Student Handbook 2016-2017

International Studies
Preparatory Academy at Gables (ISPA)
1570 Madruga Avenue
Coral Gables, Florida 33146
ispa.dadeschools.net
Alejandro Pérez, Principal
Monsterrat Ledo, Lead Teacher
MIAMI-DADE COUNTY PUBLIC SCHOOLS

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SUPERINTENDENT OF SCHOOLS
Mr. Alberto M. Carvalho
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Principal’s Message

Dear Parents and Students,

On behalf of the administrative team and teachers at the International Studies Preparatory Academy at Gables (ISPA), I would like to welcome you to our school. The International Studies (IS) program, the result of memoranda of understanding with the governments of France, Italy and Spain is the only program of its kind in the United States. Students pursue world language studies in addition to an academic curriculum with an international focus that addresses rigorous standards of both U.S. and European Union educational systems. In addition to the study of core subject areas in English, students receive up to three hours of instruction in and through the language of choice: French, Italian or Spanish. The goal of our school is to increase student achievement, global awareness and greater emphasis on college and international career preparation.

The Student Handbook has been prepared to inform you about the educational programs, requirements and procedures that must be adhered to while attending ISPA. ISPA is committed to meeting the needs of our students in order for them to become proficient in modern languages.

The teachers and staff are committed in working with the student body at ISPA.

Welcome to ISPA and have a great school year!

Mr. Alejandro Pérez, Principal

Home of the Phoenix
Vision

International Studies Preparatory Academy (ISPA) will be a model for international education while creating an educational community where every student becomes responsible citizens, lifelong learners and contributors to a global society. ISPA will foster a sense of communal responsibility and solidarity through the celebration of culture, language and diversity.

Mission

Our mission is to prepare the students to meet the challenges of the 21st century through the development of their academic and social development, their linguistic capacity, cultural appreciation and international and global awareness. The students of ISPA will move forward ready to meet human demands of post-secondary education taking with them the power of two languages.

To fulfill this mission, we envision ISPA as:

- Developing an exemplary center of teaching and learning of modern languages.
- Promoting international understanding.
- Connecting to the global community through its diverse student body and faculty.
- Rich in intellectual stimulation and motivation for exploration.
- Achieving high educational standards and nurturing life-long learners through the growth of their intellectual powers.
- A rigorous comprehensive curriculum which prepares young people for the next phase of their education.
INTERNATIONAL STUDIES PREPARATORY ACADEMY (ISPA)

International Studies (IS)

The International Studies (IS) program is the result of memoranda of understanding with the governments of France, Italy and Spain and is the only program of its kind in the United States. Students pursue world language studies in addition to an academic curriculum with an international focus that addresses rigorous standards of both United States and European Union educational systems. In addition to the study of core subject areas in English, students receive up to three hours of instruction in the modern language: French, Italian or Spanish. Students pursue studies in literature, history and geography taught in the modern language and are encouraged to work at the highest levels in Honors and Advanced Placement (AP) courses taught in English. Dual enrollment will be available to allow high school students to earn college credits while attending ISPA. This program offers students the opportunity to receive dual recognition of their studies, a US high school diploma and the equivalent diploma from the European country. When students graduate from ISPA, they leave not only with a solid educational foundation but they will also take with them a genuine understanding and respect for differences, both cultural and academic.

Students participate in one of three modern language academies:

French, Italian or Spanish

Parent Involvement

International Studies believes that a high level of parental involvement brings the family unit closer together and strengthens the home-school connection. Parents are informed of classroom activities, schedules, and assignments through a monthly calendar. The parent resource center provides families valuable information ranging from home-learning support strategies to adult self-help programs. Additionally, the Educational Excellence Advisory Committee (EESAC) provides school-wide support from the community, business, students, families and faculty. The Parent Teacher Student Association (PTSA) raises funds to support students’ needs.
Important Dates - Tentative

<table>
<thead>
<tr>
<th>Interim Report Distribution * Tentative Date</th>
<th>Report Card Distribution * Tentative Date</th>
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<tbody>
<tr>
<td>September 21, 2016</td>
<td>November 14, 2016</td>
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<tr>
<td>November 30, 2016</td>
<td>February 13, 2017</td>
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<tr>
<td>February 22, 2017</td>
<td>April 17, 2017</td>
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<tr>
<td>May 3, 2017</td>
<td>June 26, 2017</td>
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Activities

**Clubs**

Miami-Dade County Public Schools’ students may participate in a wide variety of activities, including student council, subject-area clubs, honor societies, service clubs, school publications and class activities. School-sponsored clubs may be curriculum-related or noncurriculum-related. Curriculum-related clubs are student groups whose goals are an extension of the activities and objectives in a particular subject area within the school's curriculum. Conversely, noncurriculum-related clubs are student groups whose goals are special interest oriented and not directly related to the curriculum. Meetings of noncurriculum-related clubs may be scheduled only at times when instruction is not taking place, either before or after school.

