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AcadeMir Preparatory High School

PARENT STUDENT HANDBOOK

GRADES 9-12



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 2026-2027 SECONDARY - STUDENT SCHOOL CALENDAR

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

DECEMBER 2026					JANUARY 2027					FEBRUARY 2027					MARCH 2027				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
	1B	2A	3B	4A						1A	2B	3A	4B	5A	1B	2A	3B	4A	5B
7B	8A	9B	10A	11B	4A	5B	6A	7B	8A	8B	9A	10B	11A	12B	8A	9B	10	11A	12B
14A	15B	16A	17B	18	11B	12A	13B	14A	15	15	16A	17B	18A	19B	15A	16B	17A	18B	19A
21	22	23	24	25	18	19B	20A	21B	22A	22A	23B	24A	25B	26A	22	23	24	25	26
28	29	30	31		25B	26A	27B	28A	29B						29	30B	31A		

APRIL 2027					MAY 2027					JUNE 2027				
M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
			1B	2A	3B	4A	5B	6A	7B		1B	2A	3B	4
5B	6A	7B	8A	9B	10A	11B	12A	13B	14A	7	8	9	10	11
12A	13B	14A	15B	16A	17B	18A	19B	20A	21B	14	15	16	17	18
19B	20A	21B	22A	23B	24A	25B	26A	27B	28A	21	22	23	24	25
26A	27B	28A	29B	30A	31					28	29	30		

Days in
Grading Period
1—45
2—46
3—42
4—47

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

STATE ASSESSMENTS		
DATES	ASSESSMENT	GRADE LEVEL
Fall, Winter & Spring	Florida Assessment of Student Thinking (F.A.S.T.)	K-8
April 2027	Writing	4-10
May 2027	End-of-Course Assessments (EOC) Algebra 1, Geometry, Biology, Civics, US History	7-12
May 2027	Statewide Science Assessment	5 and 8

ACADEMIR CALENDAR

2026-2027

CALENDAR INFORMATION

August 3-12, 2026_	Teacher planning days; no students in school
August 13	First Day of School; begin first semester
September 7	Labor Day; holiday for students and employees
September 16	Early Release
September 21	Teacher planning day; no students in school
October 21	Early Release
October 16	End First Grading period; first semester
October 19	Begin Second Grading period; first semester
November 3	Teacher planning days; no students in school
November 11	Observation of Veterans' Day; holiday for students and employees
November 18	Early Release
November 23-27, 26	Recess Days
November 26	Thanksgiving; Board-approved holiday for students and employees
December 16	Early Release
December 21-January 1	Winter recess for students and eligible employees
January 14	End first semester and second grading period
January 15	Teacher planning day; no students in schools
January 18	Observance of Dr. Martin Luther King, Jr.'s Birthday; holiday for students and employees
January 19	Begin second semester; third grading period
January 20	Early Release
February 15	All Presidents Day; holiday for students and employees
February 17	Early Release
March 17	Early Release
March 19	Teacher planning days; no students in school
March 22-26	Spring recess for students and eligible employees
March 19	End Third Grading period; second semester
March 29	Teacher planning days; no students in school
March 20	Begin Fourth Grading period; second semester
April 21	Early Release
May 19	Early Release
May 31	Observance of Memorial Day; holiday for students and employees
June 1-3	Early Release
June 3	Last Day of School; end fourth grading period; second semester
June 4	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. Birth Certificate or Student Passport
3. Previous transcripts and records from last school(s) (if necessary for grade verification)
4. Completed registration packet (including student data card)
5. Copy of parent identification (i.e. state license)
6. Signed parent contract
7. Signed Disclosure at Time of Registration form
8. Health and Immunization forms (blue and yellow forms)
 - **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

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.

WITHDRAWAL/TRANSFER POLICIES AND PROCEDURES

Only the parent who initially enrolls the student and completes the registration documents will be recognized as the "registering parent". Only the registering parent is authorized to withdraw or transfer the student.

If the student is leaving the school to enroll in another school or a home education program, the registering parent must notify the school and provide documentation of the student's acceptance into the new school, if applicable.

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:

- Students who are siblings of a student enrolled at the charter school.
- Students who are the children of a member of the Board of Directors of the charter school.
- Students who are the children of an employee of the charter school.
- Students who are the children of active-duty members of any branch of the United States Armed Forces. *

****Please note that military preference will not be permitted for CSP subrecipient schools during the term of the grant to comply with federal regulations.***

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

The guidelines for student progression are delineated in this 2025-2026 Student Progression Plan for Miami-Dade County Public Schools, School Board Policy 5410, which provides guidance to teachers, schools, administrators, parents and other stakeholders regarding the requirements and procedures for students to progress from one grade to the next and kindergarten through grade 12. The Florida Legislature requires that each district school board establish a comprehensive plan for student progression, as outlined in Florida Statutes § 1008.25(2). Specific case by case promotion, placement and retention information is explained in detail in the MDCPS- e-handbook "Student Progression Plan" (SPP). AcadeMir Schools Inc., in agreement with its Board of Directors and MDCPS as the authorizing agent for AcadeMir Schools Inc., adheres and opts to follow the District SPP which can be found in detail at Miami-Dade County Public Schools **Student Progression Plan**.

Initial Entry Requirements

School Board Policy 5112 - Entrance Requirements establishes the admission and registration requirements for students entering school to include specific information regarding initial entry, proof of age, birth certificate, and verification of residence, health, and immunization requirements, etc. Students enrolling from out of state, other districts in Florida, or who are foreign born, must adhere to the same admission and entrance requirements for registration.

Enrollment

All students enrolled in AcadeMir Charter Schools 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 School Board Policy 5410 affect a student's placement. More detailed information can be found at [MDCPS Student Progression Plan](#).

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

Students are expected to assume responsibility for regular and prompt attendance in each class. If a student is not present in the classroom assigned, he/she will be marked absent, regardless of the reason (school business, committee meeting, band trip, illness, prearranged, etc.).

