

# Articulation, Transition and Orientation Guide

Office of Curriculum and Instruction  
Division of Student Services

Board Rule 6Gx13- 5B-1.042

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## **Executive Summary**

The Division of Student Services is committed to providing Miami-Dade County Public Schools (M-DCPS) with a comprehensive articulation, transition, and orientation process for grades PK - Adult students. The focus on educational achievement, personal/social development, career/community awareness, and health and wellness will support student success. A comprehensive articulation plan for M-DCPS students assists in developing ethical, proud, and respectful citizens. The increasing complexity of today's society creates a need for public schools to provide additional services.

The current emphasis on enhancing student achievement, encouraging rigorous academic standards, advising students to seek challenging academic programs, and preparing students to enter the work force, reinforces the demand for continuity in educational programs. To address these issues, a systematic exchange of information between the providers and the recipients of services within the public schools must be maintained. A vital component for today's education to be successful is the continuous and consistent communication between the elementary, middle, senior and post secondary institutions.

## **PURPOSE**

The purpose of this document is to provide direction to schools, regional centers, and district offices. This will outline and delineate activities identified by parents, students, and a diverse group of school personnel as events and services recommended for inclusion in the formal and informal articulation plans of all schools.

Items included in the Calendar of Articulation Activities are suggested and/or mandated by School Board rules as well as the documents listed in the Appendix section. The additional information available in those sources will assist school staff in promoting smooth transitions for all students.

Factors considered in the revision process include:

- the increased range of educational opportunities available in (M-DCPS);
- the need to enhance and support the participation of students in challenging academic programs;
- changes in title of references to administrative offices and personnel; and
- the use of new or revised computer generated reports.

Highlights of the newly generated Articulation, Transition, and Orientation Guide include:

- An articulation plan that will be board approved as a standard tool to be used across the district.
- Articulation process that addresses curriculum continuity, maintenance of student records, and academic, personal, and support services for students and parents.
- References to the specific needs and activities for special education students and Limited English Proficient students are incorporated throughout the document.
- Legislative documents are included to provide additional information necessary to facilitate articulation between educational settings.
- Board rules which provide additional direction for articulation activities are identified.
- Transition curriculum is included in this document to assist school site and regional center personnel.
- A section outlining the teacher and other staff involvement in the articulation plans and activities has been added.
- A Calendar of Activities describing articulation, transition, and orientation functions.

## **ASSISTING SCHOOLS TO DEVELOP AN ARTICULATION, TRANSITION AND ORIENTATION PLAN**

A standardized **articulation plan** in the areas of educational, personal/social, career/community and health and wellness readiness at every level of transition (Pre-K/elementary/middle/senior/postsecondary) will be developed and implemented for each feeder pattern.

The plan will include:

- Delineating courses at specific grade levels of transition, to ensure sequential programs of study;
- Providing workshops to ensure dialogue among teachers, parents, student services personnel, administrators, community representatives, and district/regional center support staff to identify individual student and transition needs.
- Identifying vertical programs of study and student programs that address the personal/social needs of students.
- Developing a specific articulation plan to assist parents and students within their community to identify benchmarks, action steps, person(s) responsible, and timelines to implement transition strategies.
- Engage members of your school e.g., assistant principals, teachers, school social workers, school guidance counselors, staffing specialists, school psychologists, TRUST Specialists, CAP advisors, career specialists, and other personnel by providing resources and information to ensure that services are in place to meet identified student needs.

### **ARTICULATION**

Articulation is the preamble of a successful transition process. Articulation, a year long process for the exchange of information between schools and within grade levels, assures program coordination, appropriate student placement, and promotes academic progress. This exchange of information by the community, school management, and instructional personnel alike is an articulation function.

It is essential that the process:

- include parents, teachers, administrators, and community representatives
- provide a smooth transition for all students, including those following unconventional patterns;
- consider curriculum continuity, record keeping processes, and support services for students and parents; and
- link with post-secondary experiences.

A standardized articulation plan to include administrators, parents, students, teachers, and the Student Services team is in place for each senior high school feeder pattern. The **articulation plan** in the areas of educational, personal/social, career/community, and health and wellness readiness is provided at every level of transition.

This activity is part of the articulation between middle and high school/college and it will be institutionalized as an essential component of the District's Articulation-Transition-Orientation process.

One component of articulation is the 8<sup>th</sup> Graders Going to College Program. The program will highlight a rigorous high school curriculum including college planning and career awareness. The first day students will be introduced to peers and staff from their future high school while they participate in articulation activities. The second day will be facilitated by local colleges and university staff who provide an on site orientation of college life followed by a campus tour. As a culminating activity, students will develop "Steps for Success post-secondary plan". Parents will be invited to participate in special workshop sessions geared to 8<sup>th</sup> graders during the annual Miami National College Fair.

## **TRANSITION**

The second component is transition. The process for a smooth transition for students and parents include scheduled sessions and support groups. Students will be afforded the opportunity to benefit from instruction in goal setting, and selection of programs of study, at multiple grade levels to be provided by teachers and counselors.

**Transition Sessions** will be implemented between elementary and middle schools and middle and senior high schools for parents, students, and teachers. The sessions will address the areas of educational, personal/social, career/community awareness, and health and wellness. They will be scheduled and conducted for students in the 5<sup>th</sup> grade transitioning to 6<sup>th</sup> grade, and students in the 8<sup>th</sup> grade transitioning to 9<sup>th</sup> grade. The elementary school guidance counselors and the middle school student services department chairpersons will receive training and resources to ensure a successful implementation.

