

MIAMI-DADE COUNTY PUBLIC SCHOOLS

CURRICULUM BULLETIN

*giving our students
the world*

**2025-
2026**

#YOURBESTCHOICEMDCPS



Reviewed by the Manual Review Committee on 02/24/2025.

THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

Ms. Mari Tere Rojas, Chair

Ms. Monica Colucci, Vice Chair

Mr. Roberto J. Alonso

Dr. Dorothy Bendross-Mindingall

Ms. Mary Blanco

Mr. Danny Espino

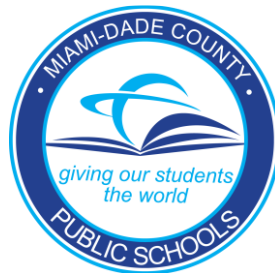
Dr. Steve Gallon III

Mr. Joseph S. Geller

Ms. Luisa Santos

Mr. Maurits E. Acosta

Student Advisor



Dr. Jose L. Dotres

Superintendent of Schools

Ms. Lourdes Diaz

Chief Academic Officer
Office of Academics and Transformation

Ms. Lisette M. Alves

Assistant Superintendent
Division of Academics



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Dr. Jose L. Dotres

Miami-Dade County School Board

Mari Tere Rojas, Chair
Monica Colucci, Vice Chair
Roberto J. Alonso
Dr. Dorothy Bendross-Mindingall
Mary Blanco
Danny Espino
Dr. Steve Gallon III
Joseph S. Geller
Luisa Santos

January 28, 2025

Dear Parents and Students:

Miami-Dade County Public Schools is pleased to present the 2025-2026 Curriculum Bulletin. Navigating through the multitude of academic programs and options in our school district can be challenging for both students and parents. Through continuous collaboration at every level, we are committed to providing students and parents with the resources to make informed decisions and chart a successful academic path through high school and beyond.

The *2025-2026 Miami-Dade County Public Schools Curriculum Bulletin* includes information on 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. Although this task can seem overwhelming, your school administrators, teachers, and school counselors are a valuable resource. They can provide guidance and assistance in navigating all these academic options and requirements.

Miami-Dade County Public Schools is committed to providing our students and parents quality educational experiences and supports. We are always looking for ways to improve and update our curriculum offerings to ensure our students are successful in a broad range of careers and future endeavors. We are excited to provide a vibrant and positive learning environment that will allow them to connect and inspire each other to greatness!

Sincerely

Ms. Lourdes Diaz, Chief Academic Officer
Office of Academics and Transformation

LD:ch
L018

cc: Ms. Lisette M. Alves



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Dr. Jose L. Dotres

Miami-Dade County School Board

Mari Tere Rojas, Chair

Monica Colucci, Vice Chair

Roberto J. Alonso

Dr. Dorothy Bendross-Mindingall

Mary Blanco

Danny Espino

Dr. Steve Gallon III

Joseph S. Geller

Luisa Santos

28 de enero de 2025

Estimados padres y alumnos:

El Sistema Escolar Público del Condado de Miami-Dade se complace en publicar el *Boletín Curricular del curso escolar 2025-2026*. La exploración de la vasta cantidad de programas académicos con los que contamos y el sinnúmero de opciones en nuestro distrito escolar puede resultar engorroso, tanto para los padres como para los alumnos. Por tal motivo, es nuestro compromiso la continua colaboración a todo nivel para proveerles los recursos que los ayuden a tomar decisiones con fundamento y labrar un camino que conduzca a nuestros estudiantes al éxito en sus estudios de la enseñanza media superior y más allá de la misma.

El Boletín Curricular del Sistema Escolar Público del Condado de Miami-Dade para el curso 2025-2026 incluye información pertinente a la disponibilidad de distintos programas académicos, al igual que asesoría en cuanto a la planificación de los futuros estudios universitarios y las posibilidades en términos de carreras y profesiones, así como también los requisitos necesarios para transitar de la escuela secundaria intermedia a la superior y de esta última a los estudios postsecundarios. Todos estos quehaceres pueden resultar abrumadores, mas con el apoyo de las directivas de los planteles, el profesorado y la consejería estudiantil, ustedes pueden tener acceso a toda la información necesaria y estar al tanto de los requisitos para poder evaluar todas las opciones disponibles.

El Sistema Escolar Público del Condado de Miami-Dade tiene el compromiso de proveerles a nuestros alumnos y sus padres todo el apoyo necesario para garantizar una experiencia educacional de calidad. Estamos en una búsqueda constante de las vías más adecuadas para enriquecer y actualizar nuestras ofertas curriculares y de esta forma asegurar que nuestro estudiantado consiga el éxito en sus empresas futuras. Nos enorgullece el poder proveerles a nuestros alumnos un entorno de aprendizaje eficaz que les permita relacionarse e infundir, entre ellos, un nivel alto de inspiración que los conduzca al éxito.

Atentamente,

Sra. Lourdes Diaz, Director Académico
Oficina de Académicos y Transformación

LD:ch

L018

cc: Ms. Lisette M. Alves



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Dr. Jose L. Dotres

Miami-Dade County School Board

Mari Tere Rojas, Chair
Monica Colucci, Vice Chair
Roberto J. Alonso
Dr. Dorothy Bendross-Mindingall
Mary Blanco
Danny Espino
Dr. Steve Gallon III
Joseph S. Geller
Luisa Santos

28 Janvyè 2025

Chè paran ak Elèv:

Lekòl Leta Miami-Dade County kontan pou entwodwi Bilten kourikoulòm 2025-2026. Li ka difisil pou elèv ak paran yo navige atravè plizyè pwogram akademik ak opsyon nan distri lekòl nou an. Atravè kolaborasyon kontinyèl nan chak nivo, nou angaje nou pou bay paran ak elèv yo resous pou pran desizyon pou enfòmasyon yo ak tablo pou montre yo pakou akademik pou siksè atravè lekòl segondè ak nivo ki vinn apre.

Bilten kourikoulòm 2025-2026 Lekòl Leta Miami-Dade County la gen ladan enfòmasyon sou pwogram akademik yo ofri yo, enfòmasyon sou planifikasyon kolèj ak karyè ak kondisyon pou pwogresyon de lekòl mwayen pou lekòl segondè, pou gradyasyon lekòl segondè, ak pou edikasyon apre lekòl segondè. Malgre ke travay sa a ka sanble akablan, administratè lekòl ou yo, pwofesè yo, ak konseye yo se yon resous ki gen anpil valè. Yo ka bay konsèy ak asistans pou ede w navige tout opsyon akademik sa yo ak kondisyon yo.

