

















Miami-Dade County Public Schools
2010-2011

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CURRICULUM BULLETIN - 1 FRONTMATTER

HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the “A++ Plan for Education,” was passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006. The provisions of this law include academic course requirements at the middle school level to better prepare middle school students for senior high school. Also, in order to increase the rigor and relevance of the senior high school experience and to prepare high school students for college and the workplace, the high school instructional program was changed significantly.

- 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.
- To better engage students in planning and making decisions for their future, they are to select an area of interest as part of their electronic Personalized Education Plan (ePEP). Students are to earn four credits in a major area of interest, similar to college students, which may be in the arts, advanced academic studies, or career preparation. Each school will provide students and their parents with a list of district/state-approved major areas from which a selection is to be made. The remaining four elective credits may be used to earn a second major area of interest, a minor, or for other elective courses.

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. In order to graduate all five options require students to earn a passing score on the Florida Comprehensive Assessment Test (FCAT) graduation test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled “2010-2011 Graduation Requirements.”

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 guidance 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.

As mentioned above, the requirements for the four-year, 24-credit program were changed by the Florida Legislature for students who entered the 9th grade in 2007-2008. Students who enrolled in the four-year, 24-credit program prior to July 1, 2007, are responsible for the requirements in force at that time.

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 the athletic director at the student's school.

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.

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. There are certain programs which have requirements that would not be able to be met within either accelerated option. Staff from 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.

Students who successfully complete the International Baccalaureate curriculum or the Advanced International Certificate of Education curriculum meet the graduation requirements and are eligible to receive a standard diploma.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Sunshine State Standards 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 earn at least five credits by the end of grade 9 and 11 credits by the end of grade 10.

Entering 9th grade students must have completed an electronic Personalized Education Plan (ePEP). The ePEP should have been initiated in 7th grade 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.

HIGH SCHOOL GRADUATION REQUIREMENTS 2010-2011

This table represents requirements for students who entered 9th grade in 2007-2008 and thereafter. 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 graduation test.

	24 CREDIT PROGRAM	18 CREDIT COLLEGE PREPARATORY PROGRAM	18 CREDIT CAREER PREPARATORY PROGRAM
ENGLISH/ESOL	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)	4 credits (major concentration in composition & literature and reading for information)
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra I level or higher)	3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher)	3 credits (Algebra I, Geometry, & a course at the Algebra I level or higher)
SCIENCE	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	3 credits (World History, American History, American Government, & Economics)	3 credits (World History, American History, American Government, & Economics)	3 credits (World History, American History, American Government, & 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
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination	Not required	3 credits in a single career/technical education program, 3 credits in career/technical dual enrollment courses, or 5 credits in career/technical education courses
PHYSICAL EDUCATION/ HEALTH	1 credit	Not required	Not required

ELECTIVES	8 credits (4 credits must be in the student's major area of interest; remaining credits may be used for another major, minor, elective courses, or intensive reading or mathematics courses)	3 credits	2 credits unless earning 5 credits in career/technical education
GRADE POINT AVERAGE(GPA)	2.0	3.5 (beginning with students who entered 9 th grade in 2006-2007 and thereafter; for students who entered 9 th grade prior to 2006-2007, required GPA is 3.0)	3.0
MINIMUM GRADE TO EARN COURSE CREDIT	"D"	"B" (weighted or unweighted)	"C" (weighted or unweighted)
TESTING	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.	Students must earn a passing score on the Reading and Mathematics sections of the FCAT graduation test.
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years

EXPLANATORY NOTES

ENGLISH/LANGUAGE ARTS	English I, II, III, & IV or English I-IV Through ESOL are required to meet the English/language arts graduation requirement. This requirement applies to the 24 credit program and the two accelerated programs. Additional ESOL credit may be counted for elective credit.
MATHEMATICS	For the 24 credit program 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 programs students must earn 3 credits. A four-year recommended sequence includes Algebra I, Geometry, Algebra II, & Analysis of Functions. Informal Geometry meets the high school graduation requirement, but does not meet the minimum entrance requirement for the Florida University System.

<p align="center">SCIENCE</p>	<p>For students selecting the 24 credit program or the two accelerated programs, the required courses include Earth/Space Science and Biology, and one course from the following: Chemistry I, Physical Science, Physics, or Integrated Science III. Integrated Science will meet the requirement for graduation and admission into the State University System by taking Integrated Science I, II, & III or by taking Integrated Science I and two additional science courses. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11.</p>
<p align="center">SOCIAL SCIENCE</p>	<p>For students selecting the 24 credit program and the two accelerated programs, the required courses include World History - 1 credit, American History - 1 credit, American Government - .5 credit, & Economics - .5 credit.</p>
<p align="center">FOREIGN LANGUAGE</p>	<p>For students selecting the college preparatory program, they are to complete any two sequential courses in the same foreign language, including American Sign Language, or demonstrate foreign language proficiency at a level equivalent to two years of high school foreign language. This proficiency must be documented by the student's school. Students enrolled in the 24 credit or the career preparatory programs are not required to earn foreign language credit.</p>
<p align="center">PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION</p>	<p>For students in the 24 credit program who entered 9th grade prior to 2007-2008, they are to earn .5 credit in performing/fine arts (art, dance, theatre, music, speech, or debate) and .5 credit in practical arts (any career/technical education course or a district-approved annual computer or journalism course). They also must earn .5 credit in Life Management Skills. For students in the 24 credit program who entered 9th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or practical arts (see details in Graduation Requirements chart above). Students enrolled in the college preparatory program do not have to meet any requirement in this area. Students in the career preparatory program must meet the requirements listed in the chart above.</p>

PHYSICAL EDUCATION

For students in the 24 credit program who entered 9th grade prior to 2007-2008, 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, and obtaining a passing score of "C" or higher on a competency test on personal fitness shall 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 Reserve Officers Training Corps (R.O.T.C.) class with a significant component of drills, shall satisfy the one-half physical education elective requirement, but 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 shall 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 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 shall 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 Reserve Officer Training Corps (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, shall 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 enrolled in either of the two 18 credit programs are not required to take physical education.