## **TRANSITION STRATEGIES ADDRESSED VIA THE FOLLOWING CURRICULA**

The Transition Sessions will include the following topics:

- Basic school information, e.g., graduation requirements, programs of study;
- Implementing conflict resolution activities;
- Understanding transition issues from the student's and parent's point of view;
- Understanding student's learning styles;
- Acknowledging students early warning signs to avoid future conflicts;
- Identifying student discipline, e.g., positive reinforcement;
- Providing parents with the Student Exhibition dates and expectations;
- Providing a formal forum for open dialogue based on the SST results to ensure parental support.

## **Moving On: Transition Strategies for 5<sup>th</sup> Grade Students**

**Description:** Four (4) lesson plans (2 hours/block period) and Student Personal Reflection Guide. Lessons include: Requirements for Middle School, Organizational Skills, Confronting/Resolving Fears and Insecurities, and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/parent components and accommodations for diverse learners and are aligned with the **Student Development Framework**. The curriculum will be implemented by the elementary school guidance counselor.

## **Transition Tools: Strategies for 8<sup>th</sup> Grade Students**

**Description:** One lesson per week; all 8<sup>th</sup> grade students. Four (4) lesson plans (2 hours/block period) and Student Personal Reflection Guide. It also includes requirements for Senior High School, Organizational Skills, Senior High School extracurricular opportunities, and Interpersonal and Communication Skills for dealing with new people and new experiences. All lessons incorporate literacy skills, home learning/parent components and accommodations for diverse learners and are aligned with the **Student Development Framework**. The curriculum will be implemented by the middle school guidance counselor.

## **ORIENTATION**

The last component is orientation. In middle and senior high school, students will engage in instruction with a focus on literacy, student-centered instruction, educational achievement, personal/social development, career planning, and health/community awareness.

The content of the orientation sessions will include the following:

- Setting high expectations
- Becoming familiar with the receiving school
- Introducing key school personnel
- Discussing procedures for contacting teachers, student/career services staff, and administrators
- Instructing participants on home learning requirements and strategies
- Promoting and understanding of programs of study, activities, FCAT, and graduation options and requirements
- Giving information on school rules/procedures, including attendance, and the Code of Student Conduct
- Introducing the Student Career Development Portfolio process
- Setting goals
- Developing study skills
- Addressing student growth and development issues
- Discussing strategies for parental involvement
- Identifying community resources
- Providing psychological and social services for students and parents
- Setting dress codes as determined by the school



## **TRANSITION STRATEGIES ADDRESSED VIA THE FOLLOWING CURRICULA**

### **Middle Moves: Orientation for 6<sup>th</sup> Grade Students**

**Description:** Lessons include educational achievement, personal/social, career and community awareness and health and wellness. All lessons incorporate literacy skills, home learning, and parent components and accommodations for diverse learners and are aligned with the **Student Development Framework**. The curriculum will be implemented by the middle school guidance counselors to all 6<sup>th</sup> grade students. Eight (8) lesson plans (2 hours/block period).

### **Tools for Success: Preparing Students for Senior High School and Beyond**

**Description:** Tools is a semester course taught by classroom teachers for the current school year with twenty-five (25) lesson plans (2 hours/block period). It includes six goals: Introduction to Senior High School, Succeeding in High School (Study and Research Skills), Tools for Self-Assessment, Career Planning, SCANS skills, and Character Education. All lessons incorporate literacy skills, home learning, and parent components and accommodations for diverse learners and are aligned with the **Student Development Framework, Sunshine State Standards, FCAT Benchmarks, and Competency-Based Curriculum**.

The content of **Tools for Success** includes, but is not limited to, the following topics:

- School graduation options requirements
- Programs of study
- Opportunities for TECH Prep, dual enrollment, academic acceleration programs and postsecondary opportunities
- Self organization
- Identifying and reaching academic goals
- Nine core values
- Non-violence
- The interrelationship of life roles and the world of work
- Self-management for lifelong learning
- Self-knowledge and self-acceptance
- Career and educational awareness including the Student Career Development Portfolio
- Self-management and responsible behavior
- Respect and value for human diversity
- Bullying prevention
- Team building
- SCANS skills (Secretary's Commission on Achieving Necessary Skills)
- Career and college planning

## **RESPONSIBILITY FOR THE ARTICULATION, TRANSITION AND ORIENTATION PROCESS**

The entire school district is involved in providing all students with a seamless transition process. The school district, regional centers, administrative offices and schools all share responsibility for a portion of this essential process. The areas of responsibility are described below.

### **District**

1. To develop and maintain an on-line curriculum bulletin.
2. To provide schools with transition and orientation curriculum.
3. To develop a calendar of articulation, transition, and orientation activities.
4. To provide parents with strategies and tools to insure a smooth articulation and transition process.
5. To develop standardized articulation forms.
6. To provide direction and assistance for curriculum implementation and the coordination of support services and activities.
7. To produce information for parents regarding students' access to programs.
8. To provide timelines, to document, and to coordinate the 8<sup>th</sup> Graders Going to College Program.

