



Miami-Dade County Public Schools

Curriculum Bulletin

2012-2013



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**MIAMI-DADE COUNTY PUBLIC SCHOOLS
2012-2013 CURRICULUM BULLETIN**

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HIGH SCHOOL GRADUATION PROGRAMS

High school graduation requirements for Miami-Dade County Public Schools are established by the Florida Legislature, the Florida Board of Education, and The School Board of Miami-Dade County. From one school year to the next, the requirements may be amended by any one of these three entities and it is important that students and their parents are aware of any changes that may affect them. Usually, any changes in graduation requirements become effective for students entering ninth grade in the school year for which the changes become effective and not for students in grades 10 through 12. Your school counselor has the information relative to the graduation requirements in force when you entered ninth grade. Also, graduation requirements for previous years are outlined later in this document and in the District's Student Progression Plan.

Ninth graders who entered high school in the 2007-2008 school year and thereafter, are required to earn 16 core academic credits and eight elective credits in order to graduate with a high school diploma. Core requirements consist of four credits in English and mathematics; three credits of science and social science; one credit of fine and performing arts; and one credit of physical education with the integration of health education.

Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in middle school and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.

Currently, there are five options for high school graduation and earning a diploma, two of which are accelerated options. Students and their parents may select from one of the five options, although if the student and his/her parents do not select a graduation option, the student will be considered to have selected the four-year, 24-credit standard program.

The graduation options are as follows:

- A four-year, 24-credit standard program;
- A three-year, 18-credit college preparatory program;
- A three-year, 18-credit career preparatory program;
- An International Baccalaureate program; and
- An Advanced International Certificate of Education program.

Prior to selecting one of the two accelerated programs the following requirements must be met:

1. The requirements, advantages, and disadvantages of each graduation option are to be explained to the student and his/her parents.
2. A signed parental consent form (FM-6911) must be submitted to the principal and school counselor to enroll in either one of the accelerated programs.

The requirements for the two accelerated options have been changed several times by the Florida Legislature since these options became available to students in 2003-2004. Students are responsible for the requirements in force at the time they selected an accelerated program.

In addition to the diplomas of International Baccalaureate curriculum or the Advanced International Certificate of Education, students also meet the graduation requirements and are eligible to receive a standard diploma.

A student selecting either of the two accelerated programs must be enrolled in high school for a minimum of three school years. Upon graduation, this student will be eligible to apply for a Florida Bright Futures Scholarship, if he/she has met the program's requirements.

In order to graduate, all five options require students to earn a passing score on the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled *2012-2013 Graduation Requirements*. Students entering ninth grade in the 2012-2013 school year must take the End of Course Assessments for Algebra 1, Geometry, and Biology 1 and pass these assessments with a Level 3 or higher to earn course credits. In addition, students must earn credit in Algebra 2 along with Algebra 1 and Geometry as three of the four mathematics credits required for graduation. Students must also take the Grade 10 FCAT writing.

High school courses successfully completed by a student in grades 6 - 8 can be applied to the requirements for graduation. However, the student and his/her parents are reminded that high school credits earned prior to 9th grade as well as those through the adult education program may not be recognized by the National Collegiate Athletic Association (NCAA) toward a student's eligibility to participate in college athletics. For information regarding athletic scholarships and eligibility, it is recommended that contact be made with the National Collegiate Athletic Association (NCAA) at www.ncaa.org or with the athletic director at the student's school.

A student who has selected one of the three-year 18-credit programs and is considering enrollment in a magnet school/program, career-focused academy, or career technical education preparation program, will need to inquire about the requirements of the specific program. The requirements of some programs are unattainable within either of the accelerated options. Staff responsible for the individual programs will be able to explain the requirements of a given program, and whether or not it would be possible to meet those requirements within the accelerated option.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Next Generation Sunshine State Standards (NGSSS) and complete a community service project. In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL and/or one credit in mathematics. To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 9 credits, which must include two credits in English/ESOL, one credit in mathematics, and one credit in science **OR** one credit in English/ESOL, two credits in mathematics, and one credit in science. To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credits, which must include three credits in English/ESOL, two credits in mathematics, and two credits in science **OR** two credits in English/ESOL, three credits in mathematics, and two credits in science.

For a student enrolled in either one of the two accelerated graduation programs, the student must demonstrate mastery of the NGSSS and earn at least 5 credits by the end of grade 9, and 11 credits by the end of grade 10.

For students who entered grade nine in the 2011-2012 school year, at least one course within the 24 credits required must be completed through online learning to meet the digital learning graduation requirement. An online course taken during grades 6 through 8 fulfills this requirement. This requirement may be met through an online course offered by the Florida Virtual School, an online course offered by the high school, or an online dual enrollment course, offered pursuant to a district inter-institutional articulation agreement. A student, who is enrolled in a full-time or part-time virtual instruction program, meets this requirement.

HIGH SCHOOL GRADUATION REQUIREMENTS 2010-2013

This table represents requirements for students who entered 9th grade in the **2010-2011 through 2012-2013** school years. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the FCAT 2.0 Reading graduation test and End of Course Assessments, as applicable.

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CAREER PREPARATORY OPTION
ENGLISH/ESOL	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)
MATHEMATICS	4 credits (Algebra 1, Geometry, and two courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, and two courses at the Algebra 2 level or higher)	4 credits (Algebra 1, Geometry, and two courses at the Algebra 2 level or higher)
SCIENCE*	3 credits (Earth/Space Science* and Biology 1, and one course from the following: Chemistry, Physical Science, or Physics)	3 credits (Earth/Space Science* and Biology 1, and one course from the following: Chemistry, Physical Science, or Physics)	3 credits (Earth/Space Science* and Biology 1, and one course from the following: Chemistry, Physical Science, or Physics)
SOCIAL SCIENCE	3 credits (1 credit World History, 1 credit United States History, 0.5 credit United States Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit United States History, 0.5 credit United States Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit United States History, 0.5 credit United States Government, and 0.5 credit Economics)
WORLD LANGUAGES	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency in a second language	Not required
PERFORMING/ FINE ARTS OR PRACTICAL ARTS	1 credit in performing/ fine arts, speech and debate, or practical arts (eligible courses are listed in the Course Code Directory)	Not required	Not required
PHYSICAL EDUCATION/ HEALTH	1 credit (0.5 personal fitness 0.5 physical education elective)	Not required	Not required
ELECTIVES	8 credits	2 credits	3 credits in a single career/ technical education program and 1 elective credit; or 3 credits in a single career/technical certificate dual enrollment and 1 elective credit; or 4 credits in career/ technical education (including 3 credits in one sequential

			career/technical education program)
GRADE POINT AVERAGE (GPA)	Cumulative GPA of 2.0 on a 4.0 scale	Cumulative GPA of 3.5 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 3.0 points or the equivalent in each of the 18 required credits	Cumulative weighted GPA of 3.0 on a 4.0 scale in the required courses and a weighted or unweighted grade that earns at least 2.0 points or the equivalent in each of the 18 required credits
MINIMUM GRADE TO EARN COURSE CREDIT	D	B (weighted or unweighted)	C (weighted or unweighted)
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years
TESTING	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).	Students must earn a passing score on the FCAT 2.0 Reading graduation test and applicable EOC test(s).
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required
DIGITAL LEARNING	Within the 24 credits, at least one online course is required	Within the 18 credits, at least one online course is required	Within the 18 credits, at least one online course is required

* The sequence of science courses for grade 9 and grade 8 Honors may change beginning with the 2012-2013 school year. Information will be provided to schools as soon as it is available.