Attendance Defined

- **School Attendance:** Students are to be counted in attendance only if they are actually present for at least two (2) hours or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
- **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. Accumulated unexcused tardiness will be counted toward the threshold for initiating attendance review and possible "No Credit" in certain courses.
- **Excessive Absences:** A student is considered excessively absent when the student is subject to compulsory school attendance and has had at least five (5) unexcused absences, or absences for which the reasons are unknown, within one (1) calendar month; or ten (10) unexcused absences, or absences for which the reasons are unknown, within a ninety (90) calendar day period.
- **Truant:** A student is considered truant when the student is subject to compulsory school attendance and, with or without the knowledge or consent of the parent, has had more than fifteen (15) unexcused absences in a ninety (90) calendar day period. A student is considered habitually truant when the student becomes truant and fails to comply with the interventions assigned and/or enforcement actions taken pursuant to this policy.
- **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 or injury of the student; An absence or tardy due to a student's personal illness or injury will be excused if the student provides documentation explaining the absence or tardy. If a student is absent due to an illness or injury for more than five (5) consecutive days, a written statement from a licensed practicing physician must be submitted to the school. The written statement must include all the days the student has been absent due to illness or injury. If a student is continually sick and repeatedly absent from school due to a specific medical condition, the student must be under the supervision of a health care provider for the absences to be excused.
 - Medical Appointments: An absence due to a medical appointment will be excused if the parent or student secures and submits to the school a written statement from a health care provider indicating the date and time of the appointment. Excused absences to attend medical appointments include, but are not limited to, absences to attend appointments for therapy services provided by licensed health care practitioners or certified behavior analysts.
 - Pre-approved non-school sponsored activities and events; Absences to attend activities or events that are not school sponsored (including but not limited to public functions, conferences, and regional, State, and national competitions) will be excused if prior permission to attend the activity or event is given by the principal in writing.
 - Court and Department of Children and Families (DCF) center appearances; Absences to appear in court or to testify in proceedings will be excused if the student's appearance is pursuant to a subpoena or if it is otherwise mandatory for the student to attend the proceeding. Absences to appear at centers under the supervision of the DCF will also be excused
 - Outdoor suspensions: Absences due to outdoor suspensions will be excused.
 - Private matters and religious observances. Absences due to death in the immediate family will be excused. Absences for religious holidays or services when it is mandated for all members of a faith that such a holiday or service should be observed, and absences to participate in religious instruction will be excused in accordance with State Board F.A.C. 6A-1.09514, Policy 5223, Absences for Religious Instruction, and Policy 5225, Absences for Religious Holidays.
 - Absences other than those listed above and absences due to insurmountable conditions, as defined in F.A.C. 6A-1.09513, can also be excused subject to the principal's approval and may require the submission of supporting documentation. All such absences not approved by the principal will be marked as unexcused.
 - Principals are authorized to verify explanations for absences and to investigate the cause of each absence. Principals shall have final authority to determine if the reason for an absence is acceptable.
 - The required documentation under this section must be submitted to the school within three (3) school days of the student returning to school.
 - When absences are excused, all educational requirements for the student's course(s) shall be met before a passing grade and/or credit are assigned. Students shall be given a reasonable amount of time to complete make-up work for excused absences in accordance with school procedures. Principals may grant extensions to the make-up time limit for extenuating circumstances.
- Unexcused Absences Include Absences Due to:
 - A student's absence will be marked as unexcused until the required documentation explaining the absence has been submitted to the school. A parent and/or student's failure to submit required documentation within three (3) school days of the student returning to school will result in the absence being marked as unexcused.
 - Unexcused absences shall specifically include those due to:
 - vacations, personal services;

- unapproved non-school sponsored events, programs, or sporting activities
 - older students providing day care services for siblings;
 - illness of others; and
 - non-compliance of immunization requirements unless lawfully exempted.
- A departure from school without being in attendance for at least two (2) hours will be treated as an unexcused absence unless the required documentation excusing the departure is submitted to the school within three (3) school days.
 - Unexcused absences and tardies shall not be grounds for suspension from school but may result in discipline and/or placement in alternative programs.
 - Unexcused absences do not require that the teacher provide make-up work for the student.
 - A student accumulating the equivalent of ten (10) or more unexcused class absences in an annual course, or five (5) or more unexcused class absences in a designated semester course, may have quarterly, semester, and final grade(s) withheld pending administrative screening and completion of interventions assigned by the truancy child study team. If, however, the student is responsive to the interventions described in this policy and has completed the necessary requirements to pass the current grade as indicated in the Student Progression Plan, the student may not be determined to be a habitual truant and must be promoted.

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. Please note the required documentation must be a doctor's note or a handwritten, signed letter. **NO** emails or faxes will be accepted. 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.**

Parent and Student Responsibilities:

- Students of compulsory school age under State law shall attend class 180 days each school year and for as many days or hours as required by State Board F.A.C. 6A-1.045111.
- Except as expressly provided in State law, parents are responsible for their child's school attendance and must stress the importance of regular and punctual school and class attendance with their child.
- Parents and students must report each school or class absences or tardy and provide a statement explaining the absence or tardy to the school attendance office as soon as practicable. Failure to report and explain the absence(s) or tardy(ies) and to provide the required documentation shall result in the absence(s) or tardy(ies) being marked as unexcused.
- Students must request make-up assignments from their teachers for all excused absences and tardies within three (3) days upon their return to school or class. If make-up assignments are available, they must be completed by the deadline established by the school. Parents and students are responsible for ensuring that make-up assignments are requested and completed in a timely manner. Failure to complete these assignments will result in a lower assessment of the student's academic and/or effort grade.
- If a truancy child study team is convened, parents must provide information related to their child's absences and participate in and cooperate with remedial strategies recommended by the truancy child study team.
- Students and parents must comply with all court orders concerning attendance and enrollment, except that no parent shall be allowed to attend school with a student during the regular school day unless expressly authorized by the principal.

Tardies

Students are to be sitting in class by 7:30 a.m. 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 will be changed.

1. Parents/guardians or any other adult (18 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.
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 BELL SCHEDULE

7:00 am.....	Doors Open
7:20 am.....	Students must report to class
7:30-8:35 am	Period 1 / 2 (1 st Class)
8:40-9:45 am.	Period 3 / 4 (2 nd Class)
9:50 am - 10:55 pm.....	Period 5 / 6 (3 rd Class/lunches)
11:00 am -12:30 pm.....	Period 7 / 8 (4 th Class/Lunches)
	11:00 – 11:25 – Lunch
	11:30 – 11:55 – Lunch
	12:00 – 12:25 – Lunch

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

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

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, with a provision

for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

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

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

Students with Disabilities who follow a standard curriculum (B.E.S.T) are to be graded utilizing the same criteria as their non-disabled peers, provided all accommodations as indicated on their Individual Education Plan (IEP). Students with Disabilities identified as having a "significant cognitive disability" as outlined in their Individual Education Plan are to be instructed and graded based upon mastery criteria specified within the Florida Standards Access Points.

The following are the academic grades used:

Grade	Numerical Value	Verbal Interpretation	Grade Point Value
A	90 -100 %	Outstanding progress	4
B	80 - 89 %	Above average Progress	3
C	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 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

AcadeMir Preparatory High School will follow the honor designations established by Miami-Dade County Public Schools for the 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:
1	09/18/26	1	10/16/26	10/23/26
2	11/19/26	2	01/14/27	01/22/27
3	02/19/27	3	03/19/27	04/02/27
4	04/30/27	4	06/03/27	06/10/27

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. 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.