### **Regional Centers**

1. To coordinate meetings involving principals of elementary, middle, and senior high schools to implement the articulation, transition and orientation process.
2. To review curriculum bulletins and other communication to parents and students related to articulation, transition, and orientation.
3. To assist with curriculum coordination to assure continuity and instructional sequence at each school level and in all programs.
4. To assist schools in identifying student's social and personal issues that would create barriers in the students learning gains.
5. To provide leadership to feeder patterns to develop articulation plans designed to meet the needs of all students.

## **School**

1. To participate in feeder pattern articulation meetings to develop a specific plan for articulation.
2. To establish processes for communicating the needs of incoming and exiting students for the purpose of instructional planning and the delivery of support services, including career planning.
3. To develop and disseminate school bulletins describing curriculum, operating procedures, student activities, expectations for student conduct, and parent involvement.
4. To review course scope sequences and placement procedures to provide continuity in all programs. Particular emphasis will be placed on sequential programs of study, such as mathematics, foreign languages, and TECH Prep.
5. To schedule meetings and school visits for students, parents, and teachers with the receiving schools.
6. To facilitate vertical teaming and open the lines of communication for teachers to align curriculum.
7. To establish articulation meetings between schools to include administrators and counselors to promote programs and support curriculum.
8. To assist counselor communication to address academic, personal and social aspects of the students.
9. To schedule meetings with parents of students in Special Education Programs (SPED) to develop Individual Educational Plan (IEP).
10. To assure placement of students into academically challenging courses.
11. To provide case management articulation to ensure teachers and counselors awareness of students' personal/social needs.
12. To facilitate transition for students involved in unusual grade configuration patterns, such as sixth graders in elementary schools and ninth grade students in middle schools.
13. To implement transition and orientation curricula in the designated grades.
14. To coordinate the 8<sup>th</sup> Graders Going to College Program.

15. To provide parent support via workshops and parent meetings.
16. To ensure the implementation of required procedures for English language proficiency screening and placement of new students to Miami Dade County Public Schools.
17. To utilize home language and/or alternative assessment procedures appropriate for limited English proficient (LEP) students, in content area courses, to ensure appropriate placement.

## **THE NEED TO DEVELOP AN ARTICULATION, TRANSITION AND ORIENTATION GUIDE**

### **Rationale**

Miami Dade County Public Schools serves a diverse population with a wide range of available educational opportunities. Special consideration is necessary when students move between different types of programs.

The circumstances outlined below may require additional information in facilitating articulation between educational settings.

1. Transfers to a Miami Dade County public school from a district or private school outside of the county, the state, or the country. Placement, interpretation of special programs, and identification of unique learner needs should be part of the articulation process.
2. Transfers from a Miami Dade County public school to a school outside of Miami Dade County requiring explanation of the special programs offered in this system.
3. Transfers between SPED programs; movement of SPED students from grade to grade; and movement of SPED students between elementary, middle, and senior high school, and post-school experiences.
4. Transfers of LEP students between elementary, middle, and senior high school and the movement of LEP students from grade to grade, change of ESOL levels and participation in bilingual programs.
5. Transfers to or from a school offering a special curriculum; for example New Beginnings, Title I, magnet, or TECH Prep programs.
6. Transfers to a magnet program from a target school.
7. Transfers between standard programs and special programs including alternative education, applied technology education, or adult education.
8. Transfers from pre-kindergarten contracted sites to regular kindergarten programs.
9. Transfers between Miami-Dade County Public Schools with varying flexible scheduling.
10. Transfers between Miami-Dade County public schools representing unusual configurations or patterns, such as paired schools, primary schools, elementary schools with sixth grade, and middle schools with ninth grade.

11. Transfers between Miami Dade County public schools and postsecondary institutions.

## **TRANSMITTAL OF RECORDS**

Policies regarding the transfer of educational records for students from one educational center to another are provided in the **Student Educational Records** Board Rule 6Gx13-5B-1.07. An annual administrative memorandum provides direction for maintaining the cumulative record folder.

Information on the procedures for obtaining transfers and transcripts should be readily available to parents and students. Requests for records should be processed promptly and take no longer than ten school days.

## **INVOLVEMENT OF TEACHERS AND STAFF**

1. Appropriate student and programmatic data must be entered into the electronic record keeping system and/or filed in the students Cumulative Record Folder.
2. Teachers and staff at receiving schools should review individual student needs, e.g., academic, career, emotional, physical, and intellectual factors when assigning programs of study and determining support services. Teachers in receiving schools should also review the abilities and achievements of incoming students, develop appropriate placements, curriculum, and instructional strategies.
3. Teachers, staff, students, and parents should be involved in the development of school bulletins related to curriculum, operating procedures, and school activities.
4. Teachers and staff at receiving schools should review transcripts, supporting records, SPED and LEP data, and interview incoming students.
5. Bilingual program teachers and selected staff should review individual student LEP plans to develop appropriate placements, curriculum, and instructional strategies for English for Speakers of Other Languages (ESOL) students.
6. Students should be encouraged to enroll in the most challenging classes. Teachers and staff involved in the process should avoid establishing arbitrary barriers.
7. Students and their families should be provided with information relating to college preparation, advanced study programs, applied technology training, SPED programs, LEP programs, and other specialized programs. This is particularly important for families unfamiliar with Miami Dade County Public Schools.

8. Teachers in SPED programs should review relevant data to ensure that documents have been completed properly and are in compliance.
9. Processes should be established which enable teachers and staff to enter and receive information readily from the Integrated Student Information System (ISIS).
10. Teachers and counselors will assist students in the articulation process by providing guidance and implementation of transition and orientation activities and following student services curriculum.
11. Middle and Senior High counselors will collaborate and plan the 8<sup>th</sup> graders going to college program.
12. Counselors will advertise and promote the articulation agreements with post secondary institutions.