EXPLANATORY NOTES

ENGLISH/ LANGUAGE ARTS	English 1, 2, 3, and 4 or English 1-4 Through ESOL are required to meet the English/Language Arts graduation requirement. This requirement applies to all three graduation options. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT 2.0 Reading test, as well as grade 11 and 12 retakers, will be required to take an Intensive Reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT 2.0 Reading are to be enrolled in a Developmental Language Arts Through ESOL course will count as elective credit and it is taken in lieu of an Intensive Reading course. ELLs in grades 10-12 who are FCAT retakers and obtain a passing score in the FCAT 2.0 Reading test are not required to take the Developmental Language Arts Through ESOL course. The District's K-12 CRRP requires each school to conduct a screening and diagnostic procedure to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus).
MATHEMATICS	For the 24 credit option for students who entered 9 th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9 th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit option, students must earn 4 credits. A four-year sequence includes Algebra 1, Geometry, Algebra 2, and Advanced Topics in Mathematics. Students earning two of the required credits for graduation in middle school may be required by the high school principal to take a minimum of 3 credits in high school. Business Math, Liberal Arts Math, and Consumer Math meet the high school graduation requirement, but do not meet the minimum entrance requirements for either the Florida University System, or the Florida Bright Futures Scholarship Award. For students who entered

	<p>grade 9 in 2010-2011, Algebra 1 and Geometry are required graduation courses. For students entering grade 9 in 2010-2013, Algebra 2 will be a graduation requirement no matter the graduation option chosen. Students will be required to earn 4 mathematics credits in order to graduate.</p>
SCIENCE*	<p>For students selecting any one of the three graduation options, 3 credits are required. The three-year recommended sequence includes: Earth/Space Science*, Biology 1, and one course from the following: Chemistry, Physical Science, or Physics. For students entering grade 9 in 2011-2012, Biology 1 will be a graduation requirement, including Biology 1 EOC requirement. For students entering grade 9 in 2013-2014, either Chemistry or Physics or an equally rigorous science course will be required for graduation.</p> <p>* The sequence of science courses for grade 9 and grade 8 Honors may change beginning with the 2012-2013 school year. Information will be provided to schools as soon as it is available.</p>
SOCIAL SCIENCE	<p>Regardless of the date of entry into grade 9, or graduation option chosen, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government – 0.5 credit, and Economics – 0.5 credit.</p>
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER AND TECHNICAL EDUCATION	<p>Students in the 24 credit option who entered 9th grade prior to 2007-2008, are to earn 0.5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and 0.5 credit in practical arts (any career/technical education course, a district-approved annual computer or journalism course). It should be noted that State statute provides for three methods by which high school students enrolled in the four-year, 24-credit, standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in State statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts. Students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, must earn 1 credit in performing/fine arts or an approved practical art (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program need not meet any requirement in this area. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, will satisfy the one-credit requirement in Performing Arts. This credit may not be used to satisfy the personal fitness requirement.</p>
PHYSICAL EDUCATION	<p>Students in the 24 credit option who entered 9th grade prior to 2007-2008, meet this requirement by successful completion of Personal Fitness or Adaptive Physical Education, or any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level, for two full seasons, and obtaining a passing score of C or higher on a competency test on personal fitness will satisfy the one credit physical education requirement. If the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit, since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of “C” or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class with a significant component of drills, will satisfy the one-half physical education elective requirement. The student must still complete the Personal Fitness or the Adaptive Physical Education course. For students who entered 9th grade in 2007-2008 and thereafter, this requirement is met by successful completion of Personal Fitness or Adaptive Physical Education and any other approved physical education semester course. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons will satisfy the one credit physical education requirement if the student passes a competency test on personal fitness with a score of “C” or higher. If</p>

	<p>the student satisfies the physical education graduation requirement through the interscholastic sport option, the student must earn one additional elective credit since no credit is granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of “C” or higher in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class will satisfy one-half credit in physical education or one-half credit in Performing/Fine Arts. Students must still successfully complete the Personal Fitness course or the Adaptive Physical Education course. Completion of two years of a Junior Reserve Officer Training Corps (J.R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course will satisfy the one-credit requirement in physical education and the one-credit requirement in Performing Fine Arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan. Students who entered 9th grade prior to 2007-2008 must earn 0.5 credit in Life Management Skills. Students enrolled in either of the two 18 credit options are not required to take physical education.</p>
ELECTIVES	<p>For students in the 24 credit option who entered 9th grade in 2006-2007, 8.5 elective credits are required. Students in the 18 credit college preparatory program, 3 elective credits are required. Students in the 18 credit career preparatory program, 2 elective credits are required, unless they select the 5 credits option in career/technical education (CTE). Students in the 24 credit option who entered 9th grade in 2007-2008 through 2008-2009, 8 elective credits are required in sequential courses in a CTE program. Students in the 18 credit college preparatory program, 2 elective credits are required. Students in the 18 credit career preparatory program, 3 credits in a single vocational/career education program and 2 credits in electives or 3 credits in single CTE certificate dual enrollment and 2 credits in electives are required, or 5 credits in vocational/career education (including 3 credits in one sequential career and technical program). Students entering 9th grade in 2010-2011 through 2013-2014 in the 24 credit option, 8 elective credits are required in sequential courses in a CTE program. Students in the 18 credit college preparatory program 2 elective credits are required. Students in the 18 credit career preparatory program, 3 credits in a single vocational/career education program and 1 elective credit or 3 credits in single CTE certificate dual enrollment and 1 elective credit, or 4 credits in vocational/career education (including 3 credits in one sequential career and technical education program). For students enrolled in the College Preparatory program, at least 6 of the 18 credits must be completed in courses that include dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or are specifically listed as rigorous by the Florida Department of Education. Honors courses are not included in these 6 credits.</p>
COMMUNITY SERVICE	<p>For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program’s Academic Scholars Award is 100 hours of community service, 75 hours for the Medallion Scholars Award, and 30 hours for the Gold Seal Vocational Award.</p>
DIGITAL LEARNING	<p>Beginning with students who entered grade 9 in the 2011-2012 school year and thereafter, at least one online course must be taken in order to graduate. This requirement shall be met through an online course offered by the high school, the Florida Virtual School, or an online dual enrollment course. The requirement may also be met if the student takes an online course in grades 6 through 8.</p>