**Non-School Sponsored Clubs**

The State of Florida prohibits the participation of public school students in Fraternities or Sororities, or any other secret society whose active membership is comprised wholly or partly by public school students and its members are selected based on the decision of its members, and not on the rules of the school.

**Fieldtrips and Special Activities**

The Student Activities Office is responsible for coordinating fieldtrips and activities pertaining to clubs and classes. Participation in fieldtrips requires that the student present a fieldtrip form signed by the parent/guardian to his/her teacher(s) in advance. It is the student’s responsibility to make up the work missed while on a fieldtrip. In addition, at times vendors who have a “no refund” policy will require schools to pay the full amount
of the fieldtrip prior to the event. In this case, students/parents will be notified in advance of the vendor’s “no refund” policy

**Fundraisers – Board Policy 5830**
Fundraising activities must be conducted during non-instructional class time, preferably before and after school. An *Application for Fundraising Activity*, M-DCPS Form 1018 must be completed. Regional Center approval is required for any fundraising activity where collections take place outside of school grounds. This approval can be obtained by completing M-DCPS Form 5656, *Region Center Approval for Fundraising Activity (Community Sales)*.

Fundraising activities involving students working or providing services for community events or outside business organization for which compensation, monetary or otherwise, will be given, either to the students or the school, are not allowed to be conducted as school-sponsored/student fundraisers.

**Attendance Policy – Board Policy 5200**
Student attendance is a means of improving student performance and critical in raising student achievement. Together, the staff of Miami-Dade County Public Schools, students, parents and the community must make every effort to lessen the loss of instructional time to students.

**Excused School and Class Absences and Tardies**
1. Student illness: Students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a health care provider. The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Medical appointment: If a student is absent from school due to a medical appointment, a written statement from a health care provider indicating the date and time of the appointment, must be submitted to the principal.
3. Death in immediate family.
4. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
5. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the principal or principal’s designee: The student must receive advance written permission from the principal or the principal’s designee. Examples of special events include: public functions, conferences, and region, state and national competitions.
6. Subpoena by law enforcement agency or mandatory court appearance.
7. Outdoor suspensions
8. Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee. The principal shall require documentation related to the condition.

**Unexcused School Absence**

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits required documentation as specified above. Failure to provide required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences include:
1. Absences due to vacations, personal services, local non-school event, program or sporting activity
2. Absences due to older students providing day care services for siblings
3. Absences due to illness of others
4. Absences due to non-compliance with immunization requirements (unless lawfully exempted)

**Late Arrival**

Students who are tardy to school must report to the Attendance Office to secure an admit. Excessive tardies may result in loss of privileges, detention, parent conference, and/or suspension. Late arrivals may be accrued and count towards unexcused absences.

**Early Sign Out - Board Policy 5200**

The early release of students causes disruption to the academic performance of all students and may create safety and security concerns. No students shall be released within the final 30 minutes of the school day unless authorized by the principal or principal’s designee (i.e., emergency, sickness). Students and their families are urged to arrange doctor, dental, and other appointments at hours that are not in conflict with school time.

**Comprehensive Reading Plan**

All secondary students are encouraged to read independently choosing books of interest. Required readings for classroom instruction are assigned by the English teacher. Parents/Legal Guardians needing to sign their children out of school early must have a completed EMERGENCY CONTACT CARD on file and must present a valid form of picture ID (driver’s license, military ID, etc). If a student has to be signed out of school early by an adult other than a parent or legal guardian, the adult must be listed in the AUTHORIZATION FOR RELEASE OF STUDENT FROM SCHOOL section on the bottom reverse side of the EMERGENCY CONTACT CARD and must also present a valid form of picture ID. If any of the above is not available, the student will not be released from school early. Persons listed under the EMERGENCY CONTACT CARD INFORMATION section on the back of the EMERGENCY
CONTACT CARD are only authorized to be contacted in the event that a parent/legal guardian cannot be reached.

**Code of Student Conduct**

Miami-Dade County Public Schools (M-DCPS) is committed to providing a safe teaching and learning environment for students, staff, and members of the community. Students and parents/guardians can access the English, Haitian/Creole, and Spanish versions of the document on the M-DCPS Website located at [http://ehandbooks.dadeschools.net/policies/90/index.htm](http://ehandbooks.dadeschools.net/policies/90/index.htm) or you may request a copy from your child’s school.

### BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

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<thead>
<tr>
<th>BEHAVIORS</th>
<th>RANGE OF CORRECTIVE STRATEGIES</th>
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<tbody>
<tr>
<td><strong>LEVEL I</strong></td>
<td>The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious or habitual Level I infractions.</td>
</tr>
<tr>
<td><strong>LEVEL I</strong></td>
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<td><strong>LEVEL I</strong></td>
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<tr>
<td>Disruptive Behaviors</td>
<td></td>
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<tr>
<td>• Unauthorized location</td>
<td>• Parent/guardian contact **</td>
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<tr>
<td>• Confrontation with another student</td>
<td>• Reprimand</td>
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<tr>
<td>• Cutting class</td>
<td>• Student, parents/guardians/staff conference</td>
</tr>
<tr>
<td>• Disruptive behavior (including behavior on the school bus and at the school bus stop)</td>
<td>• Peer mediation</td>
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<tr>
<td>• Failure to comply with class and/or school rules</td>
<td>• Revocation of the right to participate in social and/or extracurricular activities</td>
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<td>• Possession of items or materials that are inappropriate for an educational setting</td>
<td>• Confiscation of wireless communication devices</td>
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<tr>
<td>• Inappropriate public display of affection</td>
<td>• Detention or other Board-approved in-school program</td>
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<tr>
<td>• Repeated use of profane or crude language (general, not directed at someone)</td>
<td>• Temporary assignment from class where the infraction occurred</td>
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<tr>
<td>• Unauthorized use of electronic devices</td>
<td>• Student contract</td>
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<tr>
<td>• Violation of dress code</td>
<td>• School Center for Special Instruction (SCSI) +++</td>
</tr>
<tr>
<td><strong>Special Notes</strong></td>
<td><strong>Special Notes</strong></td>
</tr>
<tr>
<td>* See Sexual Offenses (Other), Level IV, for obscene or lewd material.</td>
<td>** Good faith attempt must be made immediately to contact parent/guardian by telephone.</td>
</tr>
<tr>
<td>Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.</td>
<td>*** Send written notice to parent/guardian within 24 hours via U.S. mail.</td>
</tr>
<tr>
<td>If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.</td>
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Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

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<th>RANGE OF CORRECTIVE STRATEGIES</th>
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<tr>
<td><strong>Level II</strong> Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others.</td>
<td>The principal or designee must select at least one of the following strategies from PLAN II. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN. Principals may authorize the use of PLAN III for repeated, serious or habitual Level II infractions.</td>
</tr>
<tr>
<td><strong>Level II</strong> Seriously Disruptive Behaviors</td>
<td><strong>PLAN II</strong></td>
</tr>
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</table>
| • Cheating/Misrepresentation            | • Parent/guardian contact **  
| • Confrontation with a staff member     | • School-based program that focuses on modifying the student’s inappropriate behavior or promotes positive behavior  
| • Defiance of school personnel          | • Suspension from school for one to five days***  
| • Distribution of items or materials that are inappropriate for an educational setting* | • Diversion Center |
| • Failure to comply with previously prescribed corrective strategies | |
| • False accusation                      | |
| • Fighting (minor)                      | |
| • Harassment (non-sexual or isolated)   | |
| • Instigative behavior                  | |
| • Leaving school grounds without permission | |
| • Joining clubs or groups not approved by the School Board | |
| • Libel                                | |
| • Petty theft (under $300.00)           | |
| • Use of profane or provocative language directed at someone | |
| • Prohibited sales on school grounds (other than controlled substances) | |
| • Possession and/or use of tobacco products | |
| • Slander                               | |
| • Vandalism (minor)                     | |

**Special Notes**

* See Sexual Offenses (Other), Level IV for obscene or lewd material.  
** Administrators must contact Miami-Dade Schools Police for any criminal conduct regardless of whether Schools Police Automated Reporting (SPAR) is indicated.  
*** If the victim of a crime requests a police report, the principal or designee must report the incident to the Miami-Dade Schools Police.  

** Good faith attempt must be made immediately to contact parent/guardian by telephone.  
*** Send written notice to parent/guardian within 24 hours via U.S. mail.
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

**LEVEL III**

**Offensive/Harmful Behaviors**

- Assault/Threat against a non-staff member
- Breaking and Entering/Burglary
- Bullying (repeated harassment)*
- Disruption on campus/Disorderly conduct
- Fighting (serious)
- Harassment (Civil Rights)**
- Hazing (misdemeanor)
- Possession or use of alcohol and/or controlled substances
- Possession of simulated weapons
- Sexual harassment**
- Trespassing
- Vandalism (major)

**RANGE OF CORRECTIVE STRATEGIES**

The principal or designee **must** select at least one of the following strategies from **PLAN III**. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of **PLAN IV** for repeated, serious or habitual **Level III** infractions.

**PLAN III**

- Parent/guardian contact***
- Suspension from school for one to ten days****
- Permanent removal from class (placement review committee decision required)
- Diversion Center
- Recommendation for alternative educational setting
- Recommendation for expulsion

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**Special Notes**

- All **Level III**, IV, and V infractions, unless otherwise noted, require School Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police.
- Bullying infractions do not require a SPAR.
- Harassment Civil Rights and Sexual Harassment do not require a SPAR, but must be reported to the Miami-Dade County Public Schools Office of Civil Rights Compliance at 305-995-1580.

