



2016 - 2017

Course Offerings Guide

Grades 6 - 8

Nova Middle School

Rayner Garanchan, Principal



The School Board of Broward County, Florida

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Principal's Message

The mission of Nova Middle School is to educate the whole child, providing students with the best educational experiences to make them high school ready and college bound. We give our students ample opportunities to grow academically and personally through a wide variety of programs, inside and outside the classroom, that will create problem solving students and responsible citizens with the necessary skills to be successful in life.

In addition to our rigorous and relevant core courses, which are required by the state and district to be promoted to high school, we offer an array of elective courses that cater to various student interests and paths. Our high school credit courses, such as Creative Writing, Campus CEO, Law, Debate, Spanish 1 and 2, Intro to Engineering, Algebra, Geometry and Biology, give students the option to earn these credits in Middle School, opening the door to more advanced course selections when they continue to High School.

Our Computer Science courses allow students to earn industry certifications while attending middle school that will afford them the opportunity to be better prepared for the work environment.

Our Pre-Law and Law courses, which are conducted in our own "Court Room", provide our students with "Almost Real Life Applications" of trials in a court of law. Our Athletic, Arts and Music programs have been award winners for several consecutive years.

Nova Middle students have also demonstrated personal growth by their willingness to help other students through our SWAG (Students Working Ambitiously to Graduate) mentoring program.

The Nova Middle educational team would not be complete without our parents. We strongly encourage parents to take an active role in their child's education, as they are a vital part of a successful educational process. Please review this guide with your child since it contains information that will enhance his/her educational experience, providing the necessary skills to be successful in life.

Rayner Garranhan
Principal



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LEADERSHIP TEAM

ADMINISTRATION

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Paul Baugh, Assistant Principal
Zeanah Leasure, Assistant Principal
Cassandra Woehr, Assistant Principal

SCHOOL COUNSELING DEPARTMENT

Andrea Coy, Guidance Director
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DEPARTMENT CHAIRPERSONS

Tselane Gardner, Science
Wanda Jones, Unified Arts
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Karen Proia, Language Arts
Matthew Theisen, Social Studies
Angel Welsh, Language Arts
Usha Verma, Science

SUPPORT STAFF

Helaine Moore, ESE Specialist
Juliet Rezende, Literacy Coach

ACADEMICALLY CHALLENGING CURRICULUM TO ENHANCE LEARNING (ACCEL)

An Overview of ACCEL Legislation:

- ACCEL Options:
 - Educational options that provide academically challenging curriculum or accelerated instruction to eligible K-12 students.
 - Minimum options:
 - Whole grade and mid-year promotions
 - Subject-matter acceleration
 - Virtual instruction in higher grade level subjects
 - Credit Acceleration Program (under 1003.4295,(F.S.))
 - Additional options:
 - Enriched science
 - STEM coursework
 - Enrichment programs
 - Flexible groups
 - Advanced academic coursework
 - Combined classes
 - Self-paced instruction
 - Curriculum compacting
 - Advanced- content instruction
 - Telescoping curriculum

- Parents and students may contact the principal at the student’s school for information related to the school’s process by which a parent may request student participation in whole-grade promotion, midyear promotion, and subject-matter acceleration when the promotion or acceleration occurs within the principal’s school; virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal.

- Additional ACCEL options may be available at the student’s school. Please contact the principal for all additional options available.

PROMOTION REQUIREMENTS

Promotion to Grades 7 and 8

Middle school students must meet course requirements for grade level promotion. In order to promote to Grades 7 and 8, students must pass a total of four (4) courses, two (2) of which must be “core” courses. Core courses are those classes that fall within the English, Mathematics, Science, and Social Studies subject areas.

Promotion to Grade 9

For promotion to Grade 9, students must successfully complete:

- 3 courses in Language Arts
- 3 courses in Mathematics
- 3 courses in Science
- 3 courses in Social Studies, which must include a course in Civics.