Lekòl Leta Miami-Dade County angaje pou bay elèv ak paran nou yo bon jan kalite eksperyans edikasyonèl ak sipò. Nou toujou ap chèche fason pou amelyore ak mete ajou kourikoulòm nou ofri yo pou asire elèv nou yo gen siksè nan yon pakèt domèn karyè ak pwojè nan lavni. Nou kontan bay yon anviwònman aprantisaj vibran ak pozitif ki pral pèmèt yo konekte ak enspire youn ak lòt nan grandè!

Sensèman

Msye. Lourdes Diaz, Chèf Ofisye Akademik
Biwo Akademik ak transfòmasyon

LD:ch
L018

cc: Ms. Lisette M. Alves



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2025-2026 CURRICULUM BULLETIN**

TABLE OF CONTENTS

Middle School Information.....	1
High School Graduation Programs.....	7
Standard Diploma Requirements.....	10
Diploma Pathways.....	14
Florida Seal of Biliteracy.....	17
Florida Seal of Fine Arts.....	18
Provisions for Acceleration.....	21
Admission to Florida’s State University System.....	25
Florida’s Bright Futures Scholarship Program.....	27
Career Planning and College Entrance Examinations.....	28
Grading Student Performance.....	32
Students’ Rights and Responsibilities Regarding Grades.....	35
Attendance Policy.....	36
Homework Policy.....	42
Eligibility for Participation in Interscholastic Extracurricular Activities.....	45
Family Educational Rights and Privacy Act.....	47
Magnet Programs.....	48

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's Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards and the state academic standards. 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	<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 MJ/Language Arts Through ESOL.
Mathematics	three middle grades or higher-level annual courses	<ul style="list-style-type: none">✓ 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	<ul style="list-style-type: none">✓ 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 annual courses	<ul style="list-style-type: none"> ✓ 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 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 spring administration of 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 spring administration of the statewide, standardized assessment for Mathematics may be enrolled in an Foundational Skills 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 spring 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 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 7 th 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 8 th 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 7 th 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. 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	<ul style="list-style-type: none"> ▪ 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	<ul style="list-style-type: none"> ▪ 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,	<ul style="list-style-type: none"> ▪ Courses offered by Florida Virtual School. ▪ Must meet science lab requirements.
Biology 1 Honors, Pre-AICE Biology, or IB Middle Years Biology	<ul style="list-style-type: none"> ▪ 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 should be completed prior to enrolling in any of these Biology courses.
Any high school level Foreign Language 1 & above	<ul style="list-style-type: none"> ▪ 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 8 elective credits. (**Please note:** a student entering grade 9 before the 2023-2024 school year must earn eight credits in electives. A student entering grade 9 in the 2023-2024 school year or thereafter, must earn 7.5 elective credits and 0.5 (one-half) credit in personal financial literacy and money management. In addition, Florida Statutes 1003.4282(3)(h) reduces the required number of elective credits for students entering grade 9 in the 2023-2024 school year or thereafter from 8 to 7.5 thus keeping the required number of credits needed to graduate high school unchanged.) 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. 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 available to students who meet the applicable grade 9 cohort graduation requirements for a standard high school diploma. For the 18-credit graduation option requirements see below.

- **Students entering Grade 9 prior to the 2023-2024 school year:**
 - There are 3 elective credits instead of the 8 elective credits, and
 - Physical Education is not required.

- **Students entering Grade 9 in the 2023-2024 school year and thereafter:**
 - There are 2.5 elective credits instead of the 7.5 elective credits, and
 - Physical Education is not required.

A Career and Technical Education (CTE) graduation pathway is also available. The CTE graduation pathway allows a student who is eligible to complete an alternative pathway to earning a standard high school diploma through the CTE pathway option. Receipt of a standard high school diploma awarded through the CTE pathway option requires the student's successful completion of at least 18-credits. A student completing the CTE pathway option must earn:

- At least a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

In order for a student to meet the requirements of the CTE graduation pathway, he or she must meet the GPA requirement and:

For students entering Grade 9 prior to the 2023-2024 school year:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, one of which must be Algebra 1 and one of which must be Geometry, 3 credits in science, 3 credits in social sciences;
- Complete 4 elective credits instead of 8
 - Complete 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; and
 - Complete 2 credits in electives or work-based learning programs; Physical Education is not required. A student may include one-half credit of financial literacy in the two credits of electives.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

For students entering Grade 9 in the 2023-2024 school year and thereafter:

- Complete 4 credits in English Language Arts (ELA), 4 credits in mathematics, one of which must be Algebra 1 and one of which must be Geometry, 3 credits in science, 3 credits in social sciences;
- Complete 3.5 elective credits instead of 7.5
 - Complete 2 credits in career and technical education courses. The courses must result in a program completion and an industry certification; and
 - Complete 1.5 credits in electives or work-based learning programs; Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

A standard 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 G.P.A.
- Demonstrate proficiency on the Grade 10 Florida Alternate Assessments (FAA) 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 2025 legislative session.

Academic Advisement

Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway

(See section [s.] [1003.4282](#), Florida Statutes [F.S.]

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

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 a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • 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*
<ul style="list-style-type: none"> • One of which must be Biology, 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)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 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, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

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

**Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

Academic Advisement
Students Entering Grade 9 Prior to 2023-2024
What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy 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

**Special note: 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 college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is 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
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options 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 a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions 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 higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 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. All 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 earned college credit.

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, Adult and Technical Education District Postsecondary Institutions](#)

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](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

Academic Advisement Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

- 24 credits
- Advanced International Certificate of Education (AICE) curriculum
- International Baccalaureate (IB) curriculum
- 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL)
- Career and Technical Education (CTE) Pathway (See section [s.] [1003.4282](#), Florida Statutes [F.S.]

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

A waiver of assessment results is granted by the Individual Educational Plan (IEP) team for students with disabilities. Additionally, students who have been enrolled in an English for Speakers of Other Languages (ESOL) program for less than two years may meet the requirement for grade 10 ELA by satisfactorily demonstrating grade level expectations of formative assessments.

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
- Geometry
- Biology
- U.S. History

*Special note: Thirty percent not applicable if not enrolled in the course but passed the EOC (Credit Acceleration Program [CAP]). (See s. [1008.22](#), F.S.)

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

- 2.5 elective credits instead of 7.5
- Physical Education is not required

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

- At least 18 credits are required
- 3.5 elective credits instead of 7.5
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
<ul style="list-style-type: none"> • ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
<ul style="list-style-type: none"> • 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*
<ul style="list-style-type: none"> • One of which must be Biology, 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)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
<ul style="list-style-type: none"> • 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
<ul style="list-style-type: none"> • To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

*Eligible courses are specified in the [Florida Course Code Directory](#).