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**Special Notes**

- Good faith attempt must be made immediately to contact parent/guardian by telephone.
- Send written notice to parent/guardian within 24 hours via U.S. mail.

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Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.
### BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

#### LEVEL IV Behaviors

**LEVEL IV Behaviors** are more serious acts of unacceptable behavior than Level III. They seriously endanger the health and well-being of others and/or damage property.

#### Dangerous or Violent Behaviors

- Battery against a non-staff member
- Grand theft (over $300.00)
- Hate crime
- Hazing (felony)
- Motor vehicle theft
- Other major crimes/incidents
- Sale and/or distribution of alcohol and/or controlled substances
- Sex offenses (other) (including possession and/or distribution of obscene or lewd materials)

#### PLAN IV

- Parent/guardian contact*
- Suspension from school for one to ten days**
- Recommendation for alternative educational setting
- Recommendation for expulsion.

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**Special Notes**

- All Level III, IV, and V infractions require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police.

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**Special Notes**

- Good Faith attempt must be made immediately to contact parent/guardian by telephone.
- Send written notice to parent/guardian within 24 hours via U.S. mail.

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Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.
BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES

LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life.

LEVEL V
Most Serious, Dangerous or Violent Behaviors

- Aggravated assault
- Aggravated battery against a non-staff member
- Armed robbery
- Arson
- Assault/Threat against M-D CPS employees or persons conducting official business
- Battery or Aggravated battery against M-D CPS employees or persons conducting official business *
- Homicide
- Kidnapping/Abduction
- Making a false report/threat against the school *
- Sexual battery
- Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons *

The principal or designee must use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN.

PLAN V

- Parent/guardian contact **
- Suspension from school for ten days ***
- Recommendation for expulsion

Special Notes

- All Level III, IV, and V infractions require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police.
- The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion.
- Mandatory one year expulsion.

** Good faith attempt must be made immediately to contact parent/guardian by telephone.
*** Send written notice to parent/guardian within 24 hours via U.S. mail.
- This level of infraction may result in an expulsion requiring School Board action.

Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.
Uniform Policy

At International Studies Preparatory Academy at Gables (ISPA), we take great pride in the appearance of the students enrolled in the school. The following is the uniform policy that is required by all students that are enrolled at ISPA. The school **DOES NOT SUPPLY SCHOOL UNIFORMS.** It is the responsibility of the parent and student to have the proper daily attire ensuring that the student’s appearance reflects a clean and orderly look.

**UNIFORMS CAN BE PURCHASED AT IBILEY SCHOOL UNIFORMS**

2067 SW 8TH STREET  MIAMI, FLORIDA  33135   305-625-8050

Students who are not wearing the proper uniform will be subject to disciplinary action by the school administration as listed below. Uniforms must be the appropriate color, size and length

- Students are required to wear straight cut, Khaki pants. Pants must be worn at the student’s waistline. Shorts, capri pants, or skirts are **not permitted.** (Note: no other colored pants will be permitted).
- Shirts may be Navy Blue, Hunter Green or Red. Shirts must have the ISPA logo on the upper left hand side of the shirt.
- Belts are required for every student and must be either black or brown leather.
- Uniforms must be clean and presentable.
- No open-toed or backless shoes (no sandals, flip-flops, slides or slippers are permitted). Sneakers are recommended for all students.
- Hats are not authorized regardless of activity or weather situation.
- Jewelry should be limited and no large chains, necklaces, chokers or rings are allowed.
- Hairstyles should be neat, clean and reflect a preparatory school environment.
- Sweater must be navy blue.
Cell Phones
Possession of a cellular telephone is not a violation of the Code of Student Conduct (COSC). However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone during school hours; and the possession or use of a cellular telephone which disrupts or interferes with the safety-to-life issue for students being transported on a M-DCPS school bus, would be a violation of the CSC.

Internet Use Policy – Board Policy 7540.03
Access and use of the internet is a privilege, not a right, and its use must support the educational objectives of the District. Students must always get permission from their teachers prior to using the internet. In addition, the District prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violate local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning or solicitation.

Confidential Information
Parents, guardians and students are protected by The Family Educational Rights and Privacy Act and the Florida Statutes from individuals’ access to information in students’ educational records, and are provided the right to challenge the accuracy of these records. These laws provide that without the prior consent of the parent, guardian or eligible student, a student’s records may not be released, except in accordance with the provisions listed in the above-cited laws. The laws provide certain exceptions to the prior consent requirement to the release of student records, which include, but are not limited to, school officials with a legitimate educational interest and lawfully issued subpoenas and court orders.

