

# Everglades High School



## 2015 - 2016 Graduation Requirements & Course Offerings Guide Grades 9 - 12



## The School Board of Broward County, Florida

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## Principal's Message

Dear Parents and Students:

I am proud to present the Everglades High School 2015-16 Course Catalog. Within this catalog, you will find a summary of all courses and special programs we offer. This catalog will serve as a reference for you to review not only course offerings, but also graduation requirements, and information regarding post-secondary planning.

As we schedule students for the 2015-16 school year, we examine each student's academic history in order to make the best recommendations possible. These recommendations will be based on past performance in academic courses, standardized test scores such as the FSA, EOC, PSAT, ACT, SAT and PERT as well as teacher, student and parent input.

I encourage parents, students, teachers, and counselors to work corroboratively to create a schedule for the 2015-2016 school year that will push students to achieve their highest academic potential. Students should consider courses that will challenge the mind, broaden horizons, and help them to reach their goals regarding post-secondary plans.

We are happy to assist with any questions that you may have and look forward to helping you gain the most out of your high school experience.

We look forward to another great school year!

Sincerely yours,

Haleh Darbar,  
Principal

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## LEADERSHIP TEAM

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### ADMINISTRATION

<b>Haleh Darbar</b>	<b>Principal</b>
Laura J. Cohen	Assistant Principal
David Gonzalez	Intern Principal
Daniel Most	Assistant Principal
Anthony Smith	Assistant Principal

### SCHOOL COUNSELING DEPARTMENT

Gina Alvarez	School Counseling Director
Geri Cohen	School Counselor
Jennifer DiBenedetto	School Counselor
Margie Gitten	BRACE Advisor
Marcelle Greaves	School Counseling Secretary
Victoria Kozakoff	IMT/Records Custodian/Registrar
Lucy Lovett	School Counseling Secretary
Judy Lysaght-Marikos	School Counselor
Marta Thornton	School Counselor

### DEPARTMENT CHAIRPERSONS

Steven Bounutas	Physical Education
Dr. Michele Cash	English
David Eves	Humanities
Rosario Gonzalez	Science
David Heitzenrater	Career and Technical
Shadrack Henry	Social Studies
Stephen Horton	World Languages
COL Kenneth Spielvogel	JROTC
Corkie Woerner	Mathematics

### SUPPORT STAFF

Fred Azrak	Athletic Director
Learties Brown	Head Facilities Person
Yehlin Colon	ESE Specialist
Sasha Davila	ESOL Contact
Carlos Menendez	Behavior Specialist/Asst. Athletic Director
Keetha Moore	Reading Coach
Iris Quimbayo	Cafeteria Manager
Reginald Smith	Student Assessment Specialist
William Truesdale	Security Specialist

## **ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)**

### **An Overview of ACCEL Legislation:**

- ACCEL Options:
  - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
  - Minimum options:
    - Whole grade and mid-year promotions
    - Subject-matter acceleration
    - Virtual instruction in higher grade level subjects
    - Credit Acceleration Program (under 1003.4295,(F.S.))
  - Additional options:
    - Enriched science
    - STEM coursework
    - Enrichment programs
    - Flexible groups
    - Advanced academic coursework
    - Combined classes
    - Self-paced instruction
    - Curriculum compacting
    - Advanced- content instruction
    - Telescoping curriculum
- All student eligibility and procedural requirements are located on the Department of College & Career Readiness website, [www.advancedacademicsonline.com](http://www.advancedacademicsonline.com). Please visit this website to obtain information regarding:
  - How a parent may request student participation in whole-grade promotion, midyear promotion, or subject-matter acceleration that would result in a student attending a different school.
  - How a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
- Parents and students may contact the principal at the student's school for information related to the school's process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal's school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.
- Additional ACCEL options may be available at the student's school. Please contact the principal for all additional options available.

## **GRADUATION REQUIREMENTS AND DIPLOMA OPTIONS**

Florida law provides incoming 9<sup>th</sup> grade students the right to choose a diploma option:

- 4-year (24 credit) standard high school diploma
- 18 Credit ACCEL Diploma

The right graduation program for a particular student is one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his or her postsecondary education or career plan. Families and students should work with their school counselor on a regular basis to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision.

Please note that each student is governed by the policies from the year in which they first entered ninth grade. This year of high school entry determines the student's "cohort." Each cohort has different graduation requirements. The charts on the following pages should be used as a guide when planning your academic program. It is very important that students become aware of the specific graduation requirements for their diploma option and cohort.

### **Early High School Graduation**

A high school student who pursues the four-year 24-credit or 18 credit ACCEL high school graduation program may have the option to participate in early graduation (graduating in less than 8 semesters). A student who completes a minimum of 24 (or 18 for ACCEL) credits, achieves a cumulative GPA of 2.0 on a 4.0 scale, completes the service learning requirement and earns a passing score on the statewide assessments required for high school graduation may have this option outlined in s. 1003.4281, F.S.

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 cohort, 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 cohort. 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.

### **Acceleration Options**

Each high school is required to advise each student of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment and early admission courses, career academy courses, and courses that lead to national industry certification, as well as the availability of course offerings through virtual instruction as specified in ss. 1003.4295, F.S. Each high school is also required to advise each student of the early and accelerated graduation options under ss. 1003.4281 and 1003.429, F.S.

Each high school must provide Academically Challenging Curriculum to Enhance Learning (ACCEL) options. ACCEL options are educational options that provide academically challenging curriculum or accelerated instruction to eligible students such as:

- Whole-grade and mid-year promotion
- Enrichment programs
- Subject-matter acceleration
- Virtual Instruction in higher grade level subjects
- Credit Acceleration Program (CAP) as specified in s. 1003.4295, F.S.
- Enriches science, technology, engineering and mathematics (STEM) coursework.

The Florida Department of Education's Bureau of Curriculum and Instruction website provides technical assistance related to student and course advising, student progression, and graduation requirements at <http://www.fldoe.org/bii/>.

## Online Course Graduation Requirement

Florida Statute 1003.428 (2)(a) requires of high school students who entered grade nine in 2011-12 and thereafter, that at least “one full course,” included in the 24 credits required for graduation, be successfully completed in an online environment.


Recently, the State clarified the meaning of “one full course” as a course listed in the State’s Course Code Dictionary, whether it carries one credit or one-half credit. “Full course completion” occurs when the credits attempted by the student match the credits earned by the student. A student who takes a half-credit course and successfully earns the half-credit has completed a “full course.” A student who takes a full-credit course and only earns one-half of the credit has not completed a full course. A full-course, whether it carries a half-credit or one credit, will fulfill the online learning requirement for high school graduation. If a student takes a course such as English I, a one-credit course, the student must pass both semesters of this course in a virtual environment to meet the online learning requirement.

Please convey this information to your staff and students to ensure that all students understand the requirements and have ample time to complete one “full course” in a virtual environment.

## Graduation Requirements Charts


The following charts display the requirements for each type of diploma and cohort. This information is current as of July 2013 and may be subject to change dependent upon new legislation.