A Career and Technical Education (CTE) graduation pathway is also available. The CTE graduation pathway allows a student who is eligible to complete an alternative pathway to earning a standard high school diploma Through the CTE pathway option. Receipt of a standard high school diploma awarded through the CTE pathway

option requires the student's successful completion of at least 18-credits. A student completing the CTE pathway option must earn:

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

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

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

- Earn 4 credits for English Language Arts (ELA) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 3 credits in science, and 3 credits in social sciences.
- Earn 4 elective credits instead of 8
 - Earn 2 credits in career and technical education course. The courses must result in a program completion and an industry certification; a student may include one-half credit of personal financial literacy in the two credits of electives.
 - Earn 2 credits in electives or work-based learning programs.
- Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

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

- Earn 4 credits for English Language Arts (ELA) including the statewide grade 10 Reading assessment or the grade 10 ELA assessment, or earn a concordant score, 4 credits in mathematics including the statewide Algebra I EOC assessment, or earn a comparative score, 3 credits in science, and 3 credits in social sciences, .5 credit in personal financial and money management.
- Earn 3.5 elective credits instead of 7.5
 - Earn 2 credits in career and technical education courses. The courses must result in a program completion and an industry certification.
 - Earn 1.5 credits in electives or work-based learning programs.
- Physical Education is not required.
- Fine Arts and Performing Arts, Speech and Debate, CTE or Practical Arts is not required.

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

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

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

The Florida Department of Education's High School Graduation charts found here represent the current Florida graduation requirements for each graduating cohort group. ***Please note that these requirements may be revised, pending legislative changes during the 2026 legislative session.***



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

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

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

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

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

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

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

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

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

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
0.5 Credit in Personal Financial Literacy****
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
7.5 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

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

**[Industry certifications](#) for which there is a statewide college credit

Academic Advisement

Students Entering Grade 9 in 2023-2024 and Thereafter

What Students and Parents Need to Know



Scholar Diploma Designation

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

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

****Special note:** A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

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

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits via access courses and be assessed via an alternate assessment.
- Students enrolled in the academic and employment option must earn at least 0.5 credit via paid employment in addition to meeting the

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

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

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

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



Academic Advisement Students Entering Grade 9 Prior to 2023-2024

What Students and Parents Need to Know

What options lead to a standard diploma?

Successful completion of one of the following options:

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

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

What are the state assessment requirements?

Students must pass the following statewide assessments:

- Grade 10 English Language Arts (ELA) or a concordant score
- Algebra 1 end-of-course (EOC) or a comparative score

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

Refer to [Graduation Requirements for Florida's Statewide Assessments](#) for concordant and comparative scores.

Students enrolled in the following courses must participate in the corresponding EOC assessment, which constitutes 30 percent of the final course grade*:

- Algebra 1
- Geometry
- Biology
- U.S. History

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

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

- 3 elective credits instead of 8
- Physical Education is not required

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

- At least 18 credits are required
- 4 elective credits instead of 8
 - 2 credits in CTE courses, must result in a program completion and industry certification
 - 1.5 credits in work-based learning programs; Physical Education is not required
- Fine and Performing Arts, Speech and Debate, CTE or Practical Arts is not required

24-Credit Standard Diploma Requirements

Available To All Students, Including Students With Disabilities

4 Credits ELA
• ELA 1, 2, 3, 4 • ELA honors, Advanced Placement (AP), AICE, IB and dual enrollment may satisfy this requirement
4 Credits Mathematics*
• One of which must be Algebra 1 and one of which must be Geometry • Industry Certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra 1 and Geometry) ** • An identified computer science*** credit may substitute for up to one mathematics credit (except for Algebra 1 and Geometry)
3 Credits Science*
• One of which must be Biology, two of which must be equally rigorous science courses • Two of the three required course credits must have a laboratory component • Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology)** • An identified computer science*** credit may substitute for up to one science credit (except for Biology)
3 Credits Social Studies
• 1 credit in World History • 1 credit in U.S. History • 0.5 credit in U.S. Government • 0.5 credit in Economics
1 Credit Fine and Performing Arts, Speech and Debate, Career and Technical Education, or Practical Arts*
1 Credit Physical Education*
• To include the integration of health
8 Elective Credits
Students must earn a 2.0 unweighted grade-point average (GPA) on a 4.0 scale for all cohort years and pass statewide, standardized assessments.

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

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

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

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



Scholar Diploma Designation

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

- Earn 1 credit in Algebra 2 or an equally rigorous course
- Pass the Geometry EOC
- Earn 1 credit in Statistics or an equally rigorous mathematics course
- Pass the Biology 1 EOC++
- Earn 1 credit in Chemistry or Physics
- Earn 1 credit in a course equally rigorous to Chemistry or Physics
- Pass the U.S. History EOC++
- Earn 2 credits in the same World Language
- Earn at least 1 credit in an AP, IB, AICE or a dual enrollment course

****Special note:** A student is exempt from the Biology 1 or U.S. History EOC assessment if the student is enrolled in an AP, IB, or AICE Biology 1 or U.S. History course; takes the respective AP, IB or AICE assessment; and earns the minimum college credit.

Industry Scholar Diploma Designation

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

What is CAP?

The CAP allows a student to earn high school credit if the student passes an AP examination, a College Level Examination Program (CLEP) or a statewide course assessment without enrollment in the course. The courses include:

- Algebra 1
- Geometry
- Biology
- U.S. History

What are the additional graduation options for students with disabilities?

Students, in collaboration with parents and the IEP team, may choose two additional standard diploma options available only to students with disabilities. Both allow students to substitute a CTE course with related content for one credit in ELA 4, mathematics, science and social studies (excluding Algebra 1, Geometry, Biology 1 and U.S. History). The two options are as follows:

- Students with a most significant cognitive disability may earn credits

State University System

Admission into Florida's [State University System](#) (SUS) institutions is competitive. Prospective students should complete a rigorous course of study in high school and apply to more than one university to increase their chance for acceptance. To qualify to enter one of Florida's public universities, a first-time-in-college student must meet the following minimum requirements (credit earned by industry certification does not count for SUS admission):

- High school graduation with a standard diploma, a minimum of a 2.5 GPA and admission test scores meeting minimum college-ready test scores per Board of Governors (BOG) Regulation 6.008
- 16 credits of approved college preparatory academic courses per BOG Regulation 6.002
- 4 English (3 with substantial writing)
- 4 Mathematics (Algebra 1 level and higher)
- 3 Natural Science (2 with substantial lab)
- 3 Social Science
- 2 World Language (sequential, in the same language or other equivalents)
- 2 approved electives

Florida College System

The 28 colleges of the [Florida College System](#) serve more than 650,000 students. Colleges offer affordable and stackable workforce credentials including certificate programs, associate in science degrees and associate in arts degrees, which transfer to a bachelor's degree program. All colleges also offer workforce bachelor's degree programs in areas of high demand. All Florida College System institutions have open-door admissions for students who earned a standard high school diploma or an equivalent diploma, or earned college credit.

Career and Technical Colleges and Centers

Florida also offers students 49 accredited career and technical colleges or centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations.

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

Where is information on financial aid located?

The Florida Department of Education's Office of Student Financial Assistance administers a variety of postsecondary educational state-funded grants and scholarships.

