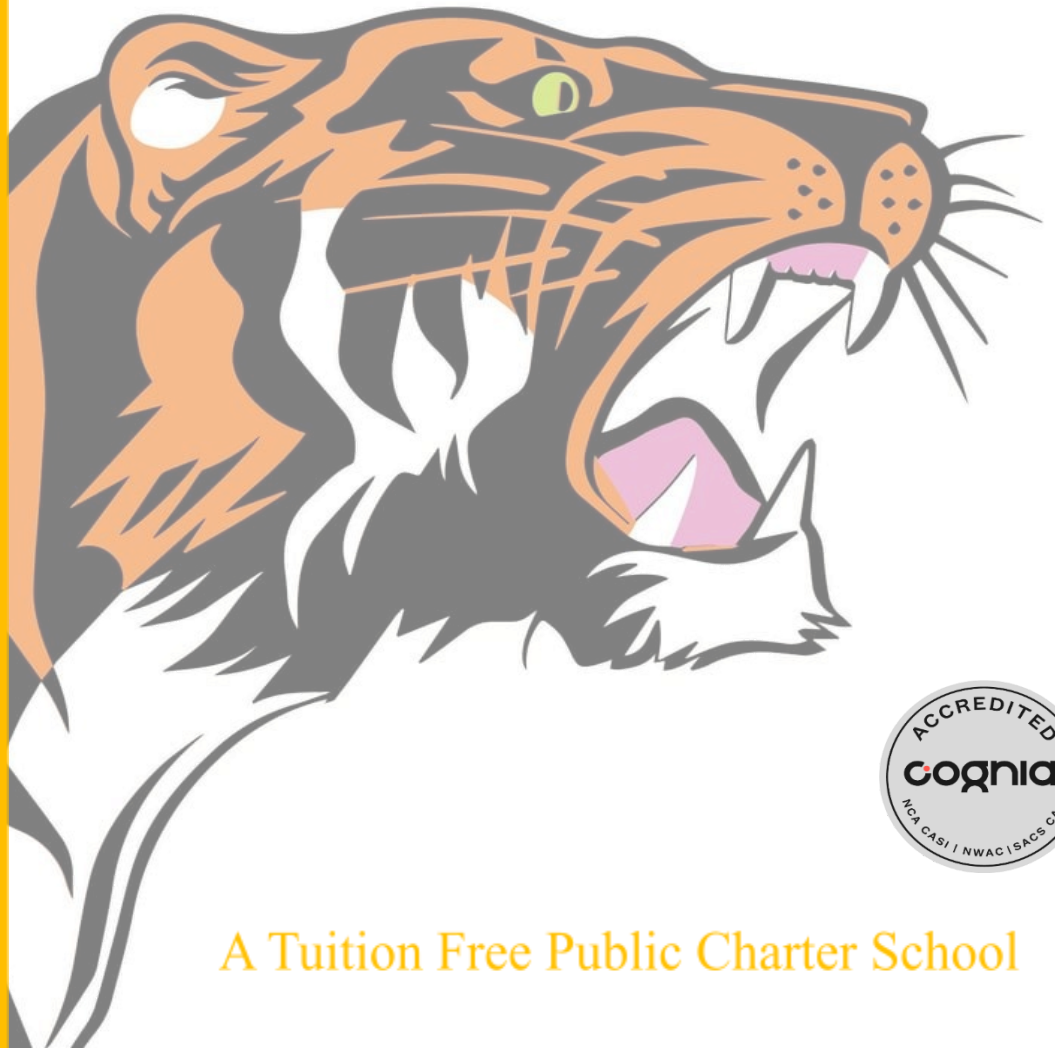


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AcadeMir Preparatory High School
12400 SW 216 Street
Miami, Fl 33177

PARENT STUDENT HANDBOOK

GRADES 9-12



2025-2026

A Tuition Free Public Charter School

Welcome to an exciting school year at. It will be a great pleasure to work with all of you for the benefit of our students. This handbook is designed to provide you with information that will answer most of your questions. Please read the handbook and discuss appropriate items with your child. We look forward to working with you and your children. If you have any questions regarding the handbook, please do not hesitate to contact us.

OUR MISSION

The mission of the AcadeMir Preparatory High School is to prepare students to be leaders in global innovation by engaging them in rigorous, relevant, and integrated collaborative learning experiences with a STEAM focus. Providing authentic interdisciplinary educational experiences that promote critical thinking skills, leadership and collaboration are cultivated and refined to meet 21st century readiness for college, careers and civic participation.

OUR VISION

The vision of AcadeMir Preparatory is to provide students with a challenging and rigorous curricula enabling students to be well prepared for higher education and life through adherence to an unwavering mission, shared purpose, and clearly articulated goals. Our goal is to instill in students critical thinking skills, a global perspective, and empower them to meet current and future challenges to develop social awareness, civic responsibility, entrepreneurship, and personal growth.

OUR PURPOSE

The purpose of AcadeMir Preparatory High School is to prepare students to reach their maximum potential in all the subjects with a special emphasis on Science, Technology, Engineering, the Arts, and Mathematics (STEAM), using research-based, proven exemplary curricula and enrichment programs. Through the implementation of three distinct STEAM Academies, our program allows for scientific exploration and mathematical application along with technology integration through real-world connections; by incorporating critical thinking, communication, collaboration, creativity, and technological literacy that goes far beyond the basic knowledge to meet the challenges of the 21st century global economy and to prepare students for college and career

OUR EDUCATIONAL PHILOSOPHY

Our philosophy is to fully prepare students to carry the torch of knowledge through its proven curricula, as well as the freedom and prosperity that is passed from generation to generation in this great country. Encouraging the use of innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. All learners possess areas of strength and areas of weakness and therefore, they express and receive knowledge in many ways. Effective teachers understand the need to differentiate instruction for all students in order for learning to occur. Understanding a student's area of intelligence, learning style, and/or learning preference is one-way teachers can positively impact a student's ability to learn. The role of the teacher is to observe what their students are doing, figure out why they are doing it that way, and to give them the right kind and amount of information and feedback so they may solidify their learning and perform what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations.

LEADERSHIP DIRECTORY

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ACADEMIR CHARTER SCHOOLS 2025-2026 SECONDARY—STUDENT SCHOOL CALENDAR

AUGUST 2025					SEPTEMBER 2025					OCTOBER 2025					NOVEMBER 2025				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
				1	 2A	3B	4A	5B				1A	 2	3B	 3	4A	5B	6A	7B
 4	 5	 6	 7	 8	8A	9B	10A	11B	12A	6A	7B	8A	9B	10A	10A	 11	12B	13A	14B
 11	 12	 13	 14	15B	15B	16A	 17B	18A	19B	13B	14A	 15B	16A	 17B	17A	18B	 19A	20B	21A
18A	19B	20A	21B	22A	22A	 23	24B	25A	26B	 20A	21B	22A	23B	24A	 24	 25	 26	 27	 28
25B	26A	27B	28A	29B	29A	30B				27B	28A	29B	30A	31B					

DECEMBER 2025					JANUARY 2026					FEBRUARY 2026					MARCH 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
1B	2A	3B	4A	5B						2A	3B	4A	5B	6A	2B	3A	4B	5A	6B
8A	9B	10A	11B	12A	5A	6B	7A	8B	9A	9B	10A	11B	12A	13B	9A	10B	11A	12B	13A
15B	16A	 17B	18A	19B	12B	13A	14B	 15A	 16	 16	17A	 18B	19A	20B	16B	17A	 18B	19A	 20
 22	 23	 24	 25	 26	 19	 20B	 21A	22B	23A	23A	24B	25A	26B	27A	 24	 25	 26	 27	 28
					26B	27A	28B	29A	30B						30B	31A			

APRIL 2026					MAY 2026					JUNE 2026				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
		1B	 2A	 3					1A	 1A	 2B	 3A	 4B	 5
 6B	7A	8B	9A	10B	4B	5A	6B	7A	8B	8	9	10	11	12
13A	14B	 15A	16B	17A	11A	12B	13A	14B	15A	15	16	17	18	 19
20B	21A	22B	23A	24B	18B	19A	 20B	21A	22B	22	23	24	25	26
27A	28B	29A	30B		 25	26A	27B	28A	29B	29	30			

Days In Grading Period	
1—44	
2—47	
3—46	
4—43	

	All Teachers Report
	Teacher Planning Day
	Legal Holiday
	Recess Day
	Beg/End of Grading Period
	Early Release

STATE ASSESSMENTS		
DATE\$	ASSESSMENT	GRADE LEVEL
Fall, Winter & Spring	Florida Assessment of Student Thinking (F.A.S.T.)	K-8
April 2026	Writing	4-10
May 2026	End-of-Course Assessments (EOC) Algebra 1, Geometry, Biology, Civics, US History	7-12
May 2026	Statewide Science Assessment	5 and 8

ACADEMIR
CALENDAR
2025-2026

August 4-13, 2025 in school August 14 semester	Teacher planning days; no students First Day of School; begin first
September 1	Labor Day; holiday for students and employees
September 17	Early Release
September 23	Teacher planning days; no students in school
October 2	Teacher planning day; no students in school
October 15	Early Release
October 17	End first grading period; first semester
October 20	Begin second grading period; first semester
November 3	Teacher planning day; no students in school
November 11	Observation of Veterans' Day; holiday for students and
employees November 19	Early Release
November 24-26, 28	Recess Days
November 27	Thanksgiving; Board-approved holiday for students and
employees December 17	Early Release
December 22-January 2	Winter recess for students and eligible
employees January 15	End first semester and second grading
period	
January 16	Teacher planning day; no students in schools
January 19	Observance of Dr. Martin Luther King, Jr.'s Birthday; holiday for students and employees
January 20	Begin second semester; third grading period
January 21	Early Release
February 16	All Presidents Day; holiday for students and employees
February 18	Early Release
March 18	Early Release
March 20	Teacher planning day; no students in school
March 23-27	Spring recess for students and eligible employees
April 2	End third grading period; second semester
April 3	Teacher planning days; no students in school
April 6	Begin fourth grading period; second semester
April 15	Early Release
May 20	Early Release
May 25	Observance of Memorial Day; holiday for students and employees
June 1-4	Early Release
June 4	Last Day of School; end fourth grading period; second semester
June 5	Teacher planning day; no students in school

REGISTRATION POLICIES & PROCEDURES

All students enrolled at **AcadeMir Preparatory High School** must meet the following requirements and provide the following documents:

1. Proof of address in Miami-Dade County (i.e., copy of FPL bill, BellSouth bill, voter's registration, cable bill, warranty deed, house contract, etc.)
2. Copy of Birth Certificate
3. Previous transcripts and records from last school(s) (if necessary for grade verification)
4. Completed registration packet (including student data card)
5. Signed parent contract
6. Health and Immunization forms (blue and yellow forms) – All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time.
 - **Immunization requirements Kindergarten – Twelfth Grade**
 - Four or five doses of diphtheria-tetanus pertussis (DTaP) vaccine
 - Three doses of hepatitis B (Hep B) vaccine
 - Three, four or five doses of polio (IPV) vaccine
 - Two doses of measles-mumps-rubella (MMR) vaccine
 - Two doses of varicella vaccine
 - **Immunization requirements for 7th Grade only**
 - One dose of tetanus-diphtheria-pertussis (Tdap) vaccine in grades seven through twelve
 - An updated DH 680 form to include Tdap, must be obtained for submission to the school

Health and Immunization Requirements

All children are required to present tangible immunization and health examination documentation prior to admittance to a Florida public school for the first time. As required by Florida Statutes § 1003.22, district school boards must implement the requirements for health and immunizations outlined in this statute. A student who has not completed the required immunizations will not be admitted to school. Parents/guardians are encouraged to contact their medical provider for information regarding the required school entry vaccines. A Florida Certificate of Immunization (DH-680) and (DH-3040) Health Exam must be presented for a student to be admitted to school.