## 2015-2016 Standard Diploma Graduation Requirements


	<b>Students Entering Grade Nine in 2014 – 2015 and After</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra (EOC=30% of final grade) <b>1 Credit</b> Geometry (EOC=30% of final grade) <b>2 Credits</b> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<b>Science</b>	<b>1 Credit</b> Biology (EOC=30% of final grade) <b>2 Credits</b> Additional Science identified as Equally Rigorous
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't <b>.5 Credit</b> Economics
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>1 Credit</b> in Physical Education to include the integration of Health (HOPE)
<b>Electives</b>	<b>8 Credits</b>
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
<b>Computer Competency</b>	Not required
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required

## Diploma Designations & ACCEL 18-Credit Option

<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements: -Pass the ELA Grade 11 statewide assessment -Algebra II and pass the EOC -Pass the Geometry EOC -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
<b>Merit Designation</b>	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
<b>ACCEL Program (18 credits minimum)</b>	Meet all requirements for a standard high school diploma with the following exceptions: -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required

2015-2016 Standard Diploma Graduation Requirements	
	<b>Students Entering Grade Nine in 2013 - 2014</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra (EOC=30% of final grade) <b>1 Credit</b> Geometry (EOC=30% of final grade) <b>2 Credits</b> Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
<b>Science</b>	<b>1 Credit</b> Biology (EOC=30% of final grade) <b>2 Credits</b> Additional Science identified as Equally Rigorous
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't <b>.5 Credit</b> Economics
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE) <b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS
<b>Electives</b>	<b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	Students must earn a passing score on the Grade 10 ELA statewide standardized assessment Students must earn a passing score on the Algebra 1 EOC or concordant score
<b>Computer Competency</b>	Not required
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required
Diploma Designations & ACCEL 18-Credit Option	
<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements: -Algebra II -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
<b>Merit Designation</b>	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
<b>ACCEL Program (18 credits minimum)</b>	Meet all requirements for a standard high school diploma with the following exceptions: -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required

## 2015-2016 Standard Diploma Graduation Requirements

	<b>Students Entering Grade Nine in 2012 - 2013</b>
<b>English</b>	<b>4 Credits</b>
<b>Mathematics</b>	<b>1 Credit</b> Algebra <b>1 Credit</b> Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) <b>2 Credits</b> Additional Math
<b>Science</b>	<b>1 Credit</b> Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) <b>2 Credits</b> Additional Science
<b>Social Studies</b>	<b>1 Credit</b> World History <b>1 Credit</b> United States History (EOC =30% of final grade) <b>.5 Credit</b> United States Gov't <b>.5 Credit</b> Economics
<b>World Languages</b>	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.
<b>Fine and Performing Arts, Speech/Debate, or Practical Arts</b>	<b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
<b>Physical Education</b>	<b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE) <b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS
<b>Electives</b>	<b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)
<b>TOTAL</b>	<b>24 Credits</b>
<b>State Assessments</b>	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or concordant SAT/ACT score. Students who took Algebra <i>after</i> school year 2010-2011 must earn a passing score on the Algebra 1 EOC or concordant score
<b>Computer Competency</b>	Not required
<b>On-Line Course</b>	Requires a full course to be completed
<b>Grade Point Average</b>	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
<b>Service Hours</b>	40 hours required

## Diploma Designations & ACCEL 18-Credit Option

<b>Scholar Designation</b>	In addition to meeting the standard high school diploma requirements: -Algebra II -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
<b>Merit Designation</b>	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
<b>ACCEL Program (18 credits minimum)</b>	Meet all requirements for a standard high school diploma with the following exceptions: -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required



## Special Diploma Option I Graduation Requirements

	Students Entering Grade Nine in 2010- 2011 and Prior	Students Entering Grade Nine in 2011- 2012 to 2013-2014	Additional Information
<b>English</b>	<b>4 Credits</b>	<b>4 Credits</b>	Credits may include a combination of English and Reading.
<b>Mathematics</b>	<b>3 Credits</b>	<b>4 Credits</b>	
<b>Science</b>	<b>2 Credits</b>	<b>3 Credits</b>	For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of science courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Agriculture Ed., Health Science Ed., Family and Consumer Science, Supported Employment, Industrial Education.
<b>Social Studies</b>	<b>2 Credits</b>	<b>2 Credits</b>	For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of social studies courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Marketing Education, Supported Employment, Industrial Education
<b>Vocational</b>	<b>6 Credits</b>	<b>4 Credits</b>	Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.
<b>Physical Education</b>	<b>1 Credit</b>	<b>1 Credit in physical education to include the integration of health or .50 credit physical education and .50 credit in health/lms</b>	Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a "C" or better will satisfy the Physical Education requirement.
<b>Life Mgmt. Skills</b>	<b>1 Credit</b>		
<b>Electives</b>	<b>5 Credits</b>	<b>6 Credits</b>	
<b>TOTAL</b>	<b>**24 Credits</b>	<b>24 Credits</b>	
<b>State Assessments</b>			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
<b>Grade Point Average</b>		<b>2.0 Unweighted</b>	
<b>Service Hours</b>	<b>None</b>	<b>None</b>	Not required, but students have the option to participate

### Notes for Special Diploma Option I:

\* Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.

\*\* Total credits required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to technical centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.



## Special Diploma Option II Graduation Requirements

	Students Entering Grade Nine in 2010- 2011 and Prior	Students Entering Grade Nine in 2011- 2012 to 2013-2014	Notes
<b>Prerequisites</b>	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	1. At least 16 years of age 2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II 3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills 4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated. 5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.	Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.
<b>English</b>	0	2 Credits	
<b>Mathematics</b>	0	2 Credits	
<b>Science</b>	0	0	
<b>Social Studies</b>	0	0	
<b>Vocational</b>	See Above	4 Credits	
<b>Physical Education</b>	0	0	
<b>Electives</b>	See Above	0	
<b>TOTAL</b>	3 Credits- See Above	8 Credits	
<b>State Assessments</b>			Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma
<b>Grade Point Average</b>		2.0 Unweighted	
<b>Other</b>			Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days.

### Notes for Special Diploma Option II:

- The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- Student must be employed in the community at a site where the employer:
  - Has a Federal Employer Identification Number;
  - Provides opportunities for the student to interact with non-disabled co-workers;
  - Adheres to child labor laws and the Fair Labor Standards Act; and
  - Provides an opportunity for advancement.
- The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

## Making The Right Choice

The right graduation program for a particular student is the one that best fits the abilities, interests, and goals of the individual student. Families should consider the educational benefits of each program and choose the program that will best prepare the student for his/her postsecondary education or career plan. Here are some things that students and families should consider:

- What are the student's postsecondary education and career goals?
- Is the student prepared to make a choice about postsecondary education and possible career paths?
- If the student is planning to attend a postsecondary institution away from home, does he/she have the mature decision-making skills needed to make the informed, safe choices required for independent living?
- Are three electives enough or is the student interested in taking additional courses to explore his/her interests?
- Does the student want to participate in sports or other extracurricular activities for four years, or are three years enough?
- Does the student intend to play college-level sports and need to meet National Collegiate Athletic Association (NCAA) course eligibility requirements?
- Can the student meet admission requirements for postsecondary education institutions of his/her choice by choosing a three-year, 18-credit graduation program?
- Has the family considered expenses and possible financial aid needs that may result from the student starting postsecondary education a year early?
- Is the student going to compete for scholarships that require certain academic core courses, community service experiences, demonstrated leadership skills, or participation in extracurricular activities?
- Has the family considered that the student has the option of taking an additional year of academic or technical courses through dual enrollment or AP courses to earn college credit by choosing the 24-credit program?
- If the student is enrolled in a prepaid college tuition plan, can the family pay off the balance a year early?