**TIMELINE FOR IMPLEMENTATION OF THE
FLORIDA SECONDARY SCHOOL REDESIGN ACT AMENDMENT**

ENTERING 9 TH GRADERS 2010-2011	ENTERING 9 TH GRADERS 2011-2012	ENTERING 9 TH GRADERS 2012-2013	ENTERING 9 TH GRADERS 2013- 2014
Algebra 1 - the EOC assessment will count for 30% of the final course* grade for 9 th graders	Algebra 1 - the EOC assessment must be passed in order to earn credit for the course*	Geometry - the EOC assessment must be passed in order to earn credit for the course*	Chemistry or Physics - or an equally rigorous science course required for graduation
Geometry - required for graduation	Geometry – the EOC assessment is required and the results will constitute 30 percent of the student’s final course* grade	Biology 1 - the EOC assessment must be passed in order to earn credit for the course*	U.S. History - the EOC assessment will be required for all students. Requirements for students pending from FLDOE
	Biology 1 - the EOC assessment is required and the results will constitute 30 percent of the student’s final course* grade	Algebra 2 - required for graduation	
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented		

*These requirements will be in effect according to the above schedule for middle school students who enroll in the respective senior high school courses. If a student transfers into a high school, the school principal shall determine, in accordance with State Board of Education rule, whether the student must take an end-of-course assessment in a course for which the student has credit that was earned from the previous school.

**PREVIOUS HIGH SCHOOL GRADUATION REQUIREMENTS
BY YEAR OF ENTRY INTO GRADE NINE**

FOR STUDENTS WHO ENTERED GRADE 9 IN THE 2006-2007 SCHOOL YEAR

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CAREER PREPARATORY OPTION
ENGLISH/ESOL	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature	4 credits with major concentration in composition and literature
MATHEMATICS	3 credits, one of which must be Algebra I or its equivalent	3 credits at the Algebra I or above from the list of courses that qualify for state university admission	3 credits, one of which must be Algebra I or its equivalent
SCIENCE	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component	3 credits in natural science; two must have a laboratory component
SOCIAL SCIENCE	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
PRACTICAL ARTS/ PERFORMING/ ARTS FINE ARTS/CAREER AND TECHNICAL EDUCATION	1 credit practical arts career/technical education or exploratory career education or 1 credit performing/fine arts, or 0.5 credit in practical arts and 0.5 credit in performing fine arts	Not required	3 credits in a single career/technical education program; or 3 credits in a single career/technical certificate dual enrollment; or 5 credits in career/technical education (including 3 credits in one sequential career/technical education program)
LIFE MANAGEMENT	0.5 credit	Not required	Not required
PHYSICAL EDUCATION/ HEALTH	1 credit, including 0.5 credit in personal fitness and 0.5 credit in a physical education elective	Not required	Not required
ELECTIVES	8.5 credits	3 credits	2 credits unless 5 credits in career/technical education
TOTAL	24 credits	18 credits	18 credits
STATE ASSESSMENT REQUIREMENT	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT	Earn passing scores on the Grade 10 FCAT
GRADE POINT AVERAGE GPA	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale
TESTING	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT).	Students must earn a passing score on the Reading and Mathematics sections of the Grade 10 FCAT or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT).
COMMUNITY SERVICE	Required	Not required	Not required

FOR STUDENTS WHO ENTERED GRADE 9 IN THE 2007-2008, 2008-2009, OR 2009-2010 SCHOOL YEAR

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CAREER PREPARATORY OPTION
ENGLISH/ESOL	4 credits (major concentration in composition and literature and reading for information)	4 credits (major concentration in composition and literature and reading for information)	4 credits (major concentration in composition and literature and reading for information)
MATHEMATICS	4 credits (Algebra I, Geometry, and 2 courses at the Algebra I level or higher)	3 credits (Algebra I, Geometry, and a course at the Algebra I level or higher)	3 credits (Algebra I, Geometry, and a course at the Algebra I level or higher)
SCIENCE	3 credits (Earth/Space Science and Biology I and one course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science and Biology I and one course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science and Biology I and one course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)	3 credits (1 credit World History, 1 credit American History, 0.5 credit American Government, and 0.5 credit Economics)
FOREIGN LANGUAGE	Not required (foreign language credit is required for admission to state universities)	2 credits in the same language or demonstrated proficiency	Not required
FINE ARTS OR PERFORMING ARTS, SPEECH, DEBATE, OR PRACTICAL ARTS/ CAREER AND TECHNICAL EDUCATION	1 credit in Fine or Performing Arts, Speech and Debate, or Practical Arts (eligible courses specified in course Code Directory)	Not required	Not required
PHYSICAL EDUCATION	1 credit to include integration of health	Not required	Not required
ELECTIVES	8 credits	2 credits in electives	3 credits in a single career/technical education program and 2 elective credits, or 3 credits in career/ technical dual enrollment courses and 2 elective credits, or 5 credits in career/ technical education (including 3 credits in one sequential career and technical education program)
TOTAL	24 credits	18 credits	18 credits
GRADE POINT AVERAGE GPA	Earn a cumulative GPA of 2.0 on a 4.0 scale	Earn a cumulative weighted GPA of 3.5 on a 4.0 scale	Earn a cumulative weighted GPA of 3.0 on a 4.0 scale
STATE ASSESSMENT REQUIREMENTS	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Passing scores on the Grade 10 FCAT or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
COMMUNITY SERVICE	Required	Not required	Not required

HIGH SCHOOL DIPLOMAS / CERTIFICATES

The Miami-Dade County School Board provides for the awarding of a standard diploma, a certificate of completion, a CPT*-eligible certificate of completion, a special diploma, or a special certificate of completion.

STANDARD DIPLOMA

A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test and all applicable End of Course Assessments. The purpose of the standard diploma is to certify that the student has met all District and State standards for graduation. A special education student will be awarded a standard diploma if all of the criteria for a standard diploma have been met by that student.

