ISCHS
2016-2017
Curriculum Bulletin
and Handbook
International Studies Charter School Board of Directors

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Dear Students and Parents,

International Studies Charter School was founded in 2004 by the ministries of education from the French, Italian, and Spanish Consulate in conjunction with Academic Corporation as a continuation of the International Studies programs offered in elementary and middle schools throughout Miami-Dade County. The essence of International Studies Charter School is captured in our tagline, “A multilingual, multicultural, college preparatory education.” This theme speaks to the great accomplishments of our students and our school within a context that values the importance of balancing academics, athletics and activities, a richly diverse community, and traditional values with progressive approaches. At International Studies Charter School, we believe this kind of balanced approach creates the ideal environment for our students to succeed and thrive.

While flexibility and innovation are at the core of how we operate, we also believe that high standards of conduct and character development are important for providing clear guidelines for students. This handbook outlines our policies and procedures, which are intended to be clear but still allow students plenty of room for self-expression, creativity, growth and exploration. Please take some time to review this handbook. The handbook also resides on the website for your reference throughout the year.

**Purpose of the Handbook:**

The purpose of this handbook is to serve as a guide to help students and their families know about programs and opportunities at International Studies Charter School as well as to set forth basic expectations for students. Please take the time to familiarize yourself with the contents. We are hopeful that the handbook will answer many questions you may have about academics, athletics, food service, transportation, parental involvement, health, safety, conduct and other aspects of school life.

Please understand that no set of rules or guidelines can cover every conceivable situation that may arise at a school. The rules, policies and procedures set forth in this handbook are intended to apply under normal circumstances. However, from time to time, there may be situations that require immediate or nonstandard responses. This handbook does not limit the authority of International Studies Charter School to deviate from normal rules and procedures set forth in this handbook. International Studies Charter School reserves the authority to deal with individual circumstances as they arise in the manner International Studies Charter School deems most appropriate taking into consideration the best interests of the school, its faculty, employees, students and overall school community.

We update the handbook every year to reflect changes in our policies and the changing world in which we live. We urge you to participate in this process by offering your suggestions and raising any concerns you have about any topic documented in this handbook. Please share your thoughts and comments with the principal, Mr. Victoriano Rodriguez, at vicrodriguez@dadeschools.net.

Thank you for keeping the dialogue open and working with us to ensure the ongoing commitment we all have to create the best environment for our students to discover the joy of learning while preparing them for college success.

Sincerely,

Principal

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International Studies Charter School
807 SW 25th Avenue, Miami, FL 33135  PH: 305-643-2955  Fax: 305-643-2956  Website: [www.ischs.net](http://www.ischs.net)
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Vision

The vision of International Studies Charter High School is to serve the needs of the community by offering a unique multi-lingual, multi-literate, and multi-cultural curriculum preparing students to have an edge in global competition.

Students will have an opportunity to study French, Italian, and Spanish using curricula provided by the ministries of education of the various countries.

Mission

The mission of International Studies Charter High School is to teach our students to make decisions with integrity, think, and behave as citizens of the world, and graduate with a sense of purpose.
School History

International Studies Charter was founded in 2004 by the French, Italian, and Spanish Ministries of Education in collaboration with Miami-Dade County Public Schools and Academica Corporation. The vision of these foreign ministries was for students to be able to continue with their International Studies curriculum at the high school level and graduate with a dual diploma from the State of Florida and their respective program country. In 2004, International Studies Charter High School opened its doors to 65 freshmen pursuing a dual diploma at the Miami Museum of Science and Planetarium. The following year, the school moved to the Jose Marti Park with a freshman and sophomore class. In 2006, the school moved once again to the Citibank building in Coral Gables, where it remained until December of 2008, when it moved to its permanent location in Miami’s historic “Little Havana” neighborhood with 250 students in grades nine through twelve.

In 2007, International Studies began offering an additional program for beginning language learners, the Advanced Placement International Diploma (APID) option. In this program, students are enrolled in a language course each year, preparing them to take the Advanced Placement exam in their respective language at the end of their 3rd or 4th year while also preparing them to take an additional 4 Advance Placement courses in various disciplines to earn the APID recognition by the College Board. By offering this program as another option, the high school has grown to 400 students and is currently at capacity.

In 2009 International Studies opened its doors to middle school students by offering the International Education (IE) Program in French, Italian, and Spanish. The IE program is a beginning language program requiring that students enroll in two language courses each year: “Language and Literature” and “Conversation.” The school currently has 300 middle school students enrolled for a total of 700 students in grades six through twelve, and is at its capacity.

International Studies Middle and High has been a top performing school since inception. The middle and high school have consistently earned an “A” by the Florida Department of Education’s school performance evaluation system. The high school has been recognized by the three top media publications (Washington Post, Newsweek, and US News and World Report) as one of the top public high schools in the United States. International Studies Charter High School currently stands as #3 high school in the state of Florida and #21 overall in the national rank according to these publications.
School Policies
The primary objective of International Studies Charter School is to enhance each student’s potential for learning and to foster positive interpersonal relationships. International Studies Charter School supports the concept that students who possess personal, academic, civic and occupational adequacies will become effective and productive citizens. Students must develop and accept the responsibilities and obligations of citizenship. International Studies Charter School utilizes the Miami-Dade Public Schools’ Code of Student Conduct (COSC). The COSC helps students take control of their own learning and their ability to positively alter outcomes by employing appropriate personal choices and skills.

The COSC creates a safe learning environment to ensure academic success. If this objective is to be accomplished, it is necessary that the school environment be a safe and supportive community. The “re-culturing” of the school to a positive school climate supports academic achievement and promotes fairness, civility, acceptance of diversity, and mutual respect.

To enhance its effectiveness, this document addresses the role of the parents, the students, and school, but also core values and model student behavior, rights and responsibilities of students, Multi-tiered System of Supports (MTSS), and procedures for using corrective strategies, including suspension and expulsion. The District promotes the following beliefs:

- All students are valuable and can make worthy contributions to society.
- All students are responsible and accountable for their choices and decisions.
- In order to grow and thrive, individuals need caring relationships and a nurturing environment.
- Supportive family relationships are the foundation of the community.
- High expectations lead to higher performance that empower individuals and strengthen society.
- Continuous learning is a lifelong process that is essential to a productive and enriched life.
- Students, parents/guardians, and school employees are encouraged to read the Code of Student Conduct and become familiar with its content.

The Miami-Dade County Code of Student Conduct may be accessed through the following link:

http://ehandbooks.dadeschools.net/policies/90/index.htm

**Attendance**

There are probably no factors more important to a student’s progress in school than regular and punctual attendance:

1. **School Attendance** - **Students are to be counted in attendance only if they are actually present for at least two (2) hours of the day** or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.

2. **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.

3. **Late Arrivals** - A student is considered tardy if they are 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 not remain on record as being absent.

4. Early Dismissals – No student shall be released within the final thirty (30) minutes of the school day unless authorized by the Principal or Principal’s designee (i.e., emergency, sickness).

Excused Absences

1. Personal illness of the student (medical evidence may be required by the Principal for absences exceeding five (5) consecutive days). The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, s/he must be under the supervision of a health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the Principal.
4. An approved school activity (absences recorded but not reported).
5. Other absences with prior approval of the Principal.
6. Attendance at a center under Department of Children and Families supervision.
7. Significant community events with prior permission of the Principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
8. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service should be observed.
9. Death in the immediate family.
10. School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the Principal. The student must receive advance written permission from the Principal. Examples of special events include: public functions, conferences, and regional, State, and national competitions.
11. Outdoor suspension.
12. Other individual student absences beyond the control of the parent or student, as determined and approved by the Principal, require documentation related to the condition. Every absence must be followed by a note from home.

Unexcused absences include absences due to:

1. Vacations, personal services, local non-school event, program or sporting activity.
2. Older students providing day care services for siblings.
3. Illness of others.
4. Non-compliance with immunization requirements (unless lawfully exempted).

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

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee. Unexcused absences shall not be grounds for suspension from school but may result in detention or placement in existing alternative programs.

**Early Dismissal**

Students who leave school before official dismissal time(s) must sign out of the main office before 2 p.m. (for High School students) and 3:00 p.m. (for Middle School students). The school day ends at 2:30 p.m. and 3:30 p.m. respectively and all students not involved in after-school activities must leave the campus within 30 minutes after dismissal at which time the building doors are locked.