WITHDRAWAL/TRANSFER POLICIES AND PROCEDURES

Only the parent who enrolls the student and completed the Emergency Student Data Form (FM-2733) may withdraw or transfer the student. The parent must bring a withdrawal slip from the sending school, proof of address with the name of the parent and proof of parent/guardian identification. Once these forms have been completed transfer/withdrawal will be executed.

LOTTERY AND ADMISSION

AcadeMir Preparatory High School is committed to enrolling a diverse student population and shall abide by the provisions in the Florida Educational Equity Act, Section 1000.05(2)(a), and Florida Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability. The school will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to section 1002.33(10)(b)- Eligible Students, the charter school shall enroll an eligible student who

submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process.

Applications will be accepted each year during an open enrollment period and will maintain their capacity at each grade level. Applications will be made available online through our school website and in paper form on the school site. Upon submission of the applications, the information will be reviewed for eligibility. All applications received after the open enrollment period will be placed at the bottom of the waiting list for the respective registering class or grade level in the order they are received. The Registrar will continue to accept all applications and number them as they are received, monitoring the number of applications submitted for each grade level.

If the number of applications exceeds the capacity of a program, class, grade level, or building, a lottery will be held to determine which applicants are admitted. The available capacity will be determined by the number of current students who re-register and the enrollment of the subsequent applicants who have an enrollment preference eligibility status:

1. Applicant sibling of a currently enrolled student
2. Applicant child of an employee of the charter school
3. Applicant child of a charter board member

Based on the available capacity, a drawing will take place until all the slots have been filled and scheduled for enrollment or placed on a numerical waiting list. The lottery of these will be system generated. After the drawing, parents will be notified in writing of their child's acceptance within 20 days of the drawing. These will be distributed to applicants via email and regular mail.

STUDENT PROGRESSION PLAN AND PLACEMENT POLICY

AcadeMir Charter Schools will adhere to the guidelines established in the 2024-2025 Student Progression Plan for Miami-Dade County Public Schools, in compliance with School Board Policy 5410. This policy provides comprehensive guidance to teachers, schools, district administrators, parents, and other stakeholders on the requirements and procedures for student progression from kindergarten through grade 12. According to Florida Statutes § 1008.25(2), each district school board must establish a comprehensive plan for student progression. Detailed information on specific promotion, placement, and retention cases is available in the MDCPS e-handbook, "Student Progression Plan" (SPP). AcadeMir Schools Inc., in agreement with its Board of Directors and Miami-Dade County Public Schools as the authorizing agent, follows the District SPP, which can be accessed in detail at handbooks.dadeschools.net/policies/93.pdf.

Initial Entry Requirements

AcadeMir Charter Schools will adhere to Miami-Dade County Public Schools Board Policy 5112 - Entrance Requirements, which establishes the admission and registration criteria for students entering school. This policy includes specific details regarding initial entry, proof of age, birth certificate, and verification of residence, as well as health and immunization requirements. Students enrolling from out of state, other districts within Florida, or those who are foreign-born must comply with the same admission and entrance requirements for registration.

Enrollment

All students enrolled in AcadeMir are students of Miami-Dade County Public School, subject to applicable policies and entitled to the same rights.

Grade Placement

The grade placement of students registering from within the state, other states, non-public schools, home education programs, or other countries, will be determined by the principal of the receiving school, after an evaluation of the student's record has been made.

Credits should be interpreted so that the requirements for promotion and graduation are not retroactive, provided the student has met all requirements for the grade placement in the school or home education program from which the student is transferring.

Age Discrepancy

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age. Below is a chronological age placement table. This is the AVERAGE placement according to age. Promotion and retention guidelines found in the Miami Dade County Public School Board Policy 5410 affect a student's placement. More detailed information can be found at handbooks.dadeschools.net/policies/93.pdf.

Age of students	Grade Level Assignment
5-10	Elementary School
11	Elementary school or middle school depending on the grade configuration of the school
12-13	Middle School
14	Middle school or high school depending on the grade configuration of the school
15 or older	Senior high school

ATTENDANCE POLICY

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

- Be present at school each and every day;
- Attend class as scheduled;
- Arrive at school and each class on time; and
- Demonstrate appropriate behavior and a readiness to learn.

Attendance Defined

- **School Attendance:** Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- **Class Attendance:** Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
- **Tardiness:** A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
- **Early Sign-outs:** No student shall be released within the final 30 minutes of the school day. Please note, the early release of students causes disruption to academic performance of all students and may create safety and security concerns.

Absences

- Reasonable excuses for time missed at school:

- Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a health care provider in order to receive excused absences from school.
- Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
- Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
- An approved school activity (absences recorded, but not reported).
- Other absences with prior approval of the principal.
- Attendance at a center under the Department of Children and Families supervision.
- Significant community events with prior permission of the principal.
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
- Military Connected Students – committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parents that may be deployed or on “Block Leave,” schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
- Death in the immediate family.
- School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include public functions, conferences, and regional, state, and national competitions.
- Outdoor suspension.
- Other individual student absences are beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation.
- Unexcused school absence due to:
 - vacations, personal services, local non-school events, programs, or sporting activity.
 - older students providing day care services for siblings.
 - illness of others; and
 - non-compliance of immunization requirements unless lawfully exempted.

Absences not included in the excused absences listed above shall be considered unexcused. Any student who has been absent from school will be marked unexcused absence until he/she submits the required documentation. Failure to provide the required documentation within **(3) three school days** upon return to school will result in an unexcused absence. **Unexcused absences do not require that the teacher provide make-up work for the student.**

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld **(No Credit)** pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

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

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

The teacher will:

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

The student will:

- Attend school/classes 180 days each school year.
- Be reported as present for the school day in order to participate in athletic and extracurricular activities.
- Request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class within three (3) days. It should be noted that all class work, due to the nature of the instruction, is not readily subject to make-up work; and
- Complete the make-up assignments for classes missed within the equivalent number of days absent. Failure to make up all assignments will result in the students receiving a “Z” on all missed work and it lowers the student’s academic and/or effort grade.

The parent will:

- Be responsible for his/her child’s school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child.
- Report and explain an absence or tardiness to the school. An original signed letter must be provided to the school within 3 schools days after the child returns to school.
- Ensure that his/her child has requested and completes make-up assignments for all excused absences/tardies from the child’s teachers upon his/her return to school or class; and
- Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child’s absences, and support the prescribed activities designated.

Tardies

Students are to be sitting in class by 7:30 a.m. Attendance and tardiness are documented daily, and students accumulating 4 or more unexcused tardies per grading period will receive disciplinary consequences. Students receiving more than 10 tardies per school year will receive a referral for excessive tardiness.

Make-Up Work Policy

Make-up work shall be accepted for full credit and grade for excused absences. All **make-up** work must be submitted within three days after the return to school.

Bell Schedule (Lunches will be during 3rd Block and three (5) minutes between class changes)

	“A” Day	“B” Day
Time	First and Third Lunch	Second and Fourth Lunch
7:30 - 9:15	Block 1 / Homeroom	Block 1 / Homeroom
9:20 - 10:50	Block 2	Block 2
10:55 - 12:55	1st Lunch 10:55 - 11:25	
		Second Lunch 11:25 - 11:55
	Third Lunch 12:00 - 12:30	
		Fourth Lunch 12:30 - 1:00
1:00 - 2:30	Block 4	Block 4

DISMISSAL PROCEDURES

Dismissal for all students is at 2:30p.m. All parents and students will be provided at the beginning of the school year, dismissal procedures and protocols. It is imperative everyone follows these guidelines to ensure student safety during arrival and dismissal.

Procedures to sign out a student for early dismissal:

1. Parents/guardians or any other adult (21 or older) who is listed on the Emergency Contact Card must come to the office to request an early dismissal.
2. The adult picking up a student must present picture identification, and this must be validated using the information in the Emergency Contact Card for students to be released. Students will not be dismissed to any person NOT listed on the emergency contact card.
3. After a student's 6th early dismissal, a doctor's note will be required for make-up work to be given in missed classes.
4. If a student is picked up early from school, he/she will be marked absent from the remaining class period.
5. **NO** student will be released for early dismissal 30 minutes prior to general school dismissal per School Board Policy.

Early Release Schedule

Once a month, students will be dismissed early from school. Remember, students may not be released 30 minutes prior to their scheduled dismissal time.

EARLY RELEASE “C” BELL SCHEDULE

Time	“A” Day	“B” Day
	First and Third Lunch	Second and Fourth Lunch
7:30 - 8:35	Block 1 / Homeroom	Block 1 / Homeroom
8:40 - 9:45	Block 2	Block 2
9:50 - 10:55	Block 3	Block 3
	1st Lunch 10:30 - 10:55	
11:00 - 12:30	Block 4	Block 4
		Second Lunch 11:00 - 11:25
	Third Lunch 11:30 - 11:55	
		Fourth Lunch 12:00 - 12:25

Rainy Day Dismissal

During a rainy day, it may take longer than usual for our students’ to be dismissed. Our goal is to proceed as quickly as possible and maintain a level of safety and security for all students being picked up. We will continue with our regular dismissal procedure.

ACADEMIC GRADING & PROGRESS

AcadeMir Preparatory High School believes that parents must be informed regularly regarding their child’s performance at school. Parents can become a school’s greatest ally in helping to ensure academic success for

students. Specific guidelines for grading student performance and for reporting student progress are provided below.

Academic Grades

Academic grades are to reflect the student's academic progress based on the standards/benchmarks for the grade level course in which the student is enrolled. The academic grade must not be based upon the student's effort and/or conduct. The grade must provide for both students and parents a clear indication of each student's academic performance as compared with norms which would be appropriate for the grade or subject. As per Florida Statutes §1003.437, letter grades shall be used to measure student success in grade 6 through grade 12 courses with each letter grade corresponding to a specific percentile from zero to one hundred percent. The academic grades of "A," "B," "C," "D," "F," or "I" are not related to the student's effort, conduct, attendance or tardiness. The letter grade of "I" will be reserved for middle and senior high school use only. Grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject based on grade level competencies. The determination of the specific grade a student receives must be based on the teacher's best judgment after careful consideration of all aspects of each student's performance during a grading period.

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

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

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

The only exception to the forgiveness policy stated above applies to middle school students who take any high school course. In this case, forgiveness can be applied to courses with a final grade of C, D, or F. In such case, the forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same course or comparable course.

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

The following are the academic grades used:

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

GRADE POINT AVERAGE

Grade point averages (GPA) may be used for any of the reasons listed below:

- high school graduation;
- rank in class;
- eligibility to participate in interscholastic extracurricular activities;
- academic Recognition Program;
- placement on the honor roll and/or membership in honor societies; and
- college admissions and scholarship competitions.

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA's.

Letter Grades	Grade Points	Bonus Points		
		Honors/Pre-AICE/Pre-IB	Advanced Placement	International Baccalaureate/Advanced International Certificate of Education
A	4	1	2	2
B	3	1	2	2

C	2	1	1	1
D	1	0	0	0
F	0	0	0	0
NOTE: Dual enrollment courses are awarded the equivalent of Advanced Placement, International Baccalaureate or Advanced International Certificate of Education bonus points as required by State statute.				

In grades 1-12, when calculating the grade for a semester or annual course, the following grade point averages are to be used:

Grade	Grade Point Average Range
A	3.50 and above
B	2.50-3.49
C	1.50-2.49
D	1.00-1.49
F	0-0.99

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. Bonus points are applied to grades earned in individual courses prior to the calculation of the weighted GPA.

Students selecting one of the three-year accelerated programs are included in the overall class ranking for their graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration for the academic recognition program and the Talented Twenty program.