Families and students are encouraged to contact the school counselor or career specialist on a regular basis during the middle and high school years to get more information about graduation programs, financial aid opportunities, acceleration programs, and college or career plans to help make this important decision. The College & Career Readiness Evaluation from the Florida Virtual Campus at [www.flvc.org](http://www.flvc.org) is available for high school students to track their individual progress towards graduation and specific college or career prep goals.

## Points To Remember When Choosing A Graduation Program

- Students who choose the ACCEL 18 credit graduation program may still qualify for acceleration programs (e.g., AP, dual enrollment, IB, and AICE) and for a Florida Bright Futures Scholarship if they meet the eligibility and/or admission requirements for those programs and scholarships.
- Students who choose the ACCEL 18 credit graduation program can participate in the National Merit Scholarship Program if they take the Practice Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT) in either the next-to-last year or the last year they are enrolled in high school. Those who take the PSAT/NMSQT in their last year of high school will be entering competition for awards to be offered as they are completing their first year of college.
- Students who choose the ACCEL program and complete the requirements within three years will graduate. Students cannot remain in school for the fourth year after graduating from high school. Students will lose a year of potential athletic eligibility by opting for a three-year program.
- Students who meet specified requirements for a comprehensive program of study in career education may be recognized with a Florida Ready to Work Credential or designation reflecting one or more industry certifications.
- High school credits awarded before grade nine shall be counted toward the required credits for all

graduation programs.

- The ACCEL 18 credit graduation program is only available to students who will receive a standard diploma.
- Students who plan to apply to an out-of-state or private in-state college or university and who are interested in the three-year graduation program should contact those institutions as early as possible for specific admission requirements.
- Students who choose the ACCEL 18 credit graduation program must be treated equally in all ways with students who choose the 24-credit program, including eligibility for valedictorian or salutatorian ranking, Talented 20, and Bright Futures.
- The student and student's parent(s) must meet with designated school personnel to receive an explanation of the relative requirements, advantages, and disadvantages of each program option.
- The student must receive the written consent of the student's parent.

## Diploma Designations

Each standard high school diploma shall include, as applicable:

- A designation reflecting the Scholar Diploma
- A designation reflecting the Merit Diploma.
- A designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under s. 1003.492, F.S.
- A designation reflecting a Florida Ready to Work Credential.

## **GRADING AND PROMOTION**

### **Grading**

The grading system used in the high schools will be as follows:

Numeric Grade	Letter Grade
90 – 100	A
87 – 89	B+
80 – 86	B
77 – 79	C+
70 – 76	C
67 – 69	D+
60 – 66	D
0 – 59	F
Incomplete	I

Please note: Letter grades displaying plus signs (+) shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Plus grades may not be used for meeting the graduation requirements, determining athletic eligibility, the Bright Futures Scholarship Program, Florida's State University System, or the NCAA Clearinghouse.

### **Weighted Quality Points For Class Ranking**

It is recognized that students who choose a more rigorous course of study will be required to do additional class work, homework, tests, projects, etc. to meet the requirements of the class. Therefore, students in rigorous courses are rewarded with additional quality points for grades of a C and above. These additional quality points are called, "weighted" points. The following chart outlines when students earn weighted points:

Type of Course	Weighted Points
Honors	+1
Foreign Language above second year	+1
Dual Enrollment 2006-07 and prior, 1000 level	+1
Dual Enrollment 2006-07 and prior, 2000 level or higher	+2
All college level Dual Enrollment 2007-08 and thereafter	+2
Pre-AICE or Pre-IB	+1
AP, IB, or AICE	+2
AP, IB, or AICE without the exam	+1

Please note: The above weighted quality points shall be used in the calculation of the local (District) weighted grade point average for the purpose of determining class rank. Weighted quality points will not be used for meeting the graduation requirements or determining athletic eligibility. The Bright Futures Scholarship Program, Florida's State University System, and the NCAA Clearinghouse employ different weighted point systems for their respective institutions.

## High School Courses in Middle School

As of February 22, 2012, high school courses taken by middle school students are calculated into the student's weighted (local) GPA. High school courses taken by middle school students prior to this date are not counted in the weighted (local) GPA.

Please note: Grades earned in high school courses during middle school also count toward all other important GPAs, including but not limited to:

- State of Florida's unweighted GPA
  - This GPA is used for high school graduation.
- Bright Futures Scholarships
  - These Scholarships are funded by the State of Florida and students become eligible by earning specific credits, GPA, and test scores.
- State University System admissions
  - There are 12 public universities in Florida. Students become eligible for admission by earning specific credits, GPA, and test scores.
- Florida High School Athletic Association eligibility
  - The FHSAA is the governing body for high school athletic competition. Students must maintain at least a 2.0 unweighted GPA to be eligible to play sports.
- Extracurricular activity eligibility
  - In order to participate in any extracurricular activity (e.g., band, clubs) students must maintain at least a 2.0 unweighted GPA.
- NCAA Clearinghouse eligibility
  - The NCAA is the governing body for Division 1 and 2 athletic competition in college. Students become eligible to play sports in college by earning specific credits, GPA, and test scores.
- Core course GPA
  - Core courses are academic courses (e.g., English, Math, Science, Social Studies, and World Languages) as identified by the Florida Board of Regents for university admissions. This GPA gives students an indication of their academic GPA without including elective courses that might inflate the GPA. This GPA was created because many colleges and scholarships only use these academic "core" courses when they recalculate student GPA's.

## Forgiveness Policy

### High School Grade Forgiveness Policy:

A forgiveness policy for required core courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

A forgiveness policy for elective courses shall be limited to replacing a grade of:

- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course. The student's record however, will show all courses taken.

### **Middle School Grade Forgiveness Policy:**

A district forgiveness policy for a middle school student who takes any high school course for high school credit and earns a grade of:

- C or the grade equivalent 70-79,
- D or the grade equivalent 60-69, or
- F or the grade equivalent 0-59

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course. The student's record however, will show all courses taken.

Middle school students taking high school courses, earning a B or B+ will be able to repeat those classes in high school, but not for credit or grade.

Any course grade not replaced according to a district school board forgiveness policy shall be included in the calculation of the 2.0 cumulative GPA required for graduation.

## **GENERAL INFORMATION**

### **Advanced Placement Program**

The Advanced Placement Program consists of over 37 college level courses and exams across 22 subject areas that are offered at high schools. Courses are available in several subject areas from art to statistics. Participation in AP courses gives students an excellent preparation for college and university studies. Successful completion of the course and receipt of a qualifying score on the national AP exam may result in college credit or advanced placement in college courses at many colleges and universities.