The attached calendar delineates an action plan that:

- Facilitates curriculum continuity
- Provides for appropriate student placement
- Creates a system of support services for students and their parents
- Fosters communication and planning among school staff, students and their parents.

## CALENDAR ARTICULATION ACTIVITIES

| School Level | Timeline | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|--------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E,M,S        | July     | Review students' schedule and grade placement who attended summer school and make necessary adjustments.                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| S            |          | Send final transcripts for summer graduates to post-secondary institutions.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| E,M,S        | August   | Provide orientation for all new students and their parents to become familiar with the building and programs and to meet school staff.                                                                                                                                                                                                                                                                                                                                                                                                   |
| E,M,S        |          | Review computer data for enrolled SPED students to determine that the IEP and the psychological evaluation is current and within the validity period. A copy of the current IEP and psychological evaluation must be included in the Cumulative Record Folder. The students' schedules should reflect the number of hours and related services as delineated in the IEP. For students in grades 9-12, course selections should be consistent with the diploma option selected. Update current information in the computer, if necessary. |
| E,M,S        |          | Access the Section 504 Report from the Online Report Request System in ISIS to get a list of all Section 504 students. A copy of the current section 504 Accommodation Plan must be included in the Cumulative Record folder. Accommodations and/or services must be provided.                                                                                                                                                                                                                                                           |
| E,M,S        |          | Review computer data for LEP students to ensure that evaluation has been completed and the ESOL level properly recorded. A copy of the current LEP plan must be included in the Cumulative Record Folder. Update current information in the Instructional Planning System and ISIS if necessary. Provide parents with updated letter of LEP participation FM-6577 and place a copy in the students' LEP folder.                                                                                                                          |
| E,M,S        |          | Provide for the initial registration of new students. Request student educational records from sending school.                                                                                                                                                                                                                                                                                                                                                                                                                           |



| School Level | Timeline             | Activities                                                                                                                                                                                                                                                         |
|--------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E,M,S        |                      | Establish a process to provide services for student whose Student Case Management System (SCMS) records indicate that intervention is required.                                                                                                                    |
| E,M,S        |                      | Check Student Data Cards, including sections for emergency contact and release from school information. Ensure that medication and medical problems are properly recorded and necessary documents or information is disseminated to appropriate staff.             |
| E,M,S        | Ongoing              | Upon receipt of records of students new to M-DCPS, conduct a review to determine if special needs or placements have been addressed.                                                                                                                               |
| E,M,S        | Ongoing              | Provide orientation for parents and students who enroll after the opening of school orientation has been completed.                                                                                                                                                |
| M,S          | Ongoing              | Review schedules and total credits of students for grades nine through twelve to ensure that students intent upon receiving a Standard, Superintendent's Diploma of Distinction, or Special Diploma (as indicated on the IEP) are enrolled in appropriate courses. |
| E,M,S        | August/<br>September | Provide orientation for students in order to inform them of school and district rules and regulations governing student conduct, attendance, and the support services available. Orientation should also be provided in the home language as necessary.            |
| E,M,S        |                      | Provide a list of "no shows" to the school social worker or other appropriate staff so that a follow-up may be conducted.                                                                                                                                          |
| M,S          |                      | Communicate with the local Universities to plan the 8 <sup>th</sup> graders going to College Program.                                                                                                                                                              |
| E.M.S        | September            | Contact the parents of students meeting criteria of the Student Assistance Profile to discuss with both parents and students of the availability of supportive educational and counseling services.                                                                |

| School Level | Timeline              | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E,M,S        | Ongoing               | Review computer printouts produced at selected intervals such as: (1) Possible LEP Error Report, produced monthly; (2) Students with Non-English Background and No Assessment, produced in January, May and September; (3) School Summary of Students with No Assessment, produced in January, May and September; (4) Post Program Review produced at the end of each nine week grading period; (5) LEP Post Program Review Student Profile, produced at the end of each nine week period; and (6) Six Semesters or More of ESOL, produced in January and May. Update students' records as indicated. |
| E,M,S        | Ongoing               | Request or follow-up prior requests for student educational records of all students who have transferred.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| M,S          | Ongoing               | Conduct exit interviews for early school leavers.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| E,M,S        | September/<br>October | Examine student records at each grade level to verify proper grade, program, and course placement and to review any irregularities. The Repeatability Violation Report should be used for senior high school students.                                                                                                                                                                                                                                                                                                                                                                                |
| M,S          |                       | Process High School Credit Identification Cards for ninth grade students who completed high school level courses prior to the 2007-2008 school year.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| M,S          |                       | Inform parents and students of all graduation options. Students who choose the accelerated graduation option must make selection before the end of the 9 <sup>th</sup> grade year.                                                                                                                                                                                                                                                                                                                                                                                                                    |
| S            | Ongoing               | Distribute information to potential graduates, both on and off campus, regarding senior activities, such as college or vocational/technical center application processes and testing opportunities.                                                                                                                                                                                                                                                                                                                                                                                                   |

