Students with disabilities who are enrolled in the 4-year, 24-credit program and have been properly classified may be eligible to receive a special diploma or a special certificate of completion. Parents who have questions concerning these special diplomas or certificates are urged to consult the school counselor, special education department chairperson, or Region Center exceptional student education staffing specialist.

*CPT will be replaced by the PERT.

HIGH SCHOOL DIPLOMA DESIGNATIONS

As per 1003.4285, F. S., each standard high school diploma shall include, as applicable, the following designations if the student meets the criteria set forth for the designation:

(a) **Scholar designation:** In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Scholar designation, a student must satisfy the following requirements:

1. English Language Arts (ELA).—When the state transitions to common core assessments, pass the 11th grade ELA common core assessment.
2. Mathematics.—Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to common core assessments, students must pass the Algebra II common core assessment.
3. Science.—Pass the statewide, standardized Biology I end-of-course assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
4. Social studies.—Pass the statewide, standardized United States History end-of-course assessment.
5. Foreign language.—Earn two credits in the same foreign language (See Appendix J).
6. Electives.—Earn at least one credit in an Advanced Placement, an
7. International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

(b) **Merit designation:** In addition to the requirements of ss. 1003.428 and 1003.4282, as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

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.

MIDDLE SCHOOL OPTION

Credits may be earned, with parental permission, in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admission, or Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated senior high school courses, they are considered to be grade 9 students for those class periods. The courses will remain a part of the students' middle school record and high school record. Factors to be considered in taking high school courses in the middle school include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

CAREER PATHWAY

Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their school counselors for information and approval of Career Pathway courses.

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible public school students in kindergarten through grade 12. At a minimum, each school must offer the following ACCEL options: whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects; the Credit Acceleration Program under s. 1003.4295; and the 18 credit high school graduation option. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; rigorous industry certifications that are articulated to college credit and approved pursuant to ss. 1003.492 and 1008.44; work-related internships or apprenticeships; curriculum compacting; advanced-content instruction; and telescoping curriculum.

DUAL ENROLLMENT

Dual enrollment is an articulated acceleration mechanism open to students who have completed grade 9 and are attending public high school. 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-1*, which is published annually. All high schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on-high school campus and off-high school campus dual enrollment courses.

EARLY ADMISSION

Early admission is a form of dual enrollment through which eligible 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, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

ADVANCED PLACEMENT

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

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.

CAREER AND TECHNICAL EDUCATION

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers 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.

FLORIDA VIRTUAL SCHOOL

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. A complete list of courses is available through FLVS's web site at <http://www.flvs.net>.

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.

CREDIT ACCELERATION PROGRAM (CAP)

Students may earn credit for selected high school courses by taking the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment. These credits are not accepted by the NCAA for athletic eligibility.

Students may obtain more information about any of these opportunities for acceleration from their school counselors.

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. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements:

- High school graduation with a standard diploma
- Admission test scores
- 16 credits of college preparatory academic courses
- 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 (Appendix J)
- 2 approved electives

Additional information is available at: www.flbog.edu/forstudents/planning.

In addition to the State University System, the Florida College System includes 28 state colleges. 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. Florida College System institutions have an open door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. Additional information is available at: www.fldoe.org/fcs.

TALENTED TWENTY

The Talented Twenty Program is part of the Governor's Equity in Education Plan. Students eligible for the Talented Twenty Program are guaranteed admission to one of the twelve state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a needs-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to qualify for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of 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 (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit program. For students in either one of the two 3-year, 18-credit programs, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
- Take the ACT or SAT (with no minimum score required).
- Complete the eighteen college preparatory courses as specified in State Board of Education Rule. (See www.flvc.org for a list of these courses.)

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 Act, 1009.531, F. S., established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

To apply for a Bright Futures Scholarship, a student must:

- Be a Florida resident and a U.S. citizen or eligible non-citizen, as determined by the student's postsecondary institution.
- Complete the *Florida Financial Aid Application* (FFAA) by high school graduation.
- Earn a standard Florida high school diploma or its equivalent.
- Be accepted by, enroll in, and be funded at an eligible Florida public or independent postsecondary education institution within the specified timeframe (2 years or 3 years) from the student's year of high school graduation. If a student enlists directly into the military after graduation, the 2-year or 3-year period begins on the date the student is separated from active duty.
- Not have been found guilty of, or pled *nolo contendere* to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 semester credit hours (or the equivalent in quarter or clock hours).
- Submission of a *Free Application for Federal Student Aid* (FAFSA) is **no longer** required; however, students are encouraged to submit the FAFSA to learn of potential eligibility for additional state and federal aid.
- Meet the Community Service requirement for the desired award level, as described below.