In addition, students must also pass a semester-length course in Career and Education Planning, including completion of a Personal Education Plan.

Course Recovery

Students who fail a core course will have the opportunity for “recovery.” Nova Middle School offers a Saturday Academy for students in need of recovery classes. If a student is unable to participate in the Saturday Academy, they can complete recovery through Broward Virtual School.

GEM (Great Explorations in Math)

The GEM Program is designed to allow students to move faster than they would in a regular program. Since some students are already good technicians, they can follow rules and apply those rules to routine exercises. GEM students need to go one step further, analyzing non-routine problems and digging beneath the surface in order to see the beauty, elegance, and application of the mathematics being learned.

The GEM Program condenses the regular three-year middle school mathematics program into 6th grade.

Students in 7th grade take Algebra I, a mathematics "gatekeeper course"; one has to go through it to reach the possibilities beyond. Algebra is the problem solving language of mathematics and science. It is an abstract language that uses letters to generalize mathematical operations. The purpose of the GEM Algebra curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. In a technologically-fueled society, not knowing algebra limits what one can do in life. Students in GEM-7 (Algebra I Honors) will be required to take a State end-of-course exam (EOC). The student's score on the Algebra I EOC will be included as 30% of the final Algebra I Honors course grade. Passing the Algebra I EOC is also a high school graduation requirement.

Students in 8th grade take Geometry, a mathematics course that is the study of visual patterns. The textbook that the students use is unique in that the students actually create geometry for themselves as they proceed through the activities and problems. Concepts are first introduced visually, then analytically, then inductively, and, finally deductively. Students are first involved in investigating and conjecturing before they are exposed to formal proofs. The purpose of the GEM geometry curriculum is not merely to create computationally efficient students, but to offer a learning environment where students are challenged and engaged in complex mathematics problems that can be directly applied to real-world settings. Students in GEM-8 (Geometry Honors) will be required to take a State Geometry EOC. The score on the Geometry EOC will be included as 30% of the final Geometry Honors course grade.

HIGH SCHOOL INFORMATION

It is very important for middle school students to begin planning and preparing for their high school coursework in order to eventually meet their personal post-secondary goals. Recent legislation has redesigned the high school graduation requirements for each cohort over the next several years. The course and assessment requirements will change every year. Therefore, it is imperative that middle school students know and understand their expected graduation requirements for the year in which they first enter 9th grade. The chart on the next page represents the graduation requirements for the incoming freshmen class of 2016-17. Subsequent cohorts should see their school counselor for revised graduation requirements.

End-of-Course (EOC) exams are for specific high school courses. The EOCs are given to students in the following high school level courses:

- Algebra 1, Algebra 1 Honors, Algebra 1B, Pre-AICE Math 1, IB Middle Years Program Algebra 1
- Geometry, Geometry Honors, IB Middle Years Program Geometry, Pre AICE Math 2
- Algebra II, Algebra II Honors, Pre-AICE Math 3, IB Middle Years Program Algebra 2
- Biology, Biology Honors, Pre-AICE Biology, IB Middle Years Program Biology, Biology 1 Pre IB
- US History, US History Honors, Visions & Countervisions

All middle school students enrolled in these courses will be required to take the EOC. The results of the EOC will count for 30% of the student's final course grade.

Online Course Graduation Requirement

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


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

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

Graduation Requirements Chart

The following chart displays the requirements for each type of diploma and cohort. This information is current as of November 2015 and may be subject to change dependent upon new legislation.