| School Level | Timeline             | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------|----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E,M,S        | Ongoing              | Monitor significant changes in student performance and assess special needs. Where appropriate, staff should request assistance from the Child Study Team/School Support Team/ Student Development Team to determine intervention support to meet the student's individual needs.                                                                                                                                                                                                                                                                         |
| E,M,S        | Ongoing              | Notify parents when there are indications of limited, inconsistent, or declining student performance.                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| E,M,S        | Ongoing              | Request assistance from the LEP committee to determine placement, reclassification, alternative strategies or any other concerns related to LEP students and/or recently exited students in the Post Program Review Period                                                                                                                                                                                                                                                                                                                                |
| M,S          | Ongoing              | Notify parents and students of course/credit deficiencies and offer alternatives settings, if necessary, through the "Highway to Success Program". Parents of seniors are to be notified of possible failure to meet graduation requirements.                                                                                                                                                                                                                                                                                                             |
| E,M,S        | November             | <p>Plan cooperatively with principals of feeder pattern schools to assure continuity of educational programs. Special attention shall focus upon:</p> <ul style="list-style-type: none"> <li>• Curriculum coordination;</li> <li>• Coordination of school policies and procedures;</li> <li>• The incorporation of unique programs including dual enrollment programs;</li> <li>• Coordinated schedule of articulation activities for students, parents, and teachers; and</li> <li>• Articulation agreements with postsecondary institutions.</li> </ul> |
| M,S          | December/<br>January | Schedule meetings with department heads, student services personnel, team leaders, and administrators to initiate a schedule for the development of the following year's curriculum bulletin.                                                                                                                                                                                                                                                                                                                                                             |

| School Level                                                 | Timeline                                                            | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M,S<br><br>S<br><br>M,S                                      | January                                                             | <p>Finalize timelines for preparation of the curriculum bulletin.</p> <p>Finalize procedures for potential graduate activities and disseminate this information to students and their parents.</p> <p>Begin scheduling annual IEP conferences with the Transition Specialist for students seeking a Standard or Special Diploma.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| E,M,S<br><br>E,M,S<br><br>E<br><br>E.M<br><br>M<br><br>E,M,S | January/<br>February<br><br><br><br>February<br><br><br><br>Ongoing | <p>Provide release time opportunities for SPED teachers, ESOL teachers, and/or department chairpersons to visit feeder schools for curriculum coordination.</p> <p>Plan with principals of sending schools for designated teachers within feeder pattern schools to meet with appropriate receiving school teachers regarding developmental curriculum, enrichment courses, and accelerated programs appropriate for the incoming students in the fall.</p> <p>Inform parents, in writing, of possible student retention. Information should be provided in the home language as necessary.</p> <p>Notify the principal of the receiving school of the approximate number of incoming students to be enrolled in the fall.</p> <p>Provide the opportunity and assistance for eighth grade students to complete the ePersonal Education Plan (ePEP) through FACTS.org.</p> <p>Provide for inter-school visitations by the staff to become familiar with program offerings and curriculum plans. This includes elective areas. Particular emphasis should be placed on courses that are sequential in nature, e.g., foreign language, mathematics. Subject area teachers should be involved in recommending the appropriate placement of students in these sequential courses.</p> |

| School Level                             | Timeline           | Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|------------------------------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| M,S<br>E,M,S<br>E,M,S<br>E,M,S<br>E,M,S  | February/<br>March | <p>Distribute curriculum bulletins and or worksheets to students.</p> <p>Schedule sessions with students to review information prior to subject selection.</p> <p>Implement the articulation program as previously planned.</p> <p>Invite parents to a meeting to explain the school's programs.</p> <p>Provide an opportunity for designated teachers within the school feeder pattern to meet for the purpose of implementing strategies for curriculum coordination. This meeting will facilitate plans originally designed by principals.</p>                                                                                                                                                                                                                                                                                                                                                     |
| E,M,S<br>M,S<br>E,M,S<br>E<br>E,M,S<br>M | March              | <p>Provide for the completion of the Subject Selection forms.</p> <p>Provide an opportunity for students to identify a high school Major Area of Interest (MAI) through the Subject Selection process.</p> <p>Conduct meetings for students and parents from feeder schools to discuss course offerings, student activities, rules and procedures and applied technology programs.</p> <p>Schedule meetings for grade level chairs, team leaders, student services personnel, and other appropriate staff to plan the instructional program for the next year.</p> <p>Ensure that students on special transfers are provided information regarding their school assignment in the fall.</p> <p>Inform families of eighth grade students of course requirements for recognition programs, such as Florida Bright Futures scholarship, Talented Twenty and Superintendent's Diploma of Distinction.</p> |

| School Level | Timeline | Activities                                                                                                                                                                                                                                                                                                                           |
|--------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E,M,S        |          | Whenever feasible, send to parents, in the home language of the students, the preprinted Student Data Card (SDC) or a temporary form to be completed in BLOCK printing on both sides of the card. The SDC is to be either typewritten or legible BLOCK printed in ink. Each item, including the parent signature, must be completed. |
| M,S          |          | Recommend students for advanced academic courses. Students should be encouraged to enroll in the most challenging courses for which they are prepared or in which staff believes they will succeed.                                                                                                                                  |
| E,M,S        |          | Inform parents, in writing, of required and/or recommended participation in summer school for students demonstrating a need in strengthening their skills in reading and/or mathematics or for course recovery purposes.                                                                                                             |
| E,M,S        |          | Provide opportunities for SPED teachers and/or the department chairpersons to visit feeder schools to assist in subject selection for special education students. Subject selection must relate directly to the student's individual needs (outlined by the IEP) and, in grades 9-12, the diploma option selected.                   |
| E, M, S      | April    | Review the Cumulative Record Folders in accordance with recommended guidelines.                                                                                                                                                                                                                                                      |
| E, M,S       |          | Reassess the levels of LEP students to determine placement for the following year.                                                                                                                                                                                                                                                   |
| E            |          | Plan and implement a visitation for incoming pre-kindergarten and kindergarten students, and their parents. Develop an orientation plan for implementation in the fall.                                                                                                                                                              |
| E,M,S        |          | Schedule annual review conferences for IEP's in keeping with established procedures.                                                                                                                                                                                                                                                 |
| E,M,S        |          | Notify families of students who have applied for magnet programs of acceptance or non-acceptance to the programs.                                                                                                                                                                                                                    |