<p>ELECTIVES</p>	<p>For students in the 24 credit program who entered 9th grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory program are required to take 3 credits and those students in the career preparatory program are required to take 2 credits unless they select the 5-credit career/technical option.</p> <p>For students in the 24 credit program who entered 9th grade in 2007-2008 and thereafter, they are required to complete 4 credits in a major area of interest, such as sequential courses in a career/technical program, fine and performing arts, or academic content area, selected by the student as part of the student's ePEP. Students are also required to take 4 credits in elective courses as part of the student's ePEP, which include a second major area of interest, a minor area of interest, elective courses, or intensive reading or mathematics intervention courses.</p> <p>Any senior high school course listed in the current <i>Florida Course Code Directory</i> will fulfill the elective graduation requirement for any of the three graduation options except study hall and other courses listed as non-credit, Adult Basic Education, and GED preparation.</p>
<p>COMMUNITY SERVICE</p>	<p>For students in the 24 credit program, 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 programs 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 75 hours of community service.</p>

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 need-based grant; therefore, Talented Twenty students must meet FSAG eligibility requirements in order to be eligible for priority funding. Please note that while eligible students are guaranteed admission at one of the state universities, they 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;
- Authorize the release of eligibility information to the Florida Department of Education;
- Earn a Florida high school diploma or its equivalent from a Florida public or private high school;
- Successfully complete certain courses while attaining the grade point average specified in the scholarship type;
- Be accepted by and enroll in an eligible Florida postsecondary education program;
- Be enrolled for at least six (6) semester credit hours or the equivalent;

- Not have been found guilty of, nor pled no contest to a felony charge;
- 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.

Requirements for 2010-2011 Applicants

	FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
<p>AWARD AMOUNT</p> <p>A student may receive funding for only one award (FAS, FMS, or GSV)</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$126 per semester hour at a four-year public or private institution, \$78 per semester hour at a two-year institution (community college), and \$64 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.</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), and \$48 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.</p>	<p>Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. The award amounts for 2010-2011 will be available in the summer of 2011. Currently, the award amounts are \$95 per semester hour at a four-year public or private institution, \$59 per semester hour at a two-year institution (community college), and \$48 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.</p>

<p style="text-align: center;">GRADE POINT AVERAGE (GPA)</p> <p>Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, .5 credit course = .25</p>	<p>3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below.</p> <p>(Note: GPAs are not rounded)</p>	<p>3.0 weighted GPA using the credits listed below, combined with the test scores listed below.</p> <p>(Note: GPAs are not rounded)</p>	<p>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).</p> <p>(See "Other ways to Qualify" for 3-year graduation options.)</p> <p>(Note: GPAs are not rounded)</p>
<p style="text-align: center;">REQUIRED CREDITS</p> <p>See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.</p>	<p>Courses must include 15 credits of college preparatory academic courses:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 4 Math (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) <p>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.</p>	<p>Courses must include 15 credits of college preparatory academic courses:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 4 Math (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) <p>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.</p>	<p>Courses must include the 16 core credits required for high school graduation:</p> <ul style="list-style-type: none"> 4 English 4 Math 3 Science 3 Social Science 1 Performing Fine/ Practical Arts 1 Physical Education <p>(Plus a minimum of 3 career/technical job-preparatory or technology education program credits in one career/technical education program.)</p>
<p style="text-align: center;">COMMUNITY SERVICE</p>	<p>75 hours, as approved by M-DCPS</p>	<p>Not required</p>	<p>Not required</p>

<p style="text-align: center;">TEST SCORES</p> <p>Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria.</p> <p>For spring eligibility evaluations, test dates through the end of January will be admissible.</p> <p>For summer eligibility evaluations, test dates through the end of June will be admissible.</p>	<p>Best composite score of 1270 SAT Reasoning Test or 28 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 .5 and higher; SAT scores do not require rounding.)</p>	<p>Best composite score of 970 SAT Reasoning Test or 20 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 .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 SAT Reasoning Test Critical Reading 440 Math 440 ACT English 17 Reading 18 Math 19</p>
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<p style="text-align: center;">OTHER WAYS TO QUALIFY</p> <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;</p> <p>National Hispanic Scholars;</p> <p>IB Diploma recipients;</p> <p>Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT;</p> <p>AICE Diploma recipients;</p> <p>Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT;</p> <p>GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; or</p> <p>3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits.</p>	<p>National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service;</p> <p>Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT;</p> <p>AICE Diploma recipients who have not completed 75 hours of community service;</p> <p>Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT;</p> <p>GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 required credits; or</p> <p>3-year college preparatory program with best composite score of 970 SAT or 20 ACT and a 3.0 weighted GPA in the above 15 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><i>3-year Career Preparatory</i> diploma with 3.0 weighted GPA using the 13 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Math (including Algebra I) 3 Natural Science (2 with substantial lab) 3 Social Science; <p><i>3-year College Preparatory</i> diploma with 3.0 weighted GPA using the 15 core credits required for graduation listed below:</p> <ul style="list-style-type: none"> 4 English (3 with substantial writing) 3 Math (Algebra I and above) 3 Natural Science (2 with substantial lab) 3 Social Science 2 Foreign Language; or <p>GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).</p>
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Additional information on the Bright Futures Scholarship Program may be obtained on the internet: www.FloridaStudentFinancialAid.org/SSFAD/bf or you may call toll free 1-888-827-2004.

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)

Students should see their guidance 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, guidance counselor, or career specialist.

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 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.

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 Florida Comprehensive Assessment Test (FCAT) graduation test. 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 shall 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 guidance counselor, special education department chairperson, or Regional Center exceptional student education staffing specialist.

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

- Major area of interest
- 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

GRADING STUDENT PERFORMANCE

By School Board directive, academic grades are to reflect the student's academic progress. 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, including such factors as class attendance, homework, and participation.

In authorized semester courses, the student's final grade shall be determined as follows: 40 percent value for each of two nine-week grading periods and 20 percent value for the final examination, with a provision for teacher override.

In authorized annual courses, the student's final grade shall be determined as follows: 20 percent value for each of four nine-week grading periods, 10 percent value for the midterm exam, and 10 percent for the final exam, 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 shall be included in the calculation of the cumulative grade point average required for graduation.

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
- 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.

GRADE AND BONUS POINT VALUES:

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. The calculation process produces an unweighted GPA to which bonus values are added. This GPA is used for the ranking process.

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.