**Early Arrivals**

Students arriving within 30 minutes of the school day starting will wait in an assigned area until school begins. Students arriving more than 30 minutes prior to the commencement of the school day are not supervised by school personnel. Students who arrive more than 30 minutes prior to the school day beginning must be enrolled in before school care. If students arrive before the recommended time (and are not enrolled in before care) on a regular basis, parents/guardians will be contacted in an effort to resolve the matter.

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### National School Lunch Program

The cost of meals for the 2016-2017 school year is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Full Price</th>
<th>Reduced</th>
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<tr>
<td><strong>BREAKFAST</strong></td>
<td></td>
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<tr>
<td>All Students</td>
<td>($2.00)</td>
<td>($0.30)</td>
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<tr>
<td><strong>LUNCH</strong></td>
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<td></td>
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<tr>
<td>Students</td>
<td>($3.50)</td>
<td>($0.40)</td>
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<tr>
<td>Adults</td>
<td>($3.50)</td>
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**Free/Reduced Lunch Program**

The National School Lunch and School Breakfast Programs as administered by International Studies Charter School provides free and reduced priced meals for children unable to pay the full price. Applications must be filled out every school year; forms are sent to all homes with a letter to parents or guardians the first week of school. Meal benefits begin on the day the application is approved and continue throughout the school year in which the application is approved, the summer, and approximately the first twenty days of the next school year.

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### Rights of Expression
Every student in the district has rights and freedoms given to them by the First Amendment of the United States Constitution. The school district recognizes these student rights. However the Supreme Court has recognized that school rules and regulations that affect speech are lawful unless there is an apparent abuse of power or judgment on the part of the school. Therefore the rules and regulations established in this handbook are reasonable and valid in the pursuit of a quality education for every student in the district with minimal disruptions.

Students have a right to express opinions or concern as long as they remain in the boundaries of the school rules and regulations.

### Uniform Policy

The appearance of the members of the ISCS family is of paramount importance to us as we believe that pride in our appearance is fundamental to good character development and success. 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 being taken against the student.

**Please Note:** Students who are not wearing the correct uniform will be suspended indoors until they are in compliance with the following code. Repeat violators may be subject to outdoor suspension(s).

1. All students are required to wear straight cut, full length khaki pants. These pants may not have cargo pockets, unusual tailoring and/or labels, may not be manufactured from jean material and must be fitted to the student correctly. Pants that are too big or too tight for the student are not acceptable and will be deemed in violation of the uniform code.

2. Belts must be worn at all times; these belts must be plain, black or brown leather belts and fastened securely at waist level. Pants must be worn at waist level. Loose or low pants will not be tolerated.

3. Shirts must be navy blue polo shirts, bearing the International Studies Charter School logo. Alternatively, a white button down shirt may be worn, again, bearing the school logo in the correct upper left front location. No other shirt colors or styles are permitted. All shirts must be correctly tucked into pants at all times 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. If ties are worn with oxford shirts, all buttons must be fastened. Female Students – Shirts must be long enough to cover the belt.

4. During cooler weather, a plain white long sleeved t-shirt may be worn underneath polo shirts. Additionally, classic cardigans or sweaters may be worn. These sweaters must be school issued uniform in navy blue. Sweatshirts (hooded or not) must be school approved. Any student who is found to be in violation of this policy will have their sweater confiscated. International Studies Middle/High School is NOT responsible for lost or stolen sweaters.

5. Shoes must be closed, solid black or brown shoes. Matching laces must be worn and fastened tightly at all times. No other colors or stripes/logos may be on the shoes. “Sperry” type shoes may be worn as long as they conform to the color requirements listed above.

6. Jewelry is limited to one (1) watch, one (1) ring, and one (1) small chain. Chains must be worn inside of shirts and are not to be visible except at the back of the neck. Due to safety concerns, GAUGE type earrings may NOT be worn.

7. All uniforms must be clean and pressed at all times; good grooming of hair, skin and fingernails is expected at all times.
8. Hair must not be dyed with unnatural colors, worn unusually, or maintained in unacceptable condition. Hair length must not exceed student’s neckline nor cover their ears (Male students). ALL students must have symmetrical haircuts. “mohawks”, “frohawks”, dreadlocks, or designs of any kind are NOT permitted. The administration will send students home whose hair is unacceptable in condition or length. All facial hair must be properly groomed and kept neatly. It is up to the administration’s discretion what is deemed appropriate.

9. All headgear (hats, scarves, bandanas etc.) is forbidden on school property.

10. No buttons, tags, or labels may be worn on the school uniform unless approved by the administration.

11. Inclement Weather Policy: If the temperature decreases below 50 degrees, appropriate winter attire will be accepted at the discretion of the school’s administration.

Boys Uniform

In addition to the above, boys may not:

- Wear earrings (real or clip-on) or have any other visible body piercing or tattoos
- Wear any additional jewelry or clothing except as specified above
- Wear any type of make-up or nail polish

Girls Uniform

In addition to the above, girls may not:

- Wear excessive make-up, or will be sent to the restroom to wash their face and be sent back to class.
- Wear dark nail polish – only light pastel colors are acceptable
- Wear more than one (1) pair of earrings. Earrings must be plain stud type, or small hoops (total size must be smaller than a dime).
- Have any visible body piercing or tattoos.
- Wear headscarves (see item 11). Hair should be maintained with clips, bobbles or soft hair bands only. Hair ribbons must be school colors.

Important Note for SCIENCE CLASSES:

Many brands of hair styling products contain highly flammable chemicals, even when they are dry. It is advised that these should not be worn in Science classrooms as there is a risk of ignition from open flames. Additionally, it is recommended that students purchase a plain apron for use in these classes during their time in school to protect their clothes from damage during lab work. The school cannot be held responsible for damage to students’ person or property if they do not follow the safety guidelines above and those advised in their classrooms.

Safety and Emergencies

In an emergency situation, we must be able to contact you. Please provide accurate emergency contact information (cellular numbers and email addresses) to your child’s school at the start of the year. Also, update your contact information with school staff as soon as it changes. The school drills monthly for fire related emergencies and twice a year for Code Red/Yellow emergencies. All faculty and staff are trained on how to respond when emergencies arise.

Incidents on or Near School Campus
International Studies Charter School has set up emergency plans and has an Emergency Response Team that focuses on prevention and reaction to incidents. A Crisis Intervention Team provides support to students and staff after an incident.

If there is a potential threat or unsafe situation to a school, the school may "go on lockdown" to protect students, staff and visitors.

If there is an immediate threat to the school, a "code red" lockdown will be issued. Students will be moved into safe areas, and all interior and exterior doors will be locked.

If there is something in the community that may pose a threat to the school, a "code yellow" community lockdown will be issued. All outdoor activities will stop and students will move into the building. We will lock outer doors and prohibit movement between buildings, but all other activities will continue as normal.

When the incident passes, a "code green" will be declared ending the lockdown.

**Keeping your Child Safe**

International Studies Charter School has plans and procedures in place to protect your child and communicate with you in the event of an emergency. Our administration works with school staff, local law enforcement and other public health and safety leaders to make our campus a safe place to learn. To protect our students and staff, International Studies Charter School is outfitted with electronic security systems including burglar alarms, and digital video recorders. If you have any questions or security concerns, contact the school at 305-643-2955 between 7:00 a.m. and 5:00 p.m.

**School Closing and Delays**

As with inclement weather, community incidents may require us to cancel classes, open schools late, or close them early. In such a situation, the following plan goes into effect:

- International Studies follows Miami-Dade County Public School’s recommendations for school openings/closings
- The school system's crisis team will monitor and manage the situation.
- **The school’s website** will post the announcement of the closing, delay or early dismissal.
- We will notify media outlets.
- If classes are canceled or dismissed early, all athletic and extracurricular events at the affected schools are canceled.
- Before/After-school programs will operate from an early dismissal to the regular closing time. Neither athletic and extracurricular events nor before/after-school programs will operate, if school is closed.