| School Level | Timeline | Activities                                                                                                                 |
|--------------|----------|----------------------------------------------------------------------------------------------------------------------------|
| E,M,S        |          | Enter the future school in ISIS for the students accepted into magnet programs to the school to be attended the next year. |
| E,M,S        |          | Disseminate information regarding the summer session to students and parents.                                              |
| E,M,S        |          | Complete the information on the Summer Registration/Eligibility Form for the students who will attend the summer session.  |
| E,M,S        |          | Develop an orientation plan for implementation in the fall.                                                                |
| E,M,S        |          | Refer for reevaluation all students whose psychological evaluations will become due before August/September.               |
| E,M,S        |          | Update IEP's that will expire during June, July, August, or September.                                                     |
| S            | June     | Send final transcripts for graduates to post-secondary institutions.                                                       |
| E,M,S        |          | Update computer screens and students' individual LEP plans to reflect most current data.                                   |
| E,M          |          | Transfer cumulative record folders to receiving school.                                                                    |

# APPENDIX



## **A Guide to a Major Area of Interest (MAI)**

The 2006 Legislature passed House Bill 7087 (A++) which included changes to the senior high school graduation requirements. One requirement states that students entering their first year of high school in 2007-2008 will be required to choose a major area of interest as part of their graduation requirements. The major area of interest includes four of the eight credits that are in addition to the 16 core curriculum credits required to graduate. Students may revise major areas of interest each year as part of annual course registration processes.

### **What is a “major area of interest?”**

A major area of interest includes four (4) credits in a common area such as sequential courses in a career and technical program, fine and performing arts, or academic content area, selected by the student as part of the student’s education plan. A student must earn a total of four (4) credits in a major area of interest. One (1) of these credits may be earned in a practicum, as described in the Course Code Directory. Major areas of interest will be proposed by school districts to the Commissioner of Education and, once approved, will be available for students to consider. When a student is selecting a major area of interest, it is important for educators providing academic advisement to review the student’s transcript to advise the student and to help ensure that the student is on track to meet the requirements for the Florida Bright Futures Scholarship Program and the 18 units course distribution requirements for state university system (SUS) admission, if applicable, based on the student’s desired postsecondary education goals.

### **What are the purposes of a “major area of interest?”**

The purposes of a major area of interest are to provide students:

- Opportunities to earn additional credit toward college or technical school, or beginning certification in an occupation
- Opportunities to learn more in areas that students might be considering as future professions or lifetime skills
- Opportunities to receive credit and recognition for high level accomplishments outside of the school day for a supervised activity directly related to the major area of interest
- Opportunities to increase the relevance of the high school experience through more in-depth study in an area students find engaging
- Opportunities to increase the value of “elective” classes
- Opportunities to increase the value of the high school diploma

For more information contact:  
Florida Department of Education  
1-850-245-0505

<http://www.fldoe.org/APlusPlus>

## A Guide to ePEP

The 2006 Legislature passed House Bill 7087 (A++) which included changes to the middle grades promotion requirements. One requirement states that students entering the sixth grade in 2006 must enroll in a semester-long course in career and education planning to be completed in seventh or eighth grade. As part of the course, students will develop a career and education plan using Florida CHOICES Planner (or other career information system such as CHOICES Explorer, etc.) and **ePEP (electronic Personal Education Planner)**. Schools must use one of the approved courses to meet this requirement.

The **ePEP** is an interactive online planner that enables students to map out coursework for high school. The 2007 edition of **ePEP**, for students entering 9<sup>th</sup> grade in 2007 and beyond, contains the new graduation requirements in Major Areas of Interest (MAI). With **ePEP**, students can:

- Build a plan with classes specific to their high school
- Incorporate post graduation goals into their high school plan
- Include Dual Enrollment or Florida Virtual School courses

To access **ePEP**, log on to [www.facts.org](http://www.facts.org) and use the main menu system on the left of the homepage: select "High School Planning" then select "**ePEP** & High School Evaluations" or click on the easy access button labeled "**ePEP** & High School Evaluations." Additionally, there are easy access buttons for "Florida CHOICES Planner" and the "Search High School Majors."

A Middle School Educator's Toolkit on Career and Education Planning was developed to assist teachers in planning a comprehensive middle school career course. This toolkit provides access to classroom activities, lesson plans, and related web-based resources.