Community Service Requirements for the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Gold Seal Vocational Scholars Award (GSV)

All initial applicants must meet the community service requirement, as approved by the school district, or the administration of the private high school, or the Florida Department of Education for home-educated students. No waivers of this requirement can be granted regardless of the method used to qualify (National Merit and Achievement Scholars and Finalists, National Hispanic Scholars, International

Baccalaureate Diploma recipients, and AICE Diploma recipients). Community service hours must be completed by high school graduation.

- FAS initial eligibility requirements include the completion of 100 hours of community service
- FMS initial eligibility requirements include the completion of 75 hours of community service
- GSV initial eligibility requirements include the completion of 30 hours of community service

Home-educated students and students who are dependents of military or public service personnel on active duty outside of Florida must provide a letter from the agency or agencies where the community service hours were earned. The documentation must be on agency letterhead and include the number of hours and dates of service completed.

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, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ().

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PLAN : Preliminary ACT (10)
4. PSAT: Preliminary SAT (10, 11)
5. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
6. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
7. CPT*: College Placement Test (10,11, or 12)
8. PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services office.

THE CAREER TECHNICAL EDUCATION/COLLEGE CONNECTION

Students completing specific Career Technical Education (CTE) programs can earn post-secondary hours and/or scholarships to enable them to complete post-secondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their program instructor or school counselor.

ARTICULATION AGREEMENTS POSTSECONDARY CREDIT FOR CTE COURSES

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at area technical centers (Miami Lakes Educational Center, Robert Morgan Educational Center, Lindsey Hopkins Technical Education Center). Students completing CTE training programs at area technical centers may earn credits toward an Associate of Science degree at Miami-Dade College. Specifically negotiated agreements between the college and M-DCPS award students college credit for CTE program work successfully completed in high school.

*CPT will be replaced by the PERT.

CAREER PATHWAYS

Career Pathway is an exciting and challenging educational initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Career Pathway students typically select general programs of study, show interest in career technical fields, 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. Students should check with their school counselors for information and approval of Career Pathway courses. After graduation from high school, students can continue their career-focused education at the community college or post-secondary institutions and earn a two-year associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

POST-SECONDARY EDUCATION READINESS TEST (PERT)

Beginning with the 2011-2012 school year, college readiness evaluation using the common placement test in use by the Florida College System, the Postsecondary Education Readiness Test (P.E.R.T.) is required for students (juniors) who score:

- Grade 10 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading
 - Level 2 or 3
- Algebra 1 End of Course (EOC) Examination
 - Levels 2, 3, or 4.

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction courses in grade 12 prior to graduation. Students are required to retest once these courses are completed and demonstrate college readiness by achieving the college-ready cut scores.

Students may demonstrate college readiness with other assessments in addition to the P.E.R.T. Students who score at or above the college-ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T.:

		College-Ready Cut Scores							
P.E.R.T. prior to 10/22/13		P.E.R.T. 10/22/13 and after		Accuplacer (CPT)		SAT-1		ACT	
Mathematics	113	114	Elementary Algebra	72	Mathematics	440	Mathematics	19	
Reading	104	106	Reading	83	Verbal	440	Reading	19	
Writing	99	103	Writing	83			English	17	

The only courses in Miami-Dade County Public Schools that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- English 4: College Prep (1001405) – 1.0 credit
- Math for College Readiness (1200700) – 1.0 credit.

Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy:

- Core mathematics and English graduation requirements;
- Bright Futures Scholarship Program eligibility requirements; and
- State University System admission requirements.

GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The determination of the specific grade a student receives must be based on the teacher's best judgment, after careful consideration of all aspects of each student's performance during a grading period.

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

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

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

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

The following are the academic grades used:

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

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

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

ATTENDANCE POLICY*

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

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

A. Attendance Defined

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

B. Reasonable Excuses for Time Missed at School

1. Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
4. An approved school activity (absences recorded, but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.
7. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
8. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
9. Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parents that may be deployed or on "Black Leave," schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
10. Death in the immediate family.
11. School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
12. Outdoor suspension.
13. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation.