Advanced Placement courses are offered to all interested and qualified students wishing to pursue the most rigorous course of study. The prerequisites vary according to each discipline. Students who select an AP course are expected to complete the course and sit for the AP Exam. Students who do not sit for the AP exam will forfeit one extra quality point in the calculation of the district weighted gpa.

### **Honors Program**

Honors courses are also offered in most subjects for students wishing to pursue a more rigorous course of study. Placement in Honors courses is based upon many factors including previous academic record and standardized test results. All students are strongly urged to challenge themselves by attempting Honors level courses.

### **Local Honors Courses**

Each year, Broward County high schools have the opportunity to apply for Local Designation of Honors for any course that the State Course Directory does not recognize as honors. For the 2014-2015 school year and after, any course that was approved as a local honors course will have a local honors designation of "LH" added to the district course code title.

If the District has designated a course as "Local Honors", it is because it contains rigor that supports the awarding of an extra quality point towards the District's weighted grade point average (GPA), which is used for class rank. These courses however, are not considered "honors" for State University Admissions, NCAA Clearinghouse Eligibility, or for Bright Futures Scholarship purposes and will not be awarded the extra quality point in these programs' recalculated GPAs.

## Exceptional Student Education

Eligibility for the ESE Program is based on district and state requirements. The Individual Educational Plan (IEP) Committee is responsible for making educational placement decisions, determining appropriate educational services, and developing an IEP for eligible students. The school's ESE Specialist will offer assistance in determining the appropriate placement of ESE students.

## English Language Learners

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the English for Speakers of Other Languages (ESOL) program are required to meet the same curriculum standards as any other student in English and content area instruction. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality to that provided to English proficient students. Teachers provide comprehensible instruction to English Language Learners through the use of ESOL instructional strategies. The School Counseling Department and ELL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ELLs.

## Career and Technical Education (CTE)

Through Career and Technical Education programs of study students graduate from high school academically and technologically prepared for postsecondary education/college and to begin their career. Students who select a career and technical education program and who successfully complete the prescribed sequence of courses will have the opportunity to work towards:

- A diploma that includes high rigor academics and a career and technical education (CTE) program of study, with work-based experiences through an internship, O-J-T (On the Job Training), clinical rotations, or job shadowing.
- The award of a technical program certificate.
- Articulated postsecondary/college credits at recognized institutions of higher learning that will save students time and money in the pursuit of their post secondary education.
- One or more credentials/licenses recognized by business and industry.
- A Florida Ready to Work Certificate signed by the governor and recognized by a multitude of businesses throughout Florida, documenting mastery of the requisite skills required for entry into their chosen profession.
- The Florida Bright Futures/Gold Seal Scholarship Award.

Students who earn a Gold Standard Industry Certification, also earn articulated credits to the state colleges. Below is a link to the gold standard website.

[http://www.fldoe.org/workforce/dwdframe/artic\\_indcert2aas.asp](http://www.fldoe.org/workforce/dwdframe/artic_indcert2aas.asp)

Career and Technical programs of study may differ from one high school to another. The programs are structured within *16 National Career Clusters*. All careers, regardless of the level of education required, can be identified as a part of one of the *16 National Career Clusters*. The following are the names and description of the *16 National Career Clusters*:

<b>National Career Cluster</b>	<b>Career Cluster Description</b>
<b>Agriculture, Food &amp; Natural Resources</b>	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
<b>Architecture &amp; Construction</b>	Careers in designing, planning, managing, building and maintaining the built environment.
<b>Arts, A/V Technology &amp; Communications</b>	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
<b>Business, Management &amp; Administration</b>	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
<b>Education &amp; Training</b>	Planning, managing and providing education and training services, and related learning support services.
<b>Finance</b>	Planning, services for financial and investment planning, banking, insurance, and business financial management.
<b>Government &amp; Public Administration</b>	Executing governmental functions to include Governance; National Security; Foreign Service; Planning; Revenue and Taxation; Regulation; and Management and Administration at the local, state, and federal levels.
<b>Health</b>	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
<b>Hospitality &amp; Tourism</b>	Hospitality & Tourism encompasses the management, marketing and operations of restaurants and other foodservices, lodging, attractions, recreation events and travel related services.
<b>Human Services</b>	Preparing individuals for employment in career pathways that relate to families and human needs.
<b>Information Technology</b>	Building Linkages in IT Occupations Framework: For Entry Level, Technical, and Professional Careers Related to the Design, Development, Support and Management of Hardware, Software, Multimedia, and Systems Integration Services.
<b>Law, Public Safety Corrections &amp; Security</b>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
<b>Manufacturing</b>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.
<b>Marketing, Sales &amp; Service</b>	Planning, managing, and performing marketing activities to reach organizational objectives.
<b>Science, Technology, Engineering &amp; Mathematics</b>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.
<b>Transportation, Distribution &amp; Logistics</b>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Students should see their school counselor to obtain information on the availability of programs and courses at their school related to the *national career clusters*, or visit the career and technical education website at [www.ctace.com/careers](http://www.ctace.com/careers).

## Innovative Programs

Innovative programs are in schools that provide thematic instruction for the students living within the boundary. These programs offer in-depth study and experiences that lead to post-secondary education and careers for the 21<sup>st</sup> Century.

SCHOOL	INNOVATIVE PROGRAM
Coral Glades High	Linked Education and Employment Outcomes (LEEO)
Coral Springs High	Quantum Leap Program
Coral Springs High	Fire Academy
Coral Springs High	Linked Education and Employment Outcomes (LEEO)
Coral Springs High	Dual Enrollment
Cypress Bay High	Cambridge AICE Program
Deerfield Beach High	Linked Education and Employment Outcomes (LEEO)
Dillard High	Linked Education and Employment Outcomes (LEEO)
Everglades High	Sports Medicine
Flanagan, Charles W. High	Flanagan Innovative Zone University
Hallandale High	K-12 STEM
Hallandale High	Linked Education and Employment Outcomes (LEEO)
McArthur High	Linked Education and Employment Outcomes (LEEO)
McArthur High	Mustang University
McFatter Technical High	Linked Education and Employment Outcomes (LEEO)
Plantation High	Linked Education and Employment Outcomes (LEEO)
South Broward High	Linked Education and Employment Outcomes (LEEO)
South Broward High	Cambridge AICE Program
Taravella, JP High	Pre-Engineering
Western High	STEM Academy
Western High	Institute of Geospatial Studies

## Magnet Programs

Magnet programs expand educational choices for students. The programs offer students unique opportunities for in-depth experiences and study in specific areas of interest. Each Magnet program emphasizes a specialized theme. The programs set high expectations for all students to improve student achievement, prepare for college careers of the 21<sup>st</sup> Century. In addition, Magnet programs offer students real-world and hands-on experiences through internship and mentorship opportunities. To learn more about how to apply and program details, please visit [www.browardschoolsmagnetprograms.com](http://www.browardschoolsmagnetprograms.com).