[Office of Student Financial Assistance](#)

For more detailed information on Graduation Requirements visit the Florida Department of Education's webpage at <https://www.fldoe.org/>

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

- **Scholar Designation:** In addition to meeting the 24-credit standard high school diploma requirements, a student must meet all the following requirements:
 - EOCs: Pass the Geometry, Biology 1*, and U.S. History* EOCs.
 - Earn 1 credit each in the following courses: Algebra II or an equally rigorous course; 1 credit in Statistics or an equally rigorous mathematics course; 1 credit in Chemistry or Physics; a course equally rigorous to Chemistry or Physics; 2 credits in the same Foreign Language, and at least 1 credit in an AP, IB, AICE, or dual enrollment course.
 - *A student is exempt from the Biology I or U.S. History EOC assessment if the student is enrolled in an AP, IB or AICE Biology I or U.S. History course and the student earns the minimum score to earn college credit on the respective AP, IB or AICE assessment.
 - Please refer to the Florida Department of Education's Equally Rigorous Courses for Scholar Designation for a list of State courses that have been identified as equally rigorous to Algebra II.
- **Industry Scholar Diploma Designation:** A student must meet all of the following requirements:
 - Meets the standard high school diploma requirements, and
 - Attain one or more industry certifications from the list established per Florida Statutes § 1003.492

Students with Disabilities and Scholar and/or Industry Scholar Designations

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

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

Diploma and Certificate 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.

Per Florida Statutes § 1003.4282 (8), beginning with students entering grade 9 in the 2014-2015 school year, students with disabilities, in collaboration with the individual education plan (IEP) team during the transition planning process pursuant to Florida Statutes § 1003.5716, must declare intent to graduate from high school with a standard high school diploma by meeting the same graduation requirements as all students. By January 1, 2026, the Florida Department of Education must create a document for students who cannot earn a standard high school diploma that describes their options and school districts must provide this documentation to those students, including students with disabilities, along with their transcripts. If a student's IEP references earning a certificate of completion, it must be revised at the annual IEP review.

Standard Diploma via Access Points 2014-2015 and Beyond:

This option is only available for Students with Disabilities who are identified as having a "significant cognitive disability" as outlined in their Individualized Education Plan (IEP).

The requirements are as follows:

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

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.

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.

Superintendent's Diploma of Distinction

In addition to the State's high school diploma options, M-DCPS offers students the opportunity to obtain the Superintendent's Diploma of Distinction. This diploma is awarded to students who meet the requirements of the standard diploma and:

- Complete an academically rigorous program of study, including at least four honors, Advanced Placement

(AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), International Studies (IS), and/or dual enrollment courses by the end of the first semester of the senior year;

- Complete a 75-hour community service project; and
- Earn a 3.5 weighted GPA by the end of the first semester of the senior year with no final grades less than a "C."

Advanced International Certificate of Education Diploma

Students who achieve a minimum of seven credits in different subject groups of which there must be at least one credit in Mathematics and Science, Languages, and in Arts and Humanities; and one of the credits must include the satisfaction of the compulsory course: Global Perspectives and Research; complete the community service requirement, and meet high school graduation requirements, shall receive a standard diploma, and are eligible to receive an Advanced International Certificate of Education (AICE) Diploma

AP Capstone Diploma

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

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

FLORIDA SEAL OF BILITERACY REQUIREMENTS

The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English by the award of a silver or gold seal on a standard high school diploma.

Criteria for Eligibility: The Gold Seal of Biliteracy or the Silver Seal of Biliteracy must be awarded to a high school student who has earned a standard high school diploma and who has satisfied one of the following criteria for eligibility for each designation.

- The **Florida Gold Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale and Level 4 or higher on the statewide, standardized Grade 10 English Language Arts (ELA) Florida Standard Assessment (FSA), or earned a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Intermediate Mid-level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [Florida Statutes § 1003.432 (8)(b)].
- The **Florida Silver Seal of Biliteracy** - Awarded to students who attained a high level of competency in listening, speaking, reading and writing in one or more foreign languages, in addition to English, and earned four (4) foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale, or earn a score or performance level on any of the examinations approved by the state, or (for languages which are not tested on the nationally recognized examinations) demonstrated language proficiency through maintenance of a portfolio of language performance at the Advanced Low level or higher based on the ACTFL Proficiency Guidelines 2012 in the modes of communication appropriate for that language [Florida Statutes § 1003.432 (8)(b)].

Please Note:

Requirements for the criteria for the award of credit (Florida Board Rule 6A-1.09951). A high school student who did not enroll in, or complete, foreign language courses, shall be awarded four (4) foreign language high school course credits, upon attaining at least the minimum score or performance level on any of the state approved examinations under the Silver Seal designation. Information on the specific examinations can be found at diplomapathways.dadeschools.net.

For more information on graduation requirements, diploma designations, and graduation awards, visit diplomapathways.dadeschools.net.

FLORIDA SEAL OF FINE ARTS REQUIREMENTS

The Florida Seal of Fine Arts Program recognizes high school graduates who have met exemplary benchmarks in fine arts. The purpose is to encourage students to develop an exemplary level of proficiency in the performing or visual arts.

The Florida Seal of Fine Arts is awarded to a high school student who earns a standard high school diploma; successfully completes at least three year-long courses in dance, music, theatre or the visual arts with a grade of “A” or higher in each course or earns three sequential course credits in such courses with a grade of “A” or higher in each course; and meets two of the following requirements:

- Successfully completed a fine arts International Baccalaureate (IB), an Advanced International Certificate of Education (AICE), Advanced Placement (AP), dual enrollment or honors course in the subjects listed in the paragraph above with a grade of “B” or higher.
- Participated in a district or statewide organization’s juried event as a selected student participant for two or more years.
- Recorded at least 25 volunteer hours of arts-related community service in their community and presents a comprehensive presentation on their experiences.
- Met the requirements of a portfolio-based program identifying the student as an exemplary fine arts practitioner.
- Received district, state or national recognition for creating and submitting an original work of art. The term “work of art” means a musical or theatrical composition, visual artwork, or choreographed routine or performance.

For more information on graduation requirements, diploma designations, and graduation awards, visit diplomapathways.dadeschools.net.

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 administered by the College Board which provides college level instruction to secondary students. 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 and technical education course authorized for grades 13 or higher may be taken for credit by students in grades 9 - 12, based on the career objectives of the students. M-DCPS adheres to a policy of nondiscrimination in requirements for admission to and graduation from programs offered at postsecondary area technical centers operated by the district. The district will provide (on a case-by-case basis), waivers, accommodations, and reasonable substitutions in meeting the admission and graduation requirements for students with disabilities at postsecondary area technical centers.

Per Florida Statutes § 1001.43, all district high schools are required to host a career fair, either individually on the campus of a high school or as a collaboration between multiple high schools and/or districts at an alternate location. The career fair must be during the school day, held on the campus of the high school or within reasonable driving distance (if not a joint career fair at an alternate location), cater to grades 11 and 12, and allow students to meet or interview potential employers. The event may integrate Florida's online career planning and work-based learning system.

Career Pathway

Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a postsecondary career. 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. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits.

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.