SUPERINTENDENT'S DIPLOMA OF DISTINCTION

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

CERTIFICATE OF COMPLETION

A student who is enrolled in the 4-year, 24-credit program and has met all requirements for graduation except passing the FCAT graduation test, or earning the 2.0 GPA required for graduation will be awarded a certificate of completion. A student may make further attempts to meet the requirements for a standard diploma.

CPT* – ELIGIBLE CERTIFICATE OF COMPLETION

Students who earn the 24 required graduation credits and achieve a GPA of 2.0 or higher, but do not pass the FCAT graduation test, are eligible to receive the College Placement Test (CPT) – eligible certificate of completion. Students who receive the CPT – eligible certificate of completion may enroll directly into a Florida community college or post-secondary career and technical education program. Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION

Students with disabilities who are enrolled in the 4-year, 24-credit program and have been properly classified may be eligible to receive a special diploma or a special certificate of completion. Parents who have questions concerning these special diplomas or certificates are urged to consult the school counselor, special education department chairperson, or Region Center exceptional student education staffing specialist.

FOR STUDENTS WHO ENTERED GRADE 9 IN 2007-2008 AND THEREAFTER, THE FOLLOWING STANDARD DIPLOMA DESIGNATIONS ARE AVAILABLE:

- Completion of four or more accelerated college credit courses in Advanced Placement, International Baccalaureate, International Certificate of Education, or dual enrollment
- Career Education Certification
- Florida Ready to Work Credential

*CPT will be replaced by the PERT.

PROVISIONS FOR ACCELERATION

Students may utilize the acceleration options listed below to pursue a more challenging program of study or to accelerate entry into postsecondary institutions or vocations of their choice.

In addition to the two accelerated graduation programs (the college preparatory program and the career preparatory program), there are several provisions whereby students may accelerate their graduation or take additional courses prior to graduation. These include:

MIDDLE SCHOOL OPTION

Credits may be earned, with parental permission, in grades 6, 7, and/or 8, which may be applied toward the total credits needed for graduation, college admission, or Florida Bright Futures Scholarship Program requirements. During the time students are enrolled in designated senior high school courses, they are considered to be grade 9 students for those class periods. The decision to accept or reject the earned credit will be made at the beginning of the student's ninth grade year, for those high school courses taken prior to the 2007-2008 school year. The courses will remain a part of the students' middle school record and high school record. Factors to be considered in taking high school courses in the middle school include the impact on the student's GPA and subsequent rank in class, the possible lack of recognition by the National Athletic Association (NCAA) for senior high school courses taken in a grade below grade 9, and the benefit of retaking a course in which all the skills have not been mastered.

OPTIONAL SEVENTH PERIOD

With prior approval of the high school principal, credits earned in an adult education optional seventh period may be applied to graduation for a senior high school program. The optional seventh period classes funded through the adult education program are considered an extension of the senior high school program.

CAREER PATHWAY

Career Pathway is a senior high school transition initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Students should check with their school counselors for information and approval of Career Pathway courses.

DUAL ENROLLMENT

Dual enrollment is an articulated acceleration mechanism open to high school students who have completed ninth grade and are attending public high school. To enroll in dual enrollment academic programs, students must demonstrate a readiness to successfully complete college-level course work and have attained a qualifying grade point average. In order to determine the high school equivalency and the high school credit awarded for postsecondary courses completed through dual enrollment, refer to the most current *Dual Enrollment Course – High School Subject Area Equivalency*. The district weighs college-level dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. The list of currently active and authorized courses for dual enrollment is printed in *Curriculum Bulletin-I*, which is published annually.

EARLY ADMISSION

Early admission is a form of dual enrollment through which eligible students may enroll in a college or university on a full-time basis in courses that are creditable toward a high school diploma and the associate or baccalaureate degree. To be considered full-time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

ADVANCED PLACEMENT

Advanced Placement (AP) courses provide college experience to students while they are still high school students. AP programs are offered in each major academic area. Post-secondary credit for an AP course shall be awarded to students who score at least a 3 on a 5-point scale on the corresponding AP exam. A student who elects to enroll in an AP course that is jointly offered with a dual enrollment course may not earn postsecondary credit for that course through dual enrollment.

**INTERNATIONAL BACCALAUREATE/ADVANCED INTERNATIONAL
CERTIFICATE OF EDUCATION/ INTERNATIONAL STUDIES**

The International Baccalaureate (IB), the Advanced International Certificate of Education (AICE), and the International Studies (IS) programs are offered in several schools for which eligible high school students earn credit toward graduation and may receive post-secondary credit at colleges and universities.

CAREER EDUCATION

Any career education course authorized for grades 13 or higher may be taken for credit by students in grades 9-12, based on the career objectives of the students.

FLORIDA VIRTUAL SCHOOL

Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and, therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. A complete list of courses is available through FLVS's web site at <http://www.flvs.net>.

CREDIT BY EXAMINATION

Credit by examination is a method by which post-secondary credit is earned based on the receipt of a specified minimum score on a nationally standardized general or subject area examination.

CREDIT ACCELERATION PROGRAM (CAP)

Students may earn credit for selected high school courses by taking the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment or on a District-created standardized EOC.

Students may obtain more information about any of these opportunities for acceleration from their school counselors.

ADMISSION TO THE FLORIDA STATE UNIVERSITY SYSTEM

Admission decisions are based on high school graduation, grade point average in academic core courses; admissions test scores, and course distribution requirements. The minimum requirements apply to all of the state universities; however, universities are permitted to have higher admission standards. There are three methods to qualify for admission into the universities: the traditional admissions criteria based on the Florida Division of Colleges and Universities sliding scale, the Talented Twenty program, or the student profile assessment.

TRADITIONAL REQUIREMENTS

In addition to graduation from an accredited high school with the 18 credits in approved college prep courses, students must meet grade point average and test score requirements as indicated on the chart below. The weighted grade point average (GPA) will be calculated by the university using a 4.0 scale from grades earned in high school academic core courses in designated subject areas. Additional weights may be assigned to certain grades in state designated Honors, Advanced Placement, International Baccalaureate, Dual Enrollment, Advanced International Certificate of Education, International Studies, and other advanced courses. Admissions eligibility for students who are not in the Talented Twenty program will be determined from the sliding scale, which allows an applicant to balance a lower recalculated GPA with a higher test score or a lower test score with a higher GPA.

If the GPA in Academic Core Courses is:	One of the following composite admission test scores must equal or exceed:	
HSGPA	SAT-I	ACT
2.0	1140	25
2.1	1110	24
2.2	1090	24
2.3	1060	23
2.4	1030	22
2.5	1010	21
2.6	1000	21
2.7	990	21
2.8	980	21
2.9	970	20
3.0	*	*

*There is no minimum test score for students with a GPA of 3.0 or better. However, either an ACT or SAT score must still be submitted.