For further information contact:  
Florida Department of Education  
Career Planning & Product Distribution 1-800-342-9271

[www.fldoe.org/workforce/ced](http://www.fldoe.org/workforce/ced)

## Secondary School Reform

The Secondary School Reform (SSR) Plan was approved by the School Board for implementation on May 15, 2006. The primary tenets of the SSR Plan include the following goals and activities: implement career academies, also known as small learning communities, in all high schools; increase graduation rates in which students are ready for college, university, technical school, or career; provide an enhanced senior year experience which includes internships aligned to each student's career path goals; increase rigor of all academic subjects including mathematics, English, science and social studies; increase access by all students to Advanced Placement courses; and improve articulation to decrease academic achievement transition dips between elementary and middle school, and middle and senior high school.

To create meaningful and lasting changes in all secondary schools in Miami Dade County Public Schools, the following Six Core Principles of Secondary School Reform, developed by the Advocacy Framework Model of the National High School Alliance, were adopted and some of the operational implications are as follows: (1) Personalized Learning Environments: develop ninth grade transition academies, integrate interdisciplinary curricula within academy teams, and provide transition courses in middle school and ninth grade, (2) Academic Engagement of all Students: implement project-based learning that leads students to gain essential knowledge and concepts in the context of real life/work application and provide early preparation and guidance to increase student participation in honors and Advanced Placement courses, (3) Empowered Educators: provide teachers with opportunities for common planning for team teachers; develop and provide site-specific professional development; design, conduct, and assess instructional practices that support the implementation of the Six Core Principles, (4) Accountable Leaders: understand and practice the continuous improvement model to analyze and improve instructional practices and engage school, district, community and business leaders in articulating a shared vision for the school's redesign plan, (5) Engaged Community and Youth: develop civic literacy through participation in student-initiated service projects and senior internship experiences and organize and build student capacity to exercise leadership and participate in decision-making that affects their school and community, and (6) Integrated System of High Standards, Curriculum, Instruction, Assessment, and Support: define clear and rigorous international standards and align them with District curricula and entrance requirements for post-secondary education and careers and develop portfolio and performance assessment activities and align academy courses to industry standards.

Middle schools will implement the following practices and expected outcomes: (1) improve focus on literacy for all students through the attainment of grade level mastery in all core content courses, (2) broaden emphasis on career-path skills, (3) expand participation in character education/ethics instruction, (4) improve social and personal development, and (5) improve articulation with corresponding feeder high schools, thereby, providing students with a seamless transition to high school.

High school students, either in the eleventh or twelfth grade, will participate in a Career Experience Opportunity (CEO) internship experience. Students will be engaged in a specified period of planned and supervised time in a business, laboratory, government agency, or at their school site while experiencing practical applications of structured academic skills that are closely related to their academic and career goals. Additionally, students can participate in dual enrollment courses and programs and/or independent study projects, supervised by a teacher. Each year the number of students participating in the CEO internship will increase, as it is the intention of the SSR Plan to have all students, by the time they graduate from high school, complete a senior Career Experience Opportunity.

## **Smaller Learning Communities (SLC) Grants**

The Smaller Learning Communities (SLC) high schools are grant recipients of over \$23 million dollars from the United States Department of Education (U.S.D.O.E.) to support the restructuring of large public high schools into smaller units. The SLC program is part of a comprehensive effort to prepare all students to succeed in post-secondary education and careers without need for remediation. The grant funds are being used to support the creation or expansion of small learning communities within the eligible schools to create environments in which all students receive strong personal and academic support.

The SLC program is authorized under Title V, Part D, Subpart 4 of the Elementary and Secondary Act of 1965 (ESEA) (20 U.S.C. 7249), as amended by the No Child Left Behind Act of 2001 (P.L. 107-1109). Miami-Dade County Public Schools (M-DCPS) is the recipient of three SLC Grants for 26 high schools. The three SLC Grant cohorts are 2004 (6 schools), 2005 (10 schools), and 2006 (10 schools). The SLC Grant program is a major initiative that is being implemented under the Secondary School Reform (SSR) Plan, which was approved by the School Board in May 2006. The SSR Plan is based on the six core principles of the National High School Alliance – A Call to Action as follows: academic engagement of all students; personalized learning environments; empowered educators; engaged community and youth; integrated system of high standards, curriculum, instruction, assessments, and support; and accountable leaders.

The 26 grant high schools are restructuring to provide transitional freshman academies for 9th grade students and career-themed academies for grades 10-12 in a progressional manner. The academies are composed of common groups of students who remain together for periods of the day and sometimes for years as they progress through high school. The structural changes are typically complemented by personalization strategies, such as student advisories, family advocate systems, mentoring programs, and student voice components. M-DCPS has emphasized the need to raise the level of student voices which is being recognized more as having a positive impact on school reform and academic achievement. Due to the focus on using student voice to re-design high schools, the Specialized Program-Schools of Choice office received a Proclamation from the Mayor of Miami-Dade County, the Honorable Carlos Alvarez, Chairman Bruno A. Barreiro, and the members of The Board of County Commissioners, declaring May 9, 2007, as Student Voices Day in Miami-Dade County, Florida.

In addition to restructuring schools, the three grants support the work of re-culturing schools which is very essential to SSR initiative. Re-culturing promotes a personalized learning environment so that relationships will be established, and enables the school to better know the needs, interests, and aspirations of each student. In addition, the faculty and staff are able to provide academic and other support that each student needs to succeed. The SLC high schools must use and document the utilization of evidence-based practices in their teaching methodology. The faculty, staff, and administrative teams participate in comprehensive professional development activities

throughout the year so that effective and powerful learning activities are delivered to students. Hence, instruction is improved. In addition, they are able to stay abreast of the most recent best practices and educational trends to support the mission of the small learning communities.