**Visitor Check-In**

Anyone entering the school must first stop by the main office to check in and receive a pass. It must be worn and be visible at all times while inside the building. This pass must be discarded in the office when the visitor checks out. When visiting students, permission must be requested and received through the main office to minimize interference with planned class activities.
Unauthorized Items Policy

Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Student’s bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents, at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School’s administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.

Cell Phone Policy

In addition to the school standard electronic devices policy, ISCS has the following policy regarding cell phones.

- Cell phone may not be turned on inside of the building at any time. Cell phones must be switched off, and left in the students’ book bag. Turning the cell phone to “silent” or “vibrate” is not acceptable. Cell phones may only be used outside of school buildings and only outside of school hours. During inclement weather only, students will be permitted to use their phones to contact parents from the main lobby areas only.

- Any student who is found to be violation of this policy will have their cell phone confiscated. Cell phones will only be returned to the parents after 3:00 p.m. the following day. At this time a parent/student conference will be required. Repeat violations of this policy will result in future sanctions. Any phones not claimed by the beginning of the following school year will be disposed of.

- Any student found to be using any phone or device to take photographic images, record sound, or to communicate with other students within the building without prior permission from the administration will be subject to full administrative proceedings.

- International Studies Charter School is NOT responsible for lost or stolen cellular devices.

Internet & Media Use Policy

In addition to the Miami-Dade County’s Technology Acceptable Use Policy, [http://www.dadeschools.net/technology/acceptable_use_policy.htm](http://www.dadeschools.net/technology/acceptable_use_policy.htm) the school requires the following of its staff, students and parents:

- No recording, photographic or audio/ visual in nature may be made on school property without the express permission of the administration.

- No document or media that exist or is produced in reference to the school, its staff or students including photographs, letters, yearbooks and other material may be published where it is accessible to the public without the express permission of the school’s administration.

- Additionally, no staff member, student or parent may use the ISCS name or any of its logos for identification purposes in any public forum or media. The term “public forum or media” also includes but is not limited to publicly accessible websites and web forums.
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.

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**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 Section 1006.15, Florida Statutes, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Polices and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

To be eligible to participate in interscholastic extracurricular athletic and activities a student must maintain an unweighted cumulative grade point average (GPA) of 2.0 or above on a 4.0 scale in the courses required for graduation, including those taken by the student before he/she begins high school. The student must also maintain a 2.0 GPA in conduct for the previous semester. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

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

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

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

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

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

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board’s sponsored insurance program prior to engaging in any practice, tryout, or pre- or post season physical activity associated with the student’s candidacy for an interscholastic athletic team.
A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall become ineligible for further interscholastic athletic competition. For students enrolled in an accelerated graduation program, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

The high school counselor and school athletic director 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) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

Parent Involvement Expectations

Parental/Guardian involvement is an integral component of a student’s education and is crucial to a student’s success as both a student and a member of the community. International Studies Charter Middle/High School, Inc. prides itself on the accomplishments of our students and therefore values that parents/guardians become active stakeholders in their child's education. Parental/Guardian involvement in a student’s education enhances student learning and supports students in reaching their full potential.

Volunteer Hours: Parents/Guardians are requested to complete a minimum of thirty (30) volunteer hours, or the equivalent thereof, per contract, per academic year, unless otherwise stated in the Parent/Student Handbook. All parent/guardian volunteer hours should be completed prior to the last day of school.

Volunteer Opportunities are available throughout the year at the school, through the PTSA, and at school sponsored activities. Please check our school website often for posting of parent volunteer opportunities as well as listen for “phone homes” made by the school. The PTSA is always willing to assist parents with guidance as to how best to serve the school. You may contact your PTSA at https://iscsptsa.shutterfly.com/.

The Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA) is a federal law. The intent of this law is to protect the accuracy and privacy of student information and education records. Under this law, parents and eligible students have the rights to: access their education records, including the right to inspect and review those records; waive their access to their education records in certain circumstances; challenge the content of education records in order to ensure that the records are not inaccurate, misleading, or otherwise a violation of privacy or other rights; ensure privacy with respect to such records and reports; and receive notice of their rights with respect to education records. Only authorized individuals having legitimate educational interest will have access to a student’s education records. However, under some prescribed circumstances, personally identifiable information and education records can be disclosed to other individuals and agencies without parental consent. The Board approved a directive for implementing the provision of the Family Educational Rights and Privacy Act. Personally identifiable information is maintained in schools in a variety of forms, such as handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Examples are:

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

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record.

Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 45 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).

Home Learning Policies & Philosophies

Home learning is an opportunity for students to extend their learning outside of the regular school day. This may include reinforcing what was learned or providing opportunities for students to challenge themselves to apply concepts previously learned to a new concept. Home learning is intended to raise the standards of student achievement while fostering independence and confidence. International Studies is a college preparatory school; therefore, students should expect to receive approximately one hour and a half to two hours of home learning per day. Home learning is the responsibility of every student to complete.
Academics
Admissions Process

All students applying to the International Studies Charter School must complete an online application and take an entrance exam. The priority application period is from October 16th through December 18th. Entrance exams must be taken on either December 5th or December 12th in order to receive priority. If an applicant passes the entrance exam and meets the minimum requirements for acceptance, priority will also be given to the children of the following:

- Board Members
- Personnel
- Consulate Members
- Current ISCHS Families

Registration Requirements

If you are entering from another public school in Miami-Dade County:

1. Take the Transfer form (sent with your acceptance letter) to the present school in which your child is registered. The school needs to sign the bottom part of the transfer form to future the student to our location. In the event that the form has been lost, please contact Ms. Vasquez, our registrar for a new one.
2. Per Dade County, students cannot be futured until May 5, 2016. We need to make sure they are futured to our school before May 13, 2016.
3. Ask the registrar at their current school to print verification that the child has been futured to our location number (7007 for the High School and 6045 for the Middle School).

If you are entering from a private school, coming from abroad or a county other than Miami-Dade:

1. You need to come to the school to complete the registration package. Parents can register their child at the school Monday – Friday beginning, Monday, March 28th from 10:00 AM to 2:00 PM. This MUST BE DONE BY MAY 12th!
2. Please bring the following:
   a. Copy of the child’s Birth Certificate or Passport
   b. Immunization Records and the physical form from Miami-Dade County
   c. Proof of address
   d. Grades from the last three years including the present year
Middle School Programs
Grades 6-8

Students entering the International Studies Charter Middle School may select between 2 programs:

International Education
(French, Italian or Spanish):

The International Education program is a rigorous and challenging academic program infused with an advanced and honors curriculum. The focus of each IE program is for students to enter high school bilingual and bi-literate in their respective program language as well as to prepare students for an academically advanced and challenging high school curriculum. Each academic year, in addition to core courses, students will take two IE courses in their program language. One course will emphasize grammar, vocabulary, and the written language and the other course will prepare students to communicate orally. Students successfully completing the middle school curriculum will be prepared to continue their International Education in the respective International Studies high school program, or to learn an entirely new language in high school by enrolling in the International Studies Advanced Placement Program.

International Studies
(French only):

The French International Studies program is a rigorous academic program with an advanced and honors curriculum that enables high achieving students to study advanced French. Each year students are required to take a minimum of three courses (French Humanities, Language and Literature, and Mathématique) taught entirely in their program language. Students must be able to read, write, and speak well in the respective language in order to be considered for the program. The required entrance exam for the program is in the program language. Students successfully completing the middle school curriculum will be prepared to continue their French International Studies Education in the high school program.
High School Programs
Grades 9-12

Students entering the International Studies Charter High School may select between 2 programs:

**Advanced Placement International Diploma**
(French, Italian, or Spanish)

The Advanced Placement International Diploma (APID) is a globally recognized award issued by the College Board for students interested in international studies. It requires students to display mastery on AP Exams across several disciplines, and represents an exceptional level of achievement. Students must take a minimum of 5 AP courses in areas specified by the College Board and must pass all 5 courses in order to receive the certificate. The required entrance exam is a general knowledge exam in reading comprehension and mathematics. At International Studies students are enrolled in courses that position students to earn the APID recognition. In addition, the APID program is a beginning language program for students who desire to learn French, Italian or Spanish.

**International Studies**
(French, Italian, or Spanish)

Students must be able to read, write, and speak well in the respective language in order to be considered for the program.