SCHOOL	MAGNET PROGRAM
Atlantic Technical High School	Technical Academies
Blanche Ely High School	Medical Sciences Science/Pre-Engineering
Boyd Anderson High School	Health & Wellness International Baccalaureate
Deerfield Beach High School	Communications/Broadcast Arts International Baccalaureate Urban Teacher Academy Program
Dillard High 6-12	Performing & Visual Arts (9-12) Emerging Computer Technology Digital Entrepreneurship (9-12)
Fort Lauderdale High School	Pre-Law and Public Affairs Cambridge Program
Hallandale High School	Communications/Broadcast Arts International Affairs & Business Technology
Hollywood Hills High School	Military Academy
Lauderhill 6-12	STEM MED/Growing STEM
McFatter Technical High School	Technical Academies
Miramar High School	Aviation International Baccalaureate
Northeast High School	Academies of Excellence: Industrial Biotechnology, Latin Academy, Alternative Energy
Plantation High School	International Baccalaureate
Pompano Beach High School	International Affairs w/Informational Technology
Sheridan Technical High	Technical Academies
South Broward High School	Marine Science
South Plantation High School	Environmental Science
Stranahan High School	Medical Sciences Science/Pre-Engineering Urban Teacher Academy Program

## Exceptional Student Education Programs

Career Placement Services for Special Diploma Graduates: FAPE 18 – 22 years old. This transition service is offered at all three (3) Broward Technical Centers and is designed to assist ESE students to find and maintain competitive employment. Students interested in Career Placement should demonstrate personal independence within the community.

## Share Time Programs

Earn your high school diploma, complete a technical program, obtain an industry credential or license, and earn college credit all while in high school. Broward Technical Centers (Atlantic, McFatter & Sheridan) can help you meet these goals and prepare for your future. As a Share Time student, you will share your day between a Broward Technical Center and your high school. This means you will be able to complete an industry approved, high-skill, high-wage technical program while you are completing high school graduation requirements at your home high school.

Share Time opportunities are open to all Broward County full time high school students, age 16 years or older and having earned at least 11 credits. Transportation may be provided to and from your home high school to one of the Center's college-like campuses.

Students enrolled in private schools and home-schooled students are also welcome. There may be charges for textbooks, uniforms, and supplies.

- Participate in a career and technical education (CTE) program of study with work-based experiences including clinical rotations.
- Award of a technical program certificate
- Articulated postsecondary/college credits at the completion of a technical program and passing certificate / licensure exam(s).

## Dual Enrollment in High School and College Courses

Dual enrollment is an acceleration program that allows high school students to simultaneously earn credit toward high school completion and a career certificate or an associate or baccalaureate degree at a Florida public postsecondary institution. High school students who meet program requirements may concurrently enroll in courses that are creditable toward a post-secondary certificate, Associate's degree, or Bachelor's degree at technical centers, Broward College, and state universities.

Students must meet the following requirements:

- Earn a minimum of 11 credits prior to enrollment.
- Earn a minimum 3.0 unweighted grade point average prior to enrollment (2.0 for technical dual enrollment).
- Obtain approval from parent and from the high school principal.
- Obtain minimum ACT, SAT or PERT placement scores prior to enrollment.
- Select courses from the approved list (For courses counting as electives toward the high school diploma, books are not provided by the District).
- Satisfy any required prerequisites.
- Maintain a 3.0 unweighted GPA (2.0 in technical dual enrollment) in high school coursework and a 2.0 college GPA in order to continue in the program.
- The 3.0 high school GPA is inclusive of any Dual Enrollment College Courses taken.
- Conform to all School Board and post-secondary institution policies and procedures.

Three-credit (or equivalent) postsecondary courses taken through dual enrollment that are not listed on the FLORIDA DOE DUAL ENROLLMENT COURSE – HIGH SCHOOL SUBJECT AREA EQUIVALENCY LIST shall be awarded 0.5 high school credit, either as an elective or as designated in the local interinstitutional articulation agreement.

NOTE: Most three credit hour dual enrollment courses equate to one-half (.5) high school credit, but some three and four credit hour dual enrollment courses equate to one (1.0) high school credit. See your school counselor for a listing.

## Early Admissions Program

Early admission is another form of dual enrollment through which eligible students enroll in a college on a full-time basis during the last year of high school. Both high school and college credit will be awarded when attending colleges where an articulation agreement is in force.

Students must meet the following requirements:

- Must be entering the last year of high school based upon declared graduation date prior to enrollment
- Must complete all graduation requirements with the exception of those requirements that can be met in the last year of high school prior to enrollment in early admission
- Must be enrolled in a Broward County public high school at least one semester prior to seeking early admission
- Earn a minimum 3.0 unweighted grade point average prior to enrollment
- Must be accepted by a post-secondary institution authorized by Florida law or accredited
- Obtain approval from the high school principal and parent
- Select appropriate courses to satisfy graduation requirements
- Maintain a 2.0 GPA in college coursework in order to continue in the program
- Conform to all School Board and post-secondary institution policies and procedures

## College Academy at Broward College

The College Academy@ BC (CA), located on the central campus of Broward College, is a full-time dual enrollment program for Broward County high school students. Students may apply in January and February of their sophomore year.

Eligibility criteria are as follows:

*3.25 unweighted grade point average; meet qualifying CA testing requirements; pass 10th grade FCAT at level 3 or higher; application, personal essay; teacher/counselor recommendation; and good attendance/behavior record*

All college and high school courses are taught on the college campus. The program offers qualified students the opportunity to receive a **high school diploma** and an **Associate of Arts (AA) degree concurrently**. The quality of the College Academy program is demonstrated by the success of its graduates: 100% of the Class of 2010 earned both a high school diploma and an AA degree and matriculated to upper division colleges and universities. Also, in 2010, 100% of College Academy students qualified for the Florida Bright Futures Scholarship Program as a Florida Academic Scholar or a Florida Medallion Scholar. Students attend classes from late August through late June, taking a minimum of 15 college credits per semester and a minimum of six college credits in the first summer term. Students must maintain a 2.5 college grade point average in order to remain at The College Academy.

The College Academy is designed for students who have the maturity required for college campus life, the discipline to use their time wisely and the academic ability to handle the rigor of college work.

For further information, contact The College Academy @ BC Central (754) 321-6900 or visit the College Academy website: <http://www.collegeacademyatbc.org>

## **Broward Virtual School**

Broward Virtual School (BVS) offers full-time and part-time enrollment to students in grades K-12 through an online educational delivery system. BVS offers equitable access to high quality, individualized education, through the internet and other distance learning technologies where students have the opportunity to earn a standard high school diploma entirely online. Students must meet eligibility criteria: a) reside in Broward County, b) FCAT Reading level 2 or higher, c) grades of C or higher in current semester coursework. The virtual environment provides flexibility of time and location. Students may learn wherever they are, whenever they choose, maintaining a specified course pace. Successful online students are self-disciplined, motivated to learn, possess time management skills, and 21<sup>st</sup> century technology skills.

As a component of The School Board of Broward County, Broward Virtual School is fully accredited by AdvancED and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise partner with Florida Virtual School for middle and high school curriculum. BVS partners with K12 Inc. for its elementary school program.

For course offerings please visit our website at [www.bved.net](http://www.bved.net) or call 754-321-1100.