The levels of the Academic Recognition Program are as follows:

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

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. Factors to be considered in removing the courses from the high school record 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 guidance counselors for information and approval of Career Pathway courses.
- **Dual Enrollment.** Dual enrollment allows high school students who have completed ninth grade to simultaneously earn college or career technical education credit toward a post-secondary degree or certificate and credit toward meeting their high school graduation requirements. Students must meet the following eligibility criteria: (a). 3.0 unweighted grade point average (GPA) to enroll in college credit courses, or a 2.0 GPA to enroll in CTE certificate courses, (b). pass the appropriate section of the college placement test (CPT), and (c). meet additional admissions criteria established by the post-secondary institution. The college courses selected by the student must count toward high school graduation. They may earn bonus points equivalent to those earned in Advanced Placement, International Baccalaureate, or Advanced International Certificate of Education courses. Approval in advance of course registration is required. Students should check with their guidance counselors for information and approval of dual enrollment courses.
- **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.
- **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.
- **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. Secondary students are also eligible to enroll in courses offered through the **Miami-Dade Virtual School**. A complete list of courses is available through FLVS's web site at <http://www.flvs.net> or Miami-Dade Virtual School's (M-DVS) web site at <http://mdvs.dadeschools.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.

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

HOMEWORK POLICY*

Regular, purposeful homework is an essential part of a student's education. Homework is an integral factor in fostering the academic achievement of students and in extending school activities into the home and the community. Regular homework provides opportunities for developmental practice, drill, the application of skills already learned, the development of independent study skills, enrichment activities, and self-discipline. Homework should provide reinforcement and extension of class instruction, and should serve as a basis for further study and preparation for future class assignments.

Student's Responsibilities

1. Completing assigned homework as directed and in the spirit in which it was assigned.
2. Returning homework to the teacher by the designated time.
3. Submitting homework assignments that reflect careful attention to detail and quality of work.
4. Devoting 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>.

Parents' Responsibilities

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' responsibilities include:

1. Providing an environment conducive to study.
2. Providing 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.
3. Indicating an interest in assignments and assisting, if possible, when requested by the child, but not to include performing the work for the child.
4. Supporting the school in regard to the child being assigned homework.
5. Requesting assignments for the child when short-term absences are involved.
6. Assuring that the child reads for a period of at least 30 minutes each day in addition to any other assigned homework.

**Excerpt from School Board Rule 6Gx13- 6A-1.23*

ATTENDANCE POLICY

There is probably no factor more important to a student's progress in school than regular and punctual attendance. Miami-Dade Public Schools has a vision whereby each student engages in a rigorous instructional program which prepares him/her for a myriad of successful post-secondary options. Students are expected to:

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

Miami-Dade Public Schools has the affirmative obligation to increase student attendance through a monitoring process that will classify all absences as excused or unexcused, to inform parents of student absences, and to ensure that compulsory attendance laws are enforced as mandated by Florida statutes. This obligation will be satisfied through the implementation of an attendance review procedure, which monitors the type and number of student absences, as well as the impact of these absences on learning. Each school has an Attendance Review Committee, which is comprised of a minimum of a student services representative and an administrator or an administrative designee. The committee will provide guidance and support to students with significant absences by providing early intervention by convening when students reach an accumulation of five (5) unexcused absences in a semester course or ten (10) unexcused absences in an annual course.

A. Attendance Defined

1. School Attendance - Students are to be counted in attendance only if they are actually present 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 or 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 - It is a reasonable expectation that in order for a learning activity to take place, each student must arrive to school and class on time. Accumulated unexcused tardies will be counted toward the threshold for initiating attendance review.
4. Early Sign-outs - The early release of students causes disruption to academic performance of all students and may create safety and security concerns. 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. Absences Defined

1. Excused School and Class Absences and Tardies

- Student illness: students missing 5 or more consecutive days of school due to illness or injury are required to provide a written statement from a medical provider. 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 physician in order to receive excused absences from school.
- Medical appointment: If a student is absent from school because of a medical appointment, a written statement from a medical provider indicating the date and time of the appointment must be submitted to the principal.

- Death in family.
- 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.
- School sponsored event or educational enrichment activity that is not a school sponsored event, as determined by the principal or principal's designee. The student must obtain advance written permission from the principal or the principal' designee. Examples of special events include: public functions, conferences, and regional, state, and national competitions.
- Subpoena by law enforcement agency or mandatory court appearance.
- Outdoor suspensions.
- Other individual student absences beyond the control of the parent or student, as determined and approved by the principal or the principal' designee. The principal shall require documentation related to the situation.

2. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits the required documentation as specified above. Failure to provide the required documentation within three school days upon the return to school will result in an unexcused absence.

Unexcused absences include:

- Absences due to vacations, personal services, local non-school event, program, or sport activity.
- Absence due to older students providing day care services for siblings.
- Absences due to the illness of others.
- Absences due to non-compliance of immunization requirements unless lawfully exempted.

The student is expected to:

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

The parent is expected to:

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.
4. Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences and support prescribed activities.

This information is from School Board Rule 6Gx13- 5A-1.041

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, policies of the Greater Miami Athletic Conference (GMAC), and Miami-Dade County School Board rules. In addition, a student must comply with the school district's Contract for Student Participation in Interscholastic Competitions or Performances, FM-7155.

To be eligible to participate in interscholastic extracurricular athletics a student must attend school and may participate only in the interscholastic athletic programs sponsored by the school he or she first attends each school year. To be eligible to participate in interscholastic extracurricular 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 course required for graduation. The grades from all courses required for graduation that a student takes, including those taken by the student before he or she begins high school, must be included in the calculation of the student's cumulative GPA at the conclusion of each semester. Computation of the grade point average 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 the ninth grade.

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 that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND

(b) 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 guidance 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.

STUDENT RIGHTS AND RESPONSIBILITIES*

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:

- ▣ 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 right to receive an academic grade that reflects their achievement
- ▣ Students have the right to be notified when they are performing unsatisfactorily .
- ▣ Students have the right to receive a conduct and effort grade in each class consistent with their overall behavior and effort.
- ▣ Students have the right to achieve academic success based upon their own initiative and ability without interference from others.