The International Studies program is a rigorous academic program with an advanced and honors curriculum that enables high achieving students to study advanced French, Italian, or Spanish. Each year students are required to take a minimum of two courses taught entirely in their program language. Students will fulfill the graduation requirements for Florida and the respective foreign government of their program enabling them to attend universities abroad and graduate with two distinct diplomas. Students will also have the opportunity enroll in Advanced Placement courses. The required entrance exam for the program is in the program language.
ISCHS
High School Course Offerings

LANGUAGE ARTS
- English I Honors
- English II Honors
- English III Honors
- English IV Honors
- AP English Language
- AP English Literature

SOCIAL STUDIES
- World History Honors
- AP Human Geography
- AP European History
- American History Honors/AP
- Government Honors/AP
- Economics Honors/AP

SCIENCE
- Physical Science Honors
- Biology I Honors
- Chemistry Honors
- AP Biology
- Anatomy & Physiology Honors
- AP Environmental Science

MATHEMATICS
- Algebra I Honors
- Geometry Honors
- Algebra II Honors
- Math for College Readiness
- Pre-Calculus
- Calculus

ELECTIVES
- Career Research
- Speech
- Creative Writing
- SAT Preparation
- Film Studies
- Personal Fitness/

FRENCH, ITALIAN & SPANISH
ADVANCED PLACEMENT INTERNATIONAL DIPLOMA (APID) COURSES
- French, Italian, or Spanish I
- French, Italian, or Spanish II
- French, Italian, or Spanish III
- French, Italian, or Spanish IV
- AP French Language
- AP Italian Language
- AP Spanish Language
- AP Spanish Literature
Middle School International Education Curriculum

<table>
<thead>
<tr>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I Honors/Advanced</td>
<td>English II Honors/Advanced</td>
<td>English III Honors/Advanced</td>
</tr>
<tr>
<td>Math I</td>
<td>Pre-Algebra</td>
<td>Algebra I</td>
</tr>
<tr>
<td>Science I</td>
<td>Science II</td>
<td>Physical Science</td>
</tr>
<tr>
<td>World History</td>
<td>Civics</td>
<td>US History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education .5</td>
<td>Physical Education .5</td>
</tr>
<tr>
<td><strong>Conversation I</strong></td>
<td><strong>Conversation II</strong></td>
<td><strong>Conversation III</strong></td>
</tr>
<tr>
<td><strong>Language I</strong></td>
<td><strong>Language II</strong></td>
<td><strong>Language III</strong></td>
</tr>
</tbody>
</table>

**Conversation & Language Courses are taken in either French, Italian or Spanish**

Middle School French IS

Each year (6th, 7th, and 8th) French IS students will take:

- French Language & Literature
- French Humanities
- French Mathématiques

These courses are in addition to English, Science, and Social Studies in the American curriculum.
Academic Progress

Students need to have a minimum Grade Point Average (GPA) of 2.0 to graduate from high school in the State of Florida; this is also the minimum GPA requirement for participation in sports and activities. ISCS, as part of our Code of Excellence, will enforce stricter rules. Students who score a Level 1 or a Level 2 on the FSA in mathematics and/or reading will be placed on a district mandated Progress Monitoring Plan (PMP). If a student receives a Level 1 or 2 in writing or science, their writing or science teachers may recommend that the student be placed on a PMP.

Classroom Placement

One of the responsibilities we take most seriously is the proper class placement of each student. The one word, which might best explain our approach, is “individualization.” This is both a formidable task and a weighty responsibility. Each child is evaluated individually and in depth. We look at test scores, we evaluate past performance, and we consider personality, development and state and district requirements.

Classroom assignments are made by the school. We are not obligated to honor special requests. Assignments are often tentative and are made for the benefit of the child. Please encourage your child to read this bulletin before making decisions for next year’s classes.

Earning Senior High School Credits in Grades 6, 7, and 8

Students in grades 6, 7, and 8 may enroll in selected senior high school courses to pursue a more challenging program of study. These courses are included when computing grade point averages (GPA) and rank in class. Up to six credits may be earned, with parental permission, in grades 6, 7, and/or 8, for courses taken, which may be applied toward the total credits needed for graduation, college admission, or for the Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated high school courses, they are considered to be grade 9 students for those class periods. All high school credit courses taken in the middle school will be included in the high school transcript. Factors to be considered in taking high school courses as a middle school student include the impact on the student’s GPA and subsequent rank in class, the possible lack of recognition by the National Collegiate Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which skills have not been mastered. Courses taken will remain a part of a student’s middle school record, as well as the student’s senior high school record. Credit may be earned in the courses listed below, provided that all applicable End of Course assessment requirements are met.

- Algebra 1 Honors
- Geometry Honors
- Physical Science Honors
- Biology 1 Honors

Dual Enrollment

Dual enrollment is an articulated acceleration mechanism open to eligible secondary students 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-1, which is published annually. All high 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-high school campus and off-high school campus dual enrollment courses.

Advanced Placement

Advanced Placement (AP) is an acceleration mechanism administered by the College Board providing for college level instruction in high school. Postsecondary credit for an AP course may be awarded to students who earn a minimum of a 3 on a 5 point scale on the corresponding AP exam.

Florida Virtual School

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS) on a part time basis. The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. A complete list of courses is available through the FLVS website at http://www.flvs.net/Students/Pages/find-course.aspx#highschool or at http://www.flvs.net/Students/Pages/find-course.aspx#middlechool.

Grading

Instructional staff is to use such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and a student’s potential. Student grades, unsatisfactory work notices, parent reports on state assessment and/or the standardized testing, parent conferences, and adult student conferences should serve as the primary means of communicating student progress and achievement of the standards for promotion. A student’s academic grade should reflect the teacher’s most objective assessment of the student’s academic achievement. Students have the right to receive a conduct and an effort grade consistent with their overall behavior and effort.

Academic Recognition Program

**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.
Academic Grades

Academic grades are to reflect the student’s academic progress based on the competencies/benchmarks for the grade level/course in which the student is enrolled. The grade 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 competencies.

In grades 1-12, a common report card grading system is to be used. Academic grades for students shall be “A,” “B,” “C,” “D,” “F,” or “I”. A brief explanation of the grades used follows:

A – A grade of “A” (90 – 100%) indicates that the student has demonstrated outstanding progress in the subject and/or the skills area. The student consistently performs academically at a level that is considerably higher than that of the typical student in the same program or course. The student has mastered skills well above those required for successful completion of understanding of and an ability to utilize the content of the program effectively. An “A” student will have achieved and exceeded all of the instructional objectives and competencies established for the subject/course during the grading period.

B – A grade of “B” (80 – 89%) indicates that the student has demonstrated above average but not outstanding progress in the academic area. The student consistently performs at a level above that which is expected of the typical student in the same program or subject. The student has mastered content skills beyond those required for successful completion of the instructional program. The “B” student will be progressing at a rate that will enable him/her to have achieved virtually all of the instructional objectives and competencies established for the subject being graded.

C – A grade of “C” (70-79%) indicates average progress. The student performs at an average level in terms of mastery of skills/performance standards and/or content of the program. The student’s rate of progress permits mastery of more than the minimal instructional objectives and competencies of the program.

D – A grade of “D” (60-69%) indicates the lowest acceptable progress in the mastery of skills and other course content and indicates that improvement is needed to achieve a satisfactory level of academic performance. The student’s rate of progress is such that the minimal instructional objectives and competencies for the program will be mastered.

F – A grade of “F” (0-59%) indicates failure. Students functioning at this level are not mastering the minimal objectives and competencies required in the regular instructional program.

I – A grade of “I” (0) indicates performance insufficient to permit an evaluation. Secondary school students performing at this level may have their grade adjusted upon presentation of the required assignments. An incomplete grade for an annual or semester course must be resolved no later than two grading periods following the issuance of the incomplete grade. Extenuating circumstances may be approved by the Principal.