ACADEMIC RECOGNITION PROGRAM

The following honor designations are used by Miami-Dade County Public Schools for academic recognition of high school graduates.

Cum Laude: the upper 15% of the graduating class, excluding the Summa and Magna Cum Laude students, using a weighted GPA, or students who have a 4.0 GPA or higher

Magna Cum Laude: the upper 10% of the graduating class, excluding the Summa Cum Laude students, using a weighted GPA

Summa Cum Laude: the upper 5% of the graduating class using a weighted GPA

The school counselor can assist students and parents in determining the processes for computing the GPA's used for the various purposes listed above.

INTERIM PROGRESS REPORT / REPORT CARD SCHEDULE

Grading Period	Progress Reports sent to Parents by:	End of Grading Period / Date	Report Cards sent to Parents by:
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1	09/18/25
2	11/22/25
3	05/20/2026
4	05/21/2026

1	10/17/25	10/24/2025
2	01/15/2026	01/23/2026
3	04/02/2026	04/10/2026
4	06/04/26	06/11/2026

HIGH SCHOOL GRADUATION PROGRAMS

High school graduation requirements for AcadeMir Charter Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities, and it is important that students and their parents are aware of any changes that may affect them. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Graduation requirements are outlined later in this document and in the District's Student Progression Plan, also updated annually after the legislative session.

Receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate (IB) curriculum, an Advanced International Certificate of Education (AICE) curriculum, or Career and Technical Education (CTE) Pathway. The 24 credits include 16 core academic credits and 8 elective credits. (Please note a student entering grade 9 before the 2024-2025 school year must earn eight credits in electives. A student entering grade 9 in the 2024-2025 school year or thereafter, must earn 7.5 elective credits and one-half credit in personal financial literacy and money management. In addition, Florida Statutes 1003.4282(3)(h) reduces the required number of elective credits for students entering grade 9 in the 2024-2025 school year or thereafter from 8 to 7.5 thus keeping the required number of credits needed to graduate high school unchanged.) Core requirements consist of four credits in English/Language Arts and four credits in mathematics; three credits each of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education. At least one course within the 24 credits must be completed through online learning. A high school level online course taken in grades 6-8 fulfills this requirement. The required credits may be earned through equivalent, applied, or integrated courses or career education courses as defined including work-related internships approved by the State Board of Education and identified in the Course Code Directory.

In addition to earning the required 24 credits, a student must participate in and pass any statewide, standardized assessments required for a standard high school diploma or earn identified concordant scores or comparative scores, as applicable, for the cohort year in which they entered ninth grade.

An 18-credit Academically Challenging Curriculum to Enhance Learning (ACCEL) accelerated high school graduation option is also available. The 18 credit ACCEL option allows a student who meets the following requirements to be awarded a standard high school diploma:

- Three elective credits
- Earn a cumulative grade point average (GPA) of 2.0 on a 4.0 scale
- Physical education is not required ▪ Online course is not required
- All other graduation requirements for a 24-credit standard diploma must be met based on the grade 9 cohort year.

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

- Earn at least 18 credits.

- Earn a cumulative grade point average (GPA) of a 2.0 on a 4.0 scale.
- Earn 4 credits for English Language Arts (ELA), 4 credits in mathematics, 3 credits in science, and 3 credits in social sciences.
- Complete 2 credits in career and technical education. The courses must result in a program completion and an industry certification; and
- Complete 2 credits in work-based learning programs. A student may substitute up to 2 credits of electives, including one-half credit of financial literacy for work-based learning program courses to fulfill this requirement. Florida Statutes § 1003.4282(11).

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

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

A high school student who pursues the 24-credit high school graduation program may have the option to participate in early graduation (graduating in fewer than eight semesters). A student who completes a minimum of 24 credits, achieves a cumulative GPA of 2.0 of a 4.0 scale and earns a passing score on the statewide assessments required for high school graduation may have this option. Once again, your school counselor should always be consulted in planning for graduation.

The Florida Department of Education's High School Graduation charts, found <https://www.fldoe.org/schools/k-12-public-schools/ssss/graduation-requirements/> represent the current Florida graduation requirements for each graduating cohort group.

Please note that these requirements may be revised, pending legislative changes during the 2023 legislative session.

DIPLOMA PATHWAYS

AcadeMir Preparatory High School will adhere to the guidelines set by the Miami-Dade County School Board for awarding various diplomas and certificates. These include:

- Standard Diploma
- Certificate of Completion
- Superintendent's Diploma of Distinction
- 18-Credit ACCEL Option.

Standard Diploma

The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A standard diploma will be awarded to graduates if the student has earned the required 24 credits and attained a cumulative grade point average of 2.0 on a 4.0 scale. Also, students must pass the statewide standardized assessments or attain the concordant and/or comparative examination scores, applicable to the cohort year when the student entered 9th grade. A special education student will be awarded a standard diploma if all of the criteria for a standard diploma have been met by that student.

Standard Diploma Designations

Students who meet District and State criteria for a standard high school diploma may also earn one or both of the diploma designations, Scholar and/or Merit. The following designations are in addition to the standard high school diploma program requirements:

- Scholar Designation: In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all of the following requirements:
 - EOCs: Pass the Geometry, Biology 1, and U.S. History EOCs.
 - Earn 1 credit each in the following courses: Algebra 2 or an equally rigorous mathematics course; statistics or an equally rigorous mathematics course; chemistry or physics; a course equally rigorous to chemistry or physics; 2 credits in the same foreign language, and at least 1 credit in AP, IB, AICE, or dual enrollment.
 - A student is exempt from the Biology I or U.S. History assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student takes the respective AP, IB or AICE assessment; and earns the minimum score to earn college credit.
- Merit Designation: A student must meet all of the following requirements:
 - Meets the standard high school diploma requirements, and
 - Attain one or more industry certifications from the list established per Florida Statutes § 1003.492.
 -

Students with Disabilities and Scholar and/or Merit Designations

A student with a disability is eligible for a Scholar and/or Merit diploma designation and the student should have access to enroll in the required courses or programs. The Student's IEP must include a statement of intent to pursue a standard high school diploma and a Scholar and/or Merit designation, as determined by the student's parent or student at the age of maturity.

Standard Diploma via Access Points

This option is only available for Students with Disabilities who are identified as having a "significant cognitive disability" as outlined in their Individualized Education Plan (IEP). For the 2014-2015 cohort and beyond, graduation requirements are the same as a student working towards a Standard Diploma. The requirements are as follows:

- Work towards a 24-credit standard high school diploma or the 18-credit ACCEL diploma.
- Maintain a 2.0 grade GPA
- Demonstrate proficiency on the Grade 10 Florida Standards Alternate Assessments (FSAA) in English Language Arts and Access EOC in Access Algebra I or,
- For students who do not score proficiently in the FSAA and/or Access EOCs, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.
- The Standard Diploma via Access Points is recognized as the same Standard Diploma that peers receive, however courses on transcript are labeled as "Access Courses".

Superintendent's Diploma of Distinction

This diploma will be awarded to students who meet the requirements of a standard diploma and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and/or International Studies courses; and completion of 75 hours of community service, which includes identification

of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grades on the transcript less than a "C."

AP Capstone Diploma

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

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

CERTIFICATES

AP Capstone Certificate

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

Certificate of Completion

A student who earns the required 24 credits, or the required 18 credits under Academically Challenging Curriculum to Enhance Learning (ACCEL) option, as per Florida Statutes § 1002.3105., but fails to earn passing scores on the state-approved graduation test or achieve a 2.0 GPA shall be awarded a certificate of completion in a form prescribed by the Florida Board of Education. However, a student who is otherwise entitled to a certificate of completion may elect to remain in high school either as a fulltime student or a part-time student for up to 1 additional year and receive special instruction designed to remedy his or her identified deficiencies.

CPT-Eligible Certificate of Completion

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

Diploma Options for Students with Disabilities

Students with disabilities may graduate from high school with a standard high school diploma by meeting the same graduation requirements as all students.

As of December 23, 2014, two additional high school graduation options became available only to students with disabilities, per Florida Administrative Code, 6A-1.09961:

- Standard Diploma via Access Courses
- Standard Diploma via Academic and Employment-based Courses

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

- Effective July 1, 2015, beginning with the 2014-2015 ninth grade cohorts, all students with disabilities will work toward a standard diploma.
- Students must demonstrate proficiency on Florida Standards Alternate Assessments (FSAA) in Grade 10 English Language Arts and the Access Algebra I EOC.
- For students who do not score proficiently on the FSAA Grade 10 ELA and/or Access Algebra I EOC, a portfolio of quantifiable evidence of achievement is required for the IEP Team to review for waiver consideration with parental consent.

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

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

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

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

PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice.

Advanced Placement (AP)

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

Career and Technical Education

Any career education courses authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical colleges operated by the district. The district will provide on a case-by-case basis, waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

Career Pathway

Career Pathway is a senior high school sequential Career and Technical Education program of study that allows students to achieve industry certification, a two-year postsecondary certificate and/or degree, with an option of continuing toward the completion of a baccalaureate degree. Career Pathway students typically select general programs of study; show interest in career technical fields; earn an industry certification, earn articulated post-secondary credits at select institutions; transition on to a two-year certificate program; or pursue an associate or baccalaureate degree. Students should check with their school counselors for information and approval of Career Pathway courses.

Credit Acceleration Program (CAP)

Per Florida Statutes § 1003.4295(3), the CAP is created for the purpose of allowing a student to earn high school credit in courses required for high school graduation through passage of an end-of-course assessment, an Advanced Placement (AP) Examination, or a College Level Examination Program (CLEP). A student who is not enrolled in the course, or who has not completed the course, but attains a passing score on the corresponding

EOC assessment, AP examination, or CLEP will be awarded credit. The student's passing scores on the EOC may be "banked" for the accumulation of high school credit. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the assessment during the regular administration of the assessment.

Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students (grades 6-12) in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in Curriculum Bulletin-I, which is published annually. All secondary schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on school campus and off school campus dual enrollment courses.

Career Dual Enrollment

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

Early Admission

Early admission is a form of dual enrollment through which eligible grade 12 students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full time dual enrollment, early admission student, a student must meet the GPA and college entrance exam criteria and enroll in a minimum of 12 college credit hours but may not enroll in more than 15 college credit hours per semester.

Early High School Graduation

Students may qualify for early graduation, fewer than eight semesters, if they meet specific requirements that include completing a minimum of 24 credits, achieving a cumulative grade point average of 2.0 on a 4.0 scale, and earning passing scores on all applicable state assessments meeting the graduation requirements set forth in Florida Statutes § 1003.4282. Schools shall notify parents of students who are eligible to graduate early. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's graduating class, as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's graduating class. A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

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

Florida Virtual School (Pending Administrative Approval)

Secondary students are eligible to enroll in FLVS on a part-time basis. The courses offered are teacher-facilitated and are available throughout the state. Courses are based upon the B.E.S.T./State Academic

Standards or the requirements of The College Board. The courses have been assigned Florida Course Code Directory numbers and generate full middle and/or high school credit upon successful completion. Schools may view student enrollment online at FLVS's web site through a school account. A complete list of courses is available through FLVS's web site. For high school courses that may be available to middle school students, refer to the list of senior high school courses that may be taken by students in middle school. Parents have the right to choose the FLVS option for their children. A student's full-time school may not deny access to courses offered by FLVS assuming that the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age. School counselors should provide academic advisement to ensure that students select appropriate courses and understand all implications for graduation and postsecondary plans. These courses can be scheduled as part of or in addition to the student's regular school day

CURRICULUM

As a school of choice, AcadeMir Preparatory High School believes its focus on the special methods of teaching mathematics, science, and reading will appeal to those students and parents interested in the school's mission: to provide students with a well-rounded school education, through a challenging program focused on mathematics and science using innovative, reform-based instructional methods in a stimulating and nurturing environment that fosters maximum student achievement. AcadeMir Preparatory High School also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student.