2016-2017 Standard Diploma Graduation Requirements

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


Diploma Designations & ACCEL 18-Credit Option

Scholar Designation	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> -Algebra II and pass the EOC -Pass the Geometry EOC -Statistics or equally rigorous math -Chemistry or Physics and another equally rigorous science -2 credits in the same world language -Earn at least one credit in AP, IB, AICE or a dual enrollment course -Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam -Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: Attain one or more industry certifications from the list established
ACCEL Program (18 credits minimum)	Meet all requirements for a standard high school diploma with the following exceptions: <ul style="list-style-type: none"> -Physical Education not required -Online course not required -3 elective credits only -Service hours are not required

2016-2017 Standard Diploma Graduation Requirements

Exceptional Student Education

In accordance with s. 1003.4282(11), F.S

	Students Entering Grade Nine in 2014 – 2015 and After
English	4 Credits
Mathematics	1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math (If Algebra II is selected, Algebra II EOC will count for 30% of the final grade)
Science	1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous
Social Studies	1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Gov't and .5 Credit Economics w/Financial Literacy
World Languages	Not required for graduation
Fine and Performing Arts, Speech/Debate, or Pract. Arts	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	1 Credit in Physical Education to include the integration of Health (HOPE)
Electives	8 Credits
TOTAL	24 Credits
State Assessments	<p>Participation in the Florida Alternate Assessments in reading, mathematics, and science is required until replaced by Florida Alternate Assessments in English Language Arts I, II, and III, Algebra I, Geometry, Algebra II, Biology I, and United States History.</p> <p>A score of at least four (4) on the Florida Alternate Assessments in reading and math must be attained, until replaced by the grade 10 English Language Arts alternate assessment and the End-of-Course (EOC) assessment for Access Algebra I, unless assessment results are waived in accordance with Section 1008.22(3)(c), F.S. A waiver of the results of the statewide, standardized assessment requirements by the IEP team, pursuant to Section 1008.22(3)(c), F.S., must be approved by the parents and is subject to verification for appropriateness by an independent reviewer selected by the parents as provided for in Section 1003.572, F.S.</p> <p>For those students whose performance on standardized assessments are waived by the IEP team as approved by the parent, the development of a graduation portfolio of quantifiable evidence of achievement is required. The portfolio must include a listing of courses the student has taken, grades received, student work samples and other materials that demonstrate growth, improvement, and mastery of required course standards. Multi-media portfolios that contain electronic evidence of progress, including videos and audio recordings, are permissible. Community based instruction, MOCPs, work experience, internships, community service, and postsecondary credit, if any, must be documented in the portfolio.</p>
On-Line Course	Requires a full course to be completed *May be waived
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required *May be waived
Access Points and FAA (s. 1003.4282(11)(b)1)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with Rule 6A-1.0943(5), F.A.C. and instruction in the access points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9), F.S., or Section 1002.3105(5), F.S., through the access course specified for each required core course, through more rigorous ESE courses in the same content area or through core academic courses. Eligible access courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p>
Employment Competencies (s. 1003.4282(11)(b)2)	<p>Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that mastery of both academic and employment competencies is the most appropriate way for the student to demonstrate his or her skills. A student must meet all of the graduation requirements specified in Section 1003.4282(1)-(9), F.S. or Section 1002.3105(5), F.S. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for English IV; one (1) mathematics credit, with the exception of Algebra and Geometry; one (1) science credit, with the exception of Biology; and one (1) social studies credit with the exception of United States History and World History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.</p> <p>Students must earn a minimum of one-half (.5) credit in a course that includes employment. Such employment must be at a minimum wage or above in compliance with the requirements of the Federal Fair Labor Standards Act, for the number of hours a week specified in the student's completed and signed employment transition plan, as specified in Section 1003.4282(11)(b)2.d., F.S., for the equivalent of at least one (1) semester. Additional credits in employment-based courses are permitted as electives.</p> <p>Documented achievement of all components defined in Section 1003.4282(11)(b)2.b., F.S., on the student's employment transition plan.</p>

All information in this catalog is current as of November 2015 and is subject to change

Making The Right Choice

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

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

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

Points To Remember When Choosing A Graduation Program

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

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

Diploma Designations

Each standard high school diploma shall include, as applicable:

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

Virtual Counselor: A Great Resource for Scheduling

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

GRADING AND PROMOTION**Grading**

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

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

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

Weighted Quality Points For Class Ranking

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

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

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

High School Courses in Middle School

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

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

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

Forgiveness Policy

High School Grade Forgiveness Policy:

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

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

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course.