When a numerical equivalent to an assigned letter grade of “A,” “B,” “C,” “D,” “F,” or “I” is used, the following apply and shall be communicated to students:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Value</th>
<th>Verbal Interpretation</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 – 100%</td>
<td>Outstanding progress</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80 – 89%</td>
<td>Above average progress</td>
<td>3</td>
</tr>
<tr>
<td>C</td>
<td>70 – 79%</td>
<td>Average progress</td>
<td>2</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69%</td>
<td>Lowest acceptable progress</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59%</td>
<td>Failure</td>
<td>0</td>
</tr>
<tr>
<td>I</td>
<td>0</td>
<td>Incomplete (secondary only)</td>
<td>0</td>
</tr>
</tbody>
</table>

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

**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.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Grade Points</th>
<th>Bonus Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Honors</td>
</tr>
<tr>
<td>A</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>B</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>D</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**NOTE:** Dual enrollment courses are awarded the equivalent of Advanced Placement, International Baccalaureate or Advanced International Certificate of Education bonus points as required by State statute.

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. 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 their cumulative GPA. These students are also eligible for consideration for the academic recognition program and the Talented Twenty program.

### Middle School Promotion

#### Promotion and Placement Requirements in the Middle School

<table>
<thead>
<tr>
<th>End of Grade</th>
<th>Courses Passed</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>All Courses Passed</td>
<td><strong>Promoted to Grade 7</strong>&lt;br&gt;Regular 7th grade student</td>
</tr>
<tr>
<td>6</td>
<td>4-5 Courses Passed&lt;br&gt;Must pass language arts* or mathematics and at least 3 other courses</td>
<td><strong>7th Grade Student</strong>&lt;br&gt;Placed in grade 7 and scheduled to repeat courses not passed as appropriate</td>
</tr>
<tr>
<td>6</td>
<td>Less than 4 Courses Passed in Grade 6</td>
<td>Retained 6th Grade Student</td>
</tr>
<tr>
<td>7</td>
<td>12 Cumulative Courses Passed&lt;br&gt;6 courses passed in grade 6&lt;br&gt;And&lt;br&gt;6 courses passed in grade 7</td>
<td><strong>Promoted to Grade 8</strong>&lt;br&gt;Regular 8th grade student</td>
</tr>
<tr>
<td>7</td>
<td>8-12 Cumulative Courses Passed&lt;br&gt;4 courses passed in grade 6 including language arts, mathematics, science, and social science.&lt;br&gt;4-5 courses passed in grade 7 including 7th grade language arts or mathematics, science or social science, and/or a course which incorporates career and education planning.</td>
<td><strong>8th Grade Student</strong>&lt;br&gt;Placed in grade 8 and scheduled to repeat courses not passed as appropriate</td>
</tr>
<tr>
<td>7</td>
<td>7-8 Cumulative Courses Passed</td>
<td>Retained 7th Grade Student</td>
</tr>
<tr>
<td>8</td>
<td>15-18 Cumulative Courses Passed&lt;br&gt;Must pass 3 courses each in language arts, mathematics, science, and social science, including a course which incorporates career and education planning and 3 additional courses. The student must also have completed his/her personalized academic and career plan.</td>
<td><strong>Promoted to Grade 9</strong></td>
</tr>
<tr>
<td>8</td>
<td>14 or Fewer Courses Passed</td>
<td>Retained 8th Grade Student</td>
</tr>
</tbody>
</table>
## High School Grade Level Promotion

Promotion and Placement Requirements in the High School

<table>
<thead>
<tr>
<th>End of Grade</th>
<th>MINIMUM Cumulative Total of Credits for Students in the Four Year, 24-Credit Standard Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>4 (including one English or one mathematics credit)</td>
</tr>
<tr>
<td>10</td>
<td>9 (including two English credits, one mathematics credit, and one science credit or one English credit, two mathematics credits, and one science credit)</td>
</tr>
<tr>
<td>11</td>
<td>16 (including three English credits, two mathematics credits, and two science credits or two English credits, three mathematics credits, and two science credits)</td>
</tr>
<tr>
<td>12</td>
<td>24 (required for graduation)</td>
</tr>
<tr>
<td>Graduation Requirements for Students</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>24-CREDIT Option</th>
<th>18-CREDIT College Preparatory Option</th>
<th>18-CREDIT Career Preparatory Option</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/ESOL</strong></td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
<td>4 credits (major concentration in composition &amp; literature and reading for information)</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
<td>4 credits (Algebra I, Geometry, &amp; 2 courses at the Algebra II level or higher)</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 credits (Physical Science, Biology and 1 course from the following: Chemistry, Physical Science, or Physics)</td>
<td>3 credits (Physical Science, Biology and 1 course from the following: Chemistry, Physical Science, or Physics)</td>
<td>3 credits (Physical Science, Biology and 1 course from the following: Chemistry, Physical Science, or Physics)</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
<td>3 credits (World History, United States History, United States Government, &amp; Economics)</td>
</tr>
<tr>
<td><strong>Foreign Language</strong></td>
<td>Not required (foreign language credit is required for admission)</td>
<td>2 credits in the same language or demonstrated proficiency</td>
<td>Not Required</td>
</tr>
<tr>
<td><strong>Performing/Fine Arts/Practical Arts/Career &amp; Technical Education</strong></td>
<td>1 credit in performing/fine arts, speech, debate or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination (practical arts courses identified in the curriculum bulletin)</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>Physical Education/Health</strong></td>
<td>1 credit (.5 credit in personal fitness, .5 credit in physical education)</td>
<td>Not required</td>
<td>Not required</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>8 credits</td>
<td>2 credits</td>
<td>3 credits in a single career/technical education program and 1 elective or 3 credits in a single career/technical certificate dual enrollment courses and 1 elective credit, or 4 credits in career/technical education (including 3 credits in one sequential career/technical education program)</td>
</tr>
<tr>
<td><strong>Grade Point Average (GPA)</strong></td>
<td>Cumulative GPA of 2.0 on a 4.0 scale</td>
<td>Cumulative GPA of 3.5 on a 4.0 scale in the required courses &amp; a weighted or unweighted grade that earns at least 3.0 points or its equivalent in each of the 18 required credits grade in 2006-2007</td>
<td>Cumulative GPA of 3.0 on a 4.0 scale in the required courses &amp; a weighted or unweighted grade that earns at least 2.0 points or its equivalent in each of the 18 required credits</td>
</tr>
<tr>
<td><strong>Community Service Requirements</strong></td>
<td>Students are required to complete a minimum of 100 community service hours prior to the beginning of their senior year. A minimum of 25 service hours are required each academic school year to complete this requirement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
High School Diplomas/Certificates

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a Superintendent’s Diploma of Distinction, an International Baccalaureate diploma, or an Advanced International Certificate of Education.

Standard Diploma
The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the statewide standardized assessments or attain the concordant 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
Additionally, as per 1003.4285, F.S., each standard high school diploma shall include, as applicable, the designations of scholar or merit, if the student meets the following criteria:

Scholar Designation
In addition to the requirements of 1003.4282, F.S., in order to earn the Scholar designation, a student must satisfy the following requirements:

- **English Language Arts (ELA):** Beginning with students entering grade 9 in the 2015-2016 school year, pass the statewide standardized 11th grade ELA assessment.
- **Mathematics:** Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. Beginning with students entering grade 9 in the 2015-2016 school year, students must pass the Geometry and Algebra II statewide standardized assessments.
- **Science:** Pass the statewide standardized Biology I EOC assessment and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics. However, a student enrolled in an Advanced Placement (AP), International Baccalaureate (IB), or Advanced International Certificate of Education (AICE) Biology course who takes the respective AP, IB, or AICE Biology assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement without having to take the statewide standardized Biology I EOC assessment.
- **Social Studies:** Pass the statewide standardized United States History EOC assessment. However, a student enrolled in an AP, IB, or AICE course that includes United States History topics who takes the respective AP, IB, or AICE assessment and earns the minimum score necessary to earn college credit as identified pursuant to s. 1007.27(2) meets the requirement without having to take the statewide standardized United States History EOC assessment.
- **World Language:** Earn two credits in the same world language.
- **Electives:** Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.

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

Merit designation

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In addition to the requirements of 1003.4282, F.S., as applicable, in order to earn the Merit designation, a student must attain one or more industry certifications from the list established under s. 1003.492.

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

**Superintendent’s Diploma of Distinction**
This diploma will be awarded to students who are enrolled in the 4-year, 24-credit program and complete an academically rigorous course of study. The requirements include at least four Honors, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, and/or International Studies courses; and completion of 75 hours of community service, which includes identification of a social problem of interest, development of a plan for personal involvement in addressing the problem and, through papers and other presentations, evaluate, and reflect upon the experience. All students must earn a 3.5 GPA (weighted scale) by the end of the first semester of the senior year with no final grade less than a "C."

