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MIAMI-DADE COUNTY PUBLIC SCHOOLS
giving our students the world

OFFICE OF POSTSECONDARY CAREER AND TECHNICAL EDUCATION

OFFICE OF POSTSECONDARY CAREER AND TECHNICAL EDUCATION HANDBOOK

Office of
Postsecondary Career
and Technical Education

Updated: 11/2027

OPCTE HANDBOOK

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CHAPTER ONE | PROGRAM OPERATIONS

The Office of Postsecondary Career and Technical Education Procedures Handbook is a supplemental document. It will in no way replace other departmental handbooks or manuals that currently exist. School Board Rules and Policies will be the primary source for guidelines in the Adult Postsecondary Education Program.

PROGRAM DESCRIPTIONS

Adult General Education (AGE) Programs

The AGE program in Miami-Dade County is required to follow the performance-based funding guidelines outlined by the Florida Department of Education (FLDOE). Performance-based funding is an accountability system with a built-in incentive structure that encourages progress toward certain established goals and performance objectives with periodic measurements of progress.

The Adult High School (AHS) program enables an adult student, as defined in section (s.)1004.02(5), Florida Statutes (F.S.), to complete the required courses and state assessments to earn a standard high school diploma. Course requirements in adult high school programs are designed in accordance with core content standards per s. 1003.41, F.S. A program of instruction for both traditional and co-enrolled AHS students shall be based on the Florida Department of Education (FDOE) 2025-2026 Adult General Education Curriculum Frameworks. Instructional methodologies may include, but are not limited to, traditional lecture instruction, competency- and performance based adult education, distance learning and computer-assisted instruction. Adult general education programs are authorized by s. 1004.93, F.S., and defined as comprehensive instructional programs designed to improve the employability of the state's workforce through adult basic education, adult secondary education, English for Speakers of Other Languages (ESOL), applied academics for adult education instruction, and instruction for adults with disabilities in s. 1004.02(3), F.S. The AHS curriculum framework is correlated to the Florida Standards, and courses offered are the same as those offered in the K-12 school system, as found in the 2025-2026 Course Code Directory (Section 3 and secondary numbers identified in Section 5). The FDOE AHS curriculum frameworks, per s. 1003.41, F.S., provide a minimum set of standards to be used by all facilitators delivering AHS education programs. AHS education includes both adult high school diploma programs and co-enrollment courses of study. Students in the AHS program must meet all state and local graduation requirements for a standard high school diploma per s. 1003.4282, F.S.

• Adult high school and co-enrolled students show progress by demonstrating mastery of course performance standards and by earning credit for course competencies.

GED® preparation students progress through Measurable Skills Gains (MSGs) by passing the subtests of the official GED® test.

Adult Basic Education (ABE)

Adult Basic Education (ABE) is a program designed for students who need to increase their basic skills in mathematics, reading and language arts; function at NRS ABE Levels 1-4; seek to improve their employability in the state's workforce; and transition to higher levels of educational attainment and postsecondary training. Eligibility is determined by the following criteria: individuals must no longer be subject to the compulsory age of school attendance by virtue of having attained the age of 16 years old and must have legally left the elementary or secondary school by filing a formal declaration of intent to terminate school enrollment with the school board.

• ABE courses provide basic skill and critical thinking skill instruction to prepare students for GED® preparation, postsecondary education and employment.

• Students are eligible for ABE with an NRS Level 1-4. Students may be in preparation for earning their high school equivalency diploma or may have already received a high school diploma or its equivalent. Further program directives can be found in the 2025-2026 Adult Education Curriculum Frameworks at https://www.fldoe.org/academics/career-adult-edu/adult-edu/2025-2026-adult-edu-curriculum-framewo.stml

GED® Preparation

GED® course instruction prepares students for academic and personal success through obtaining the necessary skills required to pass the GED® test and earn a State of Florida High School Diploma. This program strives to motivate students not only to obtain the diploma but also to utilize the acquired skills in the workforce and to achieve career and job placement success. GED® courses are offered at various adult education centers and technical colleges throughout Miami Dade County. The GED® preparation course is also offered online through The Learning Center (TLC) online at the The English Center.

GED® Test

GED® Preparation students must pre-test within the first 12 hours of enrollment activity. Students are not required to post-test, but programs may choose to post-test or use a GED® Ready subject area practice test to assess student knowledge for instructional purposes. Completion is determined by earning the high school equivalency diploma through passing all subject areas of the GED® test. Initial placement for GED® Preparation for social studies or science should be based on the reading assessment. A student may be placed in the GED® Comprehensive course number if the student scores at or above a NRS Level of 5 or higher on an eligible test subject area (Reading and/or Mathematics). Further information can be found at http://www.ged.com.

Adult High School Credit Program

The Adult High School Credit Program provides an opportunity for adults, 16 years of age and older, to return to school and earn a high school diploma. The requirements are detailed in the District's Student Progression Plan.

CHAPTER ONE | PROGRAM OPERATIONS

Florida State Board Rule 6A-6.020, Granting High School Credits and Diplomas to Adults, stipulates that high school credits awarded to adults be based on demonstrated mastery of the student performance standards. The rule further states that courses for high school credit leading to a standard high school diploma shall be of sufficient length and content to permit a level of competence which is at least equivalent to that required of other students in public high schools. Students should have the opportunity to enroll at any time during the year. Courses should be planned to meet individual and small group needs and lead to the completion of credits and passing of state-mandated assessments necessary to qualify for a high school diploma. Credits are earned by successful completion of course requirements and attainment of a satisfactory grade on an end of course examination. The graduation requirements for adult students shall be the same as those for secondary students.

Enrollment in an AHS program, with the exception of co-enrollment, is permissible if a student:

1. Does not possess a high school or state-approved diploma but may have been issued a certificate of completion;
2. Is 16 years of age or older; and
3. Is officially withdrawn from an elementary or secondary program.

Students with a certificate of completion may enroll in an adult high school program to prepare or remediate for the English Language Assessment (ELA). Students may also enroll in AHS to prepare or remediate for the statewide grade 10 Algebra I End-of-Course (EOC) assessment through intensive courses and earn elective credits as needed.

Adult High School Credit Program – Co-enrolled

The Adult High School Credit Recovery Program provides an opportunity for students who are currently enrolled in a secondary school (9th-12th grade ONLY) to take courses for credit recovery or dropout prevention in order to earn a standard High School diploma and graduate with their cohort class.

Adult ESOL Program

The ESOL curriculum mandated by the state integrates workplace competencies with language functions and relevant grammar. The purpose of this program is to improve the employability skills of the state's workforce and to enhance the state's ability to have a trained workforce in place. In order to improve accountability and facilitate performance-based funding, the State of Florida developed frameworks for the ESOL program. Further program directives can be found in the Technical Assistance Paper for English for Speakers of Other Languages (ESOL) and Citizenship Programs at http:// ww.fldoe.o g/workforce/ technicalassistancepapers.asp.

Academic Skills Building (ASB)

Academic Skills Building Program: The ASB Program is a non-credit program designed to develop the literacy and mathematics skills necessary for students to be successful workers, citizens, and family members. The Academic Skills Building (ASB) Program comprises two courses, ASB Reasoning through Language Arts and ASB Mathematics. Students in the ASB program may enroll in either course or both courses. Academic Skills Building Reading through Language Arts (RLA) and Mathematics Courses: The ASB RLA and Mathematics courses content standards describe what students should know and be able to do in mathematics at the secondary level and serve several purposes:

· Ensure continuity with the K-12 Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards with the Adult Basic Education Program
· Provide a common language for the ASB Educational Functioning Levels (EFL) among those of the other programs within AGE: ABE, AHS, Adult ESOL, and GED® Preparation
· Provide advanced instruction for students who may already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
· Assist local adult education agencies with ASB curriculum development
· Provide guidance for ASB instructors
· Ensure quality instruction through professional development

STUDENTS

Students eligible to enroll in the ASB RLA and Mathematics courses are those who:
· Are age 16 years or older
· Are not enrolled in the K12 system
· May already have a high school diploma (by passing the GED® or by graduating from a K-12 High School or Adult High School) and have a goal of preparing for postsecondary education and employment
· Score within the Educational Functioning Levels (EFL) 5 and 6 of the ASB RLA and Mathematics as measured by FDOE-approved assessments.

Career and Technical Education (CTE) Programs - (Secondary and Postsecondary)

CTE programs are organized educational programs that are directly related to the preparation of individuals for employment and additional postsecondary education (i.e., postsecondary certificate, 2 or 4 years of education). Certificate programs train individuals for initial entry into an occupation. There are broad areas relating to occupational fields that are used to classify each specific CTE program.

A Program of Study (POS) is a planned sequence of courses, services, and activities designed to prepare students for careers in a specific occupation. Courses offer focus on the development of general abilities, understandings, attitudes, and work ethics, all of which will contribute to a satisfying and productive life.

Certificate CTE programs are courses of study that will lead to at least one Occupational Completion Point (OCP) and after full program completion can lead toward a nationally recognized credential. An OCP is a set of occupational competencies that qualifies a person to enter an occupation that is linked to a CTE program (Section 1004.02, Florida Statutes, Definitions (22), "OCP"). They appear in curriculum frameworks by alpha designation. Students exiting a program at an OCP, other than the terminal OCP, do not have to meet the basic skills requirement (but still must be tested according to State Board of Education Rule 6A-10.040 and be provided with remediation as appropriate).

For further directives on program operation and implementation, please refer to the specific program area handbook prepared by the program area instructional supervisor at the beginning of each school year. Visit the district's curriculum and instruction website and follow the link to the Division of Career and Technical Education.

FEDERAL GRANT ALLOCATIONS

The adult education staff provides additional supplemental support through the development of supplemental grant funding sources and the subsequent application for these funds. The educational specialists funded through such grants peruse the internet to explore multiple funding sources and grants to assist adult centers with supplemental instructional assistance, technological enhancements, curricular material needs, staff in-service training, professional development, and general program support.

CHAPTER ONE | PROGRAM OPERATIONS

Grant funds provided to adult education centers are considered categorical and are limited to instructional support for the adult learners attending classes. The funds provided are usually allocated to hire part-time hourly teachers (Object 5150 plus fringe benefits), supplies and materials (Object 5510), travel (Objects 5330 and 5331), instructional software (Object 5690) and equipment (Object 5640). Typically, these funds are sensitive to ending dates. For instance, part-time hourly and travel funds may be used until the end of the grant period, usually June 30 of every fiscal year. Funds in all other purchases must be on-line received by the end of April of each fiscal year so that payment may be processed before the end of the designated grant period. School-site administrators should closely monitor their grant expenditures to comply with grant performance deliverables and time lines.

Federal grant funds require a very specific approval chain dependent upon the type of items being purchased as well as the amount. This information is available through the Office of Intergovernmental Affairs and Family and Community Engagement.

CLASS CALENDARS AND SCHEDULES

Opening and Closing of Programs

Adult Education Class Openings – Adult classes may be initiated at the discretion of the principal within the following guidelines:

1. The desired course is listed in the Florida Course Code Directory and Instructional Personnel Assignments and is classified as an adult education offering. The class should have an initial enrollment per the allocation plan established by the district. However, the overall program should generate performance funds to carry the program.
The purpose of this course funded through state of Florida adult education funds is to provide English language instruction for adult ESOL learners who are employed but need to improve English language skills to maintain employment and to improve workplace skills.

2. If the course is not included in the Curriculum Bulletin -1, Authorized Courses for Secondary Schools, and the school is not authorized to host the program, the following procedure applies
a. Adult General Education Courses – Submit request to Administrative Director, Office of Postsecondary Career and Technical Education, who will approve and submit a request through Heat Self Service.
3. The location of classes is to be within the service area assigned to the sponsoring adult education or technical college. Contractual or specialized programs outside the established service areas must be initially approved by the appropriate administrative director.

Adult Education Class Closings – Adult classes may be closed at the discretion of the principal under the following conditions:

1. Enrollment does not meet the teacher/student ratio as outlined in the School Allocation Plan for adult education centers or student performances National Reporting System (NRS) (as measured on LCP Summary Report) are well below standards. Principals should closely monitor performances to maintain the integrity of the budget. Principals should monitor student and teacher performance utilizing The Office of Postsecondary Career and Technical Education Principal Data Reports.
2. A new class should be closed if it starts and does not have sufficient enrollment at the end of the third class meeting.
3. For fee-supported classes, it is recommended that the class be closed if the fee generated is not enough to support the class.

Postsecondary Career/Technical – The following procedures are followed before opening a new career/technical program at a center:

1. Submit request to the administrative director, who will approve and submit a request through Heat Self Service.

Postsecondary Career/Technical Class Closings – The following procedures are followed to close a CTE program:

1. The principal/Technical College Director obtains written approval to close a program from the appropriate administrative director.

2. The principal/Technical College Director is responsible for maintaining an inventory of the program equipment, tools, supplies, and textbooks.

3. The principal/Technical College Director must keep the program inventory intact until the CTE instructional supervisor, working in cooperation with appropriate administrative personnel, determines the disposition of the inventory.

Operating Hours

Adult education programs may be offered seven days a week – mornings, afternoons, and evenings. Adult Education Centers or Technical Colleges operate on regular schedules which are submitted yearly to the administrative director for approval.

With the approval of the administrative director, administrative assignments and work hour schedules may be adjusted to monitor off-campus, satellite, and weekend classes.