**[Industry certifications](#) for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit.

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

****This requirement was added for students entering grade nine 2023-2024 and thereafter.

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

In addition to the requirements of s. [1003.4282](#), F.S., a student must satisfy 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

**Special note: 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 college credit.

Industry Scholar Diploma Designation

- Meet standard high school diploma requirements
- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

What is 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
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options 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 a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the standard diploma graduation requirements.

State University System

Admission into Florida's [State University System](#) (SUS) institutions 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 higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 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. All 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 earned college credit.

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, Adult and Technical Education District Postsecondary Institutions](#)

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](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/>.

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 Industry Scholar. The following designations are in addition to the standard high school diploma program requirements:

- **Scholar Designation:** In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:
 - 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 course.
 - A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.

- **Industry Scholar Diploma Designation:** A student must meet all of the following requirements:
 - Meets the standard high school diploma requirements, and
 - Attain one or more industry certifications from the list established per [Florida Statutes § 1003.492](#).

Students with Disabilities and Scholar and/or Industry Scholar Designations

A student with a disability is eligible for a Scholar and/or Industry Scholar 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 Industry Scholar diploma 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:

- Work towards a 24-credit standard high school diploma or the 18-credit ACCEL diploma.
- Maintain a 2.0 grade point average (GPA).
- Demonstrate proficiency on the Grade 10 Florida Alternate Assessments (FAA) in English Language Arts and Access EOC in Access Algebra I or,
- For students who do not score proficiently in the FAA 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.
- The Standard Diploma via Access Points is recognized as the same Standard Diploma that peers receive, however courses on transcript are labeled as "Access Courses".

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 reflected 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 attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, and who has satisfied the following:

- 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) state assessment ; or
- Earned a score or performance level on any of the state approved examinations; or
- Demonstrated language proficiency through maintenance of a portfolio of language performance.

The **Florida Silver Seal of Biliteracy** is awarded to a student who has attained high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, and who has satisfied the following:

- Earned four (4) foreign language credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale; or
- Earned a score or performance level on any of the state approved examinations; or
- Demonstrated language proficiency through maintenance of a portfolio of language performance.

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.

For more information on the Florida Seal of Biliteracy requirements, please visit <https://diplomapathways.dadeschools.net>.

FLORIDA SEAL OF FINE ARTS REQUIREMENTS

Pursuant to Section 1003.4321, Florida Statutes, beginning with the 2024-2025 school year, the Florida Seal of Fine Arts shall be awarded to a high school student who has earned a standard high school diploma; successfully completed at least three year-long courses in dance, music, theatre, or the visual arts with a grade of “A” or higher in each course or earned three sequential course credits in such courses with a grade of “A” or higher in each course; and meets a minimum of two of the following requirements:

1. Successfully completes a fine arts International Baccalaureate, advanced placement, dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
2. Participates in a district or statewide organization’s juried event as a selected student participant for 2 or more years.
3. Records at least 25 volunteer hours of arts-related community service in his or her community and presents a comprehensive presentation on his or her experiences.
4. Meets the requirements of a portfolio-based program identifying the student as an exemplary practitioner of the fine arts.
5. an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

For more information on the Florida Seal of Fine Arts requirements, please visit <https://www.fldoe.org/academics/standards/subject-areas/fine-arts/>.



Certificates

International Studies Certificate

A student who completes an International Studies (IS) curriculum and meets 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

A student who achieves a 3 or above on the AP Seminar and AP Research courses and meets 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 Statutes § 1003.4282](#), 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 Statutes § 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 graduate from high school with a standard high school diploma by meeting the same graduation requirements as all students.

As of December 23, 2014, two additional 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 Courses

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

- Students must demonstrate proficiency on Florida Alternate Assessments (FAA) in Grade 10 English Language Arts and the Access Algebra I EOC.
- For students who do not score proficiently on the FAA Grade 10 ELA and/or Access Algebra I EOC, 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 Statutes § 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 Statutes § 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 Statutes § 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 Statutes § 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. The district must weigh career dual enrollment courses the same as Academic Dual Enrollment, Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated.

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 Statutes § 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 FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the B.E.S.T./State Academic Standards 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.

A student who has never attended a postsecondary college or university or who has attended an institution and earned less than twelve (12) semester credit hours of academic credit after high school graduation is considered a First-Time-in-College student.

The general requirements for undergraduate admission to the State University System are found in Board of Governors Regulations below. Minimum test score and grade point average requirements for the SUS are found in Regulation 6.002. Individual universities may establish higher standards than those presented in regulation.

- [6.001 General Admissions](#)
- [6.002 Admission of Undergraduate First-Time-in-College, Degree-Seeking Freshmen](#)

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

Florida College System

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

Florida also offers [47 accredited career and technical 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, Adult and Technical Education](#) and [District Postsecondary Institutions](#).

Talented Twenty

The Talented Twenty program supports efforts to better prepare students for life and work in the 21st century. The purpose of the Talented Twenty program is to guarantee admission to one of the 12 state universities for students who succeed in their respective K-12 public schools and to encourage students to strive for better grades and

pursue rigorous academic courses. This document includes information regarding the guidelines to determine students in the top 20 percent of their graduating class and the specifications they must meet to be eligible for the Talented Twenty program. A district has the responsibility of identifying the top 20 percent from each eligible high school's graduating class and must submit data for those meeting the required specifications.

To qualify for the Talented Twenty program, a student 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 SAT scores from the College Board, or ACT scores from ACT, Inc., or CLT scores from Classic Learning Initiatives, LLC prior to enrollment to a university in the State University System (SUS).
- Met the minimum SUS admissions eligibility requirements outlined in the [Board of Governors Regulation 6.002](#).

Additional information about the Talented Twenty Program is available through the State's Talented 20 website at: [TALENTED TWENTY PROGRAM](#)

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 Florida Student Assistance Grant (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 [Federal Student Aid](#) 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:

- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student's postsecondary institution.
- Apply online and complete the Florida Financial Aid Application (FFAA) during their last year in high school (no later than August 31 after high school graduation).
- Earn a Florida standard high school diploma or its equivalent, from a Florida public high school or a registered Florida Department of Education (FDOE) private high school; or complete home education program.
- Not have been found guilty of, nor pled no contest to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting in the Executive Office of Clemency.
- Be accepted by and enrolled in a degree or certificate program at, an eligible Florida public or independent postsecondary institution.
- Be enrolled for at least six non-remedial semester credit hours (or the equivalent in quarter or clock hours) per term.
- If not funded in the academic year immediately following high school graduation, apply within five years of high school graduation to have your award reinstated.
- Students who enlist in the military or engage in a full-time religious or service obligation lasting at least 18 months may defer the commencement of their scholarship. The five-year renewal period will commence upon separation from active duty or the religious or service obligation.