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 Florida Statutes § 1007.271. Career dual enrollment also plays a significant role in determining Concentrator status in Florida's Perkins performance measures.

In a career dual enrollment program:

- Students must have a 2.0 unweighted GPA to be enrolled.
- Students are required to complete at least one (1) secondary aligned course and two (2) career dual enrollment courses or two (2) secondary aligned courses and one (1) career dual enrollment to be considered a Concentrator for CTE accountability purposes.
- Students cannot be enrolled in a career dual enrollment course if they are scheduled to graduate before the completion of the course.
- Students enrolled in a 450-clock hour or more programs MUST complete an entry-level examination within the first six (6) weeks after admission into the program.
- The same program must be offered at the Adult Post-Secondary level.

By meeting these criteria, students will contribute to their future career pathway success.

Credit by Examination

Credit by examination is a method by which post-secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination. **These credits are not accepted by the NCAA for athletic eligibility.**

Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students (grades 6-12) in Florida public schools. To enroll in dual enrollment academic courses, students must demonstrate a readiness to

successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, please refer to the most current Dual Enrollment Course – High School Subject Area Equivalency. The district must weigh college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certification of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in Curriculum Bulletin-I, which is published annually.

All secondary schools must follow the Dual Enrollment master scheduling protocols established by the Office of Information Technology Services (ITS) Systems Programming in order to ensure the capturing of Dual Enrollment data for students participating in both on school campus and off school campus dual enrollment courses.

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. In order to be considered a full-time dual enrollment, early admission student, the student must meet the GPA and college entrance exam criteria and enroll in a minimum of twelve (12) college credit hours but may not enroll in more than fifteen (15) college credit hours per semester.

Early High School Graduation

Students may qualify for early graduation, fewer than eight semesters, as per Florida Statutes § 1003.4281, 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. The School 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.

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.

For additional information regarding the Florida College System, applications to state universities, Florida Bright

Futures, etc. please refer to the [School Curriculum Bulletin](#).

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.

EXCEPTIONAL STUDENT 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 who are not eligible for specially designed instruction and related services in accordance with state eligibility categories but have a disability that substantially affects a major life activity may be eligible for accommodations pursuant to Section 504 of the Rehabilitation Act of 1973.

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/guardian 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 school. Staff from the special education department and your child's student service provider will help to answer your questions. Additional information may also be found at <https://ese2.dadeschools.net/#!/fullWidth/5649>.

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

PARKING POLICY

Parking on campus is a privilege reserved for students in grades 11 and 12. Due to limited availability, parking permits will be awarded through a lottery system. Eligible students must possess a valid Florida driver's license and provide proof of active car insurance. Each selected student will be assigned a specific parking spot, which may not be shared or transferred to another student. Students must maintain good attendance and adhere to all school rules to retain the privilege of parking on campus. Failure to comply with these requirements may result in revocation of parking privileges.

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 must 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 only school-approved uniforms. [Click here](#) to view the approved uniforms for all grade levels.
- All uniforms must have the AcadeMir school logo
- 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.**
- All shirts must have the AcadeMir logo. **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.**
- **All skirts or shorts may not be less than 2 inches above the knee**
- During cold weather, a plain **white** long-sleeved t-shirt may be worn underneath the uniform shirt.
- **Regardless of weather conditions**, only an approved school sweater/jacket or AcadeMir sweat outfit may be worn during school hours. No hoodies 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 accessories will be returned only to the parent/ guardian.
- Students may only wear approved uniform shoes
- 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, navy blue or black and are to be worn at mid-ankle length. In the winter, girls are permitted to wear plain navy blue or white colored cotton tights. Lace, mesh, striped, and/or print colored tights are prohibited.
- Hair must be neat, clean, and away from the face. It 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 hats, bandanas or headbands may be worn. The school will honor certain hairstyles due to religious beliefs.

- Students are required to maintain a clean-shaven appearance. Beards, mustaches, goatees and other forms of facial hair are not permitted unless an approved medical or religious accommodation has been granted by school administration.
- Excessively long, artificial, or decorative nails that present a safety concern or disrupt the learning environment are not permitted.
- Students may wear only one earring in each ear. Hoop earrings, excessively long earrings, multiple ear piercings and other visible body jewelry are not permitted.
- Excessive or non-uniform accessories, including bracelets, scarves, bandanas, and similar items are not permitted.
- 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.
 - 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 other visible piercings or tattoos are allowed, wear headscarves or wear pants below the hips.
 - Have long acrylic nails
- 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 who do not wear the appropriate PE or Dance uniform will not receive credit for participation in class.
 - PE shorts must be worn appropriately and may not be rolled up
 - Only on assigned days, students may wear PE uniform and sneakers
- 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 a 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.

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. 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.

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 while on school property. This ID is also used for the purpose of purchasing breakfast and lunch. On the back of each student's ID, crisis hotline information is provided to ensure students have immediate access to support if needed. 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.

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

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

Parent Conferences with teachers may be arranged by contacting the main office or by emailing the teachers directly. 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 calling 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/Dean of Discipline
- 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

Board Meeting Dates	
September 16, 2026	9:30 am
December 9, 2026	9:30 am

March 3, 2027	9:30 am
May 19, 2027	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

Letters of Recommendation

Requests for letters of recommendation or the completion of recommendation forms must be submitted to the school administration. The preparation of recommendation letters and/or forms is provided as a courtesy and is at the sole discretion of the Principal.

As a general practice, AcadeMir Charter School does not provide letters of recommendation or complete recommendation forms for applications to other schools that offer the same grade configuration or are considered direct competitors, as doing so may conflict with the school's enrollment and educational mission. Any exception to this practice will be considered on a case-by-case basis and is subject to the Principal's sole discretion.

Submission of a request does not guarantee that a letter or recommendation form will be completed. Families are encouraged to submit requests well in advance of any application deadline to allow sufficient time for review and consideration.

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 expected 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 Charter Schools strictly adheres to the School Board of Miami-Dade County’s policy of zero tolerance for crime and victimization as outlined in [Florida Statute 1006.13](#). AcadeMir Preparatory High School goal is to promote a safe and supportive learning environment in schools by protecting students and staff from conduct that poses a threat to school safety. This policy applies anytime students are within AcadeMir’s jurisdiction on campus, during school-sponsored events, and on transportation and is applied equitably to all students regardless of race, disability, economic status, religion, gender, or any other protected characteristic.

Reportable Conduct

Any act that poses a serious threat to the safety of students, staff, or volunteers must be reported to law enforcement. This includes, but is not limited to:

- **Serious Offenses:** Possession of firearms or weapons, violent threats, false reports, and felony-level crimes (such as assault/battery against school staff) will result in mandatory expulsion for no less than one year and referral to law enforcement, subject to case-by-case review by administration.
- **Minor Infractions:** Petty misconduct (e.g., disorderly conduct, minor fights, petty theft) will be addressed through school-based discipline and alternative interventions such as restorative practices or civil citations instead of law enforcement referrals.
- **Commitment to Safety:** All threats to students or staff safety will be reported to law enforcement. Victims will be protected from retaliation, and students subject to discipline are entitled to due process.