Scheduling

Adult classes are scheduled according to the Adult/Vocational Education School Calendar, School Board Policy 8210 School Calendars. Class-break decisions should be made by the principal at the time the master schedule is formulated.

The recommended time is five minutes for each hour of class. A break is not recommended for a one-hour class. Under normal circumstances, a break is not recommended for a two-hour class. However, classes longer in length three (hours or more) should have a break built into the master schedule.

A break allows students to refresh themselves, move about, take a short walk, socialize, and, in some cases, eat a light snack. Break time is frequently used by the teacher to change either the subject matter of the instructional delivery for variety purposes and/or to enhance interest.The planned break should not be taken at the beginning or at the end of the class period. If all of the students in a class need to begin/leave before the scheduled opening/ close of that class, the class length and master schedule must be adjusted accordingly

CHAPTER TWO | PROGRAM OPERATIONS - ADMINISTRATIVE

Community-Based Organizations (CBOs) - Teacher and class scheduling are a cooperative effort reached through an affiliating agreement between the CBO and the adult center. Adult education programs operate on a trimester schedule. Class changes that involve days and/or hours are best accomplished prior to the beginning of each trimester. All scheduled classes must comply with the official School Board-approved calendar. Classes will not be held on teacher planning days, paid legal holidays, or recess days. Individual requests for exemptions from this practice must be addressed by the principal/technical college director of the adult center to the appropriate administrative director for adult education. No changes should be made during the term except when either the agency or the adult center, by mutual agreement, experiences a hardship requiring an immediate schedule change or program closure.

Adult Students with Disabilities a Community-Based Organizations - Students may be scheduled into any combination of classes offered at the site, keeping in mind that part-time employees can only work 25 hours per pay period. Adult center administrators should not schedule classes at times that will conflict with the students' lunch break, regularly scheduled agency events, or the bus schedule for drop-off/pick-up of students. If bus schedules conflict with class schedules on a regular basis, class times and master schedule should be modified to accommodate the agency.

Adults/Senior Citizens with Disabilities Participating in the Adults with Disabilities (AWD) Adult Special Needs Assistance Project (ASNAP) - Students may be scheduled into any combination of classes offered at the site, keeping in mind that part-time employees can only work 25 hours per pay period. No single class may be longer than three hours.

Co-enrolled High School Courses 3F/3H - Any adult and continuing education center or technical college wishing to offer a co-enrolled course to a senior high school student may do so.

- Eligible students may not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior;

- Enrollment is limited to the courses for credit recovery or dropout prevention; and

- Eligible students may enroll in up to four courses per year (please note that this is based on course numbers, not high school credits).

- A properly documented Credit Certification for Adult Education, FM-4269, must be completed by the student and signed by the student, parent, counselor, student services chairperson, principal and superintendent's designee. It must be placed on file at the adult education center, specifically identifying the core academic course.

- Standard registration procedures should be followed.

- Students enrolled in adult high school co-enrolled classes in 3F/3H can participate in those courses immediately after the regular dismissal of high school. Appropriate individual forms with original signatures must be completed.

REGISTRATION AND ENROLLMENT

Registration follows the guidelines as delineated in Florida State Board Rule 6A10.0381, Registration of Adult Students, and Focus® manual. Enrollment in adult education programs is limited to individuals who are beyond compulsory school age and have legally withdrawn from school or a high school student who is taking an adult course required for high school graduation as defined in Section 1004.02, Florida Statutes.

Community based organizations that serve students with disabilities are required to provide written documentation verifying the disabling condition. This documentation must be kept on file at the adult and continuing education center or technical college for audit purposes.

Services for traditional post-secondary adult students with disabilities are provided in the regular adult/career technical classroom. They are provided to students who self-declare and request accommodations. Once self-identified, the students must provide written documentation verifying the disabling condition. This documentation must be kept on file at the adult center for audit purposes. The district will provide, on a case by-case basis, waivers, accommodations, and reasonable course substitutions in meeting the admission and graduation requirements for students with disabilities. The accommodations are provided via the Section 504 Plan for Postsecondary Adult/Vocational Education Students.

VERIFICATION OF FLORIDA RESIDENCY

Effective July 1, 2014 all students seeking to enroll in AGE courses will pay a tuition fee of $30.00 per term. Students must show proof that they currently reside in Florida and present a picture I.D. Students attempting to enroll in CTE courses where tuition fees are assessed must show proof of Florida residency. Students who can show proof of Florida residency will be eligible for the in-state tuition fees. Students who cannot show proof of residency will be charged out-of-state fees. **Florida residency for tuition purposes is defined as documented proof that a student has lived or resided in the state of Florida for twelve (12) consecuti e months.** It in no way refers to other definitions of residency established by other entities, including the Immigration and Naturalization Service.

Verification of Florida residency must be accomplished by the use of form **FM-7425** (Rev. 6/11). This form contains the ID codes and descriptions necessary to qualify for in-state tuition. Applicants attempting to establish Florida residency must present two of the required documents as outlined in the form's guidelines. Applicants that meet the residency requirement must also complete and sign a Florida Residency Affidavit, **FM-6909** (Rev. 3/12). Applicants that do not meet the residency requirements upon initial registration that request to be reclassified as residents in the future must present three of the required documents outlined in **FM-7425**. These applicants must also complete and sign a Request for Residency Reclassification Form, **FM-6910** (Rev. 12/11). Forms can be located at http://forms.dadeschools.net/.

REGISTRATION PROCEDURES

Verified Florida Residents

During the registration process, it is the responsibility of school staff to visually inspect the documents produced to show proof of residency. Copies of these documents should not be retained. Upon verification that an applicant meets the requirements of Florida Residency for Tuition purposes, the appropriate code must be selected in the Focus® system.

Unverified Florida Residents

Applicants that claim to live in Florida but can only produce one form of documentation will be coded in the Focus® system in accordance with the instructions contained on form FM 7425.
These applicants will pay out of state tuition fees.

Non-Florida Residents

There will be no residency ID codes entered into Focus® for Non-Florida residents. These applicants will pay out-of-state tuition fees.

Non-U.S. Residents

Applicants that are from a country other than the United States may present one form of documentation that shows that they temporarily live in Florida. These students would be coded in Focus® the same way as an unverified Florida resident and must pay out-of-state tuition. Applicants that cannot provide any form of documentation except a visa (and do not have an E# which has been entered by Attendance Services) will be enrolled in Focus® using the appropriate "U" or "S" code.

M-1 Student Visa Category

The M-1 classification is reserved for a student that is in the United States on a student visa to pursue training in a vocational or technical school. Initial registration for this student takes place at the Foreign Student Office at the Federal State and Compliance Office (FASCO). Any student declaring or presenting documentation which clearly delineates that he/she is on a M-1 student visa should be referred to the Federal State and Compliance, located at 489 East Drive, Miami Springs. These students will be processed by FASCO.

Since Florida residency requirements directly affect state and federal funding, any attempt by staff to counsel, direct, or inform students as to methods of avoiding the legally established non-resident fees other than the prescribed methods of documentation above, may constitute fraud. This violation may result in termination of employment and/or criminal prosecution.

The following are procedures for referral, probation, and termination of M-1 Visa students in full- time CTE programs:

1. If a visa student is not maintaining satisfactory attendance, academic progress, or conduct, the student is referred to a counselor with specific concerns presented in writing by the instructor. Unsatisfactory attendance is defined as more than three unexcused absences within a month.

2. During the conference, the counselor should discuss methods of improvement and other alternatives. Results of the meeting should be forwarded both to the instructor and to the foreign student advisor.

3. If a student's performance does not improve, the student is referred to a counselor who may recommend probation, subject to the approval of the principal/technical college director. If placed on probation, the student will receive a written notice which clearly states the reasons, conditions, and duration of the probation. A copy of the stipulations of probation is forwarded to the foreign student advisor. While on probation, a full-time M-1 visa student may not transfer to another center without written recommendation of the center that placed the student on probation.

4. If the probation is violated, the student can be terminated by the principal/technical college director. Written notification of the termination must be sent to the foreign student advisor, indicating the student can apply for re-admission. M-1 visa students who violate probation will be considered "out-of-status" and must comply with INS regulations regarding reinstatement to good standing.

Dependent Students

A person may be enrolled as a dependent student if the following requirements are met:

1. The student is eligible to be claimed by his or her parent as a dependent under the federal income tax code. This means that the parent must show evidence that the student was claimed as a dependent during the most recent tax year.

2. The student must be no more than twenty-four (24) years of age.

3. The parents of students that fall into this category must provide documentation that the parent has been a resident of Florida for twelve (12) consecutive months as stipulated under the guidelines of Verification of Florida Residency for Tuition Purposes Form
FM-7425.

Married Students

Students that are married to a legal resident of Florida but do not possess the require documentation for verification of Florida residency for tuition purposes may be enrolled as Florida residents if the following requirements are met:

1. The student provides a certificate as evidence of his or her marriage.

2. The spouse of the student provides documentation that he or she has been a legal resident of Florida for twelve (12) consecutive months as stipulated under the guidelines of Verification of Florida Residency for Tuition Purposes form FM- 7425. The student applicant must affirm via the Florida Residency Affidavit (FM-6909) that they have established legal residence in Florida and intend to make Florida their permanent home. These applicants must also provide some form of personal identification.

Homeless Adult Students

M-DCPS has determined that the following living situations place an individual in the homeless category:

- An emergency or transitional shelter for the homeless (including transitional program for homeless individuals lasting three months or longer);
- No fixed shelter (e.g., living in public parks or in cars);
- A half-way or three-quarter-way house for alcohol and drug problems, if the student does not maintain an outside residence;
- A mental-health treatment facility, if the student does not maintain an outside residence;
- A shelter for pregnant women or victims of domestic violence; or
- A temporary doubling-up with friends or family due to economic hardship.

Florida Residency Requirement Exemption

Pursuant to Florida Statute 1009.21, specified categories of applicants shall be classified as Florida Residents for tuition purposes. These include the following:

a. Active duty members of the Armed Services of the United States residing or stationed in this state, their spouses, and dependent children, and active drilling members of the Florida National Guard.

b. Active duty members of the Armed Services of the United States and their spouses and dependents attending a public 1 community college or state university within 50 miles of the military establishment where they are stationed, if such military establishment is within a county contiguous to Florida.

c. United States citizens living on the Isthmus of Panama who have completed 12 consecutive months of college work at the Florida State University Panama Canal Branch and their spouses and dependent children.

d. Full-time instructional and administrative personnel employed by state public schools and institutions of higher education and their spouses and dependent children.

e. Students from Latin America and the Caribbean who receive scholarships from the federal or state government. Any student classified pursuant to this paragraph shall attend, on a full-time basis, a Florida institution of higher education.

f. Southern Regional Education Board's Academic Common Market graduate students attending Florida's state universities.

g. Full-time employees of state agencies or political subdivisions of the state when the student fees are paid by the state agency or political subdivision for the purpose of jobrelated law enforcement or corrections training.

h. McKnight Doctoral Fellows and Finalists who are United States citizens.

i. United States citizens living outside the United States who are teaching at a Department of Defense Dependent School or in an American International School and who enroll in a graduate level education program which leads to a Florida teaching certificate.

j. Active duty members of the Canadian military residing or stationed in this state under the North American Air Defense (NORAD) agreement, and their spouses and dependent children, attending a community college or state university within 50 miles of the military establishment where they are stationed.

k. Active duty members of a foreign nation's military who are serving as liaison officers and are residing or stationed in this state, and their spouses and dependent children, attending a community college or state university within 50 miles of the military establishment where the foreign liaison officer is stationed.

When registering the above listed categories of students, school site personnel must contact the SAVES District Office or School Operations to obtain an exemption code.

ADULT HIGH SCHOOL CREDIT PROGRAM

Adult high school education includes both adult high school diploma programs and co-enrollment courses of study. Students of compulsory school age may be assigned to AGE programs in cases where such students have exhibited an unusual educational need which can be better served by an adult education program as detailed in School Board Rule 6Gx13- 6C-1.03, Vocational and Adult Education, Admission to Adult Education Program - Guidelines.

ADULT HIGH SCHOOL DIPLOMA PROGRAM

Entrance Criteria

Individuals eligible to enroll in the AHS program are those who meet the following criteria:

- Are age 16 years or older.
- Are not enrolled in the K12 system.
- Do not possess a high school diploma or state-approved diploma from Florida or another state (students with a Certificate of Completion are allowed to enroll in AHS).

Curriculum

MDCPS will follow the state-mandated standards.
The AHS program provides the following three options to obtain a standard State of Florida Diploma:
18 Credits – Academically Challenging Curriculum to Enhance Learning (ACCEL) High School Diploma
18 Credit – Career and Technical Pathway High School Diploma 24 Credit – Standard High School Diploma
Methods of Instruction
The Florida Benchmarks for Excellent Student Thinking (B.E.S.T) Standards serve as the curriculum guide for AHS instructors.
Student Documentation
Student portfolios in all methods of instruction, including attendance records, should be maintained for at least one year after the student withdraws or graduates from the adult high school program.
Transfer of Credit
MDCPS will follow the State Board of Education policies for transfer of credit guidelines. For students with transcripts from foreign countries the transcript needs to be evaluated by the Federal State and Compliance Office. Whatever the results, the placement of the student will be
determined at that time.
Graduation Requirements
The FAST ELA Reading as well as appropriate B.E.S.T. end of course exams. Concordant scores for the SAT and ACT are acceptable.