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

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

with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in another course.

Middle School Grade Forgiveness Policy:

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

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

must allow the replacement of the grade with a grade of C or the grade equivalent 70-79 or higher, earned subsequently in the same or comparable course.

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

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

GENERAL INFORMATION

Honors Program

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

Local Honors Courses

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

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

Exceptional Student Education

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

English Language Learners

Students whose language of origin is other than English have educational needs that are somewhat different from those of native English-speaking students. Students in the English for Speakers of Other Languages (ESOL) program are required to meet the same curriculum standards as any other student in English and content area instruction. English Language Learners shall have equal access to appropriate programs which shall include state funded English for Speakers of Other Languages (ESOL) instruction and instruction in basic subject areas which are understandable to English Language Learners and equal and comparable in amount, scope, sequence and quality

to that provided to English proficient students. Teachers provide comprehensible instruction to English Language Learners through the use of ESOL instructional strategies. The School Counseling Department and ELL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ELLs.

Broward Virtual School

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

As a component of The School Board of Broward County, Broward Virtual School is fully accredited by the Southern Association of Colleges and Schools (SACS) and Commission on International and Trans-Regional Accreditation (CITA). Broward Virtual School is a franchise partner with Florida Virtual School for middle and high school curriculum. All courses are based on the Sunshine State and Next Generation Standards. BVS partners with K12 Inc. for its elementary school program.

For course offerings please visit our website at www.bved.net or call 754-321-1100.

POST SECONDARY PLANNING

Naviance & Family Connection



Broward County Public Schools & Family Connection – *Coming Soon!*

What is Family Connection?

Your school is partnering with Naviance to provide a variety of tools for achievement through academic, career and college planning. These tools are located in Family Connection, a website for students and families to access online resources, communicate with school staff, and work on college and career readiness activities with your school and family. Starting in early 2016, you will have access to these great resources!

What can you do in Family Connection?

Find out what you can do in Family Connection by reviewing the information below.

<ul style="list-style-type: none">•View updates and links from your school•Read and send email messages to school staff	<ul style="list-style-type: none">•Research colleges, enrichment programs and scholarships•Build your Colleges I'm Thinking About list and Colleges I'm Applying To list•Request teacher recommendations and transcripts for college applications (2016)	<ul style="list-style-type: none">•Complete personality and interests assessments•Research careers•Build favorite career list•Browse the Roadtrip Nation Interview Archive
Home page 	Colleges tab 	Careers tab 
<ul style="list-style-type: none">•Take surveys•Create a resume•View documents posted by the school•Create journal entries to record reflections and track progress	<ul style="list-style-type: none">•Set academic and personal goals•Create personal task lists•View and complete school-assigned tasks	
About Me tab 	My Planner tab 	



FloridaShines

FloridaShines exists to empower all of Florida's 20,000,000 residents to earn a college degree and find a bright career. Whether you're in high school just starting to think about college or you're already working and ready to earn or complete your degree, FloridaShines can help.

FloridaShines works with the state's 40 colleges and universities and other partners to help you succeed in school and beyond. Check your transcript. Register for an online course. Search libraries across the state. And a whole lot more. All designed to help you shine.

FloridaShines - Florida's Student Hub of Innovative Educational Services - is a service of the Florida Virtual Campus.

Florida Virtual Campus

The Florida Virtual Campus (FLVC) is a statewide provider of innovative educational services for Florida's K-20 community. Working collaboratively with the state's 12 public universities, 28 public colleges, K-12 school districts, and other partners, FLVC provides services that help students succeed in school and life after graduation. Those services include:

- An array of academic advising, career readiness, and distance learning resources for students and parents, available through the FloridaShines website
- Support for the academic libraries at the state's public colleges and universities, including a discovery tool used by students and faculty to access library resources and an integrated library management system used by library staff
- Tools and training materials used by academic advisors, distance learning staff, librarians, and other staff at Florida's public colleges and universities to provide services to their students and faculties

The Florida Virtual Campus is funded by the Florida Legislature, and administered by the University of West Florida.