CODE OF STUDENT CONDUCT

Maintenance of Appropriate Student Behavior

At AcadeMir Charter Schools, we are committed to fostering a safe and supportive learning environment that promotes academic excellence and personal growth. We fully adhere to the **Miami-Dade County Public Schools (M-DCPS) Code of Student Conduct (COSC)**, which is aligned with local, state, and federal mandates. The COSC establishes clear standards of student behavior to ensure a purposeful and safe educational setting where care, courtesy, civility, fairness, acceptance of diversity, and respect for the rights of others are valued and upheld.

The COSC outlines the roles and responsibilities of students, parents/guardians, and the school in maintaining a positive school climate. It emphasizes core values, model student behavior, student rights and responsibilities, and appropriate procedures for addressing student behavior and disciplinary matters.

It is important to note that behaviors occurring both on and off campus may constitute violations of the COSC and, in some cases, Florida law. Such violations may result in disciplinary action by AcadeMir Charter Schools and/or local law enforcement authorities. School administrators, under the direction of the Governing Board, will implement corrective strategies and assign disciplinary measures in accordance with the COSC. Where required by law, students will be afforded due process rights, including notice, a hearing, and an opportunity to appeal.

For additional information regarding student behavior, rights, and responsibilities, parents and students may refer to the Miami-Dade County Public Schools Student Code of Conduct. 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 Discipline Response Code

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL I Behaviors are acts that disrupt the orderly operation of the classroom, school function, and extracurricular activities or approved transportation. <u>LEVEL I</u> Disruptive Behaviors: • Confrontation with another student • Cutting class • Disruptive behavior • Failure to comply with class and/or school rules • Inappropriate public display of affection • Leaving class without permission • Misrepresentation • Possession of items or materials that are inappropriate for an educational setting • Repeated use of profane or crude language not directed at a person or a group of people. • Rude and discourteous behavior • Unauthorized location • Unauthorized use of wireless communication devices	The principal or designee must select at least one of the following strategies from PLAN I. Principals may authorize use of PLAN II for repeated, serious, or habitual Level I infractions. <u>PLAN I</u> • Parent/guardian contact • Student Conference • Student, parents/guardians/staff conference • Behavior Plan • Student Contract • Participation in a counseling session related to infraction • Refer to outside agency/provider • Peer Mediation • Reprimand • Detention • Confiscation of wireless communication devices • Revocation of the right to participate in social and/or extracurricular activities

• Violation of dress code	• Replacement or payment of any damaged property (if appropriate)
<i>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</i>	

Level II Discipline Response Code

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. <u>LEVEL II</u> Seriously Disruptive Behaviors • Cheating/Plagiarism • Confrontation with a staff member • Creating, recruiting or joining clubs or groups not approved by the school administration • Defiance of school personnel • Distribution of items or materials that are inappropriate for an educational setting • Failure to comply with previously prescribed corrective strategies • Harassment (non-civil rights) • Instigative behavior • Larceny/Petit theft (under \$750) • Leaving school grounds without permission • Libel • Physical Altercation • Possession, use, distribution, sale or purchase of alcoholic beverages • Possession, use, distribution, sale or purchase of tobacco products or smoking/vaping devices. • Prohibited sales on school grounds (other than controlled substances) • Slander • Use of profane or provocative language directed at someone • Vandalism less than \$1,000	The principal or designee must select at least one of the following strategies from PLAN II. The use of appropriate strategies from previous PLAN may be used in conjunction with this PLAN. Principals may authorize the use of PLAN III for repeated, serious or habitual Level II infractions. <u>PLAN II</u> • Parent/guardian contact • Student conference • Any Corrective Strategies from Level I • Participation in counseling session related to the infraction • Refer to outside agency/provider • School-based program designed to address inappropriate student behavior or promote positive behavior change
<i>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</i>	

Level III Discipline Response Code

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. <u>LEVEL III</u> Offensive/Harmful Behavior • Breaking and Entering/Burglary • Bullying (repeated harassment) • Cheating on Standard Test(s) • Criminal Mischief (Felony Vandalism) (Over \$1000) • Disruption on campus or any school property, including school-sponsored transportation or any school sponsored activity or function (major) • False activation of a Fire Alarm System • Fighting • Forgery (Written Misrepresentation) • Gambling • Discrimination/Harassment (Civil Rights) • Hazing (misdemeanor)	The principal or designee must select at least one of the following strategies from PLAN III. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. Principals may authorize the use of PLAN IV for repeated, serious or habitual Level III infractions. <u>PLAN III</u> • Parent/guardian contact • Student conference • Any Corrective Strategies from Level I & II • Permanent removal from class and reassignment to different classes • Suspension • Recommendation for an Administrative Assignment or Expulsion

• Improper Activation of Fire Extinguisher • Other Dangerous Objects • Other Major Incidents • Simulating a weapon or firearm while playing • Possession or use of unauthorized over the counter medications, drug paraphernalia, controlled substances and/or anything that alters mood or is used for mood altering • Sexting (Category 1) • Sexual harassment • Sexual offense • Technology and Computer Related Offense (Category1) • Threat/Intimidation against any student or individual who is not an official employee or employee • Trespassing	
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Level IV Discipline Response Code

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. <u>LEVEL IV</u> Dangerous or Violent Behaviors • Grand theft (over \$750) • Hazing (Felony) • Motor vehicle theft • Robbery • Sale, distribution, purchase or intent to sell or distribute unauthorized over the counter medications, drug paraphernalia, controlled substances and /or anything that alters mood or is used for mood-altering or substance represented to be a drug, narcotic or controlled substance • Sexting (Category 2) • Sexual Assault • Simple battery against a non-staff member • Technology and computer-related offenses (Category 2) • Threat/intimidation against specified officials or employees (Non-Zero Tolerance)	The principal or designee must use the following strategies from PLAN IV. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. <u>PLAN IV</u> • Parent/guardian • Student conference • Any Corrective Strategies from Level I, Level II and Level III • Recommendation for administrative assignment or expulsion

Level V Discipline Response Code

BEHAVIORS	RANGE OF CORRECTIVE STRATEGIES
LEVEL V Behaviors are the most serious acts of misconduct and violent actions that threaten life. <u>LEVEL V</u> Most Serious, Dangerous or Violent Behaviors • Aggravated assault or assault – zero tolerance against specified officials or employees • Aggravated battery against a non-staff member • Aggravated battery or simple batter – zero tolerance against specified officials or employees • Robbery (with weapon) • Arson • False accusation • Homicide • Kidnapping/Abduction • Possession, use, sale, or distribution of firearms, explosives, destructive devices, and other weapons. Zero Tolerance • Sexting (Category 3) • Sexual battery • Technology and Computer Related Offense (Category 3) • Threat/False report – zero tolerance against any school property, including school sponsored transportation or any school sponsored activity or function	The principal or designee must use the following strategies from PLAN V. The use of appropriate strategies from previous PLANS may also be used in conjunction with this PLAN. <u>PLAN V</u> • Parent/guardian contact • Student conference • Any Corrective Strategies from Level I, Level II, Level III and Level IV • Recommendation for an administrative assignment or expulsion
<i>Refer to the Glossary for an explanation of unfamiliar words used in the Code of Student Conduct.</i>	

For additional information regarding student behavior, rights, and responsibilities, parents and students may refer to the Miami-Dade County Public Schools Student Code of 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 "MessageXR" to contact parents with pertinent school information. Any corrections or additions that need to be made must be made in person with the schools' registrar.