- The courses or subjects specified below are the minimum required for graduation through the adult education program. The total number of required credits is 24.0.

English or English through ESOL as appropriate 4.0
Mathematic 4.0
Science 3.0
World History 1.0
United States History 1.0
Economics with Financial Literacy 0.5
American Government 0.5
Electives 10.0
There is also an 18 credit option for Adult High School called the Academically Challenged Curriculum to Enhance Learning (ACCEL). This option allows students to earn a high school diploma by completing 18 credits of which are 14 core courses and 4 electives, along with passing scores on all applicable graduation tests. The on-line course requirement does not apply to this option.

CHAPTER TWO | PROGRAM OPERATIONS - ADMINISTRATIVE

Co-enrolled students are those individuals currently enrolled in a 9th–12th grade high school program and are taking credit courses through adult education for purposes of credit recovery in order to meet graduation requirements. Senior high school students are authorized to enroll in the adult high school co-enrollment program only if they are approved by their counselor, the day school principal or designee, and parent/guardian. The form Credit Certification for Adult Education, FM-4269 (Rev. 2/25) must be completed, approved and forwarded to the adult center principal. This form may be obtained from the day school counselor or at the following website: http://forms.dadeschools.net/webpdf/4269.pdf. Students should be informed that courses taken through Adult Education Co-enrollment may not meet NCAA eligibility requirements. Upon completion of the authorized courses in the adult high school credit program, the adult center reports credits and grades earned are traced to the Student Information System.

Minimum Hours Requirement

The minimum hours requirement is 78 hours for a full credit course and 39 hours for a half credit course. That will be the standard. Exceptions can be made at the principal's discretion. However, a student will not receive credit if they have less than 68 hours for a full credit course and 34 hours for a half credit course.

Master Schedule

All courses should be built in the master schedule at 90 hours for a full credit course and 45 hours for a half credit course.

Student Transfers

For a full credit, students can transfer if they have at least 45 hours of a full credit course. No transfers will be allowed for half-credit courses. The Student Progression Plan states, "When transferring a student from one school to another within the district, it is the sending school's responsibility to ensure that all student records are complete prior to withdrawing the student."

Student Withdrawals and Re-enrollment

A student who withdraws in good academic, behavior and financial standing must have accumulated at least 45 hours of a full credit course to re-enroll the following semester to complete a 90 hour course to obtain a full credit.

Progress Reports

Mid-term progress reports are required and must be issued at the mid-point of the course. The Student Progression Plan states, "The adult student must be notified in writing any time during a grading period when it is apparent that the student may fail or is doing unsatisfactory work in any course or grade assignment."

Scheduling of Breaks

If a class is scheduled for 3 hours, no break is given. If the class is scheduled for more than 3 hours a break is required and the schedule must reflect the break.

Career Dual Enrollment Students

Career Dual Enrollment is an opportunity for Miami Dade County Public School high school students to earn their high school diploma, obtain an industry credential or license, and qualify to earn articulated college credit all while in high school.

One of Seven Miami Dade County Public Schools Technical Colleges can help you meet these goals and prepare you for your future. Career Dual Enrolled (CDE) students will share the day between one of the technical colleges and their home high school or participate in a career dual enrollment program on their high school campus. This means the student will be able to complete an industry approved, high-skill, high-wage technical program while completing high school graduation requirements.

Career Dual Enrollment opportunities are open to:
- Miami Dade County Public Schools (M-DCPS) full time high school students
- M-DCPS high school students with a minimum 2.0 GPA

Transportation is provided for all M-DCPS dual enrolled students. Prospective M-DCPS students should see their home high school counselor to discuss Career Dual Enrollment options. Prospective homeschool, charter, and private school students should contact the Office of Postsecondary Career and Technical Education for assistance.

GED® Program

Upon successful completion of the official GED® Test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate.

· Age Rule GED®: Any candidate shall be at least 18 years of age on the date of the examination. Exceptions may be granted by the Florida GED® Testing Office. Pursuant to the requirements of s. 1003.435, F.S., individuals aged sixteen (16) and seventeen (17) years of age must terminate school enrollment prior to taking the 2014 GED® Test. Effective November 1, 2024, the parent or legal guardian of the individual aged sixteen (16) and seventeen (17) years of age must submit a signed and notarized Underage Testing Form and proof of withdrawal from school to the High School Equivalency Diploma Program office via email at GEDAgeWaiver@fldoe.org before the individual can schedule a sub-test of the 2014 GED® Test. (a) The individual will be notified by GED® when they are cleared to take the 2014 GED® test. (b) Test scores, and any diplomas based on such scores, that are earned by someone under the age of eighteen (18) not in conformance with this rule will be invalidated. (11) Required form for authorization to test for individuals aged sixteen (16) and seventeen (17). The following form is hereby incorporated by reference: Form FGED-01, Florida GED® Testing Program Underage Testing Form (effective October 2024) (http://www.flrules.org/Gateway/reference.asp?No=Ref-17062) . The form may be obtained by contacting the High School Equivalency Diploma Program Office, Bureau of Adult Education, Division of Career and Adult Education, Department of Education, 325 West Gaines Street, Tallahassee, Florida 32399-0400.

· Pursuant to section 1003.435, Florida Statutes, the minimum age to take the GED® tests to meet the requirements for a high school equivalency diploma is 16 years old so long as the candidate has filed a formal declaration of intent to terminate school enrollment pursuant to s. 1003.21(1)(c), F.S. Parents of home education students must file a written notice of termination upon completion of the home education program with the superintendent of the School District under s. 1002.41(1)(c), F.S

The procedure is as follows:

· Briefing ID#: 45449 provides the policy and procedures for Underage GED ® Testing Candidates who are 16 and 17 years of age.
· A notarized Underage Testing Form is to be submitted by email to GEDagewaiver@fldoe.org by the parent or guardian of the candidate.
· Proof of withdrawal from the K-12 program must accompany the form (Parent can get this from the high school the student attended).
· If the student did not participate in compulsory education a letter on District Letterhead must accompany the form.

- Procedures for a student participating in the Performance-based Exit Option Model:

Through an agreement between the Florida Department of Education (FLDOE) and the American Council on Education, currently enrolled high school students participating in a dropout prevention program and other students at risk of not graduating with their cohort group are eligible to take the GED® Test.
If students pass the GED® Test and other applicable graduation assessments, they are eligible to graduate receiving a State of Florida High School Performance-based Diploma in addition to a State of Florida High School Diploma. Students may only access this alternate graduation route through the Performance-based Exit Option Model.

English Language Learners

English Language Learners (ELLs) may not be denied access to CTE programs based on measures of English proficiency. An English language test or informal judgments of English proficiency may not be used to deny ELLs the opportunity to benefit from M-DCPS adult and career/technical programs. No criterion or method may be imposed which delays or denies ELLs being served in adult general education courses or career/technical classes. Regardless of funding source, adult ELLs must have equal access to program subject matter and benefits. Instruction and services need to be made understandable to them.
Adult education center staff is advised that a student's English proficiency and separate basic and skills abilities should be assessed during the intake process. If a student answers yes to any of the META (Multicultural Education, Training and Advocacy) questions found on the registration form, the student should be screened for English proficiency using the oral interview questions entitled Oral Interview to Identify Limited English Proficient Clients Under Workforce Development and identified as English Language Lerner in Focus®. This oral interview is not a replacement for the required placement exam. Subsequent to assessment, ELLs should then be advised of appropriate services available.
Secondary-Enrolled ELLs in Adult Programs
Whenever high school ELLs are assigned to the adult education program to earn credit which will be used toward graduation, home-school communication must be in the home language of the parents. This applies to forms, written notices, and all other modes of communication. Communication must be in the language most commonly used by the parent or student unless clearly not feasible.
By way of summary, adult general education classes or courses provided for secondary- enrolled ELLs must be

a. appropriate to the student's level of English proficiency.
b. consistent with Section I (identification and assessment) and Section 2 (programming) of the 1990 League of United Latin America Citizens (LULAC), et al. Consent Decree.

Off-Campus Classes

For all off-campus classes, registration follows guidelines appropriate to the programs in which students are enrolled. The minimum number of adult students is 30 or in accordance with the funding formula for all off-campus AGE classes. The registration of students at the site may be accomplished by the off-campus teacher or adult education center personnel. In order to maintain accurate enrollment information, the off-campus facility must provide the adult education center with all data required by the state to complete registration procedures.

For students with disabilities, written documentation verifying the disabling condition (i.e., supporting the diagnosis) must be provided. For audit purposes, this documentation must be kept on file at the adult center for five years.

ATTENDANCE PROCEDURES

Each center is responsible for providing accurate attendance data. To ensure proper reporting, detailed information and training should be provided to instructional staff as to the proper coding of attendance in the student information system, Focus®. After appropriate assessment and counseling, students may be scheduled into any combination of classes offered at the site.

At the time roll is taken, attendance must be recorded in Focus®. Attendance should be completed by the end of each class period.

Attendance, no shows, absences, and withdrawals are recorded in Focus®. Withdraw students with six consecutive absences. For other courses, teachers/staff will identify with a "W" if the student is to be dropped.

WITHDRAWAL/NO-SHOW/RE-ENTRY

Withdrawal

Withdrawal of students occurs upon the sixth consecutive absence for AGE classes or the sixth for CTE classes or at any other time the student officially withdraws. The withdrawal is indicated with a "W" on the specified absence. When determined that the student will not attend class at all, official withdrawal is indicated with a "W". Withdrawals must be immediately submitted to the registrar so that the Focus® student record can be updated. The effective withdrawal day in Focus® will be the last day of attendance in class.

Withdrawals cannot be registered after a student's grade for the course has been posted. If a grade has been posted, it must be removed before the withdrawal can be processed. Veterans utilizing Veterans Administration benefits are withdrawn on the third absence of any month. These absences do not need to be in succession. The "W" will appear the day following the third absence.

Focus® will programmatically drop AGE students provided there are six consecutive absences.

No-show

No-show withdrawals, for AGE and CTE programs, occur on the third consecutive day that a student is not in attendance for the scheduled section. Teachers will code the first two consecutive days as a no-show (N) and will identify the third consecutive day of no-show with a "W." No-show withdrawals must be immediately submitted to the Registrar so that the Focus student record can be updated and to the Financial Aid Office when applicable. To guarantee student payment record is kept on file, the Registrar will drop the no-show section on the same date as the schedule enrolled date and will check the Exclude from FTE field for the dropped section.

Re-entry

Re-entering is the term used when a student has been withdrawn from a class and subsequently re-enters the same course.

Students' payment records are checked to determine whether refunds were issued when these students initially withdrew. The way in which fees will be affected by a reentry depends on the previous withdrawal code and the re-entry code.

Students' payment records are checked to determine whether refunds were issued when these students initially withdrew. The way in which fees will be affected by a reentry depends on the previous withdrawal code and the re-entry code.

1. Students dropped for non-attendance and wishing to re-enter pay the adjusted amount of fees, if any, at the time of re-entry.
2. Administrative re-entry is at no charge to the students. However, refund requests as well as the actual disbursement of refunds should be checked in regard to these students to ensure that no refund was provided at the time of original withdrawal.
3. If an adult center maintains a waiting list for an AGE or CTE course, openings should be filled through the waiting list.

INSTRUCTIONAL PROCEDURES

Program Course Standards and Course Description

The program course standards are composed of two parts: a curriculum framework and the student performance standards. The curriculum frameworks are the minimum performance standards developed by practitioners to assist adult and postsecondary teachers in providing consistency and scope in the delivery of instruction. The curriculum framework includes four major sections: major concepts/content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. State of Florida course descriptions and curriculum frameworks for AGE and career/technical programs can be found at the following website: https://www.fldoe.org/academics/career-adult-edu/adult-edu/2024-2025-adult-edu-curriculum-framewo.stml

Course/Lesson Planning

In order to ensure quality instruction, systematic planning of class work must adhere to the following directives:

1. State curriculum frameworks, student performance standards and course curriculam must be incorporated into class instruction.
2. Instructors develop weekly lesson plans that describe the objectives, activities, materials, and evaluation mechanisms needed for the course work goals to be accomplished. They make the current lesson plans available in the classroom at all times in the event the principal or his/her designee would like to review them.
3. Lesson plans must adhere to the provisions of the United Teachers of Dade (UTD) contract.

CURRICULUM BULLETIN-I (M-DCPS LIST OF AUTHORIZED COURSES

Curriculum Bulletin-I (CB-I) is a mainframe computer-based system which provides necessary information regarding all courses authorized for the M-DCPS. Each year, in January- February, a Title File, Authorized Courses for Secondary Schools, is produced and provided to all school sites and administrative offices. This official listing, along with the online inquiry, has replaced the yearly publication of a lengthy bulletin. Using the course numbers provided on the title file, complete information regarding each course can be viewed through the DSIS application.

All courses in CB-I carry a 9-digit identifier or course number. The first 7 digits are taken from the most current State Course Code Directory (SCCD), which is currently produced in the form of an electronic database. The 8th and 9th digits are used for management purposes within M- DCPS. Thus all course numbers and titles conform to the information contained in the SCCD. For historical purposes, courses are never removed from the CB-I computer file. If they are no longer authorized by the State Department of Education or M-DCPS, the course is merely inactivated so that it cannot be scheduled.