Responsibilities:

- ▣ 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 responsibility for maintaining reasonable standards of academic performance commensurate with their ability
- ▣ Students have the responsibility for making every effort to improve their performance upon receipt or notification of unsatisfactory performance.
- ▣ Students have the responsibility to conduct themselves in each class in ways that are conducive to the learning process.
- ▣ 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)
Board Rule 6Gx13- 5D-1.08

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 educational records. Under this law, parents have the right upon request, to inspect, release, and challenge information contained within the student's educational records. This right transfers to the student when he/she reaches the age of 18. Only authorized individuals having legitimate educational interest will have access to a student's educational records. The Board approved directive for implementing the provision of the Family Educational Rights and Privacy Act is contained in the document "Student Educational Records," and is available <http://www.ehandbooks.dadeschools.net/policies/91/SER>.

FERPA's legal statute citation can be found in the U.S. Code of Federal Regulations for Title 34; (20 USC section 1232g; 34 CFR Part 99).

Education records include a range of information about a student that is maintained in schools in any recorded way, 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;

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 under federal and state laws. Parents are guaranteed a right of "meaningful" access to copies of their children's records. The parent or eligible student also has the right to request that a school correct records which he/she believes to be inaccurate or misleading. The parent's rights extend to any lawyer, lay person, or advocate whom the parent authorizes to represent him or her. Access must be granted within 30 calendar days from the initial request.

NOTE: The Florida Department of Education (and all state education agencies) is required to afford parents and eligible students (students who are 18 years of age or older) to access educational records the state agency maintains, e.g., state assessment tests

MAGNET / INNOVATIVE CHOICE PROGRAMS

2010-2011

Through the Office of School Choice and Parental Options, Miami-Dade County Public Schools offers numerous magnet and innovative choice 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 to appeal to students with similar interests but diverse backgrounds, and to draw 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 Rule 6Gx13- [6A-1.46](#). When the number of eligible students exceeds the number of available seats in non-talent magnets and innovative choice programs, a random selection procedure is utilized to admit students.

SENIOR HIGH SCHOOL THEMES

CAREERS AND PROFESSIONS

AEROSPACE SCIENCE

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

This program is designed to provide students with experiences that prepare them to pursue degrees in science, technology, engineering, and mathematics. In partnership with NASA, Science Engineering Mathematics Aerospace Academy (SEMAA) students participate in work-site experiences and conduct real-world experiments through hands-on, inquiry-based learning activities in a state-of-art, electronically enhanced, computerized environment.

AGRISCIENCE, ENGINEERING, AND ENVIRONMENTAL STUDIES

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

Students explore and study agronomy, horticulture, forestry, entomology, aquaculture, environmental science, and mechanical technology. Students learn about Florida's vast, changing environment as they conduct investigations in natural habitats and research native plant species, aviaries, wetlands, and marine sites.

AVIATION

HIALEAH SENIOR HIGH SCHOOL 305-822-1500

HOMESTEAD SENIOR HIGH SCHOOL 305-245-7000

This college preparatory program exposes students to a wide variety of aviation careers. Flight orientation is offered through a cooperative effort among Hialeah Senior High School, Homestead Senior High School, Miami-Dade College, EIG-Watson School of Aviation, and Florida Memorial College School of Aviation. It is also offered through the aviation industry, dual enrollment courses, and summer outreach programs. The program's unique design includes two strands. Students study Aeronautics, Computer Applications for Aviation, Aero-Meteorology/Navigation, and Flight Operations in the Flight strand. Additionally, Business Management, Airline Management, Marketing/Ticketing, Customer Service, Reservations, Air Cargo, and Accounting are studied in the Management strand.

BUSINESS AND FINANCE

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

MIAMI JACKSON SENIOR HIGH SCHOOL 305-634-2621

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

SOUTHWEST MIAMI SENIOR HIGH SCHOOL 305-274-0181

WILLIAM H. TURNER TECHNICAL SENIOR HIGH SCHOOL (NAF PROGRAM) 305-691-8324

The Academy for Business and Finance and the Academy for Banking and Finance in partnership with the National Academy Foundation, provide a practical overview and exposure to international business and finance through courses that incorporate marketing, management, finance, computing, communications, and economics. In addition, colleges and universities offer dual enrollment courses and the business community provides summer internships to further extend the classroom experience.

DESIGN AND ARCHITECTURE

DESIGN AND ARCHITECTURE SENIOR HIGH SCHOOL 305-573-8253

This district-wide magnet school serves talented visual arts students who have career aspirations in fashion design, interior design, landscape architecture, and structural architecture. Students dual enroll in courses at colleges and universities and gain practical experiences in Miami's Design District showrooms and architectural offices, while working under the mentorship of designers and architects.

ENGINEERING

MIAMI CORAL PARK SENIOR HIGH SCHOOL 305-226-6565

This engineering program is a collaborative effort between Miami Coral Park Senior High School and Florida International University and provides students the opportunity to earn dual enrollment credit and explore careers in engineering. During the regular school term and a summer outreach program, students participate in various seminars, projects, experiments, and field trips while studying mathematics, physics, and chemistry, as related to careers in civil, mechanical, environmental, industrial, and electrical engineering.

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

The Academy of Engineering prepares students for postsecondary education and careers through a theme-based, contextualized curriculum approach. Academic learning experiences are combined with hands-on work experience to help students develop the thinking and problem-solving skills so critical to postsecondary education and career success. The Academy of Engineering was developed in collaboration with Project Lead the Way (PLTW) and the National Action Council for Minorities in Engineering (NACME). PLTW has contributed its groundbreaking curriculum and NACME has lent its resources, expertise, and reputation as the nation's largest private source of college scholarships for minority engineering students.

ENGINEERING, COMMERCIAL ARTS, AND ARCHITECTURE

JOHN A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

ROBERT MORGAN EDUCATIONAL CENTER 305-253-9920

The Academies for Engineering, Commercial Arts, and Architecture provide students with a solid base of multi-disciplinary knowledge through a myriad of academic courses offered within the program. A requirement of each student in the program is to capture his or her craftsmanship in the form of a professional portfolio. Technology is integrated with core and specialized education curriculum to assist students in developing careers in architecture, engineering, and commercial art design.