## **Co-Enrollment**

High school students who are deficient in credits needed to graduate, or who need to improve their cumulative grade point average in order to meet graduation requirements, may take up to two courses per year while co-enrolled in an adult secondary education program.

- The student must be deficient in the credits required for graduation.
- The student must be attempting a full load of required credits at the home high school during the co-enrollment period.
- The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal (or designee).
- The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal (or designee).

## **Alternative High Schools**

Alternative High Schools offer courses and follow graduation guidelines outlined in this Course Catalog. For more information on Alternative High Schools in your area, please contact your school counselor.

## **POST SECONDARY PLANNING**

### **The Florida Virtual Campus**

The Florida Virtual Campus (FLVC) provides a variety of online services for students from Florida's public high schools, colleges, and universities, including those previously provided by FACTS.org. FLVC's academic advising services make it easy for high school students to prepare for college or a career after graduation. Students can monitor their progress by running evaluations against their transcript information and the requirements for high school graduation, college and career readiness, and Bright Futures Scholarships. In addition, they can explore Florida's college and university offerings (both traditional and distance learning programs), learn about financial aid, and apply for admission. Dual enrolled high school students and those in accelerated education programs can even access online library resources used within Florida's colleges and universities. For more information, visit <http://www.flvc.org>.

### **New College & Career Readiness Evaluation Available**

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation (now called the College & Career Readiness Evaluation) are still available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals.

Students access the evaluations from [www.flvc.org](http://www.flvc.org)> My Records> High School Students. A login ID and password are required.

### **Broward Advisors for Continuing Education (BRACE)**

The BRACE Program is unique to the Broward County School System. BRACE Advisors provide students with information on scholarships, financial aid, and the college application process. Advisors also provide information on technical schools, military options, and direct workforce entry.

- BRACE Advisors help to successfully bridge a high school graduate to his/her postsecondary choice.
- BRACE Advisors help students explore their options, ranging from apprenticeships and college/university enrollment to workforce entrance, military or technical schools.
- BRACE Advisors also review job applications, college applications and advise on grants, scholarships and financial aid.

## State University System (SUS) Admission Requirements

There are twelve public universities in Florida. Admission into Florida's state universities is limited by available space. Competition for space depends on the number and qualifications of those who apply for admission. To increase the chance of admission, high school students should try to exceed the minimum requirements and apply to more than one university.

Admission decisions are based on: 1) high school graduation; 2) grade point average in academic core courses; 3) admission test scores; 4) course distribution requirements; and 5) student portfolios including extra-curricular activities, essays, etc.

Students must complete at least 18 units of high school work in the five core areas listed below in addition to two or three additional electives:

- 4 credits – English/Language Arts (three of which must have included substantial writing requirements);
- 3 credits – Natural Science (two of which must have included substantial laboratory requirements);
- 3 credits – Social Science (to include anthropology, history, civics, political science, economics, sociology, psychology, and/or geography);
- 2 credits – Foreign Language (Both credits must have been in the same language. For the purposes of this requirement, American Sign Language will be accepted in place of a foreign language. Students may not have one high school credit and one 3-4 credit hour postsecondary foreign language course unless the college credit course is at least at the second level of a foreign language);
- 4 credits – Mathematics (at or above the Algebra I level)
- 2 credits – Additional Academic Credits:
  - 2 credits among Level II courses in Department of Education *Course Code Directory* in English/Language Arts, Mathematics, Natural Science, Social Science, Foreign Language, Fine Arts; Level III courses listed in the *Directory* in any academic credited discipline; or Dual Enrollment courses for which both high school and postsecondary academic credits are granted;
  - OR**
  - One credit from the list directly above and one credit from grade nine or above in ROTC/Military Training, or an equivalent course in any discipline as determined by the Articulation Coordinating Committee and listed in the *Florida Counseling for Future Education Handbook*.

## State University System (SUS) Elective Requirements

Freshman applicants to the State University System must have two or three additional high school credits as electives.

Students and counselors are advised to consider carefully the importance of elective course work. Completion of the required 18 credits for SUS admission guarantees acceptance only in the case of Talented 20 students. Therefore, the stronger an applicant's preparation, the better their chance of admission into the university of choice.

## 2014 Florida State University Matrix

(Student criteria may not be valid for current year admissions)

	% Applicants Accepted Summer/Fall	Mid-Range Core GPA Accepted SUMMER	Mid-Range SAT Accepted SUMMER	Mid-Range ACT Accepted SUMMER	Mid-Range Core GPA Accepted FALL	Mid-Range SAT Accepted FALL	Mid-Range ACT Accepted FALL
<b>FAMU</b> (Tallahassee)	67%/56%	2.5-2.99	M:400-500 R:400-500 W:400-500	17-20	3.0-3.49	M:400-500 R:400-500 W:400-500	17-20
<b>FAU</b> (Boca Raton)	57%/47%	3.28-3.92	M:460-540 R:460-540 W:450-530	20-23	3.44-4.19	M:500-590 R:500-590 W:490-580	22-26
<b>FGCU</b> (Ft. Meyers)	62%/54%	3.06-3.65	M: 460-550 R:470-550 W:460-550	20-23	3.11-3.81	M:480-560 R:480-560 W:470-550	21-24
<b>FIU</b> (Miami)	Inv.only/47%	3.10-3.80	M:470-520 R:470-530 W:460-520	19-21	3.74-4.30	M:520-630 R:530-630 W:460-520	21-26
<b>FLPOLY</b> (Lakeland)	NA/35%	NA	NA	NA	4.03	M:670 R:640 W:600	28
<b>FSU</b> (Tallahassee)	46%/44%	3.6-4.1	M:550-640 R:550-630 W:550-630	24-28	3.8-4.4	M:580-670 R:590-670 W:580-670	27-30
<b>NCF</b> (Sarasota)	NA/49%	N/A	N/A	N/A	3.93-4.56	M:580-680 R:620-730 W:590-700	27-31
<b>UCF</b> (Orlando)	51%/48%	3.6-4.0	M:560 R:550 W:540	23-26	3.7-4.3	M:600 R:600 W:600	25-29
<b>UF</b> (Gainesville)	45%/44%	4.1-4.4	M:560-670 R:550-660 W:550-660	28-32	4.2-4.5	M:610-710 R:600-690 W:600-700	28-32
<b>UNF</b> (Jacksonville)	70%/40%	3.49	M:520-570 R:510-570 W:450-530	21-23	3.9	M:560-640 R:570-640 W:500-590	24-28
<b>USF</b> (Tampa)	45%/44%	3.3-3.8	M:520-590 R:520-580 W:500-560	23-26	3.71-4.33	M:560-660 R:550-640 W:540-630	25-29
<b>UWF</b> (Pensacola)	55%/68%	3.3	M:490 R:500 W:490	22	3.69	M:520 R:530 W:510	24

**\*\*Students who meet criteria are NOT guaranteed offers of admission\*\***

## College Admissions Test Dates

For information on college admissions test dates, please visit the following websites:

- **SAT** [www.collegeboard.org](http://www.collegeboard.org)
- **ACT** [www.actstudent.org](http://www.actstudent.org)

## Talented 20 Program

The purpose of the Talented 20 program is to guarantee admission to students who succeed in their respective K-12 public schools, encourage students to strive for better grades, and pursue rigorous academic courses. Students eligible for the Talented 20 program are guaranteed admission to one of the twelve state universities and are given priority for the awarding of funds from the Florida Student Assistance Grant, a needs-based student assistance program. Please note, that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of their choice.