TALENTED TWENTY

The Talented Twenty Program is part of the Governor's One Florida Initiative. Students eligible for the Talented Twenty Program are guaranteed admission to one of the eleven state universities, and are given priority for award of funds from the Florida Student Assistance Grant (FSAG). The FSAG program is a needs-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to qualify for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they may not be admitted to the campus of choice.

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

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

APPLICATION FOR STATE UNIVERSITIES

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

STUDENT PROFILE ASSESSMENT

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

FLORIDA'S BRIGHT FUTURES SCHOLARSHIP PROGRAM

The Bright Futures Scholarship Program establishes a lottery-funded scholarship for Florida high school graduates based on academic achievement, who enroll in eligible Florida postsecondary institutions. The scholarship may be used for either full-time or part-time enrollment and is renewable. Basic information and qualification requirements are outlined below.

Requirements for all scholarship levels include:

- Be a Florida resident and a U. S. citizen or an eligible non-citizen;
- Not have been found guilty of, nor plead no contest to a felony charge;
- Not owe a repayment or be in default under any state or federal grant, loan, or scholarship program unless satisfactory arrangements to repay have been made;
- Meet specific coursework and minimum grade point average and test score requirements which are outlined on the Office of Student Financial Assistance (OSFA) website www.FloridaStudentFinancialAid.org/;
- **NEW** - Increase in community service requirement (and hours increase for Florida Academic Scholars) for three Bright Futures award levels. Bright Futures Florida Academic Scholars (FAS), Florida Medallion Scholars (FMS), and Florida Gold Seal Vocational Scholars (GSV) during the 2011-12 academic year, and thereafter, must complete:
 - FAS – 100 hours
 - FMS - 75 hours
 - GSV – 30 hours;
- Apply for a scholarship from the program prior to high school graduation by completing the online Florida Financial Aid Application (FFAA) for the Florida State Student Financial Assistance Database (SSFAD) at www.FloridaStudentFinancialAid.org, and use the award within three years of high school graduation;
- ATS - The Academic Top Scholars award, announced by the Florida Department of Education before the end of the fall term after all term one disbursements are reported, is awarded to the Florida Academic Scholar with the highest academic ranking in each county (based on the product of multiplying the Bright Futures GPA and the highest qualifying SAT/ACT test score). The recipient receives a cost per credit hour award established by the Florida Legislature in the General Appropriations Act in addition to the Florida Academic Scholars award. For current year award amounts visit: www.FloridaStudentFinancialAid.org/SSFAD/bf/awardamt.htm; and
- **NEW** - Complete and submit the *Free Application for Federal Student Aid* (FAFSA). The FAFSA does not have to indicate financial need; however, must be complete and processed error free prior to a student's first disbursement of the 2011-12 academic year. Visit the website at www.fafsa.ed.gov for online processing.

REQUIREMENTS FOR 2012-2013 APPLICANTS

AWARD AMOUNT: A student may receive funding for only one award (FAS, FMS, or GSV)

FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
AWARD AMOUNT: A student may receive funding for only one award (FAS, FMS, or GSV)		
Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$101 per semester hour at a four-year public or private institution, \$62 per semester hour at a two-year institution (community college), \$70 per semester hour at a Florida college offering four-year degree, and \$51 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$76 per semester hour at a four-year public or private institution, \$47 per semester hour at a two-year institution (community college), \$62 per semester hour at a Florida college offering an associate degree, \$52 per semester hour at a Florida college offering a four-year degree, and \$38 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$76 per semester hour at a four-year public or private institution, \$47 per semester hour at a two-year institution (community college), \$52 per semester hour at a Florida college offering a four-year degree, and \$38 per semester hour at a career/technical center. Full time students must earn 24 semester credits per academic year and students must submit a refund to the institution for any course(s) dropped or withdrawn after the drop/add period.
GRADE POINT AVERAGE (GPA) Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, 0.5 credit course = .25		
3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded)	3.0 weighted GPA using the credits listed below, combined with the test scores listed below. (Note: GPAs are not rounded)	3.0 weighted GPA using the 16 credits listed below for a 4-year diploma and a 3.5 unweighted GPA in a minimum of 3 career/technical job-preparatory or technology education program credits in one career/technical education program). (See Other ways to Qualify for 3-year graduation options.) (Note: GPAs are not rounded)
REQUIRED CREDITS See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.		
Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	16 credits required for high school graduation: 4 English (3 with substantial writing) 4 Math (Algebra 1, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 1 Performing/ Fine Arts or one Practical Arts 1 Physical Education (See Other Ways to Qualify for 3-year graduation options.)
COMMUNITY SERVICE		
100 hours, as approved by M-DCPS	75 hours, as approved by M-DCPS	30 hours, as approved by M-DCPS

TEST SCORES		
<p>Sections of the SAT, ACT, or CPT* from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible. Note: High school students graduating in 2013-2014 will be required to earn higher SAT/ACT scores.</p>		
<p>Best composite score of 1280 SAT Reasoning Test or 28 ACT</p> <p>2013-2014 – Best Composite score of 1290 SAT Reasoning Test or 29 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with 0.5 and higher; SAT scores do not require rounding.)</p>	<p>Best composite score of 1020 SAT Reasoning Test or 22 ACT</p> <p>2013-2014 – Best Composite score of 1170 SAT Reasoning Test or 26 ACT</p> <p>Note: The new writing sections for both the SAT and ACT will not be used in the composite.</p> <p>SAT Subject Tests are not used for Bright Futures eligibility.</p> <p>(ACT scores are rounded up for scores with 0.5 and higher; SAT scores do not require rounding.)</p>	<p>Students must earn the minimum score on each section of the CPT* or SAT or ACT.</p> <p>Sections of different test types may not be combined.</p> <p>CPT* Reading 83 Sentence Skills 83 Algebra 72</p> <p>SAT Reasoning Test Critical Thinking 440 Math 440</p> <p>ACT English 17 Reading 18 Math 19</p>
OTHER WAYS TO QUALIFY		
<p>Initial eligibility criteria used in Other Ways to Qualify must be met by high school graduation.</p>		
<p>National Merit or Achievement Scholars and Finalists; National Hispanic Scholars; IB Diploma recipients; students who have completed the IB curriculum with best composite score of 1280 SAT or 28 ACT; AICE Diploma recipients; students who have completed the AICE curriculum with best composite score of 1280 SAT or 28 ACT; GED with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; Early Admissions with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1280 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.</p>	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; students who have completed the IB curriculum with best composite score of 1020 SAT or 22 ACT; AICE Diploma recipients who have not completed 75 hours of community service; students who have completed the AICE curriculum with best composite score of 1020 SAT or 22 ACT; GED with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 1020 SAT or 22 ACT and a 3.0 weighted GPA in the above 16 required credits.</p>	<p>The other ways to qualify listed below must also include a 3.5 unweighted GPA in a minimum of 3 career education credits in one career education program and minimum test scores listed above.</p> <p>3-year <i>Career Preparatory</i> diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra 1) 3 Science (2 with substantial lab) 3 Social Science; or</p> <p>3-year <i>College Preparatory</i> diploma with 3.0 weighted GPA using the 16 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra 1) 3 Science (2 with substantial lab) 3 Social Science; 2 Foreign Language; or</p> <p>GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p>

Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.floridastudentfinancialaid.org/ for you may call toll free 1-888-827-2004.