ENVIRONMENTAL RESEARCH AND FIELD STUDIES

TERRA ENVIRONMENTAL RESEARCH INSTITUTE 305-412-5800

The Academies for Environmental Research and Field Studies, Biomedical Research, and Robotics and Engineering Technology will provide students with the knowledge to understand and care for the environment, manage natural resources, and find solutions to man-made pollution on communities at local and global levels. An emphasis is placed on research and development combining the design and problem solving skills of engineering/technology with biological sciences and the conservation of our natural resources.

LEGAL AND PUBLIC AFFAIRS

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

MIAMI CAROL CITY SENIOR HIGH SCHOOL 305-621-5681

MIAMI SENIOR HIGH SCHOOL 305-649-9800

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

The Legal and Public Affairs programs offer a comprehensive college preparatory curriculum for students interested in pre-law, public law, public administration /management, or public policy. The program prepares students for employment in law enforcement, criminal justice, and the corrections department. Participants work closely with professionals, participating in shadowing and mentoring programs. Local professionals, including distinguished practicing attorneys and judges, offer guidance, assistance, and summer internships. Colleges and universities provide dual enrollment courses to further extend the classroom experience.

LAW STUDIES, HOMELAND SECURITY, AND FORENSIC SCIENCES

LAW ENFORCEMENT OFFICERS' MEMORIAL HIGH SCHOOL 786-299-8402

Miami-Dade County Public Schools and The City of Miami/Miami Police Department have joined forces to provide students with a unique opportunity in the areas of law and law enforcement. The focus is to provide a rigorous education across all content areas while incorporating the program's career objectives. Student will have access to forensic science labs, courtroom labs, and computer simulation centers. Students will have certification possibilities in a variety of areas and have the opportunity to enroll in dual enrollment programs at Florida International University, the University of Miami, and Miami-Dade College. Internships in the student's respective area of study will be available.

MARITIME AND SCIENCE TECHNOLOGY

MARITIME AND SCIENCE TECHNOLOGY (MAST) ACADEMY 305-365-6278

This district-wide magnet school prepares students for future maritime and marine science related careers through dual enrollment courses, simulations, internships, and the use of state-of-the-art technology and laboratory equipment. MAST Academy offers students the opportunity to pursue a rigorous course of study in one of three strands: Marine Studies and Culture, Maritime Related Industries, or Oceanic and Atmospheric Science Technology. Unique to this program is the nation's only Coast Guard JROTC unit.

MEDICAL AND ALLIED HEALTH PROFESSIONS

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

JOHN A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

MIAMI NORTHWESTERN SENIOR HIGH SCHOOL 305-836-0991

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

ROBERT MORGAN EDUCATIONAL CENTER 305-253-9920

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

The Medical and Allied Health programs offer students in-depth study of medicine, science, and health care through selected course work, dual enrollment courses, internships, and collaboration among community health facilities, hospitals, colleges, and universities. The programs offer laboratory experiences and real life applications in the fields such as patient care, physical therapy, emergency medical care, pharmacy, and/or sports medicine.

PROFESSIONAL SERVICES

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

The Professional Services program features specialized career-themed classes offering real-world applications through hands-on, experiential activities. Job shadowing, internships, and collaboration with local businesses provide students with opportunities to observe and learn from industry professionals within their aspired field. Upon successful completion of the program requirements, students will be certified in a variety of areas, such as Agritechology and Business Systems,

Automotive Services (ASE certified), Landscape Design and Turf Management, Materials and Processing, and Sports and Recreational Turf Management.

TEACHING PROFESSION

MIAMI NORLAND SENIOR HIGH SCHOOL 305-653-1416

MIAMI SENIOR HIGH SCHOOL 305-649-9800

The Teaching Profession magnet programs introduce students to the art of teaching. Courses guide participants in developing skills for effective communicators, creative and complex thinkers, goal setters, technology managers, sensitive multi-cultural citizens, and problem solvers. Through explorations and research, students discover how the techniques learned are used in the workplace, including the classroom, the childcare industry, social services, and psychology, law, and communications professions. The program also offers opportunities for dual enrollment courses and internship placement in various professions.

HOSPITALITY AND TOURISM

JOHN A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

HOMESTEAD SENIOR HIGH SCHOOL 305-245-7000

MIAMI BEACH

SENIOR HIGH SCHOOL 305-532-4515

MIAMI NORLAND SENIOR HIGH SCHOOL 305-653-1416

MIAMI SPRINGS SENIOR HIGH SCHOOL 305-885-3585

The Academy of Hospitality and Tourism implements the curriculum of the National Academy Foundation. The program offers comprehensive industry connected experiences, which allows students to analyze, compare, and contrast key elements that make tourism the number one industry in the state of Florida. Students use innovative industry related technology tools, build leadership skills, and gain a greater understanding of the economy and culture of the community. In grades 11 and 12, students earn dual enrollment credits and receive paid summer internships in travel and tourism enterprises.

COMMUNICATIONS AND HUMANITIES

COMMUNICATIONS AND MEDIA

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

Communications and Media programs offer a structured, sequential curriculum designed to develop visual and media literacy and the ability to communicate effectively in verbal, graphic, and written form. Through project and problem-based learning, students actively engage in interactive, multimedia activities in various forms of the communications discipline, such as broadcasting, mass media, media arts, journalism, speech, web design, desktop publication, and computer illustration.

MUSEUM STUDIES PROGRAM

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

The Museum Studies program taps into local resources to develop course content that motivates learning based on personal interactions with the arts, culture, and technology. This unique learning environment provides students with exploratory courses that are not only innovative and multidisciplinary, but offer firsthand experience with career-focused tracks of study supported by visiting professionals and experts in their perspective fields including: architecture, graphic design, exhibit design, development, business administration, marketing, education, and public relations. Students participate in exhibitions, performances, tours and field trips, visitations, programs, and lectures hosted by institutions involved in museum partnerships.

INTERNATIONAL EDUCATION AND ACADEMIC TALENT

INTERNATIONAL BACCALAUREATE

CORAL GABLES SENIOR HIGH SCHOOL 305-443-4871

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

JOHN A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

NORTH MIAMI SENIOR HIGH SCHOOL 305-891-6590

SOUTH DADE SENIOR HIGH SCHOOL (CANDIDATE) 305-247-4244

The International Baccalaureate (IB) Diploma Years Programme (DYP) is a highly coordinated, rigorous course of study linking Humanities, the Sciences, Mathematics, Languages and Community Service. The curriculum of the IB diploma program incorporates standards that assume a high level of aptitude and achievement. Those who earn the IB diploma gain admission to selective universities throughout the world, with some universities offering advanced standing or course credit to students with strong IB examination results. Diploma Programs afford students the opportunity to earn up to thirty college credits while in high school.