Each school must provide to the parents, guardians or eligible students annual notice in writing of their right to inspect and review student records. Once a student reaches 18 years of age or is attending an institution of post-secondary education, the consent is required from the student only, unless the student qualifies as a dependent under the law.
**Parent Portal**

Parents/guardians of all Miami-Dade County Public Schools students, including employees, have access to the Parent Portal. In order to access the information in the portal, you must first establish a parent user account. At this time, you can see and update personal information, see your child’s information - including grades, attendance, and bus route information, and have access to the *Parent Resource* link, which takes you to sites such as Parent Academy, School of Choice, etc.
HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was initially passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006 and was amended by the Legislature in the 2010 session. The provisions of this law include academic course requirements at the middle school level to better prepare middle school students for senior high school. Also, in order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program was changed significantly.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. The amended Secondary School Redesign Act increased the rigor of mathematics and science requirements and also revised the assessment procedures used to assess student performance. Currently, there are five options for high school graduation and earning a diploma, two of which are accelerated options. Students and their parents may select from one of the five options, although if the student and his/her parents do not select a graduation option, the student will be considered to have selected the four-year, 24-credit standard program. In order to graduate all five options require students to earn a passing score on the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled 2011-2012 Graduation Requirements.

The graduation options are as follows:

- A four-year, 24-credit standard program;
- A three-year, 18-credit college preparatory program;
- A three-year, 18-credit career preparatory program;
- An International Baccalaureate program; and
- An Advanced International Certificate of Education program.

Prior to selecting one of the two three-year, 18-credit programs the following requirements must be met:

1. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents.
2. A signed parental consent form (FM-6911) must be submitted to the principal and school counselor to enroll in either one of the accelerated programs.

The requirements for the two three-year, 18-credit options have been changed several times by the Florida Legislature since these options became available to students in 2003-2004. Students are responsible for the requirements in force at the time they selected an accelerated program.

As mentioned above, the requirements for the four-year, 24-credit program were changed by the Florida Legislature for students who entered the 9th grade in 2007-2008 and again for students who entered 9th grade in 2010-2011. Students who enrolled in the four-year, 24-credit program prior to July 1, 2007, are responsible for the requirements in force at that time. High school courses successfully completed by a student in grades 6 - 8 can be applied to the requirements for graduation. However, the student and his/her parents are reminded that high school credits earned prior to 9th grade as well as those through the adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) toward a student’s eligibility to participate in college athletics. For information regarding athletic scholarships and eligibility, it is recommended that contact be made with the National Collegiate Athletic Association (NCAA) at www.ncaa.org or the athletic director at the student’s school.

A student selecting either of the two three-year, 18-credit programs must be enrolled in high school for a minimum of three school years. Upon graduation this student will be eligible to apply for a Florida Bright Futures Scholarship, if he/she has met the program’s requirements.

A student, who has selected one of the three-year, 18-credit programs and is considering enrollment in a magnet school/program, career-focused academy, or career technical education preparation program, will need to inquire about the requirements of the specific program. There are certain programs which have requirements that would not be able to be met within either accelerated option. Staff responsible for the individual programs will be able to explain the requirements of a given program and whether or not it would be possible to meet those requirements within the three-year, 18-credit option.

Students who successfully complete the International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum meets the graduation requirements and are eligible to receive a standard diploma.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Next Generation Sunshine State Standards and complete a community service project. In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL and/or one credit in mathematics. To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 9 credits, which must include two credits in
English/ESOL, one credit in mathematics, and one credit in science OR one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science OR two credits in English/ESOL, three credits in mathematics, and two credits in science.

For a student enrolled in either one of the two accelerated graduation programs, the student must earn at least five credits by the end of grade 9 and 11 credits by the end of grade 10. Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in middle school and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.

**Permanent Records (FYI – from the Student Educational Records Manual)**
Miami-Dade County Public Schools maintains the records of students in PK-12 and adult/vocational students enrolled in high school completion programs or vocational programs of 450 hours or more. Permanent records consist of the following student information:

a) pupil’s or student’s full legal name
b) authenticated birthdate, place of birth, race, and sex
c) last known address of pupil or student
d) names of pupil’s or student’s parent(s) or guardian(s)
e) name and location of last school attended
f) number of days present and absent, date enrolled, date withdrawn
g) courses taken and record of achievement, such as grades, credits, or certification of competence
h) date of graduation or date of program completion, including a statement of diploma, that is, standard, special, certificate of completion, or General Equivalency Diploma
i) State and/or District standardized assessment/achievement test results, if required for graduation
j) written records of access to the student’s record
k) Home Language Survey
## HIGH SCHOOL GRADUATION REQUIREMENTS
### 2016-2017

This table represents requirements for students who entered 9th grade in the 2007-2008 through 2010-2011 school years. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the FCAT graduation test.