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 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 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

Student Use of Personal Electronic Devices

AcadeMir Charter Schools is committed to providing a safe, orderly, and academically focused learning environment. In accordance with Florida Statute §1006.07(2)(f), applicable State Board of Education rules, and AcadeMir Charter Schools Governing Board policy, the use of personal electronic devices by students is restricted during the school day to minimize distractions, protect student privacy, and maintain a positive educational environment.

For purposes of this policy, personal electronic devices include, but are not limited to, cellular phones, smartphones, smartwatches, smart glasses, tablets, earbuds, wireless headphones, portable gaming devices, AI-enabled wearable devices, recording devices, and any electronic device capable of communication, recording, photographing, internet access, or data transmission.

General Expectations

- Students may bring personal electronic devices to school; however, they do so at their own risk.
- During the instructional day, all personal electronic devices must remain **powered off or in silent mode and stored out of sight** in a backpack, locker, purse, or another location designated by the school.
- Any device that is visible, emits a sound, vibrates, lights up, or is otherwise used during prohibited times will be considered in use and may be confiscated.
- AcadeMir Charter Schools is **not responsible** for the loss, theft, or damage of personal electronic devices brought onto campus.

Elementary and Middle School Students

Consistent with Florida law, elementary and middle school students are **prohibited from using or displaying personal electronic devices throughout the instructional day**, including:

- Classroom instruction
- Hallway transitions
- Lunch periods
- Assemblies
- School-sponsored activities during the instructional day

Emergency and Medical Exceptions

The use of a personal electronic device during the instructional day is permitted only when:

- The student has a documented medical need requiring the use of the device; or
- The use is authorized by school administration during an emergency or other approved circumstance.

Parents or guardians who need to contact their child during the school day should call the school's main office. Students needing to contact a parent or guardian during school hours may request permission to use a school telephone.

Prohibited Conduct

Students shall not use any personal electronic device to:

- Photograph, video record, or audio record any student, employee, volunteer, or visitor without authorization.
- Access, post, transmit, or share images, videos, recordings, or messages involving members of the school community through social media or other electronic platforms without school authorization.
- Engage in cyberbullying, harassment, intimidation, threats, or inappropriate communication.
- Cheat or engage in academic dishonesty.
- Use artificial intelligence applications or other technology in a manner that violates classroom expectations, testing rules, or the Student Code of Conduct.
- Disrupt the educational process or interfere with school operations.

State and District Assessments

Students may not possess or use cellular phones, smartwatches, smart glasses, earbuds, headphones, or any other electronic communication or recording device during any state, district, or school assessment unless expressly authorized by testing procedures.

Possession or use of a prohibited device during testing may result in:

- Automatic invalidation of the assessment, when required by state testing regulations; and
- Disciplinary action in accordance with the Student Code of Conduct.

Smart Glasses

Smart glasses, including Meta® Smart Glasses and other electronic eyewear capable of recording, transmitting, or receiving information, are not permitted on campus. Students arriving at school wearing smart glasses must immediately replace them with a standard non-electronic pair of prescription or non-prescription glasses. If a replacement pair is unavailable, a parent or guardian will be contacted to provide one before the student returns to class.

Consequences for Violations

Violations of this policy will result in progressive disciplinary action, including, but not limited to:

- Verbal warning;
- Confiscation of the electronic device;
- Parent or guardian retrieval of the confiscated device;
- Loss of the privilege to possess electronic devices on campus; and
- Additional disciplinary consequences consistent with the Miami Dade County Student Code of Conduct.

Repeated violations or the misuse of an electronic device while committing another disciplinary offense may result in enhanced disciplinary action. The school reserves the right to confiscate any electronic device used in violation of this policy. Confiscated devices will be returned in accordance with school procedures.

Nothing in this policy prohibits the use of school-issued technology for approved instructional purposes or the use of medically necessary electronic devices as required by law.

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. Academe 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 USE OF TECHNOLOGY, SOCIAL MEDIA, AND DISTRICT NETWORK SYSTEMS.](#)

HALL/HALL PASSES

Approximately five (5) 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

Items such as candy, gum, pets, toys, large amounts of money, fidgets, roller skate sneakers, weapons, drugs, any electronic game or devise, playing cards, personal cameras or video recorders. The school will confiscate any items not permitted in school until the end of the school year. Please check your children’s book bags to ensure compliance. **The school is not responsible for any lost or stolen items of value.**

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 follow the Miami-Dade County School Board policy prohibiting 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 may not keep medication in their book bags. 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 \(2702E\)](#) has been submitted. This form is available in the office and must be kept on record. This form must be filled out by the pediatrician or family doctor. 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; and the name and phone number of the pharmacy that filled the prescription.

HEALTH SCREENING

In accordance with Florida Statute 381.0056 (4), all students participate in the following health screenings:

1. **Vision screening:** Provided to students in grades Kindergarten, 1, 3 and 6, as well as to students entering Florida schools for the first time in grades Kindergarten through 5.
2. **Hearing screening:** Provided to students in grades Kindergarten, 1 and 6, and to students entering Florida schools for the first time in grades kindergarten through 5
3. **Growth and Development screening:** Provided to students in grades 1, 3 and 6, and may optionally be provided to students in grade 9.
4. **Scoliosis screening:** Provided to students in grade 6.

Parents will be notified in advance of any scheduled screenings, If you wish to opt your child out of any of the screenings listed above, a written request must be submitted to the school before the scheduled screening date.

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 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 has adopted policies establishing a School-Based Threat Management Team (SBTMT). The SBTMT is comprised of an administrator, counselor, teacher, and law enforcement officer. Schools utilize a problem-solving approach to harm prevention that involves assessment and intervention with students who threaten violence or harm. When a preliminary determination is made, that a student poses a threat of violence the team shall further convene to determine the best course of action. Authorized members of the team may obtain criminal history record information, if applicable. Students determined to be at-risk for violence will be referred for as applicable for mental health services. Threat management and disciplinary procedures are

separate processes. Regardless of whether a threat is determined to low, medium and high, appropriate disciplinary procedures shall be followed in accordance with the Code of Student Conduct.

FortifyFL

FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to the 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. To submit a tip please visit <https://getfortifyfl.com/Tip.html> .