Additional information regarding Florida's Bright Futures Scholarship Program is available at: [Florida Student Scholarship Grant Programs](#).

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.

1. ACT
2. ASVAB: Armed Services Vocational Aptitude Battery
3. Classic Learning Test (CLT)
4. Next-Generation ACCUPLACER
5. PLAN: Preliminary ACT
6. PSAT/NMSQT/PSAT 10
7. Postsecondary Education Readiness Test (PERT)
8. SAT
9. SAT Subject Tests

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.

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 statewide, standardized Grade 10 FAST ELA assessment 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](#). The tables below show the concordant and comparative scores students may use to satisfy assessment graduation requirements.

Grade 10 ELA Concordant Scores¹

Available for students who entered grade 9 in 2020-2021 and beyond:	
SAT Evidence-Based Reading and Writing (EBRW/RW ²)	480
ACT English and Reading subtests (averaged) ³	18
CLT Verbal Reasoning and Grammar/Writing sections sum ⁴	36
Available for students who entered grade 9 between the 2010-11 and 2019-20 school year ⁵ :	
SAT EBRW/RW ²	430
SAT Reading Subtest ⁶	24
ACT Reading	19
ACT English and Reading subtests (averaged) ³	18

¹ Students whose graduation requirement is the Grade 10 FAST ELA Reading Assessment may use concordant scores aligned to the FSA Grade 10 ELA Assessment (those listed for all students who entered grade 9 in 2010–11 and beyond) until the State Board of Education adopts concordant scores aligned to the Grade 10 FAST ELA Reading Assessment.

² Administered in March 2016 or beyond. The combined score for the EBRW must come from the same administration of the Reading and Writing subtests. EBRW was updated to RW with transition to digital SAT.

³ If the average of the two subject test scores results in a decimal of 0.5 or higher, 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.

⁴ The scores from the Grammar/Writing and Verbal Reasoning subject tests that are used to calculate the sum are not required to come from the same test administration.

⁵ Any students, including those using accelerated or career pathway graduation options, and adult students, who are eligible to graduate during the 2022–23 school year, may also use these scores.

⁶ Administered in March 2016 through December 2023.

Algebra 1 EOC Comparative Scores¹

Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011–12 and 2019–20 school years ² :	
PERT Mathematics	114
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
Geometry EOC ³	Level 3
Available for students who entered grade 9 between the 2011–12 and 2018–19 school years:	
PERT Mathematics	97

¹ Students whose graduation requirement is the B.E.S.T. Algebra 1 EOC Assessment may use concordant scores aligned to the FSA Algebra 1 EOC Assessment (those listed for all students who entered grade 9 in 2011-12 and 2018-19 and between 2011-12 and 2019-20) until the State Board of Education adopts concordant scores aligned to the B.E.S.T. Algebra 1 EOC Assessment.

² Any students, including those using accelerated or career pathway graduation options, and adult students, that are eligible to graduate during the 2022–23 school year, may also use these scores.

³ Students eligible for the alternate passing score of 401 on B.E.S.T. Geometry may use it as a comparative score for graduation. 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(7), F.A.C., were eligible to 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 below for eligibility criteria.

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

[Graduation Requirements for Florida’s Statewide Assessments](#)

Alternative Assessment Graduation Pathways for ESOL Students

[Florida Statutes § 1003.433\(3\)\(b\)](#) provides an alternative graduation pathway for students enrolled in an ESOL program for less than two years and have met all requirements for the standard high school diploma with the exception of passing the statewide, standardized grade 10 English Language Arts assessment. Eligible ELL students must have entered an English for Speakers of Other Languages (ESOL) Program on or after August 1st of the school year in which the student enters Grade 11 (not to exceed two calendar years). The following alternative measures may be applied for eligible students:

- Houghton Mifflin Harcourt (HMH) NWEA MAP Growth Assessment at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 62 or above) in any of the three designated assessment periods.
- Accessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) Reading domain score AND Composite score of a "4".
- A Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods.
- As such, an eligible ELL student with less than two years in the ESOL program would meet ELA Grade 10 graduation test criteria by scoring EITHER at or above the 'Proficient' performance standard proficiency band (MAP Percentile score of 62 or above) on the Houghton Mifflin Harcourt (HMH) NWEA MAP Growth Assessment , OR a Lexile score of 1076 or above on the Achieve3000 LevelSet in any of the three designated assessment periods, OR by scoring a 4.0 or above on both the ACCESS for ELLs Composite score and the Reading domain score.

GRADING STUDENT PERFORMANCE

By School Board Policy 5410, Student Progression Plan, 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.

Students with Disabilities who follow a standard curriculum (B.E.S.T) are to be graded utilizing the same criteria as their non-disabled peers, provided all accommodations as indicated on their Individual Education Plan (IEP).

Students with Disabilities identified as having a “significant cognitive disability” as outlined in their Individual Education Plan are to be instructed and graded based upon mastery criteria specified within the Florida Standards Access Points.

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 and Career 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 reflect the student’s academic progress based on the state academic standards for the grade level/course in which the student is enrolled at any particular time. Since much emphasis is placed upon grades, students’ academic grades should reflect the teacher’s most objective assessment of students’ academic achievement. Academic grades should not be based upon the student’s effort and/or conduct nor be used as a threat in order to maintain classroom decorum.

Rights:	Responsibilities:
<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Students have the right to receive an academic grade that reflects their achievement. <input type="checkbox"/> Students have the right to be notified when they are performing unsatisfactorily. <input type="checkbox"/> Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort. <input type="checkbox"/> Students have the right to achieve academic success based upon their own initiative and ability without interference from others. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Students have the responsibility to maintain reasonable standards of academic performance commensurate with their ability. <input type="checkbox"/> Students have the responsibility to make every effort to improve their performance upon receipt or notification of unsatisfactory performance. <input type="checkbox"/> Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process. <input type="checkbox"/> 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](#) page 72.

ATTENDANCE POLICY*

Parents and students are responsible for attendance which shall be required of all students **of compulsory age** during the days and hours that school is in session.