In order to qualify for the Talented 20 program, students must:

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

## Bright Futures Scholarship Program

- The Florida Bright Futures Scholarship Program establishes three lottery-funded scholarships for Florida high school graduates who demonstrate high academic achievement and enroll in eligible Florida public or private postsecondary institutions. There are three award levels for which high school seniors may qualify. The scholarship may be used for either full-time or part-time enrollment and is renewable. All initial applicants must meet the general requirements for participation in this program and specific requirements for the individual award. To be eligible for an initial award from any of the three types of scholarships, a student must:
  - Apply online and complete the *Initial Student Florida Financial Aid Application* at [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), by selecting **State Grants, Scholarships & Applications**, then **Apply Here**, during their last year in high school (after December 1 and prior to graduation). **Students must apply by high school graduation or all future eligibility for a Bright Futures Scholarship is forfeited.**
  - Be a Florida resident and a U.S. citizen or eligible non-citizen. The postsecondary institution the student attends is responsible for verifying Florida residency and U.S. citizenship status.
  - Earn a Florida standard high school diploma or its equivalent. For information on GED, Home Education, or dependents of military or public service personnel outside of Florida, students should visit the State Student Financial Aid website at [www.FloridaStudentFinancialAid.org/SSFAD/bf](http://www.FloridaStudentFinancialAid.org/SSFAD/bf). Under the title **First Time Applicants**, select the links for **Home Educated**, **GED**, or **Out-of-State**.
  - Be accepted by and enrolled in an eligible Florida public or independent postsecondary education institution. All public colleges, state universities, and public vocational technical schools are eligible, as are many private postsecondary institutions. For a list of eligible institutions, students should visit [www.FloridaStudentFinancialAid.org](http://www.FloridaStudentFinancialAid.org), **State Grants, Scholarships & Applications**. Select the tab **State Program Links** from the blue toolbar across the top of the page. Look for the links under the title **Eligible Institution Information**.
  - Be enrolled for at least six non-remedial semester credit hours or the equivalent.
  - Not have been found guilty of, nor pled no contest to, a felony charge.

- Begin receiving funding for the award within two years of high school graduation. If enlisting directly into the military after graduation, the two-year period begins upon the date of separation from active duty.

The following charts outline the eligibility requirements for each of the three types of Bright Futures awards for 2015 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. **Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.**

### Initial Eligibility Requirements for Year 2015 High School Graduates

The following initial eligibility requirements must be met, in addition to earning a standard Florida high school diploma, prior to graduation from a Florida public high school or a registered Florida Department of Education private high school. Students must apply by submitting an *Initial Student Florida Financial Aid Application* at [www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm](http://www.FloridaStudentFinancialAid.org/SSFAD/home/uamain.htm) during their last year in high school, prior to their high school graduation or **forever forfeit** a Bright Futures Scholarship.

### Course Weighting for the Bright Futures Grade Point Average

The grade point average calculated by the Florida Bright Futures Scholarship Program evaluation system to determine initial eligibility is based on the weighting of certain courses. The following courses are weighted .25 per semester course or .50 per year course.

- Courses identified in the Course Code Directory as Advanced Placement, Pre-International Baccalaureate, International Baccalaureate, Honors, Pre-Advanced International Certificate of Education (Pre-AICE), or Advanced International Certificate of Education (AICE).
- Courses designated as academic dual enrollment courses in the Statewide Course Numbering System.
- State University System approved courses identified in the Course Code Directory as Level 3 in the subject areas of mathematics, language arts, science, and social studies. These are listed in the Counseling for Future Education Handbook. (Note: Not all Level 3 courses are weighted.)
- Courses may be confirmed on the Comprehensive Course Table (CCT) at: [https://www.osfaffelp.org/bfiehs/fnbpcm02\\_CCTMain.aspx](https://www.osfaffelp.org/bfiehs/fnbpcm02_CCTMain.aspx)

The assignment of additional weight is intended to be an incentive for students to continue to enroll in more challenging higher-level courses while pursuing Bright Futures Scholarships.

Weighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.25	4.5
B	1.75	3.5
C	1.25	2.5
D	0.75	1.5
F	0.00	0.0

Unweighted Quality Points by Course Type		
Letter Grade	For a .50 Credit Course	For a 1.00 Credit Course
A	2.0	4.0
B	1.5	3.0
C	1.0	2.0
D	0.5	1.0
F	0.0	0.0

## Locate your high school graduation year in Column A to determine the requirements and conditions for your Bright Futures award.

Bright Futures Eligibility Criteria at <a href="http://www.FloridaStudentFinancialAid.org/SSFAD/bf/">http://www.FloridaStudentFinancialAid.org/SSFAD/bf/</a>										
FAS = Florida Academic Scholars				FMS = Florida Medallion Scholars				GSV = Gold Seal Vocational Scholars		
A	B	C	D	E	F	G	H	I	J	K
Student's High School Graduation Year <sup>1</sup>	Initial Eligibility			Initial Eligibility Year (1 <sup>st</sup> academic year after high school graduation)	Number of FAS/FMS Hours of Funding Available	Number of GSV Hours of Funding Available	Number of Years to Receive Initial Funding <sup>5</sup>	Number of Years of Funding Available	Restoration Opportunity	FAS/FMS Graduate Study Funding Availability <sup>8</sup>
	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award <sup>2</sup>	Community Service Requirements							
2008-2009 and earlier	1270 SAT/ 28 ACT	970 SAT/ 20 ACT HE = 1070/23	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	2009-10 and earlier	110% of program of study up to 132 credit hours <sup>4</sup>	110% of program of study up to 90 credit hours	Must receive initial funding within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA and insufficient hours <sup>7</sup>	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2009-2010	1270 SAT/ 28 ACT	970 SAT/ 20 ACT HE = 1070/23	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	2010-11	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 90 credit hours	Must receive initial funding within 3 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2010-2011	1270 SAT/ 28 ACT	970 SAT/ 20 ACT HE = 1070/23	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	2011-12 <sup>3</sup>	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 90 credit hours	Must receive initial funding within 3 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2011-2012	1270 SAT/ 28 ACT	980 SAT/ 21 ACT HE = 1070/23	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	2012-13 <sup>3</sup>	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSVA's; 60 credits hours in ATD's.	Must receive initial funding within 2 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2012-2013	1280 SAT/ 28 ACT	1020 SAT/ 22 ACT HE = 1070/23	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	2013-14	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSVA's; 60 credits hours in ATD's.	Must receive initial funding within 2 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2013-2014	1290 SAT/ 29 ACT	1170 SAT/ 26 ACT HE = 1220/27	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	2014-15	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSVA's; 60 credits hours in ATD's.	Must receive initial funding within 2 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2014-2015	1290 SAT/ 29 ACT	1170 SAT/ 26 ACT HE = 1220/27	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	2015-16	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSVA's; 60 credits hours in ATD's.	Must receive initial funding within 2 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after
2015-2016	1290 SAT/ 29 ACT	1170 SAT/ 26 ACT HE = 1220/27	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	2016-17	100% of program of study up to 120 credit hours <sup>4</sup>	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSVA's; 60 credits hours in ATD's.	Must receive initial funding within 2 years of high school graduation.	Up to 5 years from high school graduation <sup>6</sup>	For insufficient GPA in 1 <sup>st</sup> year of funding only	Yes, if first baccalaureate degree earned in 2010-11 academic year or after