Emergency Evacuation/Procedures

Your child's safety is one of our major concerns; therefore, we need to be prepared for the unexpected. We hold monthly fire drills, monthly lockdowns, and extreme weather procedures to prepare us for the possibility. 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**

Evacuation drills will take place during the school year in accordance with the National Fire Protection Association 101 Life Safety Code. When the fire alarm activates, students must stop what they are doing and follow the teacher's instructions. Students must clear the building promptly using - the prescribed route. Any student who is in the hallway or the restroom 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.

- **Emergency Drills**

The School will conduct six emergency drills, to include active shooter, hostage situations, bomb threats, and other potential emergencies will take place during the school year in accordance with Florida Administrative Code 6A-1.0018(16). All occupants of a building where an emergency drill is held are required to participate. One active assailant drill must take place within the first 10 days of the opening of schools, whereas all remaining drills must occur at least once every 4 nine (9) week reporting period. All emergency drills shall be conducted in accordance with the appropriate corresponding situational response as outlined in the District Emergency Operations Plan (EOP) and shall include developmentally appropriate and age-appropriate procedures.

Closing of School

In the event of school closure due to any emergency circumstance, including inclement weather, **AcadeMir** 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** 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
● Day chaperones for field trips ● Classroom assistants ● Math and/or reading tutors	● Certified Volunteers / Mentors ● Athletic/PE assistants ● Overnight chaperones

Volunteer Clearance Process

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

- **Step 1**
 - Visit the school website <https://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

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://www.conciergepadedu.com/volunteerApp.aspx?uuid=7120c468-86a8-4a8b-8d4c-81ae33826213> 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

Each year many articles of clothing are lost and remain unclaimed. When these items are turned in they are placed in the Lost and Found area in the school. Please place *your child's name* on everything he/she brings to school. This will minimize the number of items in our Lost and Found. All items are placed in the designated Lost & Found area and students are given an opportunity to look through and claim their own articles. Items that are not claimed by the end of every month will be donated.

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 \$36.00 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	
Insert dates	

**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 Policies and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

To be eligible to participate in interscholastic extracurricular student athletics and activities a student must:

- Maintain a grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the previous semester or a cumulative grade point average of 2.0 or above on a 4.0 scale, or its equivalent, in the courses required by the 24-credit Standard High School Diploma requirements.

A first-year high school student, entering ninth grade for the first time, is academically eligible during his/her first semester of high school attendance. The student, however, must have a 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, 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 competitions or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School's Chubb 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 that protects the privacy of student education records and provides parents and eligible students with certain rights regarding those records. In accordance with FERPA, parents and eligible students have the right to:

- Inspect and review the student's education records maintained by the school.
- Request the amendment of education records they believe are inaccurate, misleading, or maintained in violation of the student's privacy rights.
- Provide written consent before the school discloses personally identifiable information (PII) from a student's education records, except as authorized by FERPA.
- File a complaint with the U.S. Department of Education concerning an alleged failure by the school to comply with FERPA requirements.

AcadeMir Charter School maintains the confidentiality of student education records and permits access only to school officials with a **legitimate educational interest**, or as otherwise permitted or required by federal or state law. In certain circumstances authorized by FERPA, education records or personally identifiable information may be disclosed without prior parental consent, including disclosures to school officials with legitimate educational interests, officials of another school in which the student seeks or intends to enroll, authorized governmental agencies, or as otherwise permitted by law.

Student education records may exist in a variety of formats, including paper records, electronic files, photographs, audio or video recordings, or other media.

Examples of information maintained in student education records may include:

- Student and parent/guardian contact information, including emergency contact information.
- Attendance records, enrollment history, courses taken, grades, report cards, transcripts, standardized test scores, academic progress, awards, and diplomas.
- Disciplinary records maintained by the school.
- Exceptional Student Education (ESE), Section 504, English Language Learner (ELL), and other educational support records, when applicable.
- Health or medical information maintained by the school as part of the student's educational record.
- Personally identifiable information, including student identification numbers, photographs, dates of birth, or other information that could reasonably identify 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).

FORTIFYFL



Florida Statute 943.082 states that if, following an investigation, it is determined that a person knowingly submitted a false tip through FortifyFL, the Internet protocol (IP) address of the device on which the tip was submitted will be provided to law enforcement agencies for further investigation, and the reporting party may be subject to criminal penalties under s. 837.05. In all other circumstances, unless the reporting party has chosen to disclose his or her identity, the report will remain anonymous.

ANTI-DISCRIMINATION POLICY

AcadeMir Charter Schools, Inc. is committed to maintaining a workplace and educational environment that is free from discrimination, harassment, and retaliation. In accordance with applicable federal and state laws, as well as the nondiscrimination principles of Miami-Dade County Public Schools, the Governing Board is dedicated to ensuring that all students, employees, applicants, volunteers, and visitors are treated with dignity, fairness, and respect. AcadeMir Charter Schools provides equal access, opportunity, and treatment in all educational programs, activities, services, and employment practices without regard to race, color, ethnicity, national origin, ancestry, religion, sex, pregnancy, sexual orientation, gender identity, age, disability, marital status, genetic information, military or veteran status, or any other classification protected by applicable law. Discrimination, harassment, sexual harassment, intimidation, retaliation, or any form of verbal, written, visual, or physical conduct that creates a hostile, intimidating, or offensive environment will not be tolerated. This includes, but is not limited to, slurs, derogatory remarks, threats, offensive jokes, intimidation, or acts of violence directed toward any individual based on a protected characteristic. Any employee or student who experiences or witnesses' discrimination, harassment, or retaliation is expected to report the conduct promptly in accordance with the school's complaint procedures. Reports will be investigated promptly, thoroughly, and impartially, and appropriate corrective action will be taken when warranted. Violations of this policy may result in disciplinary action, up to and including termination of employment or expulsion, as permitted by law and Board policy.

Title VI of the Civil Rights Act of 1964, as amended - prohibits discrimination on the basis of race, color, and national origin, including actual or perceived shared ancestry or ethnic characteristics, or citizenship or residency in a country with a dominant religion or distinct religious identity.

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

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. 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, as amended (ADEA) - 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 the 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 qualified students with disabilities.

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, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, 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 38 U.S.C. § 4312 (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 discrimination against students, employees, or applicants on the basis of age, citizenship status, color, disability, ethnic or national origin, FMLA, gender, gender identity, genetic information, linguistic preference, marital status, political beliefs, pregnancy, race, religion, sexual harassment, sexual orientation, social and family background, and any other legally prohibited basis. Retaliation for engaging in a protected civil rights activity is also prohibited.

For **additional information about Title IX or discrimination/harassment contact:**

Title IX Coordinator

5420 SW 157 AVE # 5 Miami, Florida 33185

Phone: (305) 225-0444 TDD: (305) 225-0444

Email: marrebola@acsma.com

Detach this page and return to your child's teacher



Parent/Guardian Contract 2026-2027

Thank you for choosing AcadeMir Preparatory High School as your school of choice. Our Parent and Student Handbook can be found online on our school website <https://academirpreparatoryhighschool.com/> Please read and review the handbook with your child. If you are unable to access the internet, please feel free to pass by the main office and request a copy.

Once you have read the handbook, please complete the form below.

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