I. Attendance Defined

- A. A student is in school attendance for a full school day if the student is actually present for at least two (2) hours of the school day, is engaged in an approved, school-sponsored educational activity which constitutes a part of the instructional program for the student, or is participating in pre-approved extra-curricular activities.
- B. A student who reports to a school center for instructional purposes for a partial day, or to an area vocational technical center, a vocational school or a community college for a partial day, is in school attendance only for the appropriate portion of the day at each center (e.g., half day).
- C. A student is in class attendance if the student is physically present in class for at least half of the class period, has been excused by the teacher to perform a class-related assignment, or has been requested by a school staff member to participate in an approved school activity during the class period.
- D. A student is tardy if the student is not present when school begins or when the school bell rings for class to begin, but then reports at some point during the school day, or class period.
- E. A student is considered excessively absent when the student is subject to compulsory school attendance and has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within one (1) calendar month; or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period.
- F. A student is considered truant when the student is subject to compulsory school attendance and, with or without the knowledge or consent of the parent, has had more than fifteen (15) unexcused absences in a ninety (90) calendar day period.
- G. A student is considered habitually truant when the student becomes truant and fails to comply with the interventions assigned by the Attendance Review Committee. Habitual truancy may be sufficient grounds for withdrawal of students who are subject to compulsory school attendance under F.S. 1003.21 after all reasonable efforts to resolve the nonattendance behavior have been exhausted.

II. Excused Absences and Tardies

A. Reasonable Excuses for Time Missed at School

1. personal illness or injury of the student;

An absence or tardy due to a student's personal illness or injury will be excused if the student provides documentation explaining the absence or tardy.

If a student is absent due to an illness or injury for more than five (5) consecutive days, a written statement from a licensed practicing physician must be submitted to the school. The written statement must include all the days the student has been absent due to the illness or injury.

If a student is continually sick and repeatedly absent from school due to a specific medical condition, the student must be under the supervision of a health care provider for the absences to be excused.

2. medical appointments;

An absence due to a medical appointment will be excused if the parent or student secures and submits to the school a written statement from a health care provider indicating the date and time of the appointment. Excused absences to attend medical appointments include, but are not limited to, absences to attend appointments for therapy services provided by licensed health care practitioners or certified behavior analysts.

3. pre-approved non-school sponsored activities and events;

Absences to attend activities or events that are not school-sponsored (including but not limited to public functions, conferences, and regional, State, and national competitions) will be excused if prior permission to attend the activity or event is given by the principal in writing. When more than one (1) school is involved in the activity or event, prior permission must be granted by each principal and Region Superintendent involved.

4. court and Department of Children and Families (DCF) center appearances;

Absences to appear in court or to testify in proceedings will be excused if the student's appearance is pursuant to a subpoena or if it is otherwise mandatory for the student to attend the proceeding. Absences to appear at centers under the supervision of the DCF will also be excused.

5. outdoor suspensions;

Absences due to outdoor suspensions will be excused.

6. private matters and religious observances.

Absences due to a death in the immediate family will be excused.

Absences for religious holidays or services when it is mandated for all members of a faith that such a holiday or service should be observed, and absences to participate in religious instruction, will be excused in accordance with State Board F.A.C. 6A-1.09514, Policy 5223, *Absences for Religious Instruction*, and Policy 5225, *Absences for Religious Holidays*.

- B. Absences other than those listed above and absences due to insurmountable conditions, as defined in F.A.C. 6A-1.09513, can also be excused subject to the principal's approval and may require the submission of supporting documentation. All such absences not approved by the principal will be marked as unexcused.
- C. Principals are authorized to verify explanations for absences and to investigate the cause of each absence. Principals shall have final authority for determining if the reason for an absence is acceptable.
- D. Required documentation under this section must be submitted to the school within three (3) school days of the student returning to school.
- E. When absences are excused, all educational requirements for the student's course(s) shall be met before a passing grade and/or credit is assigned. Students shall be given a reasonable amount of time to complete make-up work for excused absences in accordance with District procedures. Principals may grant extensions to the make-up time limit for extenuating circumstances.

III. Unexcused Absences Include Absences Due to:

- A. A student's absence will be marked as unexcused until the required documentation explaining the absence has been submitted to the school. A parent and/or student's failure to submit required documentation within three (3) school days of the student returning to school will result in the absence being marked as unexcused.
- B. Unexcused absences shall specifically include those due to:
 - 1. vacations and personal services;
 - 2. unapproved non-school sponsored events, programs, or sporting activities
 - 3. older students providing day care services for siblings;

4. illness of others; and
 5. non-compliance with immunization requirements, unless lawfully exempted (see Policy 5320, *Immunization*).
- C. A departure from school without being in attendance for at least two (2) hours will be treated as an unexcused absence unless the required documentation excusing the departure is submitted to the school within three (3) school days.
 - D. Unexcused absences and tardies shall not be grounds for suspension from school but may result in discipline and/or placement in alternative programs.
 - E. Unexcused absences do not require that the teacher provide make-up work for the student.
 - F. A student accumulating the equivalent of ten (10) or more unexcused class absences in an annual course, or five (5) or more unexcused class absences in a designated semester course, may have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of interventions assigned by the Attendance Review Committee.

IV. Parent and Student Responsibilities

- A. Students of compulsory school age under State law shall attend class 180 days each school year and for as many days or hours as required by State Board F.A.C. 6A-1.045111.
- B. Except as expressly provided in State law, parents are responsible for their child's school attendance and must stress the importance of regular and punctual school and class attendance with their child.
- C. Parents and students must report each school or class absence or tardy and provide a statement explaining the absence or tardy to the school attendance office as soon as practicable. Failure to report and explain the absence(s) or tardy(ies) and to provide the required documentation shall result in the absence(s) or tardy(ies) being marked as unexcused.
- D. Students must request make-up assignments from their teachers for all excused absences and tardies within three (3) days upon their return to school or class. If make-up assignments are available, they must be completed by the deadline established by the District. Parents and students are responsible for ensuring that make-up assignments are requested and completed in a timely manner. Failure to complete these assignments will result in a lower assessment of the student's academic and/or effort grade.
- E. If an Attendance Review Committee is convened, parents must provide information related to their child's absences and participate in and cooperate

with remedial strategies recommended by the Attendance Review Committee.

- F. Students and parents must comply with all court orders resulting from truancy petitions.

V. School Responsibilities

- A. Teachers shall take the following actions in documenting and encouraging student attendance:

1. provide challenging and rigorous instruction and curriculum and demonstrate an interest in the welfare of students;
2. record attendance during homeroom, whenever students change instructors in elementary schools, and at the beginning of each period of the school day in secondary schools using the student attendance recordkeeping system required by State Board rules;
3. report and/or refer students who fail to attend school or any regularly scheduled class with a valid excuse to the appropriate administrator;
4. provided make-up assignments for excused absences and tardies upon the request of a student and/or parent if make-up assignments are available;
5. prohibit students from leaving class within the final thirty (30) minutes of the school day unless authorized by the principal or principal's designee for an extenuating circumstance (i.e., emergency, sickness); and
6. perform any other actions directed by the principal or principal's designee to document and/or encourage student attendance.