AcadeMir Preparatory High School curriculum is based on Florida's B.E.S.T. Standards encompass the core subject areas of Math, Reading, Writing and Language Arts, Science, and Social Studies, as well as special area classes of Technology, Foreign Language, Art, and Physical Education.

HOME LEARNING

Home Learning Assignments are an important part of learning. Developing the habit of nightly study requires parental help and guidance. This is another way to reinforce what was learned in the classroom and a means of allowing the parents to be a part of our curriculum goals.

The recommended minutes include assignments for all subject areas and teachers collectively per school day is 120 minutes per day for grades 9-12. These minutes are a guide and based on the average child's ability and concentration. Some home learning assignments may take less time and others may take a little more time. Also, these times do not reflect the additional thirty (30) minutes required for reading. Reading is a universal skill that relates to all subjects.

SPECIAL EDUCATION

AcadeMir Preparatory High School ensures that all students suspected of having a disability are identified, evaluated, and provided appropriate, specially designed instruction and related services, if it is determined that the student meets the state's eligibility criteria and the parent/guardian consents to initial placement.

Students with disabilities who are eligible and require special education will have an Individual Educational Plan (IEP). The IEP describes the student's strengths and weaknesses and documents the services and supports the student needs to access a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).

The IEP is a working plan that must be developed by the IEP team at least once every 12 months and reviewed, when appropriate, to revise and address any lack of expected progress toward annual goals, or to consider any new information that has been provided through re-evaluation or by the parent/guardian.

Parent involvement in the special education process is very important. Parents will be asked to participate in the IEP process each year and to consider the need for their child's re-evaluation at least once every three years.

The Individuals with Disabilities Education Act (IDEA) states that parents of a child with a disability have certain procedural safeguards. The *Summary of Procedural Safeguards for Parents of Students with Disabilities* documents all the information about the rights of parents. This notice of procedural safeguards is made available to the parent/guardian, at a minimum, upon initial referral; or the parent's request for evaluation; upon the school district's refusal to conduct an initial evaluation that the parent/guardian has requested; upon each notification of an IEP meeting; upon consent for re-evaluation; upon the school district's receipt of a request for a due process hearing; and any other time the parent/guardian may request to receive a copy.

Other rights that are presented in the procedural safeguard document include, but are not limited to, the right of prior written notice; informed consent; participation in meetings; records, independent educational evaluation, mediation, state complaint; local education agency complaint; due process hearings; resolution meetings; due process; attorney fees; discipline; and private school placement.

As the parent of a child with disabilities, you are a very important member of the team that plans your child's education. Be informed and get involved. If you have any questions, please contact your child's teacher, counselor or school administration for guidance and support.

CLUB AND AFTER SCHOOL ACTIVITIES

AcadeMir Preparatory High School offers various extracurricular activities that provide students with the opportunity to be part of a group who share the same interest. Please go to link below for full description: <https://www.bridgepay.io/store.aspx?uuid=bbb76dde-91fd-4532-a003-97cf99ce4a52>

Student Insurance: Any student enrolled in the After School Programs, enrichments or participating in a sport and/or extracurricular activities, is required to purchase student insurance.

LUNCH PROGRAM

Free & Reduced Lunch Program

The National School Lunch and School Breakfast Program provide free and reduced priced meals for children unable to pay the full price. Applications must be filled on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved and extends for approximately the first two weeks the following year.

Free & Reduced Lunch Program

The National School Lunch and School Breakfast Program provides free and reduced priced meals for children unable to pay the full price. Applications must be completed on a yearly basis. Once the application is approved, meal benefits begin and will continue throughout the school year in which the application is approved and extends for approximately the first two weeks the following year.

National School Lunch Program (NSLP) and/or Lunch Program/School Meals:

- Free and Reduced rates for qualifying students:
 - Breakfast: \$0.30 daily / Lunch: \$0.40 daily

- Full Priced Daily Rates:
 - Breakfast: \$2.00 Daily / Lunch \$ 3.56 Daily (includes milk)

Breakfast and lunch will be served in the cafeteria. If a child forgets their lunch, they will be provided with a meal that day. Students must bring their lunch in the morning or purchase it from the cafeteria. Parents are not permitted to drop off lunch during the day, and outside food from places like McDonald's or Burger King is not allowed in school.

Parents are responsible for monitoring their child's lunch account to ensure it has sufficient funds, minimizing the possibility of a student being without meal money. Any remaining funds will carry over to the next school year. Students who do not bring lunch or lunch money will be provided with an alternate lunch, and parents must reimburse the school for any borrowed money the following school day.

Parents may open an account via Schools Wallets, a secure online payment solution, at <https://www.schoolcafe.com/> to add funds or make payments to their child's lunch account. Please ensure you keep track of your child's lunch account, as students should eat a healthy, balanced meal daily. The AcadeMir Charter Schools Meal Charge Policy is available on the school's website, in the Meal Menu section.

Additionally, meal deliveries from outside vendors (e.g., Uber Eats, DoorDash) will not be accepted.

Cafeteria Conduct

Students should eat in an atmosphere that is pleasant and conducive to good habits. It is recommended that parents discuss good cafeteria manners with their child. We promote the following during meals: use low voices, raise their hand if they need something, and remain seated during the lunch period at the assigned table

UNIFORM POLICY

A higher standard of dress encourages greater respect for individual students and others and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress for normal school days. AcadeMir Preparatory High School reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines with support from their parents/guardians. All students shall wear a school uniform daily.

The following is the uniform policy that is endorsed by the school. Students are required to follow this policy, and failure to do so will result in administrative action.

All Students:

- All uniforms are to be purchased at the designated store. No other uniform is allowed.
- All students are required to wear straight cut, **full length Khaki pants with school initials**. These pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material and must be fitted to the student correctly. Pants that are too big or too tight, frayed, torn, or distressed are not acceptable and will be deemed in violation of the uniform code. Skinny pants are not allowed.
- Belts must always be worn; these belts must be plain, black leather belts and fastened securely at waist level. Pants must be worn at waist level. **Loose or low pants will not be tolerated.**
- Shirts must be white oxford shirts, bearing the AcadeMir logo. No other shirt colors or styles are permitted. **All shirts must always be correctly tucked into pants and secured in place with the belt. Shirts must be long enough to be tucked in. A maximum of one (1) button may be left unfastened at the top of any shirt.**
- Skirts must be of modest length (no shorter than 3 inches from the top of the knee)
- During cooler weather, a plain **white** long-sleeved t-shirt may be worn underneath polo shirts.

- **Regardless of weather conditions**, only an approved school sweater or AcadeMir sweat outfit may be worn during school hours. Non-school sweaters can **ONLY** be solid navy blue. No hoodies and no lettering on the sweaters are allowed. **Any student who is found to be in violation of this policy will have to call home for a replacement and the item will remain in the office until the parent/guardian picks it up from the main office.**
- All confiscated articles of clothing or accessory will be returned only to the parent/ guardian.
- School approved Spirit/Club shirts may only be worn on pre-approved days
- Shoes must be flat, closed, solid black and always fastened tightly. No other colors or stripes/logos may be on the shoes.
- Socks must be plain white or black and are to be worn at mid-ankle length. In the winter, girls are permitted to wear plain nude or white colored stockings. Lace, mesh, striped, and/or print colored stockings are prohibited.
- Hair must be neat, clean, and away from the face (bangs may not cover the student's eyes).
- Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. Colored / dyed hair must be of natural coloring; colors such as pink, purple, blue, green, or bright red will not be permitted. No fad cuts, etchings, hair streaking with unnatural colors
- Nails must be of a sensible length (no more than 2 cm)
- Facial hair should be maintained short to the skin and well groomed.
- No hats, bandanas or headbands may be worn. The school will honor certain hairstyles due to religious beliefs.
- In addition to the above, students **may not**:
 - Wear Hollister, American Eagle, Aeropostale, etc. pants or any other brand that is not sold by our uniform company will not be permitted.
 - Have any make-up that is not appropriate for school and should be applied before arrival. Students with excessive make-up may be asked to wash their face.
 - Wear open toe shoes, slippers, boots, or booties
 - Wear more than two (2) pairs of earrings. No gauges, hoops or dangling earrings. No other visible piercings or tattoos are allowed,
 - Wear headscarves or wear pants below the hips.
 - Have any eyebrow etching
- PE and Dance Classes:
 - PE and Dance require the use of specific uniforms that are a requirement for class. PE uniforms are available for purchase at the uniform store and dance uniform information will be provided by the Dance instructor. Students not wearing the appropriate PE or Dance uniform will not receive credit for participation in class.
- Jean Day Attire:
 - Jean days will be designated at the beginning of the school year and indicated on the school activities calendar. Students can only wear jeans, cargo pants with school spirit t-shirt and/or polo and sneakers only. Ripped jeans, skinny jeans, jeggings or capris jeans/pants are **NOT** allowed.

Parent/guardian's cooperation regarding dress code is appreciated. Parents will be required to drop off uniforms if the student is not dressed appropriately. After the third incident with the same student, the school will confiscate the article of clothing or accessory till the end of the year and progressive disciplinary measures will begin. (Examples of discipline include but are not limited to detention and/or indoor suspension) The student must comply with the uniform policy in order to be allowed into the school.

Student ID/Lanyard Policy

For the safety and security of students, all students will be given a student ID with the student's photo. All students are required to always wear the student ID with lanyard on school property as part of their daily

uniform. This ID is also used for the purpose of purchasing breakfast and lunch. Students are not allowed to alter or deface their ID badge or wear the ID badge of another person. If a student ID is lost, the student must purchase a new student ID for \$5.00 in the main office.

COVID-19 PROTOCOLS

AcadeMir acknowledges the dynamic nature of the COVID-19 pandemic; therefore, all policies will be implemented or modified in accordance with updated guidance from the Florida Department of Health in Miami-Dade County.

Face Masks Policy

The use of face masks is no longer required. Face masks are optional. The school will continue to follow recommendations that may be made by the CDC, Department of Health, and the school district should a student test positive for COVID-19. The school reserves the right to adjust its health and safety related protocols as may be necessary and/or recommended by appropriate officials throughout the school year.

Visitors

Upon arriving, all visitors will be required to check in at the main office. While on campus, all visitors will have the option to wear a face covering and follow all protocols established at the school site such as adhering to directional hallways, social distancing, and respecting bathroom and elevator capacity limits.

SCHOOL DISCIPLINE

We believe that all children can learn and succeed in school provided they have access to a nurturing, safe and structured environment, a challenging and interesting curriculum, and qualified teachers who genuinely care about a child's performance and wellbeing. We achieve these criteria of a safe environment through the school wide adoption of a consistent, fair, and equitable discipline plan that we call 3R's – Respect, Responsibility, and Ready to Learn.

Disciplinary actions are listed below:

- 1st offense: A verbal warning issued
- 2nd offense: A phone call, behavior notification form or email will be sent to the parents
- 3rd offense: Parent/Teacher conference
- 4th offense: Administration reserves the right to issue disciplinary action based on the severity of the violation and the MDCPS Code of Student Conduct.