<table>
<thead>
<tr>
<th></th>
<th>24 CREDIT OPTION</th>
<th>18 CREDIT COLLEGE PREPARATORY OPTION</th>
<th>18 CREDIT CAREER PREPARATORY OPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENGLISH/ESOL</strong></td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
<td>4 credits (major concentration in composition, reading for information, and literature)</td>
</tr>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
<td>3 credits (Earth/Space Science &amp; Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)</td>
</tr>
<tr>
<td><strong>SOCIAL SCIENCE</strong></td>
<td>3 credits (World History, United States History, United States Government &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government &amp; Economics)</td>
</tr>
<tr>
<td><strong>FOREIGN LANGUAGE</strong></td>
<td>Not required (foreign language credit is required for admission to state university.)</td>
<td>2 credits in the same language or demonstrated proficiency in a second language.</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>PERFORMING/FINE ARTS OR PRACTICAL ARTS</strong></td>
<td>1 credit in performing/fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation and imagination.</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION/HEALTH</td>
<td>1 credit</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>ELECTIVES</td>
<td>8 credits</td>
<td>2 credits</td>
<td>3 credits in a single career/technical education program &amp; 1 elective credit; or 3 credits in a single technical certificate dual enrollment &amp; 1 elective credit, or 4 credits in career/technical education</td>
</tr>
<tr>
<td>GRADE POINT AVERAGE (GPA)</td>
<td>2.0</td>
<td>3.5 (beginning with students who entered 9th grade in 2006-2007 and thereafter, for students who entered 9th grade prior to 2006-2007, required GPA is 3.0)</td>
<td>3.0</td>
</tr>
<tr>
<td>MINIMUM GRADE TO EARN COURSE CREDIT</td>
<td>D</td>
<td>B (weighted or unweighted)</td>
<td>3 years</td>
</tr>
<tr>
<td>ANTICIPATED TIME TO COMPLETION</td>
<td>4 years</td>
<td>3 years</td>
<td>3 years</td>
</tr>
<tr>
<td>TESTING</td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)</td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)</td>
<td>Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing score on the FCAT (ACT or SAT)</td>
</tr>
<tr>
<td>COMMUNITY SERVICE</td>
<td>Required (see Explanatory Notes Chart)</td>
<td>Not required</td>
<td>Not required</td>
</tr>
</tbody>
</table>
GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress. 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, including such factors as class attendance, homework, and participation. In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override. In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam, 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 shall be included in the calculation of the cumulative grade point average required for graduation. In both authorized semester courses and authorized annual courses, the criteria for grading certain students with disabilities may be modified by the Individual Educational Plan (IEP) team.

The following are the academic grades used:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value (%)</th>
<th>Verbal Interpretation</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Outstanding progress</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Good progress</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Average progress</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60 -69%</td>
<td>Lowest acceptable progress</td>
<td>1</td>
</tr>
</tbody>
</table>
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
- 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.

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Grade Points</th>
<th>BONUS POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>HONORS</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

NOTE: Dual enrollment courses are awarded the equivalent of Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education bonus points as required by state statute. The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. The calculation process produces an unweighted GPA to which bonus values are added. This GPA is used for the ranking process. 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.
Florida Virtual School Option

While the initiative to use Florida Virtual (FLVS) classes district-wide originated with the class-size mandate, online learning was already common place in many students’ educational experiences. With the mass proliferation of online digital content as well as changes in students’ learning modalities, virtual education is continuing to expand and is a reality of the evolution of education. A 2008 study released by the Hoover Institute at Stanford University estimates that 50% of education courses will be delivered online by the year 2019. The advantages of virtual education include self-paced learning and access to course work not available in schools or not accessible due to scheduling conflicts. Additionally, virtual education provides students with a learning environment that closely resembles the 21st century workplace. In K-12 education, more than 70 percent of school districts in the United States currently offer at least one online course and at least two states have adopted policies that require high school students to take an online course to graduate.

Florida Virtual Course Offerings

- The FLVS course list can be found at this link: http://www.flvs.net/areas/flvscourses/Pages/Course%20Catalog/CourseListing.aspx.
- Schools may not limit core courses that are graduation requirements to online FLVS classes. For example, courses such as Government and Economics may be offered to students via Florida Virtual; however, face-to-face classes must also be offered.
- Elective courses may be limited to online options.
- Courses that will be provided online through Florida Virtual will be identified on subject selection forms.

Recommended Participation Criteria for Students

- Students who are reading at or above grade level (FCAT Reading score of 3 or above).
- Students who are motivated with a previous grade of A or B in subject area.
- Students with good attendance history.
- Students who have access to a computer with Internet access after school hours.
- Students who are English Language Learners (ESOL Levels 3 and 4) may participate based on the course and English proficiency.

Notification of Parents

- FLVS does not require parent permission to register students for online classes.
- Schools will advise parents when students are enrolled in an FLVS class.
Additional information on the use of FLVS for class size reduction can be found at: http://curriculum.dadeschools.net

HOMEWORK POLICY*

Regular, purposeful homework is an essential part of a student's education. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments.