- B. Principals shall take the following actions in documenting and encouraging student attendance:

1. establish site-specific strategies that encourage both regular attendance and high academic achievement, and review and modify these strategies from time-to-time as required to maintain and improve their effectiveness;
2. determine, or authorize designees to determine, the status of each student absence/tardiness;
3. require that attendance be taken and that absences and tardies are recorded at a designated time every official school day;
4. assure that staff members are instructed in the proper recording of attendance;

5. insofar as possible, notify or have a designee notify parents each time their child is absent from class or school for an unknown reason, or without sufficient reason, once the absence becomes known;
6. notify or have a designee notify the Board when students in their care who are subject to compulsory school attendance have become truant;
7. establish an Attendance Review Committee at the school;
8. process any student and/or parent appeals of recommendations made by the Attendance Review Committee;
9. ensure compliance with the requirements of F.S. 1003.26; and
10. perform any other actions directed by the Superintendent or designee to document and encourage student attendance.

**This information can be found in [School Board Policy 5200](#) - Attendance*

HOMWORK 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:

- A. teach independent study skills that are appropriate to the students' age, ability and grade level;
- B. make specific assignments that are aligned to the standards and expectations for the grade/course and the academic needs of students;
- C. 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;
- D. give feedback on homework assignments in a timely manner;
- E. 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:

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

Parents shall:

- A. 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;
- B. indicate an interest about assignments and assist, if possible, when requested by the child, but not to include performing the work for the child;
- C. 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;
- D. 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. 1: thirty (30) minutes;
- B. 2-3: forty-five (45) minutes;
- C. 4-5: sixty (60) minutes;
- D. 7-8: seventy-five (75) minutes;
- E. 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 Statutes § 1006.15](#), 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 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 special talents, and similar interests. These programs offer courses of study that satisfy students educational interests and mandated learning goals. 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.

Miami-Dade County Public Schools (M-DCPS) is known for innovation in education with our award-winning Magnet Programs. With **11 themes of study**, students can explore unique opportunities tailored to their interests, talents, and abilities. These uniquely designed Magnet programs are categorized under one of the following themes of study:

ARTS & MULTIMEDIA

BUSINESS & FINANCE

EARLY CHILDHOOD & EDUCATION

FINE ARTS

HEALTH SCIENCES

INFORMATION TECHNOLOGY & DIGITAL DESIGN

INTERNATIONAL & ADVANCED STUDIES

ON-DEMAND LEARNING

PUBLIC SERVICE

S.T.E.M. (SCIENCE, TECHNOLOGY, ENGINEERING, & MATHEMATICS)

TRADE & INDUSTRY

ARTS & MULTIMEDIA

Miami-Dade County Public Schools' Arts and Multimedia Magnet programs provide students with innovative opportunities to explore and develop their talents in various creative fields. These programs offer hands-on experience and specialized training in digital media, graphic design, music production, and more, preparing students for success in the dynamic world of arts and multimedia.

Information about individual school programs in the Arts and Multimedia Magnet theme of study can be found at: yourchoicemiami.org

BUSINESS & FINANCE

Miami-Dade County Public Schools' Business and Finance Magnet programs equip students with practical skills and knowledge for success in the real world. These programs offer hands-on entrepreneurship, finance, and global trade learning, preparing students for future careers and higher education. Beyond career preparation, these programs provide a strong foundation in financial literacy, setting students up for lifelong success.

Information about individual school programs in Business and Finance Magnet theme of study can be found at: yourchoicemiami.org

EARLY CHILDHOOD & EDUCATION

Miami-Dade County Public Schools' Early Childhood and Education Magnet programs provide students with comprehensive training in child development and educational methodologies. These programs offer immersive experiences and innovative teaching approaches, preparing students for careers in early childhood education and related fields. With a focus on nurturing future educators, these programs lay a strong foundation for lifelong learning and professional success.

Information about individual school programs in the Early Childhood and Education Magnet theme of study can be found at: yourchoicemiami.org

FINE ARTS

M-DCPS' Fine Arts Magnet programs are designed for students with a talent or strong interest in creative fields. Whether students excel in a specific art form like band, dance, or visual arts or have a passion for creativity, our dedicated teachers nurture their talents and interests, providing an enriching environment where creativity flourishes.

Information about individual school programs in the Fine Arts Magnet theme of study can be found at: yourchoicemiami.org

HEALTH SCIENCES

Miami-Dade County Public Schools' Health Sciences Magnet programs provide students with comprehensive training in various healthcare fields from an early stage. From biotechnology to sports medicine, these programs equip students with essential knowledge and skills in medical and health sciences. They foster a deep understanding of healthcare disciplines, preparing students for future educational opportunities and success in the healthcare industry.

Information about individual school programs in the Health Sciences Magnet theme of study can be found at: yourchoicemiami.org

INFORMATION TECHNOLOGY & DIGITAL DESIGN

Miami-Dade County Public Schools' Information Technology and Digital Design Magnet programs offer cutting-edge technology and digital innovation education. From artificial intelligence and virtual reality to gaming design and multimedia web design, students delve into advanced concepts and practical skills. These programs empower students with the expertise needed to thrive in today's digital world, preparing them for future careers in technology and beyond.

Information about individual school programs in the Information Technology and Digital Design Magnet theme of study can be found at: yourchoicemiami.org

INTERNATIONAL ADVANCED STUDIES

Miami-Dade County Public Schools' International and Advanced Studies Magnet programs provide exceptional, innovative, and challenging educational opportunities for academically talented students. These programs are designed to foster advanced thinking, problem-solving skills, and differentiated learning experiences while preparing students to meet both national and international diploma requirements.

Through a rigorous curriculum that extends beyond borders, students gain the knowledge, skills, and global perspective needed for future success, becoming globally competent individuals ready to excel in a rapidly evolving world.

- **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 Language (IL) Program**

The International Language (IL) Program is an extended school day program that immerses students in a multicultural curriculum with a strong focus on language learning. Students engage in challenging, dual language instruction, gaining a deep understanding of language patterns and concepts through hands-on experiences and project-based activities.

- **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 for grades K-12 which links the Humanities, Sciences, Mathematics, Languages, and Community Service, as well as an emphasis on learning a second language. The IB curriculum aims to develop well-rounded, creative, compassionate citizens of a global community.