Procedures for Addressing Concerns

Conferences with individual teachers must be arranged by the office. Contact may be made by calling the school office or emailing the teacher. All emails can be found on our school website. It is against school policy to show up to a classroom without prior arrangements for a conference or call teachers during classroom time. Please do not engage in parent conferences during arrival/dismissal of students, in the hallways or during classroom time. Your child's confidential information may be jeopardized. Always attempt to resolve issues/conflicts with the teacher before coming to administration. Most issues can be resolved when you have open and honest communication with your child's teacher. Anonymous letters will not be acknowledged

For issues involving an individual teacher or class, parents address their concerns to the following individuals in the order below:

- Step 1: Teacher
- Step 2: Counselor
- Step 3: Assistant Principal

- Step 4: Principal
- Step 5: Conflict Resolution Person
- Step 6: AcadeMir Charter School Board of Directors
 - All concerns should be provided to the Board in writing (assistance available upon request) to the Board Liaison at least 3 days prior to a regular scheduled meeting via email: mircss@yahoo.com, by mail: 5420 SW 157 Avenue Miami, FL 33185 / fax: (305) 225-0448
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Board Meeting Dates	
September 10, 2025	9:30 am
December 9, 2024	9:30 am
February 10, 2026	9:30 am
May 19, 2026	9:30 am

**Dates are subject to change, so please call the school or check school calendar*

PUBLIC RECORDS REQUEST

Per Florida Statutes § 1003.25 and F.A.C. 6A-1.0955(10) procedures for transferring student records for students who transfer from school to school shall occur within five days of receipt of the request for records from the new school or district, or receipt of the identity of the new school and district of enrollment, whichever occurs first.

Pursuant to Florida Statute §119.12 (2) the contact information for the school's custodian of public records is as follows:

Name: AcadeMir Charter Schools, Inc.

ATTN: Public Records Custodian

Email: publicrecordsrequest@superiorcharterschoolservices.com

Phone: (305) 225-0444

The primary address of the school where records are routinely created, sent, received, maintained, and requested:

AcadeMir Preparatory Senior High School
12400 SW 216 St
Miami, FL 33170

BULLYING (CYBER) AND HARASSMENT POLICY

Harassment is prohibited between members of the AcadeMir School community, including communication of any form between students, parents, faculty and/or staff, and any third parties directly or indirectly. We are committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. We are committed to protecting students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying, harassment, and threat of any kind **will not be tolerated** and shall be just cause for disciplinary action. Conduct that constitutes bullying or harassment, as defined herein, is prohibited. Bullying, harassment, and cyber

stalking are defined as inflicting physical or psychological distress, and/or Communicating words, images or language using electronic mail that causes emotional distress and for which there is no legitimate purpose. Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator and or proper authorities. AcadeMir Preparatory High School is always committed to providing a safe learning environment for all students.

AcadeMir Preparatory High School is dedicated to eradicating bullying and harassment in its schools by providing awareness, prevention, and education in promoting a school atmosphere in which bullying, harassment, and intimidation will not be tolerated by students, school board employees, visitors, or volunteers.

AcadeMir Preparatory High School policy is consistent with F.S.1006.147 where Bullying and Harassment is prohibited. This statute may also be cited as the “Jeffrey Johnston Stand Up for All Students. Please go to the following link for full policy.

http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&URL=1000-1099/1006/Sections/1006.147.html

Zero Tolerance Policy (F.S.1006.13)

AcadeMir Preparatory High School promotes a safe and supportive learning environment in schools by protecting students and staff from conduct that poses a threat to school safety. AcadeMir Charter Schools will enforce the Florida Department of Education Zero Tolerance Policy on school violence, crime, and the use of weapons. As an approach to reducing school violence, the intent of the policy is to provide a safe school climate that is drug-free and protects student health, safety, and civil rights. This policy requires the school district to impose the most severe consequences provided for in the Code of Student Conduct in dealing with students who engage in violent criminal acts, such as:

- bringing or possessing a firearm or weapon to school, any school sponsored activity, or on school-sponsored transportation; shall also result in a referral for expulsion and mental health services pursuant to Section 1006.13 F.S.
- making a threat or false report, respectively, involving school or school personnel’s property, school transportation, or school-sponsored activity; shall also result in a referral for expulsion and mental health services pursuant to Section 1006.13 F.S.
- homicide;
- assault, battery, and culpable negligence; relating to kidnapping, false imprisonment, luring or enticing a child, and custody offenses;
- sexual battery;
- lewdness and indecent exposure;
- child abuse;
- robbery;
- robbery by sudden snatching;
- carjacking; and
- home-invasion robbery

A student may also be referred for mental health services if deemed necessary by the threat assessment team. The State of Florida Juvenile Justice Reform Act of 1965 requires the School District to link juvenile violent incidents to the action taken by the student’s school and the District. The School is required to collect data about violent incidents involving students during each school year and transmit a report to the District and state. Certain infractions in the Code of Student Conduct may result in criminal penalties as well as administrative corrective strategies.

Please go to the link below for the full F.S.1006.13 Policy of Zero Tolerance for crime and victimization:

http://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1006.13,+F.S.&URL=1000-1099/1006/Sections/1006.13.html

CODE OF STUDENT CONDUCT

is committed to providing a safe teaching and learning environment for students, staff, and members of the community. AcadeMir Charter School will adhere to the guidelines established in the 2024-2025 Code of Student Conduct (COSC) for Miami-Dade County Public Schools. The Code of Student Conduct is used to govern conduct and discipline of all students attending AcadeMir Charter Schools. It is expected that students obey rules while on school grounds, while being transported to or from school at public expense while on the school premises for instruction, and for authorized participation in a school-sponsored activity. During such times, all students are subject to the immediate control and direction of teachers, staff members, and/or bus drivers to whom such responsibility has been assigned by the principal. The Code of Student Conduct (COSC) is aligned with local, state, and federal mandates with an emphasis on promoting a safe learning environment to ensure academic success. The Code of Student Conduct sets the standards of conduct expected of students in a purposeful safe learning environment in which the principles of care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others is valued. It also addresses the role of the parents/guardians, the students, and school, but also focuses on core values and model student behavior, rights and responsibilities of students, addressing student behavior, and disciplinary procedures.

Furthermore, it should also be noted that behaviors committed on or off the school campus may be violations of the COSC and may also be violations of Florida law. These violations may result in disciplinary actions imposed by local law enforcement authorities, in addition to those of the school/district. The Superintendent, principals, and other administrators shall assign discipline/corrective strategies to students pursuant to the Code of Student Conduct and, where required by law, protect the student's due process rights to notice, hearing, and appeal. Students and parents/guardians can access the English, Spanish and Haitian/Creole versions of the document on the M-DCPS Website located at: <https://codeofconduct.dadeschools.net/#!/fullWidth/5866> or you may request a copy from your child's school. Below is a list of behaviors and range of corrective strategies level I-V.

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL I

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, extracurricular activities or approved transportation. LEVEL I Disruptive Behaviors ☐ Confrontation with another student ☐ Cutting class ☐ Disruptive behavior (including behavior on the school bus and at the school bus stop) ☐ Failure to comply with class and/or school rules ☐ Inappropriate public display of affection ☐ Misrepresentation ☐ Possession of items or materials that are inappropriate for an educational setting (See Special Notes #1) ☐ Repeated use of profane or crude language (general, not directed at someone) ☐ Unauthorized location ☐ Unauthorized use of wireless communication devices (See Vital Alerts page(s) 47) ☐ Violation of dress code (See Vital Alerts page(s) 37)	The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for serious or habitual Level I infractions. PLAN I ☐ Parent/guardian contact (See Special Notes #2) ☐ Student Conference (See Special Notes #3) ☐ Student, parents/guardians/staff conference ☐ Behavior Plan ☐ Student Contract ☐ Participation in a counseling session related to infraction ☐ Refer to outside agency/provider (See Special Notes #4) ☐ Peer Mediation ☐ Refer to page(s) 59-66 for additional corrective strategies on the RtI:B/MTSS ☐ Reprimand ☐ Detention or other Board-approved in-school program ☐ Restorative Justice Practices Pilot Program (at District approved schools) ☐ Student Court (at District approved schools) ☐ Confiscation of wireless communication devices ☐ Refer to Vital Alerts page(s) 37 for the prescribed corrective strategies for the violation of the dress code. ☐ Revocation of the right to participate in social and/or extracurricular activities ☐ Loss of bus privileges up to 10 days ☐ Replacement or payment of any damaged property (if appropriate) ☐ School Center for Special Instruction (SCSI) or other Alternative Educational Setting (AES) within the school (1-5 days) (See Special Notes

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL II

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
Level II Behaviors are more serious than Level I because they significantly interfere with learning and/or the well-being of others. LEVEL II Seriously Disruptive Behaviors ☐ Cheating ☐ Confrontation with a staff member ☐ Defiance of school personnel ☐ Distribution of items or materials that are inappropriate for an educational setting (See Special Notes #1) ☐ Failure to comply with previously prescribed corrective strategies ☐ False accusation ☐ Fighting (minor) ☐ Forgery (Written Misrepresentation): ☐ Harassment (non-protected categories) ☐ Instigative behavior ☐ Joining clubs or groups NOT approved by the School Board ☐ Leaving school grounds without permission ☐ Libel ☐ Petty theft (under \$750.00) ☐ Possession of and/or use of tobacco products or smoking/vaping devices. (See Glossary). ☐ Prohibited sales on school grounds (other than controlled substances) ☐ Slander ☐ Use of profane or provocative language directed at someone ☐ Vandalism (minor)	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 <u>in conjunction with</u> this PLAN. PLAN II ☐ Parent/guardian contact (See Special Notes #2) ☐ Student conference (See Special Notes #3) ☐ Corrective Strategies from Level I ☐ Participation in counseling session related to the infraction ☐ Refer to outside agency/provider (See Special Notes #4) ☐ Refer to page(s) 59-66 for additional corrective strategies on the Rtl:B/MTSS ☐ School-based program that focuses on modifying the student's inappropriate behavior or promotes positive behavior ☐ Restorative Justice Practices Pilot Program (at District approved schools) ☐ Student Court (at District approved schools) ☐ Assignment to an Alternative Educational Setting (1-10 days with region approval for serious or habitual infractions) (See Special Notes #2, 3, and 5) ☐ A principal may request a District-approved administrative assignment to a long-term alternative educational setting (AES) for students who habitually commit infractions with region endorsement. This action is taken when less severe strategies are deemed inappropriate. (See Special Notes #2, 3, and 5)