*CPT will be replaced by the PERT.

CAREER PLANNING / COLLEGE ENTRANCE EXAMINATIONS

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

1. ACT: American College Testing Program (11, 12)
2. ASVAB: Armed Services Vocational Aptitude Battery (11, 12)
3. PLAN : Preliminary ACT (10)
4. PSAT: Preliminary SAT (10, 11)
5. SAT I: Reasoning Test – formerly the Scholastic Assessment Test (11, 12)
6. SAT II: Subject Tests – formerly the Scholastic Assessment Test (11, 12)
7. CPT*: College Placement Test (10,11, or 12)
8. PERT: Postsecondary Education Readiness Test (11)

Students should see their school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services office.

THE CAREER TECHNICAL EDUCATION/COLLEGE CONNECTION

Students completing specific Career Technical Education (CTE) programs can earn post-secondary hours and/or scholarships to enable them to complete post-secondary training. The following options explain how students may maximize their high school CTE course work. For additional information students should contact their program instructor or school counselor.

ARTICULATION AGREEMENTS POSTSECONDARY CREDIT FOR CTE COURSES

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at area technical centers (Miami Lakes Educational Center, Robert Morgan Educational Center, Lindsey Hopkins Technical Education Center). Students completing CTE training programs at area technical centers may earn credits toward an Associate of Science degree at Miami-Dade College. Specifically negotiated agreements between the college and M-DCPS award students college credit for CTE program work successfully completed in high school.

CAREER PATHWAYS

Career Pathway is an exciting and challenging educational initiative that allows students to obtain a sequential program of study which leads to a post-secondary career. Career Pathway students typically select general programs of study, show interest in career technical fields, transition on to a two-year certificate program, or pursue an associate or baccalaureate degree. The Career Pathway program of study provides students with skills and knowledge through a variety of curriculum choices and college credits. Students should check with their school counselors for information and approval of Career Pathway courses. After graduation from high school, students can continue their career-focused education at the community college or post-secondary institutions and earn a two-year associate degree or a two-year certificate. Post-secondary credits are granted through articulation agreements which may contain a dual-enrollment component.

*CPT will be replaced by the PERT.

POST-SECONDARY EDUCATION READINESS TEST (PERT) 2011-2012 ELEVENTH GRADERS

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

- Grade 10 Florida Comprehensive Assessment Test (FCAT) 2.0 Reading
 - Level 2 or 3
- Grade 10 FCAT Mathematics
 - Levels 2, 3, or 4.

Students who score below the required college-ready cut score must be provided with and complete postsecondary preparation instruction in grade 12 prior to graduation. Students may demonstrate college readiness with other assessments in addition to the P.E.R.T. Students who score at or above the college-ready cut-scores on any of the equivalent assessments listed below do not need to take the P.E.R.T.:

College-Ready Cut Scores							
P.E.R.T.		Accuplacer (CPT)		SAT-1		ACT	
Mathematics	113	Elementary Algebra	72	Mathematics	440	Mathematics	19
Reading	104	Reading	83	Verbal	440	Reading	18
Writing	99	Writing	83			English	17

The only courses that are approved to satisfy the postsecondary preparation instruction requirement are the following:

- Math for College Success (1200410) -0.5 credit
- Reading for College Success (1008350) – 0.5 credit
- Writing for College Success (1009370) – 0.5 credit
- English 4: College Prep (1001405) – 1.0 credit
- Math for College Readiness (1200700) – 1.0 credit.

Students who enroll in Math for College Success, Reading for College Success, and Writing for College Success may not earn core academic credit to satisfy graduation requirements. These courses will satisfy elective credit for State University Admission purposes and Bright Futures 4-year Gold Seal Scholarship requirements. Math for College Readiness and English 4: College Prep count as 1.0 credit courses and will satisfy:

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

GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress based on the competencies/benchmarks for the grade level course in which the student is enrolled. The determination of the specific grade a student receives must be based on the teacher's best judgment, after careful consideration of all aspects of each student's performance during a grading period.

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

In authorized annual courses, the student's final grade will be determined as follows: 25% value for each of four nine-week grading periods. A teacher may administer an assessment at the end of each nine-week grading period. The value of the assessment may not exceed 5% of the grade for each nine-week grading period, with a provision for teacher override. In order to pass an annual course in grades 9-12, a student must earn a minimum of 10 grade points, of which a minimum of five must be earned in the second semester. Teacher override (either up or down) can be used.

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

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

The following are the academic grades used:

Grade	Numerical Value (%)	Verbal Interpretation	Grade Point Value
A	90 - 100	Outstanding progress	4
B	80 - 89	Good progress	3
C	70 - 79	Average progress	2
D	60 - 69	Lowest acceptable progress	1
F	0 - 59	Failure	0
I	0	Incomplete	0

GRADE POINT AVERAGE

Grade point averages (GPA) may be used for any of the reasons listed below:

- high school graduation;
- rank in class;
- eligibility to participate in interscholastic extracurricular activities;
- academic Recognition Program;
- placement on the honor roll and/or membership in honor societies; and
- college admissions and scholarship competitions.

The grade and bonus point values shown in the chart below are used in determining unweighted (without bonus points) and weighted (with bonus points) GPA's.

Letter Grades	Grade Points	BONUS POINTS		
		Honors	Advanced Placement	International Baccalaureate/Advanced International Certificate of Education
A	4	1	2	2
B	3	1	2	2
C	2	1	1	1
D	1	0	0	0
F	0	0	0	0

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

The grade point average used for determining the final rank in class for students includes grades from all courses in which credits have been earned for high school graduation and the first semester of the students' final year. Bonus points are applied to grades earned in individual courses prior to the calculation of the weighted GPA.

Students selecting one of the three-year accelerated programs are included in the overall class ranking for their graduation year based on the relative ranking of his/her cumulative GPA. These students are also eligible for consideration for the academic recognition program and the Talented Twenty program.