Student's Responsibilities
1. Completing assigned homework as directed and in the spirit in which it was assigned.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments that reflect careful attention to detail and quality of work.
4. Devoting a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

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

Parents' Responsibilities
While it is understood that parents are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents can do to promote good study habits. Parents' responsibilities include:
1. Providing an environment conducive to study.
2. Providing continued interest and concern for the child's successful performance in school, through, encouraging and supporting the child in his/her performance of homework assigned.
3. Indicating an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
4. Supporting the school in regard to the child being assigned homework.
5. Requesting assignments for the child when short-term absences are involved.
6. Assuring that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.
Safety and Security

The Emergency Operations Plan
Student and employee safety is a primary concern of the Miami-Dade County Public School (M-DCPS) System. The Emergency Operations Plan (EOP) was created to provide school personnel with the necessary leadership skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools/community. All schools have a site specific plan to address all types of critical incidents. These plans address the individual needs of the school, and provide guidelines for devising methods for communicating with the staff, students, parents/guardians, and the media during a critical incident or an emergency. Some of the protective action procedures include the evacuation of students/staff from the building(s), evacuation of the disabled and if necessary the relocation of students/staff from the school campus, lockdown procedures and holding/dismissing students during school and community emergencies. Some important tips for parent/guardians to remember during a Critical Incident are as follows:

- Remain calm;
- Monitor media outlets for updates and official messages from M-DCPS;
- Do not flood the school with telephone calls; and
- If the school is on lockdown, wait until the lockdown is lifted before going to the school.

All school administrators, Region Center Superintendents/Directors and all M-DCPS Police officers have been adequately trained in the school EOP and are prepared to respond immediately during a critical incident or emergency to provide safety for all children.

Code Yellow/Code Red
In the event of an emergency, the primary responsibility of all school personnel is to provide for the safety of all students. In the event a school administrator announces a possible threat to students and staff safety exists within the community (Code Yellow), or an imminent threat to students and staff safety exists within the school (Code Red) students, faculty and staff will comply with all the procedures outlined in the Miami-Dade County Public Schools Critical Incident Response Plan and remain on lockdown until a school administrator makes an “All Clear” announcement.

Closing of School
The emergency closing of a school for any cause, such as weather or in which the safety of individuals may be endangered, is at the discretion of the Superintendent of Schools.

Fire Drills
Ten fire drills will take place according to the Miami-Dade County Public Schools Policy and Emergency Procedures. At the sound of the emergency bell, students must stop what they are doing and follow the teacher’s
instructions. They must clear the building promptly by the prescribed route. Any student who is in the hallway or the restroom at the sound of the emergency bell must proceed to the nearest exit and locate the teacher. Students, teacher and staff must remain outside the building until permission is given to re-enter the building.

ATTENDANCE POLICY

There is probably no factor more important to a student’s progress in school than regular and punctual attendance. Miami-Dade Public Schools has a vision whereby each student engages in a rigorous instructional program which prepares him/her for a myriad of successful post-secondary options.

Students are expected to:

• be present at school each and every day;
• attend class as scheduled;
• arrive at school and class (es) on time; and
• demonstrate appropriate behavior and readiness to learn.

Miami-Dade Public Schools has the affirmative obligation to increase student attendance through a monitoring process that will classify all absences as excused or unexcused, to inform parents of student absences, and to ensure that compulsory attendance laws are enforced as mandated by Florida statutes. This obligation will be satisfied through the implementation of an attendance review procedure, which monitors the type and number of student absences, as well as the impact of these absences on learning. Each school has an Attendance Review Committee, which is comprised of a minimum of a student services representative and an administrator or an administrative designee. The committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course.

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.

2. Class Attendance - Students are to be counted in attendance if they are physically present in class or have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.

3. Tardiness - It is a reasonable expectation that in order for a learning activity to take place, each student must arrive to school and class on time. Accumulated unexcused tardies will be counted toward the threshold for initiating attendance review.
4. Early Sign-outs - The early release of students causes disruption to academic performance of all students and may create safety and security concerns. No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal’s designee, e.g., emergency, sickness.

B. Absences Defined
1. Excused School and Class Absences and Tardies:
   - Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a physician in order to receive excused absences from school.
   - Medical appointment: If a student is absent from school because of a medical appointment, a written statement from a medical provider indicating the date and time of the appointment must be submitted to the principal.
   - Death in family.
   - Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
   - School sponsored event or educational enrichment activity that is not a school sponsored event, as determined by the principal or principal’s designee. The student must obtain advance written permission from the principal or the principal’s designee. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
   - Subpoena by law enforcement agency or mandatory court appearance.
   - Outdoor suspensions.
   - Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal’s designee. The principal shall require documentation related to the situation.

2. Unexcused School Absence
   Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation as specified above. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence.