BEHAVIORS AND RANGE OF CORRECTIVE STRATEGIES – LEVEL III

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL III Behaviors are more serious than Level II because they endanger health and safety, damage property, and/or cause serious disruptions to the learning environment. LEVEL III Offensive/Harmful Behaviors ☐ Assault/Threat against a non-staff member ☐ Breaking and Entering/Burglary ☐ Bullying (repeated harassment) (See Special Notes #1) (See Vital Alerts page(s) 37-39;76-77) ☐ Disruption on campus/Disorderly conduct ☐ Fighting (serious) ☐ False Activation of Fire Alarm System ☐ Gambling ☐ Harassment (Civil Rights) (See Special Notes #2) (See Vital Alerts page(s) 37-39;77) ☐ Hazing (misdemeanor) ☐ Improper Activation of Fire Extinguisher ☐ Possession of simulated weapons ☐ Possession or use of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alert Under the Influence page(s) 44.) ☐ Sexting (1) (See Vital Alerts page(s) 43;83) ☐ Sexual harassment (See Special Notes #2, #3) (See Vital Alerts page(s) 37-39 and Glossary page(s) 74;84) ☐ Technology and Computer Related Offense (1) (See Vital Alerts page(s) 45-46) ☐ Threat/Intimidation (See Special Notes #8) ☐ Trespassing ☐ Vandalism (major)	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 <u>in conjunction with</u> this PLAN. Principals may authorize the use of PLAN IV for repeated, serious or habitual Level III infractions. PLAN III ☐ Parent/guardian contact (See Special Notes #4) ☐ Student conference (See Special Notes #5) ☐ Assignment to an Alternative Educational Setting (1 - 10 days.) (See Special Notes #4, 5, and 6) ☐ Corrective Strategies from Level I & II ☐ Permanent removal from class and reassignment to different class (placement review committee decision required) ☐ Suspension (See Special Notes #4, 5, 6 and 7) ☐ Recommendation for expulsion (See page(s) 55)
SPECIAL NOTES	
☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s). ☐ Allegations of Bullying and Harassment that are not able to be substantiated after investigation must be reported in SESIR as Unsubstantiated Bullying and Unsubstantiated Harassment. #1 Bullying infractions do not require a SPAR unless incident is Hazing-related. #2 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. #3 Corrective action for Sexual Harassment may be issued only in accordance with the District's <i>Title IX Sexual Harassment Manual</i>. ☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).	#4 Good faith attempt must be made immediately to contact the parent/guardian by telephone. #5 When a student is being assigned to SCS or other AES, they must be given an opportunity to be heard about the incident. #6 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail. #7 Suspension of students from school programs is a last resort, to be utilized only in the most extenuating circumstances as determined by the principal after other learning-centered corrective strategies have been employed and with Region notification. #8 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to mental health services identified by the school District.
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	RANGE OF CORRECTIVE STRATEGIES
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. LEVEL IV Dangerous or Violent Behaviors ☐ Battery (Physical Attack) against a non-staff member ☐ Grand theft (over \$750.00) ☐ Hate Crime ☐ Hazing (Felony) ☐ Intent to sell and/or distribute alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering ☐ Motor vehicle theft ☐ Other major crimes/incidents ☐ Robbery ☐ Sale and/or distribution of alcohol, unauthorized over-the-counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering (See Vital Alerts for Under the Influence page(s) 44) ☐ Sex offenses (other) (including possession and/or distribution of obscene or lewd materials) ☐ Sexting (2) (See Vital Alerts page(s) 43;83) ☐ Sexual Assault ☐ Technology and Computer-Related Offense (2) (See Vital Alerts page(s) 45-46)	The principal or designee <u>must</u> use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANS may also be used <u>in conjunction with</u> this PLAN. PLAN IV ☐ Parent/guardian contact (See Special Notes #2) ☐ Student conference (See Special Notes #3) ☐ Corrective Strategies from Level I-III (See Special Note #4) ☐ Recommendation for expulsion (See page(s) 55)
SPECIAL NOTES	
☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s). ☐ Corrective action for Sexual Harassment may be issued only in accordance with the District's <i>Title IX Sexual Harassment Manual</i>. ☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).	#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone. #3 When a student is being assigned to SCS or other AES, they must be given an opportunity to be heard about the incident. #4 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail.
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	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-DCPS employees or persons conducting official business (See Special Notes #1 & #5) ☐ Battery (Physical Attack) or Aggravated battery against M-DCPS employees or persons conducting official business (See Special Notes #1) ☐ Homicide ☐ Kidnapping/Abduction ☐ Making a false report/threat against the school (See Special Notes #1 & #5) ☐ Other major crimes/incidents ☐ Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. (See Special Notes #1 & #5) ☐ Sexting (3) Offense (See Vital Alerts page(s) 43;83) ☐ Sexual battery ☐ Technology and Computer Related Offense (3) (See Vital Alerts page(s) 45-46)	The principal or designee <u>must</u> use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used <u>in conjunction with</u> this PLAN. PLAN V ☐ Parent/guardian contact (See Special Notes #2) ☐ Student conference (See Special Notes #3) ☐ Corrective Strategies from Level I-IV (See Special Notes #4) ☐ Recommendation for expulsion (See page(s) 55)
SPECIAL NOTES	
☐ All Level III, IV, and V infractions, unless otherwise noted, require Schools Police Automated Reporting (SPAR). Administrators must contact Miami-Dade Schools Police. Miami-Dade Schools Police will determine if the incident will result in an information report or will lead to other police action(s). ☐ Corrective action for Sexual Harassment may be issued only in accordance with the District's <i>Title IX Sexual Harassment Manual</i>. ☐ The possession of firearms or other weapons on school property may result in criminal penalties in addition to expulsion. ☐ This level of infraction may result in an expulsion requiring School Board action. #1 Mandatory one year expulsion.	#2 Good faith attempt must be made immediately to contact the parent/guardian by telephone. #3 When a student is being assigned to SCSi or other AES, they must be given an opportunity to be heard about the incident. #4 For any assignment away from the student's regular course schedule, written notice must be sent to the parent/guardian within 24 hours via U.S. mail. #5 If a student brings a firearm or weapon and/or makes a threat or false report, the school must refer the student to "mental health services" identified by the school district pursuant to 1012.584(4). ☐ Incident-related elements must be included in the description of the incident leading to the disciplinary action. (See Glossary for definitions of incident-related elements).
Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.	

ACADEMIC INTEGRITY

All AcadeMir students are expected to be honest and cheating and/or plagiarism will not be tolerated and will result in an immediate “F” and will be communicated with the corresponding parents right away. As per the MDCPS Code of Student Conduct, “the code of student conduct sets the standards for conduct expected of students in a purposeful safe learning environment in which the principles of care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others is valued. It also addresses the role of the parents/guardians, the students, and school, but also focuses on core values and model student behavior, rights, and responsibilities of students, addressing student behavior, and disciplinary procedures.

What is academic integrity?

Academic integrity is an ethical code, whereby the student guarantees that all work submitted is the student’s own work

Why is academic integrity important?

When students submit an assignment that is not their own original work, there are two issues involved: Students are earning credit for learning material for which they have not demonstrated mastery; and they may be violating the policies of the school.

What are some examples of academic integrity violations?

There are two kinds of academic integrity violations. One is “plagiarism” and the other is “cheating.”

1. Plagiarism is defined as an act or instance of using closely imitating the language and thoughts of another author without authorization and the representation of that author’s work as one’s own, as by not crediting the original author.
 - a. Some examples are, but not limited to the following:
 - i. Copying and pasting a report from the Internet and representing it as your own work.
 - ii. Using information from an encyclopedia, book, textbook, website, database, etc., without citing the source
 - iii. Using another student’s work in whole or part and handing it in as one’s own
 - iv. Using online translators for assignments and assessments.
2. Cheating - To influence or lead by deceit, trick, or artifice or to practice fraud or trickery to violate rules dishonestly.
 - a. Some examples are, but not limited to the following:
 - i. Providing questions/answers/ works to another student
 - ii. Obtaining or attempting to obtain, prior to examination, either copies of used questions or illegal knowledge of such questions
 - iii. Using an electronic device/smartwatch without teacher permission to search for answers at the same time during an assessment.

The emphasis of AcadeMir Preparatory High School_academic honesty policy is on prevention, and on students learning the appropriate skills of citing work from other authors. In the event that students are suspected of classroom cheating, plagiarism or otherwise misrepresenting their work, he/she will be subject to all applicable forms of discipline defined by the administration, which include, but are not limited to:

- Meeting with the school counselor regarding the incident
- A failing grade on the assignment or assessment
- A referral will be sent to administration and recorded on the students’ academic/behavior record
- A parent-teacher conference will be scheduled with the school counselor and/or administration

Note: Students enrolled in Dual Enrollment with Miami Dade College will be expected to abide by the college’s Code of Conduct.

STUDENT'S RIGHTS

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in time out, exclusion from participation in class activities, field trips, suspension, or other disciplinary action. Parents who have a conflict with a student other than their own child and/or parent are requested to speak to the administration. At no time may parents approach any student/parent directly. All students and employees will be treated with respect. Slurs, innuendoes, hostile treatment, violence, harassment or other verbal or physical conduct against a student or employee will NOT be tolerated.

NON-DISCRIMINATION STATEMENT: In accordance with federal and state anti-discriminatory laws AcadeMir Preparatory High School will not discriminate against a student in its school's admission, educational programs, and activities based on race, ethnicity, national origin, creed, religion, gender, age or disability.

PARENT/GUARDIAN'S RESPONSIBILITIES

As a parent/guardian of a virtual school student, it is very important to understand the responsibilities associated with that role. With the many distractions students have today, it can be difficult for some students to set aside time to work on courses when not in school. It is the responsibility of the parent/guardian to encourage the student to manage their time in an effective way. Teachers will keep the parent/guardian apprised of the student's progress and will initiate contact if they fall behind in their coursework.

Parents are expected to supervise and monitor their student's progress throughout the duration of the course. This can be accomplished by accessing the parental account periodically to monitor student progress. Parents should support Academic Integrity. Academic Integrity is one of our core values and one of the most important areas of focus as a learning organization. Students with Academic Integrity make decisions based on ethics and values that will prepare them to be productive and ethical citizens.

You may contact your child's teacher directly via email and/or contact the school office at (786)701-8493 with questions about the course that you may have. When a parent/guardian has a concern about the child's performance or behavior, the parent/guardian should set up a conference with the child's teacher. Parents/guardians should also be aware of the course progression plan that their student is following and use that to help plan for the child's academic and educational future.

COMMUNICATION

Communication is essential for success in any human endeavor. Administration and staff recognize this and will always strive to facilitate open and frequent communication with parents. We ask that you make us aware of any of the following in writing:

- Excessive absences from school due to an illness
- A change in the emergency contact information or authorization to release form
- Notification of any change in transportation

Parent-teacher conferences are an important part of our program. We encourage getting to know your child's teacher, school counselor and administration team. Please make appointments for conferences by telephoning the office or writing an email to the teacher. All teacher emails are available on the school website. If you have any additional questions or concerns, please make an appointment with the School Counselor, Assistant Principal or Principal. Parent/teacher conferences may be set up before or after school. We ask that you refrain from calling teachers during class time, holding a conference in the parking lot or at a social event.

School Communication Procedure

AcadeMir Preparatory High School utilizes “SchoolMessenger” to contact parents with pertinent school information. Parents please maintain contact information in the Parent Portal up-to-date to ensure all communications from school are received. Any corrections or additions that need to be made must be made in person with the schools’ registrar.

Miami-Dade County Public Schools’ Parent Portal facilitates online monitoring of student progress via the Gradebook. In order to access this tool, the parent must request the PIN Number, in person, from the Main Office. In addition, parents receive communication via the school and class websites, class Dojo and remind 101.

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 provide 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.

Emergency Contact Information

Student Data/ Emergency Contact Cards are expected to be carefully completed and then returned. The information provided on the Student Data/Emergency Contact Card will enable school staff to contact the parent/guardian immediately in the case of an emergency. Students may only be released from school to the persons listed on the emergency contact card after presenting picture identification. No persons, other than school staff, will have access to the information submitted. Submit in writing any changes to your child’s transportation via email, letter, or fax (Note: Must include a copy of parent/guardian state photo ID).

ELECTRONIC DEVICES

It is not recommended for students to bring cellular telephones on school property, but it is not a violation of the Code of Student Conduct (CSC). However, the possession of a cellular telephone which disrupts the educational process; the use of the cellular telephone during school hours, would be a violation. In addition, any visible items such as headphones or electronic devices are subject to confiscation.

Cell Phone and Smartwatch Policy:

- Cell phones may not be turned on inside of the building at any time. Cell phones must be switched off and left in the students’ book bag. Turning the cell phone to “silent “or “vibrate” is not acceptable. Cell phones and smartwatches may only be used off school property unless directed by the teacher to use for educational purposes only.
- Students may not be in possession of cell phones or in possession of smartwatches during assessments. Any student found with electronic devices will be subject to disciplinary action and automatic invalidation of his or her assessment.
- If the smartwatch is being used inappropriately, it will be confiscated.
- If students need to call a parent during school hours, they may ask to use a school phone.
- Any student found to be using any phone or device to take photographic images, record sound, or to communicate with other students within the building will be subject to disciplinary action as outlined in the MDCPS Code of Student Conduct.