Each year after the final List of Authorized Courses is printed and distributed some changes become necessary due to SCCD updates and/or district changes. When such changes are made, supplements are sent to all original recipients of the List of Authorized Courses. If there are questions regarding any supplements which may be issued, please call 305 995-4202. Complete copies of the full List of Authorized Courses and any supplements can be obtained by calling 305 995-4202. Also, please call this office if you note any errors in either the List of Authorized Courses or the online ISIS CB -I.

Each spring, prior to May 30, there is a two to three month period in which each district is provided forms and procedures to request the Department of Education to make additions or modifications to the SCCD and the curriculum frameworks. Any approved changes are then incorporated in the CB-I computer file the following year. Questions related to specific courses listed in the List of Authorized Courses should be directed to the appropriate subject area administrators whose names appear in the List of Subject Area Supervisors found in the Curriculum Bulletin-1 Authorized Courses for Secondary Schools. (Please note that this table frequently needs to be updated as assignments to subject areas change periodically.)

Finally, there are a number of valuable management reports which can be produced for district, region, and school site administrative offices. Personnel are available to assist in reviewing these reports with you and to produce any which would be of use in the management of your office.

Please call 305 995-4202. or System Support 305 995-3705 regarding this service.

STUDENT RECORDS

Education records are maintained to facilitate the instruction, guidance, and educational progress of pupils and adult students in programs operated under authority and direction of a district school board. Educational records for adult students are maintained in Adult Student Info System Focus®. These records should include the data necessary to facilitate the orderly educational progress of students as stated in School Board Rule 6Gx13- 5B- 1.07, Student Records. The document, Student Educational Records, published by the Division of Student Services, contains the guidelines and District directives regarding student records and outlines the rights accorded to parents and eligible students.

TESTING / EVALUATING STUDENT PROGRESS

Academic Skills Testing

ABE and CTE students are tested with one of the state-approved tests as detailed in State Board of Education Rule 6A-6.014, General Requirements for Adult General Education Program, and State Board of Education Rule 6A-10.040, Basic Skills Requirements for Postsecondary Career/Technical Certificate Education. In accordance with State Board of Education Rule 6A-6.014, the test for ABE (GOALS 2) has been selected as the primary test used for placement of a student enrolled in the AGE program. The alternative assessment instrument used for placing those students whose assessment needs are not met with the GOALS 2 into an AGE program is the STEPS (CASAS). The purpose of this initial assessment is to place adult education students into the appropriate the appropriate English language literacy level.

All AGE students who receive 12 hours or more of instruction and are supported by federal funds are required to be pre-and post-tested with GOALS 2. There are some exceptions. GED® preparation students are not required to be post-tested for the final MSG. Adult high school students are not required to pretest CASAS.

School Board of Education Rule 6A-10.040, Basic Skills Requirements for Postsecondary Career/Technical Certificate Education, requires students who are enrolled in a post-secondary career/technical (PSAV) certificate program of 450 hours or more to complete a basic skills examination within the first six weeks after admission into the program. GOALS 2 has been designated as the instrument to assess student mastery of basic skills. Students whose first language is not English are not exempt from mastery of basic skills because of language deficiencies. The alternative assessment STEPS can be used for initial testing. Limited English Proficient (LEP) students shall be given English language instruction and remediation in basic skills as needed to correct deficiencies. LEP students must achieve the minimum required basic skill score on the GOALS 2 to be awarded a certificate of completion in a CTE program.

The Unable to Test/Modification of Assessment/Deferment of Assessment (FM- 6061, api.dadeschools.net/wmsfiles/61/pdfs/6061.pdf) form is to be used for low- literate students whose testing has been deferred and for students with disabilities who are unable to complete the test and/or whose basic skills requirement has been waived even with approved modifications.

Career Technical Education

- Rule 6A-10.040,F.A.C and s.1004.91, F.S.
- Requires testing or programs of 450 clock hours or longer
- Basic skills requirements are exit requirements, not entry requirements
- Federal Rule* Office of Civil Rights
- Prohibits denying entry based solely on test score
- Students with Disabilities may be Exempt
- Based on required local policy

CTE Students are:

- Tested within the first six weeks after enrollment
- Should enter program and concurrently be remediated
- Provided with remediation if exit requirement not met
- ASB if NRS level 5 or 6, ABE if below NRS level 5
- Test scores are valid for two years
- May be transferred from other institution

CTE Students:

- Are only post-tested if they do not initially meet the basic skills level required for exit
- Use the alternate form of the test
- Only post test on areas that were not initially met
- May not be denied entry based solely on test scores.

What level(s) do you use?

- GOALS 2
- Students deemed to the required minimal level of basic skills as measured by one of the designated examinations should be provided with instructions specifically designed to correct the deficiencies through the ABE course if level-4 on the ASB course if level 5-6.
- After a student completes the remediation prescribed for basic-skills deficiencies, the student should be retested using an alternative form of the same examination that was used in the initial testing. No student shall be awarded a career and technical certificate until the student achieves the minimum level of basic skills required by the Florida Department of Education for that program.

a. Students deemed to lack the required minimal level of basic skills as measured by one of the designated examinations should be provided with instructions specifically designed to correct the deficiencies.

b. After a student completes the remediation prescribed for basic-skills deficiencies, the student should be retested using an alternative form of the same examination that was used in the initial testing.

c. If a student has a disability, the student may be exempt from meeting the basic skills requirement.

d. Students may take the related industry exam and, if they pass, can be counted as a program completer and receive a career certificate of completion.

3. All students seeking a standard Florida High School Diploma, in addition to having the required number of credits, must also meet student performance requirements as measured on the F.A.S.T., EOC, and applicable graduation assessments. Students must receive passing scores on all assessments to be eligible for a standard diploma.

Transfer of Test Scores

Test results may be transferred between institutions. They must be less than two (2) years old for CTE students and less than one (1) year old for AGE students. The test results must be mailed in a sealed envelope or faxed under privacy cover to be acceptable. Computer printouts of scores hand carried by students are not acceptable.

Test Security

Test Security, s. 1008.24, F.S, and Maintenance of Test Security, Rule 6A-10.042, FAC, state procedures that must be followed to maintain test security. Test materials, including all test booklets and other materials containing secure test questions, answer keys, and student responses, shall be kept secure and precisely accounted for in accordance with the procedures specified in the examination program administration manuals and other communications provided by the Department. Such procedures shall include but are not limited to the following:

(a) All test materials shall be kept in secure, locked storage prior to and after administration of any test.
(b) All test materials shall be precisely accounted for and written documentation kept by test administrators. and proctors for each point at which test materials are distributed and returned.
(c) Any discrepancies noted in the number or serial numbers of testing materials received from contractors. shall be reported to the Department by designated institutional or school district personnel prior to the administration of the test.
(d) In the event that test materials are determined to be missing while in the possession of an institution or school district, designated institutional or school district personnel shall investigate the cause of the discrepancy and provide the Department with a report of the investigation within thirty (30) calendar days of the initiation of the investigation. At a minimum, the report shall include the nature of the situation, the time and place of occurrence, and the names of the persons involved in or witness to the occurrence. Officials from the Department are authorized to conduct additional investigations.

Computer-based testing administrations should also be precisely accounted for. Teachers should not be involved in the testing of students. Students are never allowed to have access to test booklets or their completed answer sheets. Any discrepancies noted shall be reported to the district contact for the particular assessment.

GED® Test

The GED® test allows adults, 18 years and older, to earn a high school diploma. Upon successful completion of the GED® test, a candidate shall be awarded a State of Florida High School Diploma and shall be considered a high school graduate. The test is a computer-based test comprised of four subtests in the following areas: GED® Reasoning through Language Arts, GED® Social Studies, GED® Science and GED® Mathematical Reasoning. A passing score of 145 is required to earn the State of Florida High School Diploma. Students are required to register through the GED® Testing Service registration system at https://www.ged.com/. Candidates who fail to attain the required minimum scores may retake any portion of the test on computer at any GED® testing site located throughout Miami-Dade County. They are re-tested on a form different from the original. Students 16 and 17 years old may request a GED® underage waiver Florida GED® testing office. Procedures are detailed in the Student Progression Plan. There are no refunds through the GED® testing site. A student must reschedule a test through the GED® Testing Service registration system at https://www.ged.com/.

Accommodations and Modifications for Students with Disabilities in Career Education and Adult General Education

In postsecondary programs, students with disabilities must disclose their disability and provide required documentation to become eligible for and receive accommodations and services, as required by federal laws Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA). Simply stated, accommodations change the way the student is instructed or tested. Modifications change the outcomes or what the student is expected to learn. In postsecondary programs, students with disabilities have a right to reasonable accommodations according to Section 504 of the Rehabilitation Act and the ADA. At the postsecondary level, courses and programs of study enable students to master career and technical competencies needed for entry into specific occupations or for advancement within an occupation. Students at both the secondary and postsecondary levels may enroll in a course or a program of study leading to an occupational completion point, a career certificate, an applied technology diploma (ATD), an associate of applied science (A.A.S.) degree, or associate of science (A.S.) degree.

Support for Students with Disabilities

Students with disabilities must be provided the support and services they need to fully participate in career education and adult general education programs. Students with disabilities frequently require only small changes in the way their work is accomplished to be successful in their instruction or training program. Accommodations can help to "level the playing field" and remove barriers to successful adult living and employment. Modifications in program outcomes may enable a student with a disability to reach his or her full potential.

Accommodations

Accommodations involve a wide range of techniques and support systems that help individuals with disabilities work around their limitations that result from a disability. Persons who are blind may need braille, large print, or recorded books. Persons who use wheelchairs may need a ramp or elevator to move independently around the community or in buildings. Individuals who are deaf or hard-of-hearing may need a sign language interpreter. Accommodations remove barriers so that individuals with disabilities have the opportunity to participate fully in career education and adult general education programs and ultimately complete requirements for a specific occupation, diploma, or certificate. Accommodations provide individuals with disabilities with access to educational and training programs and opportunities for successful employment. Expectations and performance standards are not lowered when accommodations are provided. For example, a student with a disability may only need more time to complete course requirements for a specific occupational training program. Individuals with disabilities often require accommodations in three general areas:

- Instruction and assessment
- Learning and work environment
- Job and task requirements

DATA COLLECTION REPORTING

Florida Statutes 1008.43, Career and Technical Programs Reporting Requirements, states that the Florida Department of Education must measure program enrollment, student completion, placement rates, and amount of earnings at the time of placement for each certificate and degree career education program conducted within each school district and community college. Additionally, with the introduction of performance-based funding, accurate collection of data has become essential in ensuring all programs are funded to their full potential.

LOCAL FOLLOW-UP (PLACEMENT)

In order to evaluate the effectiveness of a CTE program and garner all earned funding from the State, all data is entered into FOCUS once a student achieves Occupation Completion Points (OCPs) per the Curriculum Frameworks. The data is transmitted to the State through FOCUS. A completer is defined as a student who earns an OCP and leaves the program.

PROGRESS REPORTS

Starting with reporting year 2023-2024, Literacy Completion Points (LCP) will no longer exist and, therefore, are no longer used as a method to obtain Measurable Skill Gains (MSGs). LCPs were a state-created unit of measurement established for purposes no longer needed. In alignment with the Workforce Innovation and Opportunity Act (WIOA) and the National Reporting System (NRS), MSGs will be calculated based on more appropriate program-specific data collection that measures expected outcomes for students in the program.

DATA-ANALYSIS REPORTS

Several reports are available which will help school sites isolate performance deficiencies and estimate funding. These reports are produced by ITS and are available on the DIYH website. For a full listing of available reports and an explanation of each one, consult the DIYH website or the WDIS Refresher Course Reference Manual.

SCHOOL BOUNDARIES FOR ADULT AND TECHNICAL EDUCATION CENTERS

Adult education center attendance boundaries have been established by the district. Off-campus sites that are served by an adult education center outside of its boundaries must be approved in writing by the adult center principal where the off-campus site is located. A memorandum of agreement between the principals is then forwarded to the administrative director or designee for final approval. Agreements are reviewed annually, first by both adult education center principals and then by the appropriate administrative director.

OFF-CAMPUS AND SATELLITE PROGRAMS

Adult programs may be offered at off-campus and at satellite locations. Off-campus locations are properties that are not owned by the School Board, while satellite locations are School Board- owned properties. It is the responsibility of the principal or designee to supervise off- campus/satellite classes on a regular basis to ensure compliance with policies and procedures. The same procedures established for adult centers are in effect for off-campus/ satellite programs.

Employees assigned to work in the field must keep proper logs which indicate their schedules and required payroll information. All logs should be reviewed by their supervisors to ensure that they are in compliance with district personnel procedures.

When an agency has a special request or concern related to the instructional program,class, and/ or teacher, it should be brought to the attention of the school administrator in charge of supervision at the site. Maintaining a communication link with the school administrator to facilitate requests or concerns about the program or instructor at the class location is a policy that will benefit all parties.

EMERGENCY PROCEDURES

Every technical college and adult education center should have a copy of the following M-DCPS manuals:

- Emergency Operations Plan (EOP)
- Procedures for Promoting and Maintaining a Safe Learning Environment
- Standard Response Protocol (SRP)

CHAPTER TWO | PROGRAM OPERATIONS - ADMINISTRATIVE

It is the responsibility of each site administrator to be aware of the contents, to inform staff accordingly, and to incorporate relevant procedures from the manuals into the staff/ faculty handbook. Procedures pertaining to accidents, injuries, illnesses, bomb threats, civil disturbances, possession of weapons, school evacuations, fire drills, and crisis interventions can be found in the Standard Response Protocol Plan. Critical-Incident Response team training is available through District/School Operations, Office of Special Programs.