ACADEMIC RECOGNITION PROGRAM

Cum Laude: the upper 15% of the graduating class, excluding the *Summa* and *Magna Cum Laude* students, using a weighted GPA, or students who have a 4.0 GPA or higher

Magna Cum Laude: the upper 10% of the graduating class, excluding the *Summa Cum Laude* students, using a weighted GPA

Summa Cum Laude: the upper 5% of the graduating class using a weighted GPA

The school counselor can assist students and parents in determining the processes for computing the GPA's used for the various purposes listed above.

STUDENT RIGHTS AND RESPONSIBILITIES REGARDING GRADES*

PHILOSOPHICAL BASIS:

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

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

*Excerpt from the Code of Student Conduct (Secondary) can be found in School Board Policy 5500

ATTENDANCE POLICY*

Parents and students are responsible for attendance which shall be required of all students during the days and hours that school is in session. Students are expected to:

- be present at school each and every day;
- attend class as scheduled;
- arrive at school and each class on time; and
- demonstrate appropriate behavior and a readiness to learn.

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present for at least two (2) hours or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
2. Class Attendance - Students are to be counted in attendance if they are physically present in class for at least half of the class period, have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
3. Tardiness – A student is considered tardy if he/she is not present at the moment the school bell rings for the class assigned. Note: If a student is not present when attendance is taken but is present later in the school day, that student must be considered in attendance, but tardy, and the absence should be changed. A student who is tardy should never remain on record as being absent.
4. Early Sign-outs - No student shall be released within the final 30 minutes of the school day unless authorized by the school principal or principal's designee, e.g., emergency, sickness.

B. Reasonable Excuses for Time Missed at School

1. Personal illness of the student (medical evidence may be required by the principal for absences exceeding 5 consecutive days). The written statement must include all the days the student has been absent from school. If a student is continually ill and repeatedly absent from school due to a specific medical condition, he/she must be under the supervision of a health care provider in order to receive excused absences from school.
2. Court appearance of the student, subpoena by law enforcement agency, or mandatory court appearance.
3. Absence due to a medical appointment requires a written statement from a health care provider indicating the date and time of the appointment and submitted to the principal.
4. An approved school activity (absences recorded, but not reported).
5. Other absences with prior approval of the principal.
6. Attendance at a center under the Department of Children and Families supervision.
7. Significant community events with prior permission of the principal. When more than one (1) school is involved, the Region Superintendent will determine the status of the absence.
8. Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service be observed.
9. Military Connected Students – M-DCPS is committed to assist students from military families and will continue to facilitate the development and implementation of policies that directly impact children of military personnel. In an effort to ease the burden of our students who have parents that may be deployed or on "Black Leave," schools will allow up to a total of 5 days of excused absences each academic year to allow families time together.
10. Death in the immediate family.
11. School sponsored event or educational enrichment activity that is not a school-sponsored event, as determined by the principal. The student must obtain advance written permission from the principal. Examples of special events include: public functions, conferences, and regional, state, and national competitions.

12. Outdoor suspension.
13. Other individual student absences beyond the control of the parent or student, as determined and approved by the principal. The principal shall require documentation related to the situation

C. Unexcused School Absence Due To:

1. vacations, personal services, local non-school event, program, or sporting activity;
2. older students providing day care services for siblings;
3. illness of others; and
4. non-compliance of immunization requirements unless lawfully exempted.

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

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course may have quarterly, semester, and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee.

Unexcused absences shall not be grounds for suspension from school, but may result in detention or placement in existing alternative programs.

Any student who fails to attend a regularly scheduled class and has a "no excuse" for the absence should be referred to the appropriate administrator. Disciplinary action should include notification to parents. Chronic truancy or deliberate nonattendance in excess of fifteen (15) days school days within a ninety day (90) calendar period will be sufficient grounds for withdrawal of students sixteen (16) years of age or older, who are subject to compulsory school attendance under Florida Statute 1003.21.

The student will:

1. attend school/classes 180 days each school year;
2. be reported as present for the school day in order to participate in athletic and extracurricular activities;
3. request the make-up assignments for all excused absences/tardies from his/her teachers upon his/her return to school or class within three (3) days. It should be noted that all classwork, due to the nature of the instruction, is not readily subject to make-up work; and
4. complete the make-up assignments for classes missed within the equivalent number of days absent. Failure to make up all assignments will result in the lower assessment of the student's academic and/or effort grade.

The parent will:

1. be responsible for his/her child's school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child;
2. report and explain an absence or tardiness to the school;
3. ensure that his/her child has requested and completes make-up assignments for all excused absences/tardies from the child's teachers upon his/her return to school or class; and
4. appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences, and support the prescribed activities designated.

*This information can be found in School Board Policy 5200

HOMWORK POLICY*

Homework is an essential part of the instructional process. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments. Homework is not to be assigned as punishment. Secondary school homework assignments should recognize that more time and individual student initiative are expected in order to meet increased instructional demands. Homework assignments for exceptional students should reflect the special needs of such students.

In general, homework assignments will be completed the following day. Long-range assignments and/or special projects should provide students with the opportunity to develop and refine research and independent study skills. Teachers should review evidence periodically before the student submits a long-range assignment. Students in academic classes should receive a minimum of two (2) homework assignments each week in each class. These assignments should be reflected in the students' class grade.

Students shall:

1. complete assigned homework as directed;
2. return homework to the teacher by the designated time;
3. submit homework assignments that reflect careful attention to detail and quality of work; and
4. devote a minimum of 30 minutes each day to reading as an additional part of the homework assignment.

NOTE: Students can receive additional help through the Homework Helpers Program, which includes the Dial-A-Teacher program, at 305-995-1600, Monday through Thursday from 5:30 P.M. to 8:30 P.M., WLRN, Channel 17. Students may also access Miami-Dade County Public School's web page at <http://www.dial-a-teacher.com>

While it is understood that parents are not responsible for providing a great deal of assistance to their child in completing homework, there is still much that parents can do to promote good study habits.

Parents shall:

1. provide continued interest and concern for the child's successful performance in school, through encouraging and supporting the child in his/her performance of homework assigned;
2. indicate an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child;
3. support the school in the students' assigned homework;
4. request assignments for the child when short-term absences are involved;
5. assist the school in stressing the importance of reading and its benefits; and
6. assure that students read for a period of at least 30 minutes each day in addition to any other assigned homework.

* Excerpt from School Board Policy 2330

ELIGIBILITY REQUIREMENTS FOR PARTICIPATION IN INTERSCHOLASTIC EXTRACURRICULAR ATHLETICS AND ACTIVITIES

In order for a student to participate in extracurricular athletics and activities, a student must meet the standards set forth by Section 1006.15, Florida Statutes, Bylaws and Policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board Bylaws and Policies and Florida High School Athletic Association (FHSAA), Bylaws and Policies.