College & Career Readiness Evaluation Available

The Bright Futures Scholarship Eligibility Evaluation and High School Graduation Evaluation is available to students. The evaluations have been refreshed and offer a new, easier-to-read format that incorporates college and career readiness goals.

Students access the evaluations from www.mycareershines.org> Go to College

Broward Advisors for Continuing Education (BRACE)

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

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

State University System (SUS) Admission Requirements

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

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

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

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

State University System (SUS) Elective Requirements

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

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

2014 Florida State University Matrix

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

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

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

Bright Futures Scholarship Program

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

The following charts outline the eligibility requirements for each of the three types of Bright Futures awards for 2016 high school graduates. A student may receive funding for only one award. The highest award earned by the student will be selected. **Note: The Florida Legislature is authorized to change eligibility and funding requirements for future graduating classes.**

Initial Eligibility Requirements for Year 2016 High School Graduates

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

Course Weighting for the Bright Futures Grade Point Average

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

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

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

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

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

Bright Futures Eligibility Chart

Refer to the Bright Futures Handbook for complete Bright Futures eligibility criteria at <http://www.FloridaStudentFinancialAid.org/SSFAD/bf/bmain.htm>

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

FAS = Florida Academic Scholars		FMS = Florida Medallion Scholars		GSV = Gold Seal Vocational Scholars				
A	B	C	D	E	F	G	H	I
Student's High School Graduation Year ¹	Initial Eligibility		Service Hour Requirements	Number of FAS/FMS Hours of Funding Available ^{3,4}	Number of GSV Hours of Funding Available	Number of Years to Reinststate an Initial Award ⁵	Number of Years of Funding Available ⁶	Restoration Opportunity
	Required SAT/ACT Score to Earn FAS Award	Required SAT/ACT Score to Earn FMS Award ²						
2013-2014 and after	1290 SAT/ 29 ACT	1170 SAT/ 26 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITDS.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2012-2013	1280 SAT/ 28 ACT	1020 SAT/ 22 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITDS.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2011-2012	1270 SAT/ 28 ACT	980 SAT/ 21 ACT	FAS = 100 hrs FMS = 75 hrs GSV = 30 hrs	100% of program of study	100% of program of study up to 72 credit hours in AS, AAS, CCC or PSAV's; 60 credits hours in AITDS.	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2010-2011	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 5 years from high school graduation	For insufficient GPA in 1 st year of funding only
2009-2010	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	100% of program of study	100% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA in 1 st year of funding only
2008-2009 and before	1270 SAT/ 28 ACT	970 SAT/ 20 ACT	FAS = 75 hrs FMS = 0 hrs GSV = 0 hrs	110% of program of study	110% of program of study up to 90 credit hours	Within 2 years of high school graduation.	Up to 7 years from high school graduation	For insufficient GPA and insufficient hours

¹High school graduation year = the year in which the student graduated from high school. For example, a student who graduated between September 1, 2013 and August 31, 2014 graduated in the 2013-2014 academic year.

²Home educated students who are unable to document a college-preparatory curriculum and wish to earn an FMS award, must earn a 1070 SAT or 23 ACT; and as of 2013-14 must earn a 1220 SAT or 27 ACT.

³Extended hours of funding are available to FAS and FMS recipients in a single program of study requiring more than 120 hours.

⁴FAS & FMS scholars completing a baccalaureate degree in 2010-11 or later within 7 semesters (or equivalent hours) or fewer, may receive 1 term of graduate funding, up to 15 semester hours, paid at the undergraduate rate.

⁵Exception to the maximum number of years to begin receiving funding is made for students who are active military.

⁶Students who are unable to complete their program after their allotted program length due to a verifiable illness or other documented emergency may be granted a 1-year extension to the renewal timeframe.

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