**International Studies Certificate**
Students who complete an International Studies (IS) curriculum and meet high school graduation requirements, shall receive a standard diploma, and may be eligible for a Certificate from the designated country of study.

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

**Philosophical Basis:**

Grades, at best, are but an indicator of the student's knowledge or skill at any particular time. Grades are not necessarily an accurate gauge as to whether learning has taken place. However, since much emphasis is placed upon grades, a student's academic grade should reflect the teacher's most objective assessment of the student's academic achievement. Academic grades should not be used as a threat in order to maintain classroom decorum.

<table>
<thead>
<tr>
<th>RIGHTS</th>
<th>RESPONSIBILITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have the right to be informed of the teacher’s grading criteria, which is consistent with district guidelines, at the beginning of each grading period.</td>
<td>Students have the responsibility to ask teachers in advance of a graded assignment, for an explanation of any grading criteria or practice they may question or that needs clarification.</td>
</tr>
<tr>
<td>Students have the right to receive an academic grade that reflects their achievement.</td>
<td>Students have the responsibility for maintaining reasonable standards of academic performance commensurate with their ability.</td>
</tr>
<tr>
<td>Students have the right to be notified when they are performing unsatisfactorily.</td>
<td>Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.</td>
</tr>
<tr>
<td>Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.</td>
<td>Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.</td>
</tr>
<tr>
<td>Students have the right to achieve academic success based upon their own initiative and ability without interference from others.</td>
<td>Students have the responsibility to earn grades based upon their performance while guarding against cheating by other students.</td>
</tr>
</tbody>
</table>

*Excerpt from the Code of Student Conduct (Secondary) can be found in School Board Policy 5500*
Progress Report:
Progress reports are issued 4 times a year, once per quarter, approximately 4-5 weeks into the quarter. The school will make an automated phone call notifying parents of the date when progress reports will be issued. Report cards are issued at the end of each quarter. A paper copy of the report card is sent home about two weeks after the quarter ends. This information will also be available on the school website.

Progress Reports distribution for the 2016-2017 school year are as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>September 28th</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>November 30th</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>March 1st</td>
</tr>
<tr>
<td>4th Quarter</td>
<td>May 10th</td>
</tr>
</tbody>
</table>

Report Card distribution dates for the 2016-2017 school year are as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Quarter</td>
<td>November 10th</td>
</tr>
<tr>
<td>2nd Quarter</td>
<td>February 3rd</td>
</tr>
<tr>
<td>3rd Quarter</td>
<td>April 6th</td>
</tr>
<tr>
<td>4th Quarter</td>
<td>Must be picked up at the school or will be sent home in a self-addressed stamped envelope</td>
</tr>
</tbody>
</table>

Parent Portal

International Studies Charter School students and parents have access to the same resources as traditional MDCPS students. Parents are able to create an online account the “Parent Portal” on dadeschools.net.

The website is http://www.dadeschools.net/parents.asp. To add students to a new Parent Account you must obtain the following:

- Your child’s MDCPS student ID
- Parent 6 Digit PIN number (To obtain you must visit your child's school)
- Student’s Date of Birth (DOB)
- Student birth place State or Country
- Zip Code

Parent/Teacher Conferences

Parent/Teacher conferences should be made by contacting the teacher directly. When a meeting with more than one teacher is necessary, the school counselor will facilitate the meeting. Meetings will be held during school hours or at an alternate time agreed upon by the teacher and parent, but no more than 30 minutes prior to the school day beginning or ending.

Academic Recovery

If the school identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
Student Services
Student Support Services

The overall well-being of International Studies Charter School students is an integral part of our philosophy. Student Support Services seeks to provide support both in and out of the classroom in the areas of academic support, social-emotional development and physical well-being. The International Studies Charter School Student Services Team consists of a full-time guidance counselor and a full-time College Advisor. These professionals work closely with students, parents, community agencies and school personnel to ensure that every student is provided the opportunity to maximize his or her social, emotional and intellectual abilities. The Student Services Team helps students feel at ease with teachers and the school environment. Individual and group counseling sessions are conducted to address students’ social, emotional, and academic needs. Conflict resolution tools are provided to students. Teachers, administrators, and school staff work diligently to prevent bullying and violence in the school and community. The Student Services Team meets with parents, teachers and school administration to discuss student academic and behavioral needs and to determine if students need assistance outside of the traditional classroom setting.

Student Services Personnel welcome the opportunity to meet with parents, discuss concerns and assist students in any way possible. Counseling is included in every student’s curricula at International Studies Charter School. Students and parents may meet with the counselor for a variety of reasons. Parents may contact the counselor to learn more about parenting skills, to improve family relationships, to obtain information about outside agencies, or to gain support and understanding. Students may seek help from the counselor to improve peer relations, to express feelings, to solve problems, to modify behavior and to discuss their academic performance.

Parents may contact the counselor at 305-643-2955 ext.203, and leave a voice mail message or may leave a message with the front desk. Students may request help from the guidance counselor through their teacher, parents, or by taking advantage of the counselor’s open door policy.

Bullying Prevention and Harassment
School harassment is a serious issue. It is the policy of International Studies Charter School to maintain learning and working environment that is free from all harassment including but not limited to religious, racial, sexual or sexual orientation and ISCS supports a safe, supportive school climate for all of our students.

Bullying means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated written, verbal, or physical behavior, including any threatening, insulting, dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment; cause discomfort or humiliations; or unreasonably interfere with the individual’s school performance or participation that includes a noted power differential.

Bullying may involve but is not limited to:
1. Teasing
2. Social Exclusion
3. Threats
4. Intimidation
5. Stalking
6. Physical Violence
7. Theft
8. Sexual, religious, or racial harassment
9. Public humiliation
10. Destruction of Property
11. Cyber stalking
12. Cyber bullying

Any student that believes he or she has been harassed or bullied should report it immediately to a teacher, counselor or school administrator. Any school employee made aware of bullying shall report it to the Principal.

Ways that parents/guardians can help if your child is being bullied:
Be supportive.
Listen, get the facts, and assess your child's feelings.
Let your child know that it's not his or her fault.
Praise your child for discussing the bullying.
Find out what your child feels he or she needs to feel safe.
Communicate with your school.
Let school officials contact the other child's parents.
Talk regularly with your child and school to assess whether the bullying has stopped.
Encourage and support your child in making friends.

Additional Resources for Bullying Prevention:
http://ehandbooks.dadeschools.net/policies/90/index.htm
Conflict Resolution
Our students have the best chance of success when schools and parents work together as a supportive team. We recognized that you are your child's strongest advocate. When there's a problem at school, we will work with you -- and if you're not satisfied with the outcome, you have options.

The school has established the following communication flow chart to best provide you with open lines of communication. If you have any questions or concerns regarding your child’s education, **always contact your child’s teacher first**. If after meeting with your child’s teacher your questions or concerns are not answered to your satisfaction, please contact the next person listed, **the counselor**. If after meeting with the counselor, your questions or concerns are still not answered to your satisfaction, please contact the school’s **Assistant Principal**. If your questions are still not answered, continue to move to the next person on the flow chart.

We strive to maintain open lines of communication between the homes and the school and we hope that by following this chart, the process will be facilitated.
Multi-Tiered System of Support (MTSS)
International Studies Charter School personnel provide a system of multi-tiered support as required for students. Intervention is intended as a resource for all educators to assist in integrating academic and behavior supports and services into a fluid and seamless system of multi-tiered service delivery for all students. The MTSS model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of all students in a school (referred to as Tier I). However, not all students respond to the same curricula and teaching strategies. As a result, some students with identified needs will receive supplemental or targeted instruction and intervention at Tier II. Finally, at Tier III, a few students with the most severe needs will receive the most intensive and individualized behavioral and/or academic support.

College Assistance Program (CAP)
The International Studies Charter School CAP office supports and guides students and parents in the college attainment process. The CAP Advisor welcomes the opportunity to meet with students and parents to discuss concerns and suggest college and scholarship options. CAP office support is included in every student’s curricula at International Studies Charter School. Students and parents may meet with the CAP Advisor for a variety of reasons, including learning more about colleges, applications, scholarships, financial aid, extracurricular suggestions, and more.