C. Unexcused School Absence Due To:

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

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

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

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

Any student who fails to attend a regularly scheduled class and has a “no excuse” for the absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents. Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The student will:

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

The parent will:

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

*This information can be found in School Board Policy 5200

HOMWORK POLICY*

Homework is an essential part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students.

In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers should review evidence periodically before the student submits a long-range assignment. Students in academic classes should receive a minimum of two (2) homework assignments each week in each class. These assignments should be reflected in the students' class grade.

Students shall:

1. complete assigned homework as directed;
2. return homework to the teacher by the designated time;
3. submit homework assignments that reflect careful attention to detail and quality of work; and
4. devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

NOTE: Students can receive additional help through the Homework Helpers Program, which includes the Dial-A-Teacher program, at 305-995-1600, Monday through Thursday from 5:30 P.M. to 8:30 P.M., WLRN, Channel 17. Students may also access Miami-Dade County Public School's web page at <http://www.dial-a-teacher.com>

While it is understood that parents are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents can do to promote good study habits.

Parents shall:

1. provide continued interest and concern for the child's successful performance in school, through encouraging and supporting the child in his/her performance of homework assigned;
2. indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child;
3. support the school in the students' assigned homework;
4. request assignments for the child when short-term absences are involved;
5. assist the school in stressing the importance of reading and its benefits; and
6. assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.

* Excerpt from School Board Policy 2330

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by Section 1006.15, Florida Statutes, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (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 student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into ninth grade and he/she was regularly promoted from eighth grade the immediate preceding year.

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 either one of the two accelerated graduation programs, 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 school athletic director and 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) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Examples are:

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

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

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 45 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

Through the School Choice & Parental Options office, Miami-Dade County Public Schools offers numerous magnet program options that infuse career-oriented themes, provide enhanced quality educational opportunities, and promote diversity. Thus, the District has one of the largest representations of magnet programs and schools in the United States. A major feature of the programs/schools has been their appeal to students with similar interests but diverse backgrounds that draws them into a learning environment in which they will prosper.

These programs provide unique educational experiences for students in areas of interest or special talent. Such programs have been successful because their content has satisfied the educational needs of the students. Some programs accept all interested students, while other programs have specific entrance criteria. Upon acceptance into a given program, transportation may be provided according to guidelines set in the Magnet School Board Policy 2370. When the number of eligible students exceeds the number of available seats in non-talent magnet programs, a random selection procedure is utilized to admit students.

Careers and Professions

A variety of programs prepare senior high school students for careers and professions. These programs are tailored to maximize the understanding of any given career and profession. Students are given experiences in real-world situations to enable them to succeed in college and the workforce.

Information about individual school programs in Careers & Professions can be found at <http://yourchoicemiami.org/careersandprofessions>.

Liberal Arts

The Liberal Arts magnet theme provides programs that prepare students to be knowledgeable citizens and empower them to meet the challenges of a rapidly changing world. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of leading edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts magnet schools. Each program views learning as a transformative, socially interactive process.

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

Information about individual school programs in Liberal Arts can be found at: <http://yourchoicemiami.org/liberalarts>.

International Programs

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

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

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

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

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

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

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

Mathematics, Science, and Technology

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

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

Visual and Performing Arts

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

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

VPREP – VIRTUAL OFFERINGS

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

Miami-Dade Online Academy (MDO)

MDO is an accredited, on-line virtual public school program. 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. For more information, visit <http://mdo.dadeschools.net>

Miami-Dade Virtual School (MDVS)

Miami-Dade Virtual School (MDVS) is a franchise of Florida Virtual School (FLVS) for full or part-time students using FLVS content and M-DCPS teachers. For more information, visit <http://mdvs.dadeschools.net>

iPrep Academy

iPrep Academies are innovative magnet schools or school-based programs that provide students in grades 9-12 with the opportunity to accelerate in the high school curriculum in a technology-rich, non-traditional academic setting. For more information, visit <http://yourchoicemiami.org/vprep>.

iTech Academy

iTech Academy offers a sequence of courses that provide coherent and rigorous curriculum content aligned with challenging academic standards, relevant technical knowledge, and skills needed to prepare them for further education and careers in Information Technology. For more information, visit <http://yourchoicemiami.org/vprep>.

Virtual Learning Labs (VLL)

Virtual Learning Labs are offered to all students who are required to have an on-line class to meet the new graduation requirements. For more information, see your senior high school guidance counselor.

Non-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.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.

Revised: (05-12)