REFERENCE MANUALS

1. Electronic Handbooks – (e-Handbooks) are available on the Districts website: https://ehandbooks.dadeschools.net/ehome.asp?Page=Main. This website provides numerous resources for principals, teachers, parents, and students.

2. Opening of Schools Procedures and Schedules Manual – is published and disseminated every July by District/School Operations. This manual outlines for administrators the procedures required for the reopening of schools in the fall. Refer to Weekly Briefing 41801.

3. M-DCPS Electronic Staff Handbook – provides information on labor contracts, Florida State statutes, Florida Board of Education. The purpose of this document is to promote uniformity at all work locations by providing all employees with the same generic information. Each employee must be provided with a copy of the handbook. The employee's signature is required to acknowledge receipt and review of the information. This handbook is available on the following website: http:/ ehandbooks.dadeschools.net/ehome.asp?Page=Main. Printed copies of this handbook will also need to be made available at various strategic locations within each school.

4. Staff/Faculty Manual – is a school-site manual developed on a yearly basis at each Adult Education Center and/or Technical College, delineating information concerning the daily operational procedures of the center. Each employee's signature is required to acknowledge receipt and review of this information.

5. Code of Conduct for Adult/Postsecondary Students – has been developed to assist adult students, teachers, and school administrators to maximize students' potential for learning and to foster positive interpersonal relations. The code of conduct includes the following:

- Grounds for disciplinary actions
- Procedures for taking disciplinary action
- Responsibilities and rights of students

The individuals governed by this document are adult students, 16 years of age and older, who no longer participate in the PK-12 Program. These students are considered postsecondary students and are, therefore, eligible to enjoy the rights and discharge responsibilities detailed in this document.

6. Code of Student Conduct (Elementary or Secondary) – addresses students' rights and responsibilities pertaining to learning opportunities, attendance, student records, grades, free speech, expression and assembly, and publications. It also outlines parents' right to assuring their child's opportunity for an education. The Elementary/Secondary Code of Student Conduct is enforced with co-enrolled and dual enrolled students in adult education centers/technical colleges. This handbook is available on the following website: https:// ehandbooks.dadeschools.net/ehome.asp?policymanuals=Yes

7. Student Handbook – developed at individual adult education centers/ technical colleges based on policies and procedures which directly affect students. These may include, but need not be limited to, the Code of Conduct for Adult/Post-secondary Students, guidelines for appropriate dress and behavior, parking regulations, rules concerning eating and smoking on school grounds, school calendars, grading and credit policies, fees, refunds, withdrawals, visitors, counseling and testing services, attendance, discrimination/harassment, information and notice of the availability of accommodations for adults with disabilities.

8. Focus® Gradebook – see the Focus® Help Page on the employee portal page.

AGREEMENTS WITH BUSINESS/INDUSTRY ORGANIZATIONS AND COMMUNITY BASED ORGANIZATIONS (CBOs)

Affiliating Agreements – An affiliating agreement is required when an adult/area technical education center provides services to businesses or agencies. Office is authorized to approve or disapprove these schools' contractual agreements, whether the agreement is with a business/ industry organization or with a CBO. No class or program shall be initiated until the agreement has been signed by all parties. District/School Operations - routinely contracts or enters into affiliating agreements for the time period of July 1 to June 30, during each fiscal year. Affiliating agreement forms for educational services include the following:

Affiliating Agreement For Educational Services at On-Campus or Off-Campus Location – FM-6103 https://api.dadeschools.net/wmsfiles/61/pdfs/6103.pdf, is to be used for agreements between M-DCPS, public agencies and private businesses to offer educational programs.

STUDENT ACTIVITIES

Field Trips

Field trips for students must have educational value and meet educational objectives. Prior to making any commitments to students, parents, teachers, and others, permission from the principal must be obtained.

The principal should validate all information provided, prior to granting/denying permission, or, in cases requiring District and/or Board approval, forwarding to the administrative director within the established time lines. Field trip policies and procedures are outlined in School Board Policies 2340 Field Trips.

CHAPTER THREE | PROGRAM OPERATIONS - FINANCIAL

FINANCIAL AID OVERVIEW

The District Financial Aid Program and postsecondary fees - are governed by School Board Bylaws and Policies, as indicated in Policy 2450- Adult, Postsecondary Career and Community Education. Students enrolled for the purpose of obtaining an adult or CTE certificate may be eligible for financial aid. Course fees are computer-generated, based on School Board approved rules governing class fee calculation, proration of fees, withdrawal, reentries, and transfer. In cases of economic hardship, the amount owed by a student for one or more classes can be partially waived or waived in total based on the DFAP/FEE Waiver Application. Students in categories specified by Florida Statutes qualify for exemption from tuition and financial aid programs.

The financial aid programs provided by M-DCPS postsecondary educational centers make it feasible for students who would normally be deprived of a career/technical education, due to limited funds, to obtain the education they require. This is based upon the principle that a postsecondary education should not be a privilege reserved only for those who can afford it. Educational opportunities should also be made available to students of families with limited financial resources.

M-DCPS postsecondary educational centers subscribe to the following:

- The primary purpose of the financial aid program is to provide assistance to students who, without such aid, would be unable to attend school.
- Financial assistance could consist of Federal Financial Aid (Pell and FSEOG Grants), DFAP, work study grants, tuition exemption, and scholarships which may be offered to students in a single form or in various combinations called packaging.
- Financial assistance is meant to supplement the efforts of the student and/or the student's family. Both the student's family and the student are expected to make a maximum effort to assist with post-secondary educational expenses. This is referred to as Expected Family Contribution (EFC).
- The total amount of financial assistance offered to students shall be limited to the amount of the educational costs that are greater than all other resources available.
- In determining the amount of other available resources, the financial aid program shall take into account the financial support expected from income, assets, and other resources available to students and/or parents. All factors affecting the family's financial strength shall be considered, including other dependents, debts, and/or monetary obligations.

ACADEMIC YEAR

For financial aid purposes, the academic year is 900 clock hours in length or 36 weeks. These hours commence on the student's first day of attendance in an eligible CTE. The academic year is used to calculate Satisfactory Academic Progress (SAP) and schedule the disbursement of financial aid funds.

CITIZENSHIP STATUS

A student must be one of the following to be eligible to receive federal student aid:

- A U.S. Citizen or national,
- A U.S. permanent resident or other eligible noncitizen, or
- A citizen of the Freely Associated States: the Federated State of Micronesia, the Republic of Palau and the Marshall Islands. These students can only receive aid from select FSA programs.

To determine whether applicants are citizens, all applications are matched with social security records. If there is a complete match with the student's social security number, name, date of birth, and U.S. citizenship, the Central Protective Services (CPS) will determine the student to be a citizen. The Student Aid Record (SAR) and Institutional Student Information Record (ISIR) will have a match flag (but no comment),indicating that the student's status has been confirmed.

If the applicant is a non-citizen and provides an alien registration number (A-number or ARN) on the FAFSA, the U.S. Department of Education will submit the records to the Department of Homeland Security, in order to check and verify noncitizen current immigration status.

COST OF ATTENDANCE

The Cost of Attendance (COA) is an estimate of a student's educational expenses. These could include tuition and fees; books; supplies; transportation; room and board; and, if applicable, dependent care. Costs related to disability may also be listed.

ELIGIBILITY REQUIREMENTS

In order for students to receive financial assistance from federal, state or district financial aid programs, they must

- Qualify to obtain a college or career school education, either by having a high school diploma or GED® diploma, or by completing a high school education in a homeschool setting approved under state law,

- Be enrolled or accepted for enrollment as a regular student in an eligible degree or certificate program,

- Have a signed statement of registration compliance indicating that they have either registered with the Selective Service or are not required to register.

- Be a U.S. Citizen or national, a U.S. permanent resident or other eligible citizen, or be a citizen of the Freely Associated States: The Federated State of Micronesia and the Republic of Palau and the Marshall Islands.

- Sign certifying statements on the Free Application for Federal Student Aid (FAFSA) stating that:
– you are not in default on a federal student loan and do not owe a refund on a federal grant and
– you will use federal student aid only for educational purposes, and

Maintain satisfactory academic progress in college or career school.

The U.S. Department of Education's Office of Federal Student Aid provides more than $150 billion every year in grants, loans, and work-study funds to students attending college or career school. Visit StudentAid.gov today to learn how to pay for your higher education.

ENROLLMENT STATUS

For the purpose of the financial aid program:

1. Full-time enrollment status is 24 or more clock hours per week.
2. Three-quarter time enrollment status 16-20 clock hours per week.
3. Half-time enrollment status is at least 12 to 15 clock hours per week.
4. Less than half-time enrollment status is less than 11 clock hours per week.

FREE APPLICATION FOR FEDERAL STUDENT AID (FAFSA)

The FAFSA is the form used by the U.S, Department of Education to collect information and determine an applicant's Student Aid Index (SAI) by conducting a "needs analysis" based on the applicant's personal information. The SAI is used to determine an applicant's eligibility for federal grants and loans. Other agencies, such as states and schools, may use the information to award other types of aids. Students can download a copy of their FAFSA information to make informed decisions about finances and assets at www.studentaid.gov.

FINANCIAL AID PROGRAMS AVAILABLE AT SELECTED SCHOOLS

• District Financial Aid Program (DFAP)

This is a District need-based grant program. Students must complete a FAFSA and be enrolled in a CTE program. Awards may vary but cannot exceed tuition (not applied toward materials, ID fees, textbooks or supplies). Awards are determined by the school and are based upon need and availability of funds. Please refer to School Board Policy 2450- Adult, Post-Secondary, Career and Community Education.

Students receiving DFAP funds who do not maintain SAP will be denied approval for future awards. Students who fail a class while receiving funds from DFAP or Fee Waiver, will not receive this assistance to repeat the course. Students must follow the attendance and academic guidelines established by the school. Students must complete FM 6498 DFAP/Fee Waiver Application. **No DFAP is allowed for students taking career technical education classes strictly for personal or hobby use.**

• Federal Pell Grant Program

Federally funded grants are awarded by the United States Department of Education (USDOE) to students who demonstrate financial need. The Pell Grant is available to students who enroll in an eligible Title IV program and meet all other requirements set by the USDOE. Applications for Federal Student Aid can be accessed through the Internet at www.studentaid.gov.

• Federal Supplemental Educational Opportunity Grant (FSEOG)

Federally-funded grant program is awarded to eligible students receiving federal financial aid who demonstrate financial need. Awards are calculated by the school's Financial Aid Office and are determined by need and availability of funds. Students must complete an error free FAFSA each year to be considered for this aid. Not all schools participate in this program.

- **Fee Waiver Program**

This is a district need-based grant program. Awards may vary but cannot exceed tuition (not applied toward materials, ID fees, textbooks or supplies). Awards are determined by the school and are based on need and the availability of funds. The student must not be receiving other sources of financial aid from the school for that trimester. An application must be submitted each term and the applicant must be able to provide documentation to verify financial need. Satisfactory academic progress and attendance must be maintained to continue receiving a fee waiver. **No Fee Waivers are allowed for students taking classes strictly for personal or hobby use.**

- **CareerSource South Florida (CSSF)**

This is a federally funded agency that provides training vouchers to unemployed and economically disadvantaged students. The vouchers cover tuition, material and ID fees, and books. Students are referred to a participating CareerSource South Florida Center where they can complete the necessary application. Students must also complete a FAFSA. This program is coordinated through the Department of Labor and Employment Security. Information can be found at http://www.careersourcesfl.com.

STATE OF FLORIDA PROGRAMS – FLORIDA DEPARTMENT OF EDUCATION, OFFICE OF STUDENT FINANCIAL ASSISTANCE (OSFA)

All State programs require a student to meet the Florida residency requirements as defined by the Florida legislature.

- **Florida Student Assistance Grant Program**

FSAG Program is a need-based grant program available to Florida residents enrolled in certificate programs of 450 or more clock hours at participating Florida colleges (public community colleges) or career technical centers operated by district school boards. Each participating institution determines application procedures, deadlines, and student eligibility. Please visit https://www.floridastudentfinancialaidsg.org/ foradditional information on State of Florida sponsored programs, grants and services.

HIGH SCHOOL DIPLOMA REQUIREMENTS- ACADEMIC QUALIFICATIONS

To receive FSA funds, a student must be qualified to study at the postsecondary level. A high school diploma or an equivalent is required. A high school diploma can be from a foreign school if it is officially verified as an equivalent to a U.S. high school diploma. An equivalent of a high diploma, such as a GED® diploma is acceptable if the diploma is recognized by the department of education of the state from which it was issued. A state certificate is acceptable if received by a student after the student has passed a state authorized examination that the state recognizes as the equivalent of a high school diploma, in accordance to the Code of Federal Regulation 600.2.

PARTICIPATING SCHOOLS

The following schools are authorized to offer Federal and District Financial Aid for eligible programs as listed on their Program Participating Agreements (PPAs).