<sup>1</sup>High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2011 and August 31, 2012 graduated in the 2011-2012 academic year.<sup>2</sup>Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.<sup>3</sup>All students are required to file a complete and error-free Free Application for Federal Student Aid (FAFSA) prior to disbursement.<sup>4</sup>Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours to complete.<sup>5</sup>Exception to the maximum number of years to begin receiving funding is made for students who are active military.<sup>6</sup>Students unable to complete their program after 5 academic years may be granted a 1-year extension to the renewal timeframe due to a verifiable illness or other documented emergency.<sup>7</sup>The award may **not** be restored if it was lost due to insufficient hours prior to the 2009-10 academic year.<sup>8</sup>FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

\* Eligibility and funding requirements are subject to change with each legislative session

## Award Amounts

Scholarship award amounts are set in the General Appropriations Act each year. Recipients will receive a fixed cost per credit hour based on award level, institution type, and credit type.

2014-15 Bright Futures Scholarship Per Hour Award Amounts			
	Semester	Quarter	Clock
<b>Florida Academic Scholars (FAS)</b>			
4 Year	\$103	\$69	
2 Year	\$63	\$42	\$2.10
Florida Public Colleges / Baccalaureate Programs	\$71		
Career / Technical Centers	\$52	\$35	\$1.73
<b>Florida Medallion Scholars (FMS)</b>			
4 Year	\$77	\$51	
2 Year	\$48	\$32	\$1.60
Florida Public Colleges / Associate Programs	\$63		
Florida Public Colleges / Baccalaureate Programs	\$53		
Career / Technical Centers	\$39	\$26	\$1.30
<b>Gold Seal Vocational Scholars (GSV) – 2011-12 HS Graduates and later*</b>			
Career Certificate Program (PSAV)	\$39	\$26	\$1.30
Applied Technology Diploma Program (ATD)	\$39	\$26	\$1.30
Technical Degree Education Program (AS, AAS, CCC)	\$48	\$32	\$1.60
<b>Gold Seal Vocational Scholars (GSV) – 2010-11 HS Graduates and earlier</b>			
4 Year	\$77	\$51	
2 Year	\$48	\$32	\$1.60
Florida Public Colleges / Baccalaureate Programs	\$53		
*GSV Initial students, as of 2012-13, and Initials and Renewals thereafter, are ONLY eligible to receive funding in these vocational education categories.			

The top Florida Academic Scholar in each district is awarded a bonus per credit hour award. The rankings of the Academic Top Scholar are calculated using a formula based on the student's Bright Futures GPA and ACT/SAT test scores.

2014-15 Academic Top Scholars Per Hour Award Amounts			
	Semester	Quarter	Clock
4 Year	\$44	\$29	
2 Year	\$44	\$29	\$1.47
Florida Public Colleges / Baccalaureate Programs	\$44		
Career / Technical Centers	\$44	\$29	\$1.47

## Scholarship Opportunities

Scholarships are most commonly money awarded from various sources based on merit and/or financial need, generally applied towards the cost of attending school.

Types of scholarships:

- Need based - awarded primarily based on financial need.
- Merit based - awarded primarily based on unique talents or achievements, such as academics or athletics.
- Many scholarships look at a combination of need and merit.

The District School Counseling Office maintains a continually updated Scholarship Bulletin, made available on the BRACE website and from each high school's BRACE Advisor. The BRACE website also contains links to some of the popularly used scholarship search engines.

## Florida Pre-Paid College Program

Application forms may be obtained from School Counseling, BRACE Advisor or by writing to Florida Prepaid College Program P.O. Box 6448 Tallahassee, FL 32315-6448. For additional information, call 1-800-552-GRAD.

## National Collegiate Athletic Association Requirements (NCAA)

College-bound student athletes will need to meet more rigorous academic rules to receive a scholarship at NCAA Division 1 and 2 colleges or universities. A student who enters a NCAA Division I college or university on or after August 1, 2016 (entered ninth grade 2012-13), will need to meet new academic rules in order to receive athletics aid (scholarship), practice, or compete during their first year. The changes include the following:

- Minimum core-course GPA of 2.3 required
- Change in GPA and test-score index (sliding scale)
- Ten core courses required before the seventh semester of the senior year

A student who enters a NCAA Division II college or university on or after August 1, 2013, (2012-2013 high school graduates) will be required to complete 16 core courses instead of the current 14.

For information on the rules and to download a PowerPoint presentation to help families and students understand the changes, visit <https://web1.ncaa.org/hportal/exec/links?linksSubmit=ShowActiveLinks>. A list of approved core courses is available at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net).

## Virtual Counselor: A Great Resource for Scheduling

Did you know that students and parents can access school records electronically? Use Virtual Counselor to review your courses, grades, graduations requirements and progress toward graduation, test scores, and select the best courses to take next year and more. Students begin by creating an account at school at <http://web/dwh>. Parents can create their own account through [www.browardschools.com](http://www.browardschools.com).

## Service Learning-Student Volunteer Service Program

The purpose of the Student Volunteer Service Program is to acquaint high school students with the need to become participating agents of change by providing service to both their school and community. All Service Learning hours must be documented on the Service Learning Log Sheet. Log Sheets must be returned to the Service Learning Coordinator. Students must retain a copy of this form for their records. Students may start earning Service Learning Hours as soon as they are promoted to ninth grade. Students completing 250 total volunteer service hours are eligible to receive a silver cord worn at commencement.

## Silver Knight Award

The Silver Knight Awards program was instituted at The Miami Herald in 1959 by John S. Knight, past publisher of The Miami Herald, founder and editor emeritus of Knight-Ridder Newspapers and 1968 Pulitzer Prize Winner. Nominees are outstanding 12<sup>th</sup> grade students selected by their high schools. Fifteen panels of volunteer judges read the nomination forms and conduct interviews. All nominations will be screened before going into the interview phase. Not everyone will qualify for the interview phase. Judges will select a Silver Knight winner and three Honorable Mentions in each category. Nominating students is the responsibility of each high school. Selecting judges, arranging interviews and presenting the awards are the responsibilities of The Miami Herald.

**Eligibility:** The Silver Knight Awards program is open to 12<sup>th</sup> grade students with a minimum 3.2 GPA (unweighted) in public, private, and parochial schools in Miami-Dade and Broward counties. Only students with strong records of service to their school and community should be nominated. School may nominate one student per category.

### Fifteen Categories:

Art	World Languages	New Media
Athletics	General Scholarship	Science
Business	Journalism	Social Science
Drama	Mathematics	Speech
English & Literature	Music & Dance	Vocational - Technical