FOREIGN LANGUAGES AND HUMANITIES

BOOKER T. WASHINGTON SENIOR HIGH SCHOOL 305-324-8900

The Foreign Languages and Humanities Program links the study of foreign languages, including French and Spanish, with a humanities strand that acquaints students with the fundamental ideas that have shaped western civilization. The curriculum explores the history, culture, and artistic contributions of the cultures associated with the languages that are studied.

ADVANCED PLACEMENT LAUREATE

MIAMI SOUTHRIDGE SENIOR HIGH SCHOOL 305-238-6110

The Advanced Placement (AP) Laureate Program is designed for academically talented students to acquire college credits while completing their high school education. The AP Laureate program focuses on developing the “whole” student, building both good scholars and good citizens. Small classes are designed to foster an intimate learning environment where students can develop critical thinking skills and participate in research projects and classroom presentations.

LEADERSHIP DEVELOPMENT

YOUNG WOMEN’S PREPARATORY ACADEMY 305-575-1200

YOUNG MEN'S PREPARATORY ACADEMY 305-571-1111

The creation of the single gender educational environments offers unique opportunities for teachers to adapt teaching methods to address the differences in learning between girls and boys. The development of these schools coincided with the release of "brain-based" research that showed boys and girls have inherent differences that also make their learning styles different. The schools are designed to encourage students to be curious and enthusiastic about exploring academic interests and postsecondary paths.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

BIOMEDICAL AND ENVIRONMENTAL SCIENCES

NORTH MIAMI BEACH SENIOR HIGH SCHOOL 305-949-8381

The Biomedical and Environmental Sciences Program utilizes an action-learning curriculum to develop the scientific method of problem solving. Students work as researchers under the supervision of trained professionals to extend scientific knowledge and gain insight into the practical use of the discovery method. Additionally, students use industrial technology and apply understanding through problem-based investigations in laboratories and in the surrounding community.

INFORMATION TECHNOLOGY

AMERICAN SENIOR HIGH SCHOOL (NAF PROGRAM) 305-557-3770

G. HOLMES BRADDOCK SENIOR HIGH SCHOOL (NAF PROGRAM) 305-220-9400

JOHN A. FERGUSON SENIOR HIGH SCHOOL 305-408-2700

MIAMI BEACH SENIOR HIGH SCHOOL (NAF PROGRAM) 305-532-4515

MIAMI CENTRAL SENIOR HIGH SCHOOL (NAF PROGRAM) 305-696-4161

MIAMI JACKSON SENIOR HIGH SCHOOL (NAF PROGRAM) 305-634-2621

MIAMI KILLIAN SENIOR HIGH SCHOOL (NAF PROGRAM) 305-271-3311

NORTH MIAMI BEACH SENIOR HIGH SCHOOL 305-949-8381

ROBERT MORGAN EDUCATIONAL CENTER 305-253-9920

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

The Information Technology Program utilizes curriculum which offers a variety of courses in computer applications and information technology. Students engage in workplace application of skills learned through simulations, computer programming, graphic designing, and practical application in the fields of mathematics, science, and communication. Dual enrollment courses and a summer outreach program are available through cooperation with colleges and universities. The business community provides summer internships to further extend the classroom experience.

VISUAL AND PERFORMING ARTS

FINE ARTS

North Miami Senior High School 305-891-6590

VISUAL AND PERFORMING ARTS

CORAL REEF SENIOR HIGH SCHOOL 305-232-2044

DESIGN AND ARCHITECTURE SENIOR HIGH SCHOOL 305-573-7135

DR. MICHAEL M. KROP SENIOR HIGH SCHOOL 305-652-6808

MIAMI NORTHWESTERN SENIOR HIGH SCHOOL 305-836-0991

NEW WORLD SCHOOL OF THE ARTS 305-237-3135

ROBERT MORGAN EDUCATIONAL CENTER 305-253-9920

SOUTH DADE SENIOR HIGH SCHOOL 305-247-4244

SOUTH MIAMI SENIOR HIGH SCHOOL 305-666-5871

The Visual and Performing Arts Program immerses students for two to three hours each day, in the theory and practical application of skills in careers in visual art, commercial art, computer graphics, photography, dance, music, film scoring, theatre, and television production. Students participating in the visual and performing arts program combine the development of personal talent with an in-depth study of creative works, ideas, and people. Through collaboration with colleges and universities, students participate in college level courses; acquire advance training in talent areas and earn dual enrollment credit.

MIDDLE SCHOOL THEMES

CAREERS AND PROFESSIONS

MUSIC INDUSTRY X-PERIENCE (MIX)

RIVIERA MIDDLE SCHOOL (INNOVATIVE CHOICE PROGRAM) 305-226-4286

The Music Industry X-perience (MIX) is an academy that introduces students to careers in the music technology industry. Using the latest technologies and equipment, students gain skills, knowledge, and hands-on experience in music technology. The academy prepares students to take advantage of growing opportunities in the music industry with a wide range of career options in all aspects of design, production, communication, and operation of state of the art music media technologies. Using the latest software, students create their own music scores, music CDs and videos, storyboards, and lyrics.

COMMUNICATIONS AND HUMANITIES

COMMUNICATIONS

NORTH MIAMI MIDDLE SCHOOL 305-891-5611

The Communications program offers a structured, sequential writing program that develops thinking skills and the ability to communicate effectively in both written and oral language. The program is dedicated to providing educational experiences through courses and programs in broadcasting and journalism.

GLOBAL STUDIES

ARVIDA MIDDLE SCHOOL 305-385-7144

RICHMOND HEIGHTS MIDDLE SCHOOL 305-238-2316

The Global Studies Program aims to develop an understanding of the factors and underlying causes that surround poverty, injustice, conflict, health, and environmental protection in the United States and the world community. By focusing on the interdependence of people and nations, Global Studies enable students to act more compassionately in their daily lives based on an inherent appreciation of other cultures, languages, religions, and governments.