D.A. Dorsey Technical College
Federal School Code - 041646
https://www.dorseytechnicalcollege.com/
(305) 693-2490

George T. Baker Aviation Technical College
Federal School Code - 030798
https://www.bakeraviationtechnicalcollege.com/
(305) 871-3143

Lindsey Hopkins Technical College
Federal School Code - 005586
https://www.lindseyhopkins.edu/
(305) 324-6070

Miami Lakes Technical College
Federal School Code - 016400
https://miamilakes.edu
(305) 557-1100

Robert Morgan Technical College
Federal School Code - 016919
https://www.robertmorgantech.net/
(305) 253-9920

South Dade Technical College
Federal School Code - 042092
https://www.southdadetech.edu/
(305) 248-9164

The English Center
Federal School Code - 035704
https://www.tecmiami.com/
(305) 445-7731

VETERANS' EDUCATION BENEFITS PROGRAM (VA)

Selected schools are approved for veterans training. If a student is a veteran of the United States Armed Forces, he/she may be eligible for veteran educational benefits. Eligibility is determined by the Department of Veterans' Affairs. Applications for educational benefits are available from the school's VACertifying Official or online at https://www.benefits va.gov/gibill/. Veterans are permitted to receive educational benefits only for the length of time approved for their program by the State of Florida Department of Veterans' Affairs.

SKILLS FOR ACADEMIC, VOCATIONAL AND ENGLISH STUDIES (SAVES)

M-DCPS SAVES Refugee Program is a free-of-charge educational program designed to meet the instructional and employment needs of eligible adult (16+) refugees/asylees from all over the world. Eligible refugee/asylee students receive scholarships to study certain vocational programs. The SAVES Refugee Program is administered through the M-DCPS adult education centers.

Agency Billing Procedures

Students who have been referred to the school by an agency for instruction must provide an official voucher form from the referring agency stating the courses for which the student is authorized to register. If there are any problems verifying the agency code or the validity of the voucher, contact the referring agency or the D/SO-ACE department at 305-995-7662.

- **Direct Billing**

Invoices for payment of agency-referred students should be processed in an expeditious matter. All tuition owed by an agency should be collected within 6 weeks of student registration. Schools may adhere to the following procedures in progressive form to collect funds if the deadline approaches:

1. A phone call from the administrative contact reminding the agency of the delinquent amount followed up by a certified letter,
2. A certified letter notifying the agency of possible registration holds on all their agency-referred students for next trimester if the delinquent amount is not collected, and
3. A memorandum to the appropriate regional director notifying him/her of agency non-payment.

Step three above must be completed no later than 9 weeks after student registration. Regional directors will attempt to intervene with higher levels of administration at the agency in order to collect funds or begin uncollectible funds write-off procedures. In some cases and at district discretion, agencies may be granted forbearance and be allowed to remit payment on a modified schedule. Under no circumstances, except instances of district-approved forbearance, should a balance exist for an agency 12 weeks after student registration.

- **Indirect/Centralized Billing**

When schools are not billing an agency directly, schools must contact the district office responsible for billing in order to obtain an updated copy of procedures for the current program year. For centralized billing to the regional workforce board (South Florida Workforce and its related service providers) or to state of Florida workforce agencies (e.g., Operation Paycheck or similar training initiatives), please contact the Office of Workforce Development Education at 305 548-4044.

LOCAL AID

- **Scholarships**

The School Board Scholarship Fund for Adult Students as authorized in School Board Policy 2450, Financial Aid and Fee/Tuition Waivers, is available to assist adult students who need financial assistance in order to pay fees.

The D/SO-ACE department administers the adult scholarship fund. The funds are utilized to provide educational opportunities for students who have financial needs which cannot be met by existing sources of student aid. Financial assistance is currently available through fee waivers and DFAP. Information about these programs is provided and updated through district memoranda.

Requests for scholarship funds are submitted by center principals to the appropriate Regional Director. When scholarship funds are approved, funds are allocated to the Center for student's registration.

- **Donations and Gifts Administration**

Donations and gifts must be handled in accordance with School Board Policy 7230, Gifts to the School District.

FEES

1. **Pro-rated Fees**

Pro-rated fees on regular vocational courses are charged to students enrolling after the beginning of the trimester. Prorated fees are calculated in Focus® based on the hours remaining in the course at the time of registration.

2. **Installment Payments**

Installment payments may be received under the following conditions:

a. One-third of the total fees must be paid at the time of registration.

b. All fees must be paid no later than the end of the sixth week in the trimester. Fees must be paid in one lump sum when students register on or after twenty-two (22) calendar days after the course or trimester has begun. The midpoint is defined as halfway through the time of study.

c. Partial payments for vocational courses are non-refundable after the start of class.

Non-resident students are not eligible for partial payments because of federal immigration policies. Special fees, ID fees, lab fees, application fees and liability insurance fees are non-refundable.

FEE EXEMPTIONS

The following students are exempt from the payment of tuition and fees, including lab fees based on state law:

1. Co-enrolled or dual enrolled high school students
2. Apprentices
3. Road to Independence (aging out of foster care)
4. Residential Job Corp participants (categorized as homeless)
5. Homeless students

During the registration process, an exemption code must be entered for all of the above listed students, with the exception of co-enrolled students. All other students must have an exemption code entered in the Point of Sale-Sales Transaction Entry screen in Focus®.

Fee Exemption Procedures for Homeless Adult Students

Section 1009.25 (1) (f), of the Florida statutes mandates that homeless students be exempt from the payment of tuition and fees, including laboratory fees, at a school district that provides workforce education programs. The law further defines a homeless student as one who lacks a fixed, regular, and adequate nighttime residence or whose primary nighttime residence is a public or private shelter designed to provide temporary residence, a public or private transitional living program, or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings. This includes a student who would otherwise meet the requirements of this paragraph, as determined by a college or university, but for his or her residence in college or university dormitory housing.

The fee-exempt statute applies to and post- secondary adult and certificate career education (formerly post-secondary adult vocational) programs which enable students to obtain/upgrade employment.

The law covers all tuition fees while the student remains homeless. The law does not cover ancillary course-related costs, such as tools, uniforms, GED® tests, or other written materials for which there is an additional charge.

The Affidavit of Homeless Status for Fee Exemption, (FM-5246), https:// api.dadeschools.net/wmsfiles/61/pdfs/5246.pdf, must be signed by all homeless students who seek to be exempted from fees, unless a homeless agency has provided a signed agency referral. If the homeless student is not seeking a fee-exemption, no form is required.
For each homeless student that is fee-exempted, the Affidavit Form (and/or the agency referral) should be

- witnessed by designated personnel
- retained on file; and
- updated at each school where the student takes fee-exempt courses

The original form may be copied when a student is referred to another school.

1. Updating or Changing Status

The Affidavit Form should be updated each term that the student is exempted from fees and initialed by the school's designated personnel. Fee-exempt status continues only for the terms that the student is homeless. If a student finds permanent residence the exemption can no longer be applied, and the student must obtain other financial aid to continue enrollment.

2. Procedure for Technical Classes Located in Residential Facilities

Ordinarily, a form must be completed by each individual who is to be fee-exempted, whether the class is located on a campus or in an agency. However, if 100% of the students are homeless, the district office may certify that all students are eligible for fee exemption.

3. Financial Aid for Additional Instructional Costs

For some expenses which are not fee-exempt, financial aid may be used, including state or federal grants. Counselors or financial aid officers should assist homeless students with the completion of financial aid forms.

AUTHORIZATION TO CHARGE MATERIAL FEES

Fees charged to adult students for materials may be in amounts determined by each principal but must not exceed the maximum established each year by the D/SO-ACE.

Fee schedules for materials for each school year are submitted to the adult education superintendent, for approval. Fee schedules for materials are filed for audit for each center in the registration office and posted on the bulletin boards in the registration area and student counseling office.

Fees collected for materials are used only for the purposes detailed in the request for approval memorandum. If necessary, fees must be adjusted downward to avoid accumulation of excessive carry-over balances.

REFUND POLICY- SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

- Students will be eligible for a full refund of adult, postsecondary CTE tuition, test fees and insurance fees if withdrawn within 5 days of the beginning of the class start date or the student registration date, whichever is later.
- AGE fees, ID fees, lab fees, AGE tests and application fees are non-refundable after class starts, unless the course is cancelled.
- The five (5) days shall not apply to CTE courses less than three (3) weeks or ninety (90) hours in duration. In such cases, the request for withdrawal must be made prior to the course meeting more than two (2) days.
- A student is entitled to a full refund of fees if a course is cancelled by the school principal or designee, provided that the student was not reported for membership during the Workforce Education Fund survey period in which the class was counted. If so, only those fees in excess of the state requirement shall be refunded.
- Refunds when due, can be made without requiring a request from a student. The school must forward an Application for Refund (Form-2057, Rev. 08-14) to the student and it must be completed and approved for all eligible refunds. A request for refund must be made within forty-five days of the withdrawal date.

- Students withdrawn for disciplinary reasons pursuant to the Adult Student Code of Conduct are not entitled to a refund of any tuition and fees.
- Students who paid fees but were entitled to a waiver, voucher, or agency payment shall be entitled to a refund of those fees paid only if required evidence of said waiver, voucher, or agency payment is presented to the school within 15 school days of the beginning of the term.
- In cases of unusual or extraordinary circumstances (such as illness, death in family, etc.) that preclude a student's enrollment, the school principal/designee may honor a request for full or partial refund of fees provided that:

    - the request is made in writing prior to the end of the course,
    - supporting documentation (where appropriate) must be provided

- Students who receive Title IV (Pell Grant) funds and withdraw from their program, will receive a refund based on the federal post-withdrawal calculation formula. For additional information, contact the Financial Aid Office at technical colleges.
- If student fees are subsidized by an agency and the student withdraws, that agency is eligible for a refund only if student attendance is less than 50 percent of the scheduled hours and if the request is made in writing.

BOOKSTORE

The bookstores operated by adult, skill, and technical colleges play an important role in serving students. The following details bookstore procedures:

Purchasing

1. Authorized purchases shall be made in compliance with Florida statutes, State Board of Education rules, Board rules, administrative directives, and manuals. The principal/technical college director has the responsibility for authorizing all bookstore expenditures but may delegate this authority to another administrator. Delegated assignment must be in writing, and the memorandum retained for audit.

2. Bid regulations when purchasing bookstore stock are as follows:

a. Bids are not required when educational tests, textbooks, printed materials, discs, and/or other educational materials are purchased from the publisher or producer, copyright owner/exclusive agent, government agency, or recognized educational institution.

b. Bids are required when supplies, educational tests, textbooks, printed materials, discs, and/or other educational materials are purchased from a source other than the publisher or producer, copyright owner/exclusive agent, government agency, or recognized educational institution. Purchases of more than $1,000 but less than $50,000, require at least three written quotations to be solicited, one of which must be a certified minority/women business enterprise (M/WBE) according to Policy 6320.02. The list of certified M/WBE can be accessed at https://miamidadeschools. diversitycompliance.com/. For purchases of more than $50,000 or more, formal bid procedures must be followed and processed through Procurement Management Services.

c. The use of split purchases to circumvent bid requirements is specifically forbidden.

3. The Treasurer shall furnish a copy of the sales tax exemption certificate directly to the vendor when making sales tax exempt purchases for the school.
4. Certification of receipt of goods (signature on invoice) must be made by an employee who can certify that merchandise, as specified, has been received and therefore payment is in order.

Sales Procedures

1. The retail sale of books, supplies, and materials will be at 20 percent above cost. To determine selling price, multiply cost by 20 percent (cost by 1.2). Shipping, delivery, and handling charges will be included when computing cost. If the cost of new stock changes, all stock on hand will move to the new selling price.

2. The sale of books from one adult center to another adult center may be at 10 percent above cost. In such cases, the purchasing adult center will be limited to a 10 percent mark-up at the time of resale. For books purchased collectively from a vendor by two or more centers, the cost will be calculated by using the 20 percent formula.

3. Fund-raising items are not limited to a 20 percent mark-up. The retail price of fund- raising items (t-shirts, cups, etc.) will be at the discretion of the principal.

4. A price-look-up (PLU) number must be assigned all books and supplies. Fund- raising items may be assigned a PLU number when practical.

5. All sales will be recorded in the Electronic School Accounting System (eSAS), including authorized charge sales on those cash registers providing a charge function. An Authorization for Charge Book and Supplies (FM-4013) form will be utilized to authorize charge sales for students and teachers. The authorization form will be certified by the principal or the principal's designee.

6. Special sales may be authorized by the principal or designee to move obsolete stock. Sale items will retain their original PLU numbers. Price reduction will be by discount.

7. An Authorization to Discount Obsolete Textbooks (FM-4012) form will be utilized to authorize the discounting of books for special sales.

Sales Tax

1. All cash sales to students, teachers, and staff are subject to sales tax.
2. Authorized charge sales to teachers and students on federal or state financial aid programs are tax exempt.
3. Sales tax collected will be recorded in the Internal Fund Trust Program - Sales Tax Function by the school treasurer.
4. Sales tax collected will be forwarded to the Florida Department of Revenue according to a schedule provided by that department.