- **Cambridge Assessment International Education (CIE) Program**

The Cambridge Assessment International Education (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 that 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 worldwide. 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 the International Advanced Studies Magnet theme of study can be found at: yourchoicemiami.org

PUBLIC SERVICE

Miami-Dade County Public Schools' Public Service Magnet programs offer a focused educational path in legal and public service fields. From exploring criminal justice and cybersecurity to delving into legal studies and public affairs, students gain specialized knowledge and practical skills. These programs equip them for potential careers in law enforcement, cybersecurity, and public service, fostering a deep understanding of civic responsibility and the complexities of legal systems while providing an opportunity to cultivate a passion for justice and leadership throughout the academic years.

Information about individual school programs in the Public Service Magnet theme of study can be found at: yourchoicemiami.org

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

Miami-Dade County Public Schools' Magnet S.T.E.M. programs are the gateway to a world of endless possibilities. Through these programs, students explore the wonders of science, technology, engineering, and mathematics, diving into innovation and problem-solving to prepare for the fastest-growing career industries worldwide.

Information about individual school programs in the Science, Technology, Engineering, and/or Mathematics (STEM) Magnet theme of study can be found at:

yourchoicemiami.org

ON-DEMAND LEARNING

Miami-Dade County Public Schools' On-Demand Learning Magnet program, Miami-Dade Online (MDO), is a dynamic and flexible virtual school designed for independent learners. Led by certified educators, the program offers a high-quality curriculum that fosters critical thinking and empowers students to take charge of their education. With the ability to learn anytime and anywhere, Miami-Dade Online provides a seamless and innovative approach to education, redefining how students access exceptional learning opportunities.

Information about the On-Demand Learning Magnet theme of study can be found at: yourchoicemiami.org

Miami-Dade Online Academy (MDO) - Miami-Dade Online Academy (MDO) is a tuition-free, full-time, accredited, online K-12 virtual public school program. With certified educators and a student-centered approach, MDO offers students:

- **Flexibility:** Students can tailor their learning experience to their own pace and schedule, making it easier to balance academic commitments with other responsibilities.
- **Personalized Learning:** Students can benefit from personalized learning plans and resources catering to their individual learning styles and needs.
- **Enhanced Technology Skills:** Students gain proficiency in online tools and technologies, essential skills for the digital age, and future career opportunities.
- **Learning Environment:** Students can connect with peers across the district, fostering an enriching learning environment promoting cross-cultural understanding.
- **Preparation for the Future:** Equips students with digital literacy and self-discipline skills that are increasingly important for success in higher education and the modern workforce.

For more information, visit <http://mdo.dadeschools.net>

TRADE & INDUSTRY

Miami-Dade County Public Schools' Trade and Industry Magnet programs offer specialized education in various career-focused fields. From automotive technology and culinary arts to hospitality and tourism management, these programs provide practical skills and industry-specific knowledge. Students engage in immersive learning experiences tailored to each field within a technology-rich environment, preparing them effectively for successful careers in their chosen occupational paths.

Information about individual school programs in the Trade and Industry Magnet theme of study can be found at: yourchoicemiami.org

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: src@dadeschools.net Website: <https://hrdadeschools.net/civilrights>

Política Antidiscriminatoria

La Junta Escolar del Condado Miami-Dade, Florida se adhiere a una política antidiscriminatoria en el empleo y en programas / actividades educativas y se esfuerza de manera afirmativa por proporcionar oportunidades equitativas a todos según lo requiere:

Título VI de la Ley de Derechos Civiles del 1964 – prohíbe la discriminación por motivo de raza, color, religión u origen nacional.

Título VII de la Ley de Derechos Civiles del 1964 en su forma enmendada – prohíbe la discriminación en el lugar de empleo por motivo de raza, color, religión, género u origen nacional.

Título IX de las Enmiendas de la Educación del 1972 – prohíbe la discriminación por motivo de género. Las M-DCPS no discriminan por motivo de género en ningún programa o actividad de educación que opera según requiere el Título IX. Las M-DCPS tampoco discriminan por motivo de género en admisiones o empleo.

Ley de Discriminación por motivo de Edad del 1975 – prohíbe la discriminación por motivo de edad en programas o actividades.

Ley de Discriminación por motivo de Edad en el Lugar de Empleo del 1967 (ADEA) en su forma enmendada – prohíbe la discriminación por motivo de edad con respecto a las personas que tienen por lo menos 40 años de edad.

Ley de Igualdad Salarial del 1963 en su forma enmendada – prohíbe la discriminación por motivo de género en el pago de salarios a mujeres y hombres que realicen labores de considerable igualdad en el mismo establecimiento.

Sección 504 de la Ley de Rehabilitación del 1973 – prohíbe la discriminación de los discapacitados.

Ley de Estadounidenses con Discapacidades del 1990 (ADA) – prohíbe la discriminación contra personas con discapacidades en lugares de empleo, servicios públicos, acomodación pública y telecomunicaciones.

La Ley de Ausencia Familiar y Médica del 1993 (FMLA) – requiere que los empleadores cubiertos proporcionen hasta 12 semanas de baja sin pago con protección de empleo para empleados “elegibles” por ciertos motivos familiares y médicos.

Ley de Discriminación por Embarazo del 1978 – prohíbe la discriminación en lugares de empleo por motivo de embarazo, parto o condiciones médicas relacionadas.

Ley de Equidad en la Educación de la Florida (FEEA) – prohíbe la discriminación contra estudiantes o empleados por motivo de raza, género, origen nacional, estado civil o discapacidad.

Ley de Derechos Civiles de la Florida del 1992 – a toda persona dentro del estado, le garantiza la libertad de ser discriminado por motivo de raza, color, religión, sexo, origen nacional, edad, discapacidad o estado civil.

Título II de la Ley de No Discriminación por Información Genética del 2008 (GINA) – prohíbe la discriminación contra empleados o solicitantes por motivo de información genética.

Ley de Acceso Equitativo para los Boy Scouts of America del 2002 – ninguna escuela pública debe negarse a ofrecer acceso equitativo o igualdad de oportunidad justa para que los grupos se reúnan en los planteles escolares o edificios escolares antes o después de las horas de clases, ni tampoco discriminar contra cualquier grupo de afiliación oficial con los Boy Scouts of America o cualquier otro grupo juvenil o comunitario enumerado en el Título 36 (como sociedad patriótica).

A los **veteranos** se les proporciona derechos de reempleo de acuerdo al P.L. 93-508 (Ley Federal) y Sección 295.07 (Estatutos de la Florida), que estipulan preferencias categóricas para el empleo.