MUSEUMS MAGNET PROGRAM

NORTH MIAMI MIDDLE SCHOOL 305-891-5611

SHENANDOAH MIDDLE SCHOOL 305-856-8282

The Museums Magnet Program partners with local museums and cultural institutions and links innovative curriculum to the resources and artifacts of each museum, creating living laboratories. Through ongoing visitations and project based learning, students are provided with unprecedented exposure to arts, culture, history, language arts, social studies, and sciences.

LEADERSHIP DEVELOPMENT

YOUNG WOMEN'S PREPARATORY ACADEMY 305-575-1200

SOUTH DADE MIDDLE SCHOOL 305-224-5200

The creation of the single gender educational environments offers unique opportunities for teachers to adapt teaching methods to address the differences in learning between girls and boys. The development of these schools coincided with the release of "brain-based" research that showed boys and girls have inherent differences that also make their learning styles different. The schools are designed to encourage students to be curious and enthusiastic about exploring academic interests and postsecondary paths.

VISUAL AND PERFORMING ARTS

VISUAL AND PERFORMING ARTS

ALLAPATTAH MIDDLE SCHOOL 305-634-9787

BROWNSVILLE MIDDLE SCHOOL 305-633-1481

CHARLES R. DREW MIDDLE SCHOOL 305-633-6057

MAYS MIDDLE SCHOOL 305-233-2300

NORLAND MIDDLE SCHOOL 305-653-1210

SOUTH MIAMI K-8 CENTER 305-667-8847

SOUTH MIAMI MIDDLE SCHOOL 305-661-3481

SOUTHWOOD MIDDLE SCHOOL 305-251-5361

The Visual and Performing Arts Program utilizes a curriculum which engages students in a

challenging environment designed to increase participants' knowledge of history and theories, improve performance and presentation skills, and provide opportunities to become familiar with the entertainment industry. Students develop self-awareness, artistic independence, and technological skill as they explore visual arts, dance, theatre, music, photography, and television production.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

AEROSPACE SCIENCE AND MATHEMATICS

RUBÉN DARÍO MIDDLE SCHOOL 305-226-0179

The Aerospace Science and Mathematics Program offers students the opportunity to pursue an in-depth study of aviation and aerospace science. Topics take participants on a journey through learning the history and principles of flight to space science and technology. The unique curriculum assists students in gaining knowledge of real-world application in the aviation/aerospace industry, business, travel, and government.

BIOMEDICAL AND ENVIRONMENTAL AGRICULTURE TECHNOLOGY

JOHN F. KENNEDY MIDDLE SCHOOL 305-947-1451

The BEAT magnet program at John F. Kennedy Middle School is an academically rigorous curriculum utilizing a career academy model. Students in this program have an opportunity to be trained in the various elements of biomedical and environmental sciences. The middle school students, in collaboration with North Miami Beach Senior High School students, will conduct original research, assisted via distance education provided by post-secondary schools including the University of Florida and Miami-Dade College of Allied Health.

COMPUTER TECHNOLOGY

HORACE MANN MIDDLE SCHOOL 305-757-9537

The Computer Technology magnet program at Horace Mann Middle School serves as a national model for applied technology. Students explore technology applications in language arts, mathematics, science, and social science through personal projects. Technology courses include training from introduction to technology to advanced computer programming. Experiences are documented in electronic portfolios.

MEDICAL AND ALLIED HEALTH PROFESSIONS

BROWNSVILLE MIDDLE SCHOOL 305-633-1481

The Medical and Allied Health Professions program at Brownsville Middle School is designed to expose students who are interested in the medical profession to career-related explorations, health care facilities, and professionals working in the medical field. Students gain insight into medical and allied health professions as they explore medical technology, emergency medicine, dental hygiene and technology, veterinary medicine, and pharmacology. Health care workers serve as speakers and mentors to bring the world of health careers to the classroom.

SCIENCE/ZOOLOGY

RICHMOND HEIGHTS MIDDLE SCHOOL 305-238-2316

In cooperation with Miami Metro Zoo, Jungle Island, Monkey Jungle, and the Environmental Center, Richmond Heights Middle School offers a magnet program that is comprehensive in scope and content for students with a keen interest in zoology. Students spend two hours daily in Advanced Integrated Science instruction. Community partnerships provide a venue for discovery and problem-based learning.

SCIENCE, ENGINEERING, AND TECHNOLOGY

MIAMI SPRINGS MIDDLE SCHOOL 305-888-6457

Miami Springs Middle School's Science, Engineering, and Technology Magnet (*Get SET*) program implements a science-based curriculum designed to prepare students to make well reasoned, and healthy lifelong decisions. All students at Miami Springs Middle Magnet School learn how to locate, comprehend, interpret, evaluate, manage, and apply information in a variety of explorations and media, including Internet science labs and the Miami Museum of Science and Space Transit Planetarium exhibits.

INTERNATIONAL EDUCATION AND ACADEMIC TALENT

INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAM

HERBERT A. AMMONS MIDDLE SCHOOL 305-971-0158

HOMESTEAD MIDDLE SCHOOL (CANDIDATE) 305-247-4221

LAMAR LOUISE CURRY MIDDLE SCHOOL 305-222-2775

PONCE DE LEON MIDDLE SCHOOL 305-661-1611

NORTH DADE MIDDLE SCHOOL (CANDIDATE) 305-624-8415

NORTH MIAMI MIDDLE SCHOOL 305-891-5611

ADA MERRITT K-8 CENTER (CANDIDATE) 305-326-0791

FRANK C. MARTIN K-8 CENTER 305-238-3688

At the middle school level the International Baccalaureate Middle Years Programme (MYP) offers a challenging curriculum and has rigorous assessments, giving students the opportunity to earn up to five (5) high school credits. The program also encourages students across the world to become active, compassionate, lifelong learners who understand that other people, with their differences, can be right.

INTERNATIONAL EDUCATION

G. W. CARVER MIDDLE SCHOOL 305-444-7388

NORTH DADE MIDDLE SCHOOL 305-624-8415

International Education Programs offer a variety of curricular activities aimed at promoting high levels of academic productivity, developing unique abilities, and learning a foreign language. The curriculum

provides opportunities for students to develop an understanding and the ability to perform tasks that require active management of different types of knowledge relative to real-life problems.