By using SLC Grant funds and other resources, the schools must demonstrate that they will:

- Provide intensive interventions to assist students who enter high school with reading/language arts or mathematics skills that are significantly below grade level to “catch up” and quickly attain proficiency by end of 10th grade;
- Enroll students in a coherent sequence of rigorous core courses that will equip them with the skills and content knowledge needed to succeed in post-secondary education careers without need for remediation;
- Provide tutoring and other academic supports to help students succeed in rigorous academic courses;
- Deliver comprehensive guidance and academic advising to students and their parents;
- Increase opportunities for students to earn post-secondary credit through Advanced Placement courses, International Baccalaureate courses, or dual credit programs; and
- Ensure that there is student/parent choice or random assignment in student placement into academies to promote equity in access.

Elmore (2000) argues that instruction can be improved only if school leadership is substantially redefined and changed to include the notion of distributed leadership. Until recently, most research assumed that leadership must come from the school principal Riordan (2003). However, with the current efforts of restructuring schools, Riordan (2003) recommends that greater emphasis be placed on the idea of distributed leadership shared by multiple individuals at different levels of the organization. Therefore, M-DCPS is using the distributed leadership cadre of trainers’ model. Also, professional learning communities are established throughout the schools and district office.

If additional information is needed concerning the SLC Grants, please telephone the Specialized Programs-Schools of Choice office at (305) 995-1922. Additional information and/or materials will be made available to you upon request.

### Related Board Rules and Documents

Activities listed in the articulation Guide are delineated in greater detail in the Board Rules and documents identified below. Topics and/or processes described in those references are identified.

| Reference                                                                                                                                                      | Topics                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| Age of Entrance, Ages of Attendance, Proof of Age, and Disclosures<br>Board Rule 6Gx13- <u>5A-1.03</u>                                                         | Registration Procedures                                               |
| Student Transfers<br>Board Rules 6Gx13- <u>5A-1.08</u>                                                                                                         | Transfer Procedures                                                   |
| Attendance Areas 2007-2008 and 2008-2009<br>Board Rules 6Gx13- <u>5A-1.10</u>                                                                                  | Grade Configuration and Boundary Changes New Schools Attendance Zones |
| End of Year Procedures Handbook                                                                                                                                | Records                                                               |
| Student Code of Conduct<br>Board Rule 6Gx13- <u>5D-1.08</u>                                                                                                    | Rules, Regulations                                                    |
| Limited English Proficiency Plan (LEP)                                                                                                                         | Student Placement                                                     |
| Foreign Student Registration<br>Board Rule 6Gx13- <u>5A-1.11</u>                                                                                               | Registration Procedures                                               |
| Instructional Guide: IEP and ESE Related Forms                                                                                                                 | Student Placement                                                     |
| ISIS Production Reports for Elem. Schools                                                                                                                      | Computer Generated Reports and Tools                                  |
| ISIS Production Reports for Sec. Schools                                                                                                                       | Computer Generated Reports and Tools                                  |
| Opening of Schools Handbook                                                                                                                                    | Registration Procedures                                               |
| Procedures for Promoting and Maintaining a Safe Learning Environment<br>Board Rule 6Gx13- <u>5D-1.08</u>                                                       | Placement                                                             |
| Student Progression Plan<br>Board Rule 6Gx13- <u>5B-1.04</u>                                                                                                   | Promotions, Retentions, Transfers                                     |
| Rank in Class – Grade Point Average<br>Board Rule 6Gx13- <u>5B-1.061</u>                                                                                       | Forgiveness and High School Credit/Grades 7-8                         |
| Policies and Procedures for the Provision of Specially Designed Instruction and Related Services for Exceptional Students<br>Board Rule 6Gx13- <u>6A-1.331</u> | Student Placement                                                     |
| Student Educational Records<br>Board Rule 6Gx13- <u>5B-1.07</u>                                                                                                | Maintenance and Transfer of Records                                   |
| Summer School Bulletin (Elem. and Sec.)                                                                                                                        | Registration Procedures                                               |
| Adult and Applied Technology Education Procedures                                                                                                              | Registration and Enrollment, Withdrawal/Reentry, Student Records      |

|                                                             |                                                       |
|-------------------------------------------------------------|-------------------------------------------------------|
| Initial Entry Registration Procedures                       | Registration and Transfers to Choice/Special Programs |
| Opportunity Scholarship Program Implementation              | Assign Students to school for next school year        |
| PK Program for Children with Disabilities                   | Student Transfers                                     |
| Registration Packet                                         | Registration                                          |
| Spring Registration and Transmittal Procedures – Elementary | Registration and Transmittal Procedures               |
| Spring Registration and Transmittal Procedures – Secondary  | Registration and Transmittal Procedures               |



The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in educational programs/activities and employment and strives affirmatively to provide equal opportunity for all as required by:

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

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

**Title IX of the Education Amendments of 1972** - prohibits discrimination on the basis of gender.

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

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

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

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

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

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

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

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

**School Board Rules 6Gx13- 5D-1.10, 6Gx13- 4A-1.01, and 6Gx13- 4A-1.32** prohibit harassment and/or discrimination against a student or employee on the basis of gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, social and family background, linguistic preference or disability.

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

Revised 05/20/05