Florida’s Bright Futures Scholarship Program
The Florida Bright Futures Scholarship Act, 1009.531, F. S., established a program consisting of three types of awards: the Florida Academic Scholars Award, the Florida Medallion Scholars Award, and the Florida Gold Seal Vocational Scholars Award. Students seeking a scholarship award to attend a postsecondary institution under the Florida Bright Futures Scholarship program will receive a 0.5 bonus point for grades earned in Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, International General Certificate of Secondary Education, and academic dual enrollment annual courses. Grades received in level 3 annual courses in English, mathematics, science, and social science also receive a 0.5 bonus point. A 0.25 bonus point will be awarded for any of the above courses which are semester courses.

The general requirements to apply for a Bright Futures Scholarship are as follows:
- Be a Florida resident and a U.S. citizen or eligible noncitizen, as determined by the student’s postsecondary institution.
- Earn a standard Florida high school diploma or its equivalent from a Florida public high school or a registered Florida Department of Education private high school.
- Be accepted by, enroll in a degree or certificate program, and be funded at an eligible Florida public or independent postsecondary education institution within two years from the student’s year of high school graduation.
- Not have been found guilty of, or pled nolo contendere to, a felony charge, unless the student has been granted clemency by the Governor and Cabinet sitting as the Executive Office of Clemency.
- Be enrolled for at least 6 non-remedial semester credit hours or the equivalent in quarter or clock hours per term.
- Complete the Florida Financial Aid Application (FFAA) no later than August 31 after high school graduation.
- Meet the Community Service requirement for the desired award level, as described below.
Community Service Requirements for the Florida Academic Scholars Award (FAS), the Florida Medallion Scholars Award (FMS), and the Gold Seal Vocational Scholars Award (GSV).

All initial applicants must meet the community service requirement, as approved by the school district or the administration of the private high school or the Florida Department of Education for home-educated students. No waivers of this requirement can be granted regardless of the method used to qualify (National Merit and Achievement Scholars and Finalists, National Hispanic Scholars, International Baccalaureate Diploma recipients, and AICE Diploma recipients). Community service hours must be completed by high school graduation.

- FAS initial eligibility requirements include the completion of 100 hours of community service
- FMS initial eligibility requirements include the completion of 75 hours of community service
- GSV initial eligibility requirements include the completion of 30 hours of community service

Home-educated students and students who are dependents of military or public service personnel on active duty outside of Florida must provide a letter from the agency or agencies where the community service hours were earned. The documentation must be on agency letterhead and include the number of hours and dates of service completed.

Please note that revisions to the Florida Bright Futures Scholarship Program are subject to change as a result of legislative action.

Talented Twenty

The Talented Twenty program is part of the Governor’s Equity in Education Plan. The purpose is to guarantee admission to students who succeed in their respective K-12 public schools, and to encourage students to strive for better grades and pursue rigorous academic courses. Students eligible for the Talented Twenty program are guaranteed admission, within space and fiscal limitations, to one of the twelve state universities. These students are considered a priority for the awarding of funds from the Florida Student Assistance Grant (FSAG), a need-based grant. Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they are not guaranteed admission to the university of their choice.

In order to qualify for the Talented Twenty Program, one must:

- Be enrolled in a Florida public high school and graduate with a standard diploma.
- Be ranked in the top 20% of the class after the posting of seventh semester grades (with validation of the eighth semester ranking) for students enrolled in the 4-year, 24-credit program. For students in either one of the two 3-year, 18-credit programs, the ranking will occur after the posting of the fifth semester grades (with validation of the sixth semester ranking).
- Take the ACT or SAT (with no minimum score required).
- Complete the eighteen college preparatory courses as specified in State Board of Education Rules.

Admission to a Florida State University

Admission into Florida’s public universities is competitive. Prospective students should complete a rigorous curriculum in high school and apply to more than one university to increase their chance for acceptance. Acceptance is determined by enrollment limitations and qualifications. To qualify to enter one of Florida’s public universities, a first-time-in-college student must meet the following minimum requirements:

- High School graduation with a standard diploma
- Admission test scores
- 18 credits of college preparatory academic courses that include:
  - 4 English (at least 3 with substantial writing)
  - 4 Mathematics (Algebra I and higher level courses)
  - 3 Natural Science (at least 2 with substantial lab components)
3 Social Science
✓ 2 World Language - sequential, in the same language
✓ 2 approved electives

Additional information is available at: www.flbog.edu/forstudents/planning.

In addition to the State University System, the Florida College System includes 28 state colleges. These institutions offer career-related certificates and two-year associate degrees that prepare students to transfer to a bachelor’s degree program or to enter jobs requiring specific skills. Many also offer baccalaureate degrees in high-demand fields. Florida College System institutions have an open door policy. This means that students, who have earned a standard high school diploma, have earned a high school equivalency diploma or have demonstrated success in postsecondary coursework will be admitted to an associate degree program. Additional information is available at: www.fldoe.org/fcs.

Florida also offers 47 accredited career and technical centers throughout the state, which provide the education and certification necessary to work in a particular career or technical field. Programs are flexible for students and provide industry-specific education and training for a wide variety of occupations. Additional information is available at FL-DOE Educational Contacts.

Application for State Universities
High school counselors and College Assistance Program advisors are prepared to assist students with the application process for state university admissions. To be considered for the FSAG program, students must file the Free Application for Federal Student Aid (FAFSA) in time to meet the application deadline established by the institution they plan to attend. The FAFSA is available online at https://fafsa.ed.gov/ and uses parent and student income information in a formula developed by the United States Congress to calculate the financial contribution families are expected to make toward a student's post-secondary education.

Student Profile Assessment
The majority of students are admitted on the basis of their past academic achievement and admissions test scores in relation to the minimum requirements. Universities are allowed flexibility to admit a limited number of students as exceptions to the minimum requirements provided that the university determines that the student has potential to be successful in college. Applicants who do not meet minimum requirements may be eligible for admission through a student profile assessment which considers factors such as: family educational background, socioeconomic status, special talents, or the high school or geographic location of the applicant. Any important attributes of special talents should be reported with the application. The factors will not include preferences on the basis of race, national origin, or gender.

Career Planning/College Entrance Examinations
In completing their postsecondary education plans, students may find it advisable to complete one or more of the standardized tests listed below which are used for college admissions, career planning, placement in college courses, and/or eligibility for scholarships. Recommended grade levels during which tests should be taken are shown in parenthesis ( ).

- ACT: American College Testing Program (11, 12)
- ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
- PSAT: Preliminary SAT (10, 11)
- SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
- SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
- CPT*: College Placement Test (10,11, or 12)
Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services office.

**Post-Secondary Education Readiness Test (PERT)**
Beginning with the 2011-2012 school year, college readiness evaluation using the common placement test in use by the Florida College System, the Postsecondary Education Readiness Test (P.E.R.T.) is required for students (juniors) who score:

- Grade 10 statewide standardized ELA assessment
- Level 2 or 3
- Algebra 1 End of Course (EOC) Examination
- Levels 2, 3, or 4.

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction courses in grade 12 prior to graduation. Students are required to retest once these courses are completed and demonstrate college readiness by achieving the college ready cut scores.

Students may demonstrate college readiness with other assessments in addition to the P.E.R.T. Students who score at or above the college-ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T:

The only courses in Miami-Dade County Public Schools that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- English 4: College Prep (1001405) – 1.0 credit
- Math for College Readiness (1200700) – 1.0 credit.

Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy:

- Core mathematics and English graduation requirements;
- Bright Futures Scholarship Program eligibility requirements; and
- State University System admission requirements.

**Extracurricular Activities**

**Clubs Offerings**
- Middle School Animation Club
- Middle School Chess Club
- Middle School Spanish Club
- Middle School Italian
- Middle School SECME/Club Robotics
- Middle School Photography Club
- Middle School Yearbook
- Middle School Ping Pong
- Class of 2021 (8th Grade Class)
- Key Club
- National Honor Society
Italian Club
Dance Club
Spanish Debate Club
Film/Game Club
Model United Nations
French Club
Spanish Club
Gay-Straight Alliance Club
Class of 2020
Class of 2019
Class of 2018
Class of 2017
Student Government Association
I, the undersigned parent/guardian of ________________, hereby agree to abide by the following policies and procedures of _______________________________.