Unexcused absences include:
- Absences due to vacations, personal services, local non-school event, program, or sport activity.
- Absence due to older students providing day care services for siblings.
- Absences due to the illness of others. Absences due to non-compliance of immunization requirements unless lawfully exempted.

The student is expected to:
1. **Provide written notification to the school within two days for the absence to be considered EXCUSED. Failure to submit proper documentation will result in the absence marked UNEXCUSED.**
2. Request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of the instruction, is not readily subject to make-up work.

3. Complete the make-up assignments for classes missed within three school days of the return to school. Failure to make up all assignments will result in the lower assessment of the student’s academic and/or effort grade.

4. Be reported as present for the school day in order to participate in athletic and extracurricular activities.

5. Attend school/classes one hundred and eighty (180) days each school year.

The Parent Academy

The Parent Academy is a free, year-round, parent/guardian engagement and skill building program of Miami-Dade County Public Schools (M-DCPS). The goals are to educate parents/guardians about the importance of their role; strengthen the family unit; unite families and schools; and inform parents/guardians of their rights, responsibilities and the educational opportunities available to their children and to them personally.

In addition, The Parent Academy provides classes and workshops for parents/guardians; organizes Family Learning Events; coordinates the availability of M-DCPS and community resources for parents/guardians and students.

Within this framework, The Parent Academy offers classes and workshops developed around the five subject area strands listed below:
- Help Your Child Learn (Example: PASSport to Success – 8 module series)
- Parenting Skills (Example: Positive Discipline)
- Arts & Culture (Example: Enrich Your Child through Arts and Culture in Miami)
- Health and Wellness (Example: Preventing Substance Abuse)
- Personal Growth (Example: Parent Portal)

The Parent Academy “campus” is spread throughout every corner of this community, and offers free classes and workshops at over 250 local sites such as public schools, libraries, parks, colleges, private businesses, and neighborhood centers. Monthly calendars are posted in the Course Directory section on The Parent Academy’s Web site at www.theparentacademy.net. The Parent Academy staff members are available to provide parents/guardians, students and school sites with guidance and assistance in scheduling workshops. Staff can be reached at (305) 995-2680.

Volunteer Program

The School Volunteer Program is responsible for electronic registration, background checks and trainings of volunteers. There are two different levels of volunteerism.

<table>
<thead>
<tr>
<th>Level 1 - complete a database background check</th>
<th>Level 2 - complete a fingerprint background check</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Day chaperones for field trips</td>
<td>• Certified Volunteers</td>
</tr>
<tr>
<td>• Classroom assistants</td>
<td>• Mentors</td>
</tr>
<tr>
<td>• Math and/or reading tutors.</td>
<td>• LISTeners/Oyentes</td>
</tr>
</tbody>
</table>

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Any individual interested in volunteering in Miami-Dade County Public Schools must:

- Show a current valid government-issued identification with picture.
- Show social security card (check name and number).
- Complete a background check.
- Upon clearance, attend an orientation at the school.

**To create a NEW Parent Account:**

Go to [http://DADESCHOOLS.NET](http://DADESCHOOLS.NET) and click on the ED PORTAL-PARENTS tab. Click on LOGIN TO PORTAL button (red button). Follow the instructions. Before you begin, you will need to know the following:

**What you need to know before logging in…**

- To create a new Parent Account you must obtain the following:
  - Your child’s MDCPS student ID
  - Parent 6 Digit PIN number (to obtain you must visit your child’s school)
  - Students Date of Birth (DOB)
  - Student birth place State or Country

**Please keep in mind…**

- It takes 24 hours after you are registered with the Parent Account Registration System to be able to change your initial password in the Password Management/P-Synch
- After the 24 hour period, login to the Password Management/P-Synch from the Parent Portal Access screen using your user ID and initial password.
- You must agree to the Acceptable Use Policy and Registration for All Portal Users

**Wait 24 hours before accessing the Parent Portal. Forgot your Password?** Your original password may be (student ID #), example S1234567. If that doesn’t work, you will need to RESET your Password. Follow the steps above and after you click on LOGIN TO PORTAL, click on the button RESET PASSWORD. It will give you 2 options to choose from. See below: In order to successfully change your password, you must follow these guidelines below when creating a password.

- Must contain eight (8) characters and start with a letter.
- Only @, # $ punctuation marks allowed.
- Must contain at least one (1) numerical digit.
- Cannot be your username with the letters rearranged
• Cannot be an old password.
• Can not contain more than two (2) pair(s) of repeating characters.

If you are unsuccessful in resetting your password, please contact Student Services at (305) 257-4500. We will be glad to help you.

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

**Title VI of the Civil Rights Act of 1964** - prohibits discrimination on the basis of race, color, religion, or national origin.

**Title VII of the Civil Rights Act of 1964 as amended** - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

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

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

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

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

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

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.