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

A student shall be eligible during the first semester of his/her ninth-grade year provided that it is the student's first entry into ninth grade and he/she was regularly promoted from eighth grade the immediate preceding year.

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

(a) the student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible and (b) the student sits out the semester of ineligibility; and (c) the student attends summer school, or its graded equivalent, as necessary; and (d) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

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

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

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or pre- or post-season physical activity associated with the student's candidacy for an interscholastic athletic team.

A student shall be eligible for no more than four (4) consecutive academic years from the date he/she first enrolls in the ninth grade. Four years from the date he/she first enrolls in the ninth grade, he/she shall become ineligible for further interscholastic athletic competition. For students enrolled in either one of the two accelerated graduation programs, once they have met all the graduation requirements, they cannot remain in high school for a fourth year in order to continue eligibility to participate in high school athletics/activities.

The school athletic director and school counselor can assist students in planning a program of study that will include the appropriate courses to prepare for college entrance examinations and meet core course requirements for participation in National Collegiate Athletic Association (NCAA) athletic programs. They can also assist students in determining how to calculate the GPA required to be eligible to participate in NCAA athletics and advise the student regarding which courses do not meet NCAA eligibility requirements.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

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

Examples are:

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

Personal notes made by teachers and other school officials that are not shared with others are not considered educational records as long as they are kept private by the maker of the record. Additionally, law enforcement records created and maintained by a school district law enforcement unit are not education records.

Parents or eligible students are guaranteed the right, upon request, to inspect and review their children's records and to obtain copies of them within 45 days. In accordance with Board policy, a fee may be charged for reproduction of records, unless the imposition of that fee would effectively prevent the exercise of the right to inspect and review the education records. The parent or eligible student also has the right to request a correction of education records which he/she believes to be inaccurate or misleading. Requests are reviewed by the school principal, regional office, and/or District office and the parent or eligible student is notified of the decision(s).

MAGNET PROGRAMS

Through the School Choice & Parental Options office, Miami-Dade County Public Schools offers numerous magnet program options that infuse career-oriented themes, provide enhanced quality educational opportunities, and promote diversity. Thus, the District has one of the largest representations of magnet programs and schools in the United States. A major feature of the programs/schools has been their appeal to students with similar interests but diverse backgrounds that draws them into a learning environment in which they will prosper.

These programs provide unique educational experiences for students in areas of interest or special talent. Such programs have been successful because their content has satisfied the educational needs of the students. Some programs accept all interested students, while other programs have specific entrance criteria. Upon acceptance into a given program, transportation may be provided according to guidelines set in the Magnet School Board Policy 2370. When the number of eligible students exceeds the number of available seats in non-talent magnet programs, a random selection procedure is utilized to admit students.

CAREERS AND PROFESSIONS

A variety of programs prepare senior high school students for careers and professions. These programs are tailored to maximize the understanding of any given career and profession. Students are given experiences in real-world situations to enable them to succeed in college and the workforce.

Information about individual school programs in Careers & Professions can be found at [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

LIBERAL ARTS

The Liberal Arts magnet theme provides programs that prepare students to be knowledgeable citizens and empower them to meet the challenges of a rapidly changing world. The programs are dedicated to the formation of knowledge in the Humanities, Natural Sciences, and Social Sciences through the use of leading edge technology, research, and artistic production. Academic excellence and commitment to the values of diversity, community, and collaboration and an appreciation for aesthetics distinguish the Liberal Arts magnet schools. Each program views learning as a transformative, socially interactive process.

Information about individual school programs in Liberal Arts can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

INTERNATIONAL PROGRAMS

International programs offer a challenging curriculum promoting high levels of academic productivity, comprehension of world cultures, and the acquisition of a foreign language. Through internationally benchmarked academic study and interdisciplinary courses, students become active lifelong learners and global citizens prepared to succeed in an ever-changing international society and economy.

Through the **International Studies** program, school administration, teachers, students, and parents work collaboratively with foreign ministries of education in Spain, France, Italy, Brazil, and Germany to ensure that the educational requirements and standards of that country are infused and taught in the curriculum. The pedagogy results in the acquisition of a second language.

The **International Baccalaureate (IB) Programme** is a highly coordinated, rigorous course of study linking Humanities, the Sciences, Mathematics, Languages, and Community Service. The curriculum of the IB Diploma Programme incorporates standards that assume a high level of aptitude and achievement. The IB Diploma is highly recognized at colleges and universities throughout the country and world-wide. For more information, visit www.ibo.org.

The **Cambridge (AICE Diploma) Program** is a challenging, accelerated curriculum that is based on Britain's A Level examinations. At the senior high school level, the Cambridge Program becomes a four-year curriculum that progresses from two years of preparatory classes to entrance in the Advanced International Certificate in Education (AICE) Diploma Program. For more information, visit www.cie.org.uk.

International Education Programs immerse students in multicultural education with an emphasis on learning a second language. These programs, which are delivered in various, successful, curricular designs, prepare students to live effectively in a fast changing global society and economy.

Information about individual school offerings in International Programs can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

MONTESORI

Montessori programs are based on a philosophy whose fundamental belief is that children learn best within a social environment which supports each child's individual development. The child is considered as a whole. The physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important. Learning occurs in an inquiring, nurturing atmosphere that encourages social interaction for cooperative learning, peer teaching, and emotional development. The specific and uniquely designed curriculum and the use of multi-sensory learning materials enable students to become self-directed and motivated learners.

Information about individual school featuring Montessori programs can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

MATHEMATICS, SCIENCE, AND TECHNOLOGY

Mathematics, Science, and Technology programs utilize innovative strategies and technology to engage students in investigation and discovery. This hands-on approach captures natural curiosity and stimulates interest, thereby building better understanding and quality performance. Students utilize mathematics, science, and technology laboratories, as well as real world environmental sites, to engage in mathematical analysis, scientific inquiry, and engineering design.

Information about individual school programs in Mathematics, Science, and Technology can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

VISUAL AND PERFORMING ARTS

Visual and Performing Arts talent programs provide intellectually stimulating and educationally challenging classes in the arts for students who, through the audition and portfolio review process, demonstrate a talent in a particular art form. Students and teachers engage in a continuous exchange with numerous opportunities to develop and showcase talents.

Information about individual school programs in Visual and Performing Arts can be found at: [HTTP://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP](http://CHOICE.DADESCHOOLS.NET/SUB-MS.ASP).

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

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

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

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

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

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

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

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

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "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, gender, national origin, marital status, or handicap against a student or employee.

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

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

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. Revised 5/9/03