Cash Register (Bookstore)

1. Cash Sales

a. Customers must receive an eSAS customer receipt at the conclusion of each book/supply sales transaction.

b. Books and supplies will be entered in eSAS by PLU number

Charge Sales

b. Books and supplies will be entered in eSAS by PLU number.

a. The Authorization for Charge form will be forwarded to the bookstore by the Financial Aid Office for authorized financial aid students. Students will certify the receipt of their books and materials by signature. The Authorization for Charge form distribution is the Business Office/Treasurer, Agency/Financial Aid, Bookstore, Registrar, and Student/Teacher. The Authorization for Charge form will document agency billing.

b. Authorized teacher charge books will be distributed at cost. Authorization for Charge forms will be presented by the teacher at the time of distribution. Teachers will certify the receipt of books by signature. The Authorization for Charge Form distribution is Business and/or Office/Treasurer, Agency/Financial Aid staff member, and Student/Teacher. The Authorization for Charge form will document a transfer of funds from the Internal Funds Fund 9 Account to the Bookstore Account.

c. If students making charge purchases are on state or federal financial aid programs identified as tax exempt, the sales tax amount should be removed from the book/ supply transaction in eSAS prior to finalizing the transaction. The sales tax amount should be removed.

Closing Bookstore Sales

a. The eSAS Drawer Reconciliation Report will be printed daily when the cashier ends his/her shift.
b. The eSAS Drawer Reconciliation Report should be attached to the cashier's deposit documentation.

Deposit Procedures (Bookstore)

1. Balance collections to the eSAS Drawer Reconciliation Report.

a. Count and prepare a listing of coins, bills, checks, and credit card charges.
b. Total the Authorization for Charge forms.
c. Compare cash, checks, and credit card charges and Authorization for Charge forms with the eSAS Drawer Reconciliation Report
d. If collections do not agree with the eSAS Drawer Reconciliation Report, review the report to identify the error. A brief description of the error must be included on the report and signed or initialed by the cashier and administrator. A journal entry to record any overage/shortage posted to the Internal Funds General Fund – Over/ Short Account may be required.

2. Prepare a Recap of Collections form in duplicate for each on-campus account having cash collections. Separate recaps are required for each satellite center account.

3. Distribute the Authorization for Charge forms.

a. File the bookstore copy with inventory records.
b. Attach the Business Office and Agency/Financial Aid copies to deposit documents.

4. Forward collections and deposit documents (Recap of Collections forms, Authorization for Charge forms, eSAS Drawer Reconciliation Report to the treasurer/cashier.

a. The treasurer will post collections in eSAS.
b. Retain one copy of each Recap of Collections form for the bookstore records.

Internal Funds Recording Procedures (Bookstore)

1. Sales will be posted daily by the school treasurer in the corresponding bookstore, supply, fund-raising, and sales tax functions. The eSAS Drawer Reconciliation Report will document the related entries.
2. An internal funds journal entry will be used to record the transfer of funds from Instructional Materials and Supplies - Fund 9 to cover the cost of teacher books and supplies. Authorization for Charge forms will document the transfer.
3. Agency payments will be recorded in eSAS and Focus® when received. In some instances, an internal funds journal entry will be used to record the transfer of funds to cover student books, supplies, and fees. Authorization for Charge forms will document the transfer.

Obsolete Book Procedures

1. To avoid accumulating large numbers of obsolete books, care should be taken when purchasing stock to project sales realistically. When obsolete books are identified, remove them from inventory by one of the following methods:
a. An attempt may be made to sell discontinued books to another adult center that may have use for them.
b. Identify books that could be utilized in the classroom by teachers and students as reference books. Prepare an Authorization for Charge form, listing at cost, those books identified. Process the eSAS journal entry to transfer the funds from the Instructional Materials and Supplies - Fund 9 Account (to the Bookstore Account) to cover the cost of such books.
c. A book sale may be conducted to sell obsolete books at a reduced price. Determine the percentage of reduction (20 percent, 50 percent, etc.) and complete an Authorization to Discount Obsolete Textbooks form.
d. Obsolete books may be sent to Stores and Distribution, utilizing the Office of Workforce Development Education Obsolete Book Disposal Authorization form, FM-4101, http://forms.dadeschools.net/webpdf/4101.pdf. When using this procedure, the price of each book listed must be included. A portion of the Textbook Title column may be used for this purpose. The price of the book must be the same as the cost listed on perpetual inventory records.
e. At the discretion of the vendor, books that become obsolete when a new edition is published may be returned. Contact vendors for information on their return policy.
2. Copies of all forms documenting disposition of obsolete books should be are attached to the Operating and Inventory Report FM-4067 https://api.dadeschools.net/ wmsfiles/61/pdfs/4067.pdf for June 30 the end of the fiscal year, forwarded to the D/SO-ACE department, by June 30, the end of the fiscal year.

Inventory Procedures (Bookstore)

1. A Perpetual Inventory Record must be maintained for each item stocked.

a. The Bookstore Quantities and Current Cost List may be printed as frequently as desired but must be printed at the close of business on the last working business day of each month.
b. New or replenishment stock purchased must be posted to the eSAS bookstore inventory records upon receipt of goods.

An on-hand inventory figure should accompany any purchase request to replenish stock. The on- hand figure should be verified by an employee other than the bookstore clerk and signed by the principal or his/her authorized designee.

An Operating and Inventory Report must be submitted to the D/SO-ACE department, as of June 30, the end of the fiscal year. A copy of the report must be retained by the center for audit purposes.

Transfer of Profits (Bookstore)

1. 100% of bookstore profits can be transferred to the Principal's internal funds Trust - Special Purpose account.

CASH REGISTER

All collections, including collections initially recorded in a subsidiary cafeteria or concessions cash register will be tallied using the cash register and turned to the treasurer and the end of the business day.

1. A cash register receipt will be issued to all payers at the time cash is received.
2. At the close of the business day:

a. A cash report will be produced and attached to deposit documents.
b. The journal tape will be removed and attached to deposit documents.
c. Collections will be balanced to the cash report and the journal tape.
d. A Recap of Collections form will be prepared for each account to be credited.
e. A bank deposit will be prepared.
f. All deposit documents will be forwarded to the treasurer.

CONCESSION ACTIVITIES

Permission to offer for-sale food and beverage items to students must be secured in writing annually from the appropriate Regional Superintendent. The concession activity may be conducted by the center or, with the approval of the adult education center principal or the technical college director, by a recognized booster group. An outside vendor wishing to conduct a concession activity on school property must secure the permission of the adult education center principal or the technical college director, the Regional Superintendent, and the School Board. Employees of the adult education center or technical college housing a concession activity conducted by a booster group or outside vendor are prohibited from participating in those concession activities. The commingling of center, booster group, and/or outside vendor sales is also prohibited. Funds will be handled separately by the Booster Club in a separate bank account. An employee of the center may be assigned to the booster or outside vendor concession area in a security capacity only. When the concession activity is sponsored by a booster group or outside vendor, a mutually determined percentage of profit generated will be donated to the center's internal funds.
The following procedures will be in effect for all concession activities:

1. Sales tax will be collected on all sales and forwarded to the Florida State Department

of Revenue according to that department's prescribed reporting schedule. It will be the responsibility of any booster group or outside vendor conducting concession activities to forward sales taxes collected.
2. The food preparation area of the cafeteria may be used only upon approval of the day school principal and in accordance with Board Rule Policy 7510 Use of District Facilities.

Adult and area technical centers conducting concession activities will observe the following accounting procedures:

1. A Recap of Collections form will be prepared daily. Unless so directed by the Regional Director, D/SO-ACE, a listing of individual items sold is not required on the recap.
2. Collections will be deposited daily.
3. Income and expenses will be posted to a concessions function.
4. An Operating and Inventory Report will be prepared monthly. All operating reports will be retained for audit.
5. Profit, as identified by the Operating and Inventory Report, may be transferred to the General Program - Miscellaneous Function, or to the Trust Program - Special Purpose Function.

It is suggested that concession activities grossing $1,000 or more a month a purchase concession cash register.

Vending Machines

The operation of vending machines in schools, as well as the nature of items sold through vending machines, is limited based on the grade levels of the school. To avoid violation of the State of Florida food service program guidelines, the operation of vending machines that dispense food and beverage items are subject to additional restrictions. Procurement management services contracts with a single vendor to provide vending services throughout the district, and this vendor must be utilized for all vending machines. The revenue generated from vending machine operations sponsored by the school must be accounted for in internal funds. Section IV, Chapter 11 of the Manual of Internal Fund Accounting provides the policies and procedures for operating and accounting for vending machine activities.

PRODUCTION SHOPS

Many CTE programs incorporate hands-on activities in a shop/laboratory setting to enable students to acquire skills related to program area. Activities should be similar to those found in business and industry wherein patrons provide projects and pay material and shop fees. Such career and technical shops are referred to as "production shops." Centers may operate more than one production shop.
Acceptance of production work in a career and technical shop must be justified as an educational benefit to the student. Instructors should use good judgment in the acceptance of production work to ensure that work accepted has instructional value and can be completed in a relatively short period of time. Production work of a major nature should be discouraged. Projects must meet the following criteria:

1. Clientele
a. Students currently enrolled in a career and technical program
b. School Board employees
c. Selected public customers in the area of cosmetology, referred dental clinic clients, and auto body, etc
d. Non-profit organizations. (Production requests by non-profit organizations must be submitted in writing to the school administrator. If the request is accepted, an approval letter will be attached to the work order and receipt form. Requests of an unusual nature should be referred to the appropriate administrative director.)

2. Type of Work to be Accepted
a. Projects of educational value related to the instructional program,
b. Equipment for which parts can be readily obtained,
c. Equipment and/or parts not under warranty or restriction, and
d. Vehicles registered to approved clientele.

CHAPTER THREE | PROGRAM OPERATIONS - FINANCIAL

Note: Work upon any item, part, or equipment which is subject to jurisdictio of any governmental agency shall be undertaken only by an instructor who is appropriately rated, licensed, or otherwise authorized by such agency to perform same or to supervise such work done by students.

3. Production Shop Transactions

a. Production shop transactions are to be recorded on one of the following official work order and receipt forms:

- Work Order and Receipt, FM-0484, http://forms.dadeschools net/webpdf/0484. pdf, is used for auto mechanics; auto body; air conditioning, refrigeration, and heating; and miscellaneous shops.
- Cosmetology/Barbering Work Order and Receipt, FM-0483, http:/ forms.dadeschools.net/webpdf/0483.pdf, form is used for cosmetology programs.

b. Production shop transactions will be recorded in appropriate subject area production accounts.
Form Preparation

A form requesting and describing the service(s) to be performed must be completed by the instructor, employee, or student under the supervision of the instructor. Production jobs, including instructor and student jobs, must be identified by a work order number while in the shop.

The customer is required to sign a work order disclaimer statement prior to receiving service.
The instructor must review all work requests and determine whether service can be properly performed in the shop and whether it conforms to the course of instruction and policy limitations.

1. The instructor must sign and date the work order authorizing work.
2. Procedures may also require administrative approval such as work for a non- profit organization.

The instructor will assign work to a student or group of students. Assignment should be noted on the shop copy of the work order (third copy) and receipt form.

The instructor or designee will enter and verify all quantities, unit prices, extensions, and additions. If written estimated costs exceed $50, a deposit for at least 50 percent of the estimated amount must be collected by the center prior to performing the work. The receipt number and amount paid must be recorded on the work order and receipt form.

Parts and supplies shall be furnished by the school with possible exceptions as follows:

1. Customers at the George T. Baker Aviation School may supply their materials if they submit a copy of an invoice covering such materials. Students or customers in upholstery, photography, or printing may supply their materials if they submit a copy of the invoice covering such materials.

2. Students may furnish new or used parts for their jobs if they submit a copy of the invoice for materials. Invoice for materials supplied by customers or students must be attached to the center copy of the appropriate work order and receipt form.

3. When parts cannot be ordered by the center, customers may furnish parts to the center, if approved by the principal or designee. The invoice for such parts must be attached to the production work order. When materials are furnished by the customer, a shop fee equal to 10 percent of the cost of materials will be charged, except when students work on their own projects.

4. Parts and supplies furnished by the center will be charged to the customer at unit retail price, except as follows:
a. Items for personal jobs of students currently enrolled in the shop course are to be invoiced at center cost.
b. Jobs authorized by the center principal and approved by the appropriate administrative director may be invoiced at cost.

Production Shop Fees

The shop fee for production jobs will be related to project cost using the following guidelines:
1. Before tax and under $50, a minimum fee of $5 is charged.
2. Before tax and over $50, a 10 percent shop fee on all parts and supplies, whether furnished by school or customer, is charged. Exceptions are as follows:
a. Standard bid flat fee or standardized supply list as authorized by the assistant superintendent.
b. Shop fees are not charged to students working on their own projects.

Sales Tax

Parts billed to customers are subject to sales tax as well as any shop fees on the same work order receipt.

1. Tax must be shown on the work order receipt and included in charges when applicable. Tax is not charged on the shop fee alone unless supplies are used in the operation (e.g., oil, taxes, etc.).
2. Services such as cosmetology, laundry, and dry cleaning are considered professional services and are not subject to tax.
3. Tailoring, altering, repairing, or remodeling clothing services are subject to tax.
4. Transfer the tax collected to the Sales Tax Account in the Trust Fund.
5. The school treasurer will prepare the state tax report and forward the tax collected to The State Department of Revenue.
6. The collection allowance will be transferred to the General Miscellaneous Account.

Sublet Repairs

When it is necessary for a private company to do a portion of the production job, the customer will be notified and charged 100 percent of the estimated cost of sublet repair, prior to authorization of sublet work.

Charges

The company's charges shall be incorporated within the work order and receipt form. Cross- reference the invoice, work order, and receipt number. A 10 percent shop fee will be charged for sublet work.