- Photographing or recording employees or students at the school site is expressly forbidden. Furthermore, students are prohibited from viewing, sharing images, video, or audio content of faculty, staff, and students at AcadeMir Preparatory High School on social media unless given authorization to do so by AcadeMir administration.
- If a cell phone is seen or heard during the instructional day, it will be confiscated.
- **Any student who is found to be in violation of this policy will have their cell phone/smartwatch confiscated.** Cell phones or smartwatches will only be returned to the parents the following day. The school is not responsible for any inconvenience this may cause parents. Repeat violations of this policy will result in the school securing the item until the last day of school. Any electronic device not claimed by the beginning of the following school year will be disposed of.
- AcadeMir Preparatory High School is **NOT** responsible for lost or stolen electronic devices.
- If a student is using a cell phone without staff permission, he/she may receive a referral for “Unauthorized use of electronic devices”

INTERNET POLICY

Access and use of the Internet is a privilege, not a right, and its use must support the educational objectives of the school. All users are expected to abide by the generally accepted rules of network etiquette as stipulated in the MDCPS Policy 7540.03 – Student Responsible Use of Technology, Social Media, District Network Systems. Any member of the school who is found to be in violation of this policy will also be found to be in breach of contract with the school. Additionally, any criminal infractions will be reported to the appropriate authorities and may lead to prosecution. In addition to the Miami-Dade County’s Technology Acceptable Use Policy, http://www.dadeschools.net/technology/acceptable_use_policy.htm the school requires the following of its staff, students and parents:

Students must always get permission from their teachers prior to using the internet. In addition, the school prohibits the transmission of materials such as copyright material, threatening or obscene material or material protected by trade secret, which violates local, state, and federal law or regulation, as well as the use of the Internet for product advertisement, commercial activities, political campaigning, or solicitation during school hours. Although the school has filters in place to block inappropriate or questionable websites or images, if any student encounters any of these websites or images, they are to notify a teacher or administrator immediately and should **NOT** share or access the content any further. Additionally, students are not allowed to post images or videos of other individuals without authorization. Game playing and other non-academic computer activities are prohibited. AcadeMir students are prohibited from using the school’s Internet to access "chat rooms" at any time. For safety reasons the school reserves the right to request the removal of any image or video that depicts the school in a derogatory sense. Any damage to property (laptops, computers, peripheral devices) caused intentionally or by negligence will result in restitution.

No staff member, student or parent may use AcadeMir Preparatory High School name or any of its logos for identification purposes in any public forum or social media. The term “public forum or media” includes but is not limited to publicly accessible websites and web forums such as social media such as Twitter, Facebook, Instagram, and TikTok.

The School may photograph and videotape school events which may include student images. These images may be projected on the school website and/or other media for educational purposes only. If any parent wishes to exclude use of their child’s image or likeness, please make sure that you complete the media release form and contact administration regarding this matter.

Student Emails

All students will have access to a school email account. This AcadeMir email is to be used only for educational purposes and students are expected to comply with the M-DCPS Policy 7540.03 - STUDENT RESPONSIBLE

HALL/HALL PASSES

Approximately three (3) minutes are allowed to pass from class to class. Students should be seated in their classroom when the tardy bell rings. With the number of students moving in such a limited time, it is incumbent on each person to move quickly and in an orderly manner observing normal traffic flow. Please do not push, run or loiter in the halls. Please cooperate with staff members in the exercise of their duties and present a hall pass courteously when asked to do so. At no time, may a student be out of the classroom without a Hall Pass. Teachers are not to give verbal permission for a student to exit the classroom.

ELEVATOR

The school elevator is to be used **ONLY** by those individuals who cannot use the stairs. If a student requires its use, the office must be notified, and a **medical note must be provided**. Once approved, the student will receive an elevator pass for the time approved.

PARENT PORTAL

Parents/guardians of AcadeMir 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 which time, you can see your child's grades and attendance.

UNAUTHORIZED ITEMS POLICY

Please be advised that students are not allowed to bring weapons of any kind, tobacco products or drugs to school. The Federal Gun-Free School Zones Act prohibits an individual from possessing a firearm within 1,000 feet of a school. Students are prohibited from possessing, storing, making, or using a weapon, including a concealed weapon, in a school safety zone and any setting that is under a school-sponsored event. The use, possession, concealment, or distribution of any drug or any drug-related paraphernalia, or the misuse of a product containing a substance that can provide an intoxicating or mood-altering effect or the misuse of any "over the counter" medications or substances are prohibited on school grounds, on school vehicles, and at any school-sponsored event. These violations may result in disciplinary actions imposed by local law enforcement authorities, in addition to those of the school/district. The school principals, and/or designee shall assign discipline/corrective strategies to students, pursuant to the Code of Student Conduct and, in accordance with the student's due process rights

Items Not Permitted in School

Gum is not allowed on school grounds. Students are not permitted to bring toys or unapproved electronic devices from home into the classroom. Any unapproved electronic device will be confiscated if visible to any staff member. Electronic devices confiscated will remain in the office for 24 hours after which a parent must come to the office to retrieve it from 3:00 p.m. to 3:30 p.m. The school is not responsible for any inconvenience this may cause parents. APHS will not be responsible for any lost or stolen items brought to school or that have been taken away by school personnel. School resources will not be used to locate lost or stolen items. Students who continue to violate this policy will be issued a Student Case Management Referral Form.

ACCIDENTS

Parents will be notified immediately in case of illness or an accident. In case you cannot be located, the school will use the name and telephone number of your emergency contact. It is imperative that the emergency contact is accurate. 911 will be called for critical injuries that require the type of care that school personnel cannot offer the student, and the parent or emergency contact will be notified. An accident report will be completed and filed

for everyday accidents. You are requested to notify the office of any accident or injury your child has had before returning to school. Please notify the office of any accident or injury going from school, or during school hours if you have not been informed by his/her teacher. An accident report will be filed by the classroom teacher or other personnel witnessing the accident.

MEDICATIONS

AcadeMir Charter Schools will comply with the Miami-Dade County School Board policy that prohibits school personnel from administering any prescribed medication without parental consent and a medication authorization form signed by the child's physician and parent(s).

Students are not permitted to keep medication in their book bags, and teachers are not authorized to administer medication in the classroom. All medication must be administered in the office by trained personnel, and only after an Authorization for Medication Form has been submitted. This form is available in the office and must be kept on record. The Authorization for Medication Form must be signed by both the child's physician and parent(s).

Under no circumstances will medication, including over-the-counter medication, be administered without a form on file. No exceptions will be made.

Medication must be brought to school in the original container with a label that clearly displays the following information:

- The child's name
- Dosage
- Name of the drug
- Physician's name
- Name and phone number of the pharmacy that filled the prescription

HEALTH SCREENING

Vision, hearing, scoliosis, and growth and development screenings are conducted based on mandated grade levels. Screenings do not substitute a thorough examination in a medical provider's office.

SCHOOL SAFETY AND SECURITY POLICY

Safe School Officer

For the protection and safety of students, school personnel, visitors and property, the governing board of AcadeMir Charter School Schools will partner with law enforcement agencies when it is in session and from bell to bell. The Governing Board of AcadeMir Charter Schools will collaborate with the sponsoring school district to obtain access to all the safe-school office options available under this section. The school will obtain for the protection and safety of students, school personnel, visitors, and property within the school.

Threat Management Team

AcadeMir Charter Schools have adopted policies for the establishment of the Threat Management Team at the school whose duties include the coordination of resources, assessment, and intervention with individuals whose duties include the coordination of resources, assessment, and intervention with individuals whose behavior may pose a threat to the safety of students or school staff consistent with the model policies developed by the Office

of Safe Schools. These policies include procedures for referrals to mental health services identified by the school and/or the sponsoring school district pursuant to s.1012.584(4), when appropriate, the team will follow procedures for behavioral threat assessments utilizing the school security risk assessment tool, the instrument developed pursuant to s. 1001.212(12).

FortifyFL

FortifyFL is a suspicious activity reporting tool that allows users to instantly relay information to appropriate law enforcement agencies and school officials. FortifyFL was created and funded by the 2018 Florida Legislature as part of the Marjory Stoneman Douglas High School Public Safety Act. It is available for free download from the Apple App Store and Google Play Store. It may also be accessed from the Dadeschools.net student, parent, and employee portal pages. A link to FortifyFL is on the school's website at <https://academirpreparatoryhighschool.com/home page>.

Emergency Evacuation/Procedures

In the event of an emergency, the primary responsibility of all AcadeMir Preparatory High School personnel is to provide for the safety of students. The school will perform regular emergency drills throughout the school year. These emergency drills include fire, monthly lockdowns drills, and extreme weather procedures to prepare us in case of an emergency. AcadeMir Preparatory High School will comply with all procedures outlined in the School's Critical Incident Response Plan. Under extreme circumstances we would need to evacuate the building. Depending on the situation, the local police will determine the location. **Under no circumstances will parents be allowed to pick up their child at school during an evacuation period.** Our goal is to evacuate the entire building safely. Please wait patiently for a phone call from our office staff telling you the location and procedure for picking up your child.

The media is always helpful with disseminating information regarding evacuations and procedures as well. **Students will only be released to the people identified on the emergency contact form. Please bring proper identification (a picture ID) when picking up your child. Keeping this in mind, please notify the office immediately when there is a change in home/cell phone numbers.**

- **Fire Drills**

Ten fire drills will take place according to the Miami-Dade County Public School 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, teachers, and staff must remain outside the building until permission is given to re-enter.

- **Active Assailant Plan**

AcadeMir Charter School's primary concern is the safety and well-being of our students and staff. The Active Assailant Plan has been created to provide school personnel with the necessary skills and knowledge needed to respond to critical incidents or other related emergencies that may occur in our schools and/or surrounding community. The school will have a site-specific plan to address all types of critical incidents. This plan will address the individual needs of the school and provide guidelines for devising methods of communicating with the staff, students, parents/guardians, and the media during a critical incident or an emergency. Some of the protective action procedures include monthly emergency drills; each school will conduct one fire drill and two emergency drills, one being an active shooter drill. The schools will practice the evacuation of students/staff from the building, evacuation of the disabled and, if necessary, the relocation of students/staff from the school campus, lockdown procedures and holding, obtaining medical assistance, and/or reunifying students with parents. The school, as needed, will provide students and families with counseling services by the crisis response team.

- **Emergency Drills**

Emergency Drills shall be performed in K-12 educational facilities monthly. The school will conduct six emergency drills, to include two active assailant, one hostage situation, one bomb threat, one reunification, and one tornado drill, will take place during the school year according to Florida law. One active assailant drill must take place within the first 10 days of the opening of schools. These drills will be on an alternating schedule. All emergency drills shall be conducted in accordance with the appropriate corresponding situational response as outlined in the EOP and shall include developmentally appropriate and age-appropriate procedures.

Closing of Schools

In the event of a school closure due to any emergency circumstance, including inclement weather, AcadeMir Preparatory High School will follow the decision made by Miami-Dade County Public Schools (MDCPS). As a school, we prioritize the safety and well-being of our students, staff, and community members. Therefore, AcadeMir Preparatory High School will closely follow and adhere to the directives issued by MDCPS to ensure the appropriate response and timely communication during such situations. We understand the importance of keeping parents informed and will promptly communicate any updates or changes regarding school closures through our official communication channels (i.e. Phone call, email, Instagram, and/or school website).

FIELD TRIPS

All trips planned by the school are for specific educational purposes. Students participating in a field trip or school- sponsored activity are viewed as representatives of AcadeMir Preparatory High School and should exhibit exemplary behavior. Participation in field trips requires the student to present a field trip form signed by the parent/guardian to his or her teacher in advance. Students going on a field trip must assume the responsibility for any necessary payments. Please keep in mind that once the field trip has been paid, the school will not issue a refund. All outstanding school debts **MUST** be paid to allow student participation. All students must wear school uniform or school class shirts, Students not wearing an AcadeMir Preparatory High School uniform will be required to remain at school. Parents may be asked to assist the teacher as chaperones. Chaperones may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. All parents attending field trips must be cleared through the AcadeMir Charter Schools Volunteer Program. Field Trip days are instructional days. Students are to remain in class until dismissal. Parents may return to school to pick up children.