Además:

Las Políticas de la Junta Escolar 1362, 3362, 4362 y 5517 – Prohíben el acoso y/o la discriminación contra estudiantes, empleados o solicitantes por motivo de sexo, raza, color, origen étnico u origen nacional, religión, estado civil, discapacidad, información genética, edad, creencia política, orientación sexual, género, identificación de género, origen social y familiar, preferencia lingüística, embarazo, estado de ciudadanía y cualquier otro motivo prohibido por ley. La represalia por participar en una actividad que esté protegida también es prohibida.

Para más información sobre el Título IX o cualquier otra inquietud concerniente a la discriminación / el acoso, comuníquese con el Secretario Adj. para Derechos Civiles (Asst. Secretary for Civil Rights) del Departamento de Educación de los EE. UU. (U.S. Department of Education):

Office of Civil Rights Compliance (CRC)
Oficina del Cumplimiento de Derechos Civiles
Executive Director/Title IX Coordinator
Director Ejecutivo / Coordinador de Título IX
155 N.E. 15th Street, Suite P104E
Miami, Florida 33132

Teléfono: (305) 995-1580 TDD: (305) 995-2400

Correo electrónico: crc@dadeschools.net Sitio web: <https://hrdadeschools.net/civilrights>

Règ Kont Diskriminasyon

Komisyon Konsèy Lekòl Miami-Dade County, Florid aplike règ kont diskriminasyon nan anplwa ak pwogram/aktivite edikasyonèl e li fè efò pozitif pou ofri opòtinite egal pou tout moun nan:

“Title VI of the Civil Rights Act of 1964” (Akò 1964 sou Dwa Sivil ‘Title VI’) - entèdi diskriminasyon sou baz ras, koulè, relijyon, oubyen orijin nasyonal.

“Title VII of the Civil Rights Act of 1964” (Akò 1964 sou Dwa Sivil ‘Title VII’) jan yo amande li – entèdi diskriminasyon nan anplwa sou baz ras, koulè, relijyon, sèks (fi/gason) oubyen orijin nasyonal.

“Title IX of the Education Amendments of 1972” (Amandman 1972 nan Edikasyon ‘Title IX’) - entèdi diskriminasyon sou baz sèks (fi/gason). M-DCPS pa diskrimine sou baz sèks nan kèlkeswa pwogram edikasyon oubyen aktivite li opere jan Title IX mande l. M-DCPS pa diskrimine tou sou baz sèks nan admisyon oubyen anplwa.

“Age Discrimination Act of 1975” (Akò 1975 Kont Diskriminasyon sou Laj) - entèdi diskriminasyon baze sou laj nan pwogram oubyen aktivite.

“Age Discrimination in Employment Act of 1967 (ADEA)” (Akò 1967 Kont Diskriminasyon sou Laj nan Anplwa) jan yo mande li - entèdi diskriminasyon sou baz laj nan sa ki konsène moun ki gen omwen 40 an.

“The Equal Pay Act of 1963” (Akò 1963 sou Egalite nan Salè) jan yo amande li – entèdi diskriminasyon kont sèks (fi/gason) nan salè pou fi ak gason ki ap pèfòme sibstansyèlman travay egal nan menm etablisman an.

“Section 504 of the Rehabilitation Act of 1973” (Seksyon 504 Akò 1973 sou Reyabilitasyon) – entèdi diskriminasyon kont moun ki gen andikap.

“Americans with Disabilities Act of 1990 (ADA)” (Akò 1990 sou Ameriken ki gen Andikap) – entèdi diskriminasyon kont moun ki gen andikap nan anplwa, sèvis leta, akomodasyon piblik ak telekominikasyon.

“The Family and Medical Leave Act of 1993 (FMLA)” (Akò 1993 sou Vakans Medikal ak Fanmi) – mande pou anplwayè ki anba akò sa a bay jiska 12 semèn vankans san peye pou pwoteksyon travay pou anplwaye ki elijib pou sèten rezon famiyal ak medikal.

“The Pregnancy Discrimination Act of 1978” (Akò 1978 Kont Diskriminasyon nan Gwosès) – Entèdi diskriminasyon nan anplwa sou baz gwosès, akouchman, oubyen kondisyon medikal ki gen rapò ak sa.

“Florida Educational Equity Act (FEEA)” (Akò sou Egalite nan Edikasyon nan Florid) – entèdi diskriminasyon sou baz ras, sèks (fi/gason), orijin nasyonal, kondisyon marital, oubyen andikap kont yon elèv oubyen yon anplwaye.

“Florida Civil Rights Act of 1992” (Akò 1992 sou Dwa Sivil nan Florid) – asire pou tout moun anndan eta a gen libète kont diskriminasyon akòz ras, koulè, relijyon, sèks, orijin nasyonal, laj, andikap, oubyen kondisyon marital.

“Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA)” (Akò 2008 ‘Title II’ sou Absans Diskriminasyon nan Enfòmasyon Jenetik) - entèdi diskriminasyon kont anplwaye ak aplikan akòz enfòmasyon jenetik.

“Boy Scouts of America Equal Access Act of 2002” (Akò 2002 sou Aksè Egal pou Eskout Gason nan Amerik la) – Okenn lekòl leta pa dwe anpeche aksè egal, oubyen yon opòtinite rezonab pou gwoup rankontre sou pwopriyete lekòl oubyen nan etablisman lekòl anvan oubyen aprè lè lekòl, oubyen fè diskriminasyon kont kèlkeswa gwoup ki afilye ofisyèlman avèk ‘Boy Scouts of America’, oubyen nenpòt gwoup jèn oubyen gwoup kominotè ki sou lis ‘Title 36’ (kòm yon sosyete patriyotik).

Veteran gen dwa pou rejwenn anplwa ann akò avèk P.L. 93-508 (Lwa Federal) ak Seksyon 295.07 (Lwa Florid), ki ensiste sou preferans kategorik pou anplwa.

Anplis:

Règ Komisyon Konsèy Lekòl 1362, 3362, 4362, ak 5517 - Entèdi arasman e/oubyen diskriminasyon kont elèv anplwaye, oubyen aplikan sou baz sèks, ras, koulè, etnisite oubyen orijin nasyonal, relijyon, sitiasyon marital, andikap, enfòmasyon jenetik, laj, opinyon politik, oryantasyon seksyèl, sèks fi/gason, idantifikasyon seksyèl, ran sosyal ak istwa famiyal, preferans lengwistik, gwosès, kondisyon sitwayènte oubyen nenpòt lòt baz lalwa entèdi.

Pou plis enfòmasyon sou ‘Title IX’ oubyen nenpòt lòt kesyon sou diskriminasyon/arasman kontakte Asistan Sekretè pou Dwa Sivil Depatman Edikasyon oubyen:

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>