"No Charge" Invoices

In a few cases where no school materials are used, the instructor may waive the minimum shop fee authorizing "no charge" on a respective work order and receipt form. The instructor shall state the reason for a "no charge" on the face of work order and receipt form.

Control of Work Order and Receipt Forms

Work order and receipt forms will be obtained from Stores and Mail Distribution. The treasurer is responsible for control of all forms and will be responsible for maintaining the Serialized Forms and Ticket Distribution Log FM-0990 to a log of forms issued to teachers by name and number series, and a numerical sequence file of completed forms.

Collection Procedures

When authorized work is complete and payment due, the first and second copies of the work order and receipt form will be submitted to the school employee (usually cashier or acting cashier) designated to collect production monies. The third copy will remain in the shop. When the customer makes payment, the cashier shall

1. Verify the mathematical accuracy of the work order and receipt form and stamp both copies of the work order "paid".
2. Forward the yellow copy of the work order and receipt form to the treasurer.
3. Give the original (white) work order and receipt form to the customer.
4. Prepare the Recap of Collections in duplicate, listing the work order number, parts/ labor charges, and sales tax.
5. File the yellow copy of the official work order and receipt form in numerical order and retain for audit.

Cash collections should not be handled by the shop instructor or student cashier except in unusual cases in which the function is an integral part of the training program, or where physical location makes office payments impractical (e.g., cosmetology salon or food services). Collection procedures are as follows:

1. Prepare the Recap of Collections in duplicate, listing the work order number, parts/ labor charges, and sales tax, if applicable.
2. Attach the yellow copy of the work order and receipt forms to the Recap of Collections and verify that the total amount received agrees with the amount charged on the work order.
3. Process the payment amount in the eSAS system. Indicate any overage/ shortage and post the amount to the respective internal funds account. A copy of the signed computer generated eSAS receipt should be attached to the yellow copy of the work order receipt form.

4. The yellow copy of the workorder and receipt form and the signed copy of the computer generated eSAS receipt should be included in the days deposit information and filed for audit.
5. A signed copy of the Recap of Collections and the computer generated eSAS receipt should be attached to the shop copy of the work order and receipt form.

The shop copy of the Recap of Collections and the computer generated eSAS receipt should be retained by the instructor. The second copy of "No Charge" and all three copies of "voided" work orders and receipt forms must also be routed to the treasurer for complete accounting of numerical series issued to teachers. **THE ITEM REPAIRED SHALL NOT BE RELEASED TO THE CUSTOMER UNTIL THE CUSTOMER PRESENTS A PAID RECEIPT.**

Use of Revenue

Purchases from production shop revenues are prioritized as follows:
1. To replace all parts and supplies used in the shop or laboratory which performed the production work, and/or to provide non-instructional personnel and services to support the production shop generating the revenue.
2. To support activities of the appropriate vocational student organization at the school.
3. To purchase needed vocational materials, supplies, and tools for any career and technical program.

Prohibition of Gratuities

Instructors, students, or other School Board employees shall not solicit or accept any gratuity or remuneration of any kind or amount for production shop work as described herein.

INTERNAL FUNDS

All internal funds must be managed according to procedures established in the Manual Of Internal Fund Accounting and as updated thereof. An established list of program/function account titles and numbers is maintained in the eSAS. Additional accounts may be created by contacting the Office of Internal Fund Accounting.

Collection

The school principal/technical college director is ultimately responsible for monitoring and administering the revenues generated from internal funds activities. All money handled by or coming into direct custody of a school employee for any such activity must be accounted for in the school's internal fund. Accordingly, all money collected for internal funds activities must be submitted to the school treasurer to be deposited in the school's checking account. The Manual Of Internal Fund Accounting establishes the procedures for the collection and accounting of money generated from internal Fund activities.

1. At the point of collection, all money handled by or coming into direct custody of a school employee must be documented on a Recap of Collections form (FM-1004) and submitted to the school treasurer for deposit (Exceptions: adult/vocational centers may use the eSAS Drawer Reconciliation Report or the Focus® Cash Out Report in place of the Recap of Collections when all collections are from student fees or bookstore sales where an individual sales document is created.

2. In addition, or in lieu of the Recap of Collections, various adult/vocational activities may be supported by an official teacher's receipt, work order and receipt form, or an eSAS/Focus®Schedule Receipt.

3. An eSAS/Focus® Student Schedule Receipt must include the following information: cash/credit card or check payment type rendered, class information, and item or type of service for which payment is being made.
4. All collections must be recorded in eSAS and payment types must agree with the official receipt provided in exchange for payment made. All collection documentation must be forwarded to the treasurer and filed for audit purposes.
5. Payments entered in Focus are automatically batched into eSAS the next business day through a nightly filed process.

Personal checks or credit card charges must not be substituted for cash collections.

Deposits

1. A deposit of collections must be made daily at the bank or when accumulated money received exceeds $300. At a minimum, a deposit must be made on the last working day of the week and on the last working day of the month.
2. A bank deposit entry must be recorded in eSAS and a bank deposit slip prepared to remit collections for deposit to the bank.
3. Incidents involving theft or loss of money associated with internal fund activities must be reported immediately to the principal and to the appropriate authorities (i.e. school police). Documentation of the school's efforts (i.e. copies of plant security reports, memorandums requesting investigations, etc.) to report theft/loss of money or school property is required to be retained for audit.
4. Money collected pending deposit must be logged on the Collections/Deposits Log (FM-7249), verified by at least two designated persons authorized by the principal, placed in a bolted safe in the school, and shall be deposited pending armored care service pick up schedule.
5. Collections from off-campus satellite locations should be deposited in the bank on the same day of collection or the day after. Collections should be posted in eSAS in the same manner.

Purchases

All authorized purchases made from Internal Fund revenue shall comply with Florida law, state board of education rules, school board policies, administrative directives, and applicable manuals. The school principal is ultimately responsible for authorizing purchases made an ensuring that policies set forth by these authoritative sources are observed. The Manual of Internal Fund Accounting establishes procedures for making purchases using internal fund revenue.

1. To make payment using internal funds, the payee must be a vendor in eSAS. If the payee is not yet a vendor in eSAS, the treasurer must perform the steps outlined in the Manual of Internal Fund Accounting prior to doing business with the vendor. Expenditures may not be paid directly from collections.
2. Before an order/purchase of goods, supplies, or merchandise, etc. costing $100 or more is made, a purchase order entry must be created, submitted by the
treasurer ,and approved by the principal in eSAS.
3. Sufficient funds must be available in the respective internal fund account structure before a purchase is authorized and processed.
4. Bid requirements, as stipulated in Section II, Chapter 4 of the Manual of Internal Fund Accounting, must be observed when making purchases. The use of split purchases to circumvent bid requirements is specifically forbidden.
5. Regulations regarding the sales tax exemption on purchases made by schools as set forth by the Florida Department of Revenue must be observed when goods are procured. (Refer to Section IV, Chapter 9 – Sales Tax, of the Manual of Intern Fund Account for sales tax provisions).

6. The certification of receipt of goods must be made by the person who can confirm that the merchandise, as specified, has been received or the service has been rendered and therefore payment is in order. Signed certification acknowledging receipt of goods, must be promptly submitted to the school treasurer for him/her to process the payment to the vendor on a timely basis. Payments should be made within 30 days of satisfactory receipt of goods/ services.
7. Expenditures may not be paid directly from collections. Collections must be deposited as received, and the treasurer will issue and internal fund check for
all school-related expenditures.

Refunds

Refer to pages 53-54 for the refund policy.

Retention of Internal Fund Documents

1. Upon completion of posting, collection/deposit documents will be maintained by the treasurer. All documents will be retained for audit.
2. Records will be retained and disposed of in accordance with district policies and procedures.

MONEY MATTERS SUPPORT PROGRAM (MMSP)

A major responsibility of the school principal is to monitor the internal fund activities of the school in accordance with M-DCPS' policy. MMSP is a year-long support system that educates principals and other appropriate staff about a school's internal accounting procedures so that they can effectively carry out and/or monitor financial transactions to prevent errors and irregularities. MMSP is mandatory for principals and treasurers at sites with audit exceptions, principals who transferred from schools with an audit exception, and principals appointed during the current year.

CREDIT CARD PROCEDURES
Processing Payments/Refunds and Corrections

A. GENERAL INFORMATION

1. Credit cards currently accepted are VISA and MASTERCARD.
2. All credit card terminal receipts should be printed in duplicate:
a. A signed copy for to be filed and maintained for audit
b. A copy for the student

B. PROCESSING CREDIT CARD TRANSACTIONS

1. Upon approval from the credit card company, the cashier must verify the cardholder's identification (valid driver's license, state picture I.D., passport, or military I.D.).
2. Print on the receipt the student information pertaining to the transaction.

3. Per credit card company policy, only the authorized cardholder may utilize his/her card (i.e., spouse/children may not use authorized cardholder card).
4. The cashier will process the transaction in eSAS/Focus® using the payment type credit card (other in Focus®).
5. If a cardholder's approval is denied, no transaction for a lesser amount may be authorized by that merchant (school site) for twenty-four (24) hours.

C. ONLINE CREDIT CARD PAYMENTS

1. Students can make payment for outstanding tuition and fee amount online using the Focus portal. After accessing the portal and selecting the option to pay outstanding
amounts, students will be prompted pay using a secure website.
2. After payment is made online a Focus Schedule/Receipt can be printed by the student.

D. REFUNDS AND CORRECTIONS

1. All credit card transactions subject to refunds may only be refunded by way of credit card credit. No cash (checks) refunds are allowed on credit card transactions. All customers' refunds (credits) must have administrative approval prior to performing transactions.
2. Credit card transactions may contain errors that require corrections. All customer corrections must have administrative approval. No individual correction receipt is produced by the credit card system; therefore, upon appropriate consent, the erroneous receipt will be manually adjusted.

DI. DAILY CREDIT CARD CLOSING

1. All daily transactions performed will be listed in a credit card terminal settlement report printed from the credit card terminal or emailed to the principal for payments made online.
a. The total number of transactions and amount per credit card terminal settlement report should correspond to the number transactions recorded on the eSAS Drawer Reconciliation and/or Focus® Cashout Report.
b. All refunds and corrections, with administrative approval and proper documentation should be performed prior to the credit card terminal settlement.

DII. CREDIT CARD - ACCOUNTS AND PROCEDURES

Each adult/vocational center that accepts credit cards has a credit card terminal(s) in which payment is electronically processed.

1. Credit card terminals are settled at the end of each day. The total amounts settled are then posted to the schools' credit card bank account and then electronically transferred to the schools' internal funds operating checking account.
2. Online credit card payments are settled each night. The total amount settled is posted to the schools' credit card bank account and then electronically transferred to the schools' internal funds operating checking account. The school principal will receive by email each day the online payments settlement report. The Focus online drawer, which lists all online payments made, will be automatically cashed out each night and should agree with the online credit card settlement report emailed to the principal.
3. Each day, a bank deposit entry must be performed in eSAS for the total amount of the credit card transactions. The bank deposit is posted to the eSAS Credit Card Checkbook.
4. Each month, a credit card checkbook reconciliation must be performed in eSAS. Reconciling amounts in the credit card checkbook with actual amounts transferred from the credit card bank account into the schools operational checking account.
5. Prior to reconciling, a bank transfers entry must be performed in eSAS to move the amount of credit card collections for the month from the credit card checkbook into
the checking account checkbook.

ANTI-DISCRIMINATION POLICY

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

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

Title VII of the Civil Rights Act of 1964 - as amended - prohibits discrimination in employment on the basis of race, color, religion, sex, and national origin.
Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of sex. M-DCPS does not discriminate on the basis of sex in any education program or activity that it operates as required by Title IX. M-DCPS also does not discriminate on the basis of sex in admissions or employment.

Age Discrimination Act of 1975 - prohibits discrimination based on age in programs or activities.
Age Discrimination in Employment Act of 1967, as amended (ADEA) - prohibits discrimination on the basis of age with respect to individuals who are at least 40 years old.

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

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against qualified students with disabilities.
Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations, and telecommunications.

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

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.
Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, color, sex, gender, national origin, religion, marital status, or disability in public education.

Florida Civil Rights Act of 1992 - secures all individuals within the state freedom from discrimination because of race, color, religion, sex, pregnancy, national origin, age, handicap, or marital status.
Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - prohibits discrimination against employees or applicants because of genetic information.

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

Veterans are provided re-employment rights in accordance with 38 U.S.C. § 4312 (Federal Law) and Section 295.07 (Florida Statutes), which
stipulate categorical preferences for employment.

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

For additional information about Title IX or any other discrimination/
harassment concerns, contact the U.S. Department of Education
Assistant Secretary for Civil Rights and/or:
Office of Civil Rights Compliance (CRC)
District Director/Title IX Coordinator
155 NE 15th Street, Suite P104E
Miami, Florida 33132
Phone: (305) 995-1580 TDD: (305) 995-2400
Email: crc@dadeschools.net
Website: https://tinyurl.com/MDCPS-CRC

For additional information on Section 504 of the Rehabilitation Act of 1973
or any other student disability concerns contact:
Department of Exceptional Student Education
1501 NE 2nd Ave, Suite 407
Miami, Florida 33132
Phone: (305) 995-2037 TDD: (305) 995-2400
Email: ese@dadeschools.net
Website: https://ese.dadeschools.net

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