VOLUNTEER SERVICE HOURS

Parents have many opportunities to volunteer their time at school. Volunteer sign-ups will be available throughout the school year. **Parents are required to volunteer a minimum of 10 service hours per family each school year.** If you have more than one child enrolled in the school, you need to divide the 10 hours per child and volunteer to each child's class equally. All parents must be cleared through our system before permission to volunteer is granted. The volunteer process has to be done every school year.

The School Volunteer Program is responsible for electronic registration, background checks and training of volunteers. There are 2 different levels of volunteerism.

Level 1 - complete a database background check	Level 2 - complete a fingerprint background check
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• Day chaperones for field trips • Classroom assistants • Math and/or reading tutors	• Certified Volunteers / Mentors • Athletic/PE assistants • Overnight chaperones
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Volunteer Clearance Process

Any individual interested in volunteering at AcadeMir Preparatory High School must complete the following:

- **Step 1**
 - Visit the school website <https://www.academirpreparatoryhighschool.com/>
 - Select Parent/Student tab from the top menu
 - Click Become a School Volunteer and you will be redirected to complete the Volunteer Registration Form.
- **Step 2**
 - Fill in the Volunteer Registration Form
 - Select "No" as the answer for this question: "Have you already been cleared this school year?"
 - Select "Level 1" for type of screening
 - Select "Submit."
- **Step 3**
 - Select "Start Application."
 - An email containing the application link will also be sent to the email address used to complete the Volunteer Registration Form.
- **Step 4**
 - Complete all four parts of the application (Welcome, Your Rights, Disclosure, and Authorization)
 - You will receive a thank you message as confirmation.
- Clearance could take **up to 24 hours**.

Most parents/guardians are busy; therefore, please find below a list that details a variety of ways in which volunteer hours can be completed.

- Assist in Book Fair
- Assist with picture day
- Assist on fundraising projects
- Chaperone on a school field trip

This volunteer requirement must be completed by the last day of school two weeks prior to the end of the school year (10 hours before winter recess and the remainder two weeks before school end). A final reminder of non-compliance will be sent home.

VISITOR POLICY

Visitors, including parents, are **NOT** permitted to go to their child's classroom unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must present a valid Florida Driver's License and be cleared by completing the volunteer application. Please use the link <https://academirpreparatoryhighschool.com/> to direct you to the clearance site. Parents must also sign in and out, state whom they are visiting, state the purpose of the visit, and obtain a pass before proceeding to a classroom. All visitors will be supervised at all times by a staff member and wear a school badge. Cooperation will enable the school to provide a safe and orderly learning environment for all students. Anyone who fails to follow these procedures will be considered a trespasser and is subject to arrest.

LOST AND FOUND

Students who have lost items should go to Lost and Found, which is located in the Main office of Building “A”.All articles of clothing and/or personal belongings should be clearly labeled. This will minimize the number of items in our Lost and Found. Students are given an opportunity to look through and claim their own articles. Items not retrieved within 30 days will be donated to charitable community organizations. AcadeMir Preparatory High School is not responsible for lost or stolen items.

BIRTHDAY CELEBRATIONS

Birthday parties are **NOT** allowed. Due to high allergies, food, cake, cupcakes and candies are not permitted. In addition, in an effort to maximize academic instructional time, non-academic interruptions are limited. However, classroom teachers will acknowledge a child’s birthday and celebrate the birthday without impacting instruction.

RETURNED CHECKS

Returned checks to AcadeMir Preparatory High School are charged a \$30.00 returned check fee. Payment for the returned check and the \$30.00 fee must be made within 7 days of notification from the school. **After one returned check to the school, a family may not pay by check for anything.** Students whose families do not submit payment in a timely manner for returned checks will lose privileges to field trips and special events.

TEXTBOOKS

All textbooks needed by students for school and homework assignments are furnished by the school. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Books must not be written in or on. **Charges will be made for damaged or lost books and/or materials.**

EDUCATIONAL EXCELLENCE SCHOOL ADVISORY COUNCIL (EESAC)

The Education Excellence School Advisory Council (EESAC) is a school-based group intended to represent the school, the community, and those persons closest to the students that shares responsibility for supporting the school’s continuous improvement, Florida Statute 1001.452 (1)(a).

ESSAC Meeting Dates	
September 18, 2025	November 13, 2025
January 23, 2026	May 14, 2026

**Dates are subject to change, so please call the school or check school calendar*

**ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN
INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES**

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by Florida Statutes § 1006.15, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Polices and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must maintain an unweighted cumulative grade point average (GPA) of 2.0 or above on a 4.0 scale in the courses required for graduation, including those taken by the student before he/she begins high school. The student must

also maintain a 2.0 GPA in conduct for the previous semester. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

A first-year high school student, entering the ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have the cumulative 2.0 GPA at the conclusion of his/her first semester of high school attendance to be academically eligible to participate during his/her next semester of attendance.

If a student becomes ineligible during the second semester of his/her ninth-grade year or during the first semester of his/her 10th -grade year because the student's cumulative grade point average was below 2.0 at the conclusion of the previous semester and continues to be below 2.0 at the conclusion of the semester of ineligibility, he/she may regain his/her eligibility for the following semester provided:

(a) the student signs an academic performance contract with his/her school upon discovery, executes and fulfills the requirements of an academic performance contract, and (b) the student sits out the semester of ineligibility; and (c) the student attends summer school, or its graded equivalent, (i.e. adult education, Florida Virtual School, etc.) between grades 9 and 10 or 10 and 11, as necessary; and (d) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

Once a student enters grade 11, he/she must have and maintain from that point forward a 2.0 or above cumulative grade point average on a 4.0 scale, or its equivalent, in all courses required for graduation at the conclusion of each semester to be eligible to participate during the following semester.

If a student's eligibility is affected by an incomplete grade, the student is ineligible until the incomplete grade is removed and all eligibility requirements are met.

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season physical activity associated with the student's candidacy for an interscholastic athletic team.

A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall become ineligible for further interscholastic athletic competition. For students enrolled in an accelerated graduation program, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

The high school counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) and the National Association of Interscholastic Athletics (NAIA) athletic programs. The school counselor can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA and NAIA athletics and advise the student regarding which courses do not meet NCAA and NAIA eligibility requirements.

FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other

rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student's education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

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

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records. Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 30 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

ANTI-DISCRIMINATION POLICY

AcadeMir Charter Schools will follow and adhere to the School Board of Miami-Dade County's policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

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

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

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

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

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

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

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

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

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

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

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

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

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

Boy Scouts of America Equal Access Act of 2002 – No public school shall deny equal access to, or a fair opportunity for groups to meet on school premises or in school facilities before or after school hours, or discriminate against any group officially affiliated with Boy Scouts of America or any other youth or community group listed in Title 36 (as a patriotic society).

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

In Addition:

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

DISCRIMINATION / HARASSMENT

The Academir Charter School's Governing Board is committed to ensuring that all students and employees are treated with respect. We strive to provide a workplace and educational environment free from discrimination and harassment, including sexual harassment, as mandated by law.

Through this policy, The Academir Charter School's Governing Board affirms its intent to provide equal access, opportunity, and treatment to students in educational programs and activities, as well as to applicants and employees in all aspects of employment. Any slurs, innuendos, hostile treatment, violence, or verbal or physical conduct against a student or employee based on race, ethnic or national origin, gender, or any other protected category will not be tolerated.

The School Board Policy Covers the Following Protected Categories:

AGE - This category prevents denial of employment and/or educational opportunities because of a person's age.	MARITAL STATUS - This category prevents denial of employment and/or educational opportunities because of a person's marital status; i.e. single, married, widowed, or divorced.
CITIZENSHIP STATUS - This category prevents denial of employment and/or educational opportunities because of a person's citizenship or immigration status.	POLITICAL BELIEFS - This category prevents denial of employment and/or educational opportunities because of a person's support and/or affiliation or lack thereof with a particular political party.
COLOR - This category prevents denial and/or educational opportunities because of a person's skin tone. Color discrimination can occur within the same race; for example someone who has a darker complexion may discriminate against someone that has a lighter complexion.	PREGNANCY - This category prevents denial of employment and/or educational opportunities for women who are pregnant.
DISABILITY - This category prevents denial of employment and/or educational opportunities because of a person has, or is perceived to have a permanent impairment that substantially limits or prevents a major life activity, for example walking, seeing, hearing, talking, sitting, or standing.	RACE - This category prevents denial of employment and/or educational opportunities because of a person's race. The five federally recognized racial categories are American Indian or Alaskan Native, Asian, Black or African American, Hawaiian or Other Pacific Islander, and White. Persons from a mixed racial backgrounds do not need to prove their exact heritage in order to assert that they have been discriminated against based on race. Likewise, this category covers persons being discriminated against because they are married to persons of a different race other than their own.
ETHNIC/NATIONAL ORIGIN - This category prevents denial of employment and/or educational opportunities because of a person's ancestors' place of origin, or because an individual has the physical, cultural or linguistic characteristics of a particular group.	RELIGION - This category prevents denial of employment and/or educational opportunities because of a person's sincerely held religious beliefs.
GENDER - This category prevents denial of employment and/or educational opportunities because of a person's gender or sex.	SEX - This category prevents denial of equal employment and/or educational opportunities because of a person's male or female gender.
GENDER IDENTITY - This category prevents denial of employment and/or educational opportunities because of a person's gender-related identity, appearance, expression or behavior, regardless of the individual's assigned sex at birth.	SEXUAL ORIENTATION - This category prevents denial of equal employment and/or educational opportunities because a person is, or is perceived to be, lesbian, gay, bisexual, or heterosexual.
GENETIC INFORMATION (GINA) - This category prevents denial of equal employment and/or harassment because of a person's genetic information; it ensures that individuals are not treated differently because of genetic information.	SOCIAL AND FAMILY BACKGROUND - This category prevents denial of employment and/or educational opportunities because of a person's socio-economic, family and/or educational background.
LINGUISTIC PREFERENCE - This category prevents denial of employment and/or educational opportunities because of the language a person speaks.	

Sexual Harassment will NOT be Tolerated.

Title IX OF THE EDUCATION AMENDMENT OF 1972 PROHIBITS SEXUAL HARASSMENT WHICH INCLUDES UNWELCOMED SEXUAL ADVANCES; REQUEST FOR SEXUAL FAVORS; AND OTHER VERBAL OR PHYSICAL CONDUCT OF A SEXUAL NATURE WHEN:

- Submission to such conduct made either explicitly or implicitly, a term or condition of employment or participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment. Unwelcome verbal or physical sexual conduct must be either severe or pervasive.

RETALIATION AGAINST A STUDENT OR EMPLOYEE WHO FILES A COMPLAINT IS PROHIBITED BY LAW

Retaliation is an adverse action taken against an individual because they engaged in a protected activity, such as complaining about discrimination, threatening to file a charge of discrimination, or participating in investigative proceedings. [Click here to submit a complaint](#)

For additional information about Title IX or any other discrimination/harassment concerns, contact:

Title IX Coordinator
5420 SW 157 Avenue #5
Miami, Florida 33185
(305) 225-0444
Email: marrebola@acsmas.com

Detach this page and return to your child's teacher



Parent/Guardian Contract 2025-2026

We understand the policies set forth in this **AcadeMir Preparatory High School** Parent Contract and Parent Handbook given to us and will abide by them.

Student's Name: _____ Student ID # _____ Grade: _____

Parent Name: _____ Parent Phone # (____) _____

Parent Email: _____ @ _____

Student Signature

Parent/Guardian Signature