- **Volunteer Hours:** Research has shown that Parental/Guardian involvement is a critical component of a child’s educational success. International Studies Charter Middle/High School prides itself on the success of our students. The school encourages that all parents/guardians become active stakeholders in their child’s educational success by completing 20 hours of service to the school prior to the last day of school.

- **Donations:** Although donations cannot be made in lieu of volunteer hours, donations of any kind are always welcome and encouraged. Donations from parents, guardians, businesses, and community members support the school’s efforts to implement activities, programs, tutoring and incentives that directly impact our students and their success.

- **Absences:** In accordance with School and M-DCPS Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student’s return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school’s maximum allowance, and may result in the student’s report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student’s grade.

- **Arrival:** Arrival time is from 7:00 am to 7:25 am for high school students and 8:05 am to 8:30 am for middle school students. Students must be in their seats at the commencement of homeroom (7:30 for HS and 8:35 for middle school) in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving or departing outside of the School’s designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: International Studies Charter Middle/High School is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program.

- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School’s designated office/area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.

- **Dismissal:** Dismissal time is 2:30 pm for high school students and 3:30 pm for middle school students. Students departing outside of the School’s designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that International Studies Charter Middle/High School is not responsible for students remaining on campus after the School’s dismissal times, except for those who are enrolled in and pay fees to the after-care program.

- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals, will be referred to the administration/Attendance Review Committee. **Students will not be dismissed 30 minutes prior to dismissal time without previous written notice.** There are NO EXCEPTIONS!
• **Unauthorized Items Policy:** Please note that students are not allowed to bring any toys, electronic devices, pets, or animals to school. Cell phones may not be turned on inside of the School building at any time. Cell phones may not be visible at any time during the School day, may not be displayed during School, and must be left in the Students bag. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Continued violations of this policy may result in further penalties, and may subject the student to disciplinary action and/or referral to the School’s administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.

• **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.

• **Student Community Service:** High School students are required to complete a community service project for graduation. Students must complete 25 hours of community service per school year. Seniors who are not current with their community service hours will not be permitted to participate in senior activities.

• **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.

• **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.

• **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the International Studies Charter High School name and/or any of its logos is expressly prohibited. For purposes of this section, the term “public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.

• **Miami-Dade County Public Schools:** Please note: all students enrolled in International Studies Charter Middle/High School are students of Miami-Dade County Public Schools, subject to applicable policies.

We understand the policies set forth in this International Studies Charter Middle/High School Parent/Guardian Contract and will abide by them. Failure to adhere to the policies as stated in the Parent/Guardian Contract will result in a violation of the contract.

Student’s Name: _________________________________

Grade: ________ Date: ______________

Parent/Guardian Name: ___________________________   _X________________________________

Parent Signature
### MIAMI-DADE COUNTY PUBLIC SCHOOLS 2016-2017

#### School Calendar

- **July 2016**
- **August 2016**
- **September 2016**
- **October 2016**
- **November 2016**
- **December 2016**
- **January 2017**
- **February 2017**
- **March 2017**
- **April 2017**
- **May 2017**
- **June 2017**

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For information on employee opt days, please refer to back of calendar.

- **New Teachers Report**
- **Recess Day**
- **Teacher Planning Day**
- **Teacher Planning Day No Opt**
- **Legal Holiday**

**Days in Grading Period**

- 1-45
- 2-45
- 3-42
- 4-48
August 18, 19, 2016  Teacher planning days; no students in school
August 22       First Day of School; begin first semester
August 30       Teacher planning day; Professional Development Day-not available to opt; no students in school
September 5     Labor Day; holiday for students and employees
September 29    Secondary early release day
October 3*+#     Teacher planning day; no students in school
October 12*+#    Teacher planning day; no students in school
October 27      End first grading period; first semester / Secondary early release day
October 28      Begin second grading period; first semester
November 8      Teacher planning day; Professional Development Day-not available to opt; no students in school
November 11     Observation of Veterans’ Day; holiday for students and employees
November 23*+#   Teacher planning day; no students in school
November 24     Thanksgiving; Board-approved holiday for students and employees
November 25     Recess Day
December 26-     Winter recess for students and all employees with the exception of Fraternal Order of January 6, 2017 Police Employees;
January 16      Observance of Dr. Martin Luther King, Jr.’s Birthday; holiday for students and employees
January 20      End first semester and second grading period
January 23*+#   Teacher planning day; no students in school
January 24      Begin second semester; third grading period
February 16     Secondary early release day
February 20     All Presidents Day; holiday for students and employees
March 16        Secondary early release day
March 23        End third grading period; second semester
March 24*+#     Teacher planning day; no students in school
March 27*+#     Begin fourth grading period; second semester
April 10-14     Spring recess for students and all employees with the exception of Fraternal Order of Police Employees
May 18         Secondary early release day
May 29         Observance of Memorial Day; holiday for students and employees
June 8         Last Day of School; end fourth grading period; second semester
June 9         Teacher planning day; no students in school

NOTE: Every Wednesday students in elementary schools (Grades 2-5) and K-8 Centers (Grades 2-8) are released one (1) hour early

**Job Category**                            **Beginning Date**        **Ending Date**
Teachers new to the system                  August 11, 2016            June 9, 2017
Assistant Principals and 10-month clerical  August 11, 2016            June 16, 2017
Cafeteria Managers                          August 15, 2016            June 9, 2017
Satellite Assistants                        August 17, 2016            June 8, 2017
All Instructional Staff, Paraprofessionals & Security August 18, 2016            June 9, 2017
Assistant to Cafeteria Managers/MAT Specialists August 19, 2016            June 8, 2017
Cafeteria Workers (part-time)               August 22, 2016            June 8, 2017

*Teachers/paraprofessionals and school support personnel may opt to work one or two days, August 16, 17, 2016, or June 12, 13, 2017, in lieu of any one or two of the following days: October 3, 2016, October 12, 2016, November 23, 2016, January 23, 2017, and March 24, 2017. August 30, 2016, and November 8, 2016, are Professional Development Days and are not available to opt.

+Teachers new to Miami-Dade County Public Schools may opt to work one or two days, June 12, 13, 2017, in lieu of any one or two of the following days: October 3, 2016, October 12, 2016, November 23, 2016, January 23, 2017, and March 24, 2017. August 30, 2016, and November 8, 2016, are Professional Development Days and are not available to opt.

#Ten-month secretarial and clerical employees may opt to work one or two days, August 9, 10, 2016, or June 19, 20, 2017, in lieu of any one or two of the following days: October 3, 2016, October 12, 2016, November 23, 2016, January 23, 2017, and March 24, 2017. August 30, 2016, and November 8, 2016, are Professional Development Days and are not available to opt.
Bell Schedule

We are on an alternating block schedule with A days and B days.

**A Days** students go to periods 1 (High School Only), 3, 5, 7, 8 (Middle School Only)

**B Days** students go to periods 1 (High School Only), 2, 4, 6, 8 (Middle School Only)

| Block 1 (Period 1) | 7:30 AM – 8:30 AM |
| Block 2 (Period 2 or 3) | 8:35 AM – 10:20 AM |
| Block 3 and Lunch (Period 4 or 5) | 10:25 AM – 12:40 PM |

**LUNCH:**

1st Lunch  
10:25 – 10:55

2nd Lunch  
11:00 – 11:30

3rd Lunch  
11:35 – 12:05

4th Lunch  
12:10 – 12:40

| Block 4 (Period 6 or 7) | 12:45 PM – 2:30 PM |
| Block 5 (Period 8) | 2:30 PM – 3:30 PM |

**Middle School Students: Periods 2 – 8**
Class begins at 8:35 AM  
Class ends at 3:30 PM

Students are expected to be in their homerooms between 8:30 a.m. and 8:34 a.m.  
Class instruction will begin promptly at **8:35 a.m.**

**High School Students: Periods 1 – 7**
Class begins at 7:30 AM  
Class ends at 2:30 PM

Students are expected to be in their 1st period between 7:25 a.m. and 7:29 a.m.  
Class instruction will begin promptly at **7:30 a.m.**

We request your cooperation in getting your child to school on time as this will ensure your child the best chance for a successful day.