INTERNATIONAL STUDIES

G. W. CARVER MIDDLE SCHOOL 305-444-7388

Through the International Studies Programs, the school works collaboratively with ministries of education in Spain, France, Italy, or Germany to ensure that educational requirements of that country are reflected in the curriculum. Educational attaches from these countries have been working cohesively with school administrators, teachers, students, and parents since 1986, providing curriculum, textbooks from the respective countries for language arts, math, social science, and science, and sponsoring foreign teachers.

ELEMENTARY SCHOOL THEMES

APPLIED TECHNOLOGY

ACADEMY FOR APPLIED TECHNOLOGY - PREPARING FOR SUCCESS

HENRY E. S. REEVES ELEMENTARY SCHOOL 305-953-7243

Henry E. S. Reeves Elementary School is creating citizens who will be prepared to meet challenges of the twenty-first century. Students use technology tools across the curriculum to communicate, research, solve problems, and create products. Students select appropriate technology tools and applications to produce projects and reinforce skills.

COMMUNICATIONS AND HUMANITIES

LEARNING VILLAGE

THENA C. CROWDER ELEMENTARY SCHOOL 305-836-7137

In the Learning Village program students explore four school-wide themes - Character Building, Cultural Awareness, community, and careers. With instruction tailored to their social and academic needs, students participate in activities, field trips, and programs that enhance their awareness of the larger community in which they live.

LITERACY THROUGH THE ARTS

CHARLES R. DREW ELEMENTARY SCHOOL 305-691-8021

LILBERTY CITY ELEMENTARY SCHOOL 305-691-4973

LILLIE C. EVANS ELEMENTARY SCHOOL 305-691-4973

WEST HOMESTEAD ELEMENTARY SCHOOL 305-248-0812

The Literacy through the Arts program emphasizes a hands-on approach to instruction in reading, language arts, communication skills, and critical thinking. Through utilization of visual art, storytelling, oral histories, role playing, poetry, and writing, students engage in learning activities that stimulate memory and smooth the progress of understanding.

GLOBAL STUDIES

MELROSE ELEMENTARY 305-635-8676

The International Ambassadors of Multiple Intelligences incorporates eight different intelligences to develop awareness of global cultural sensitivity. The staff implements instructional practices that allow students to use kinesthetic, interpersonal, intrapersonal, logical/mathematical, music, naturalist, verbal/linguistic, and visual/spatial intelligences. Through the use of individualized intelligence stations, students develop global literacy using themed-based school-wide instruction.

MUSEUMS MAGNET PROGRAM

SOUTHSIDE ELEMENTARY 305-371-3311

WILLIAM J. BRYAN ELEMENTARY SCHOOL 305-891-0602

The Museums Magnet program partners with local museums and cultural institutions and links innovative curriculum to the resources and artifacts of each museum, creating living laboratories. Through ongoing visitations and project based learning, students are provided with unprecedented exposure to arts, culture, history, language arts, social studies, and sciences.

EARLY LITERACY

EARLY LITERACY

MARTIN LUTHER KING ELEMENTARY SCHOOL 305-836-0928

Students attending Martin Luther King Elementary School engage in technology assisted learning through the Waterford Early Reading Program, which is a research-based program. Learning activities are designed to ensure that all children gain and maintain grade level reading proficiency, regardless of primary language or level of literacy. The program focuses on the “Big 5” of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension strategies.

INTERNATIONAL EDUCATION

INTERNATIONAL EDUCATION

AIRBASE ELEMENTARY SCHOOL 305-258-3676

LORAH PARK ELEMENTARY SCHOOL 305-633-1424

MORNINGSIDE ELEMENTARY SCHOOL 305-758-6741

North Dade Center For Modern Languages (CML) 305-625-3885

International Education Programs offer a variety of curricular activities aimed at promoting high levels of academic productivity, developing unique abilities, and learning a foreign language. The curriculum

provides opportunities for students to develop an understanding and the ability to perform tasks that require active management of different types of knowledge relative to real-life problems.

INTERNATIONAL BACCALAUREATE PRIMARY YEARS PROGRAMME

EARLINGTON HEIGHTS ELEMENTARY SCHOOL 305-635-7505

FRANK C. MARTIN K-8 CENTER 305-238-3688

ADA MERRITT K-8 CENTER 305-326-0791

The International Baccalaureate Primary Years Programme (PYP) focuses on the total growth of the developing child by encompassing the, social, physical, emotional, and cultural needs of students in addition to academic development. Explorations through interdisciplinary courses promote better comprehension of world cultures and serve to promote a global view and responsible citizenry.

INTERNATIONAL STUDIES

SUNSET ELEMENTARY SCHOOL 305-661-8527

Through the International Studies Programs, the school works collaboratively with ministries of education in Spain, France, Italy, or Germany to ensure that educational requirements of that country are reflected in the curriculum. Educational attaches from these countries have been working cohesively with school administrators, teachers, students, and parents since 1986, providing curriculum, textbooks from the respective countries for language arts, math, social science, and science, and sponsoring foreign teachers.

MONTESSORI

MONTESSORI

JOELLA GOOD ELEMENTARY SCHOOL 305-625-2008

PHYLLIS R. MILLER ELEMENTARY SCHOOL 305-756-3800

PINE VILLA ELEMENTARY SCHOOL 305-258-5366

SCOTT LAKE ELEMENTARY SCHOOL 305-634-1443

The Montessori philosophy advocates the perspective that thinking is a skill, not a gift. These programs offer carefully planned, stimulating environments that promote the development of foundational habits, decision-making skills, attitudes, self-awareness, and ideas which are essential for life long learning.

MATHEMATICS, SCIENCE, AND TECHNOLOGY

MATHEMATICS AND SCIENCE

E. W. F. STIRRUP ELEMENTARY SCHOOL 305-226-7001

Students with an interest in mathematics and science, participate in curriculum activities that feature an integrated, hands-on laboratory approach to learning at this Mathematics/Science/Aerospace

magnet. The program infuses state-of-the-art technology, problem solving, and simulations to promote growth in academic performance.

HOLMES ELEMENTARY SCHOOL 305-836-3421

Holmes Elementary School implements the National Aeronautics and Space Administration (NASA) Science, Engineering, Mathematics, and Aerospace Academy program designed to increase participation in career fields such as science, technology, engineering, and mathematics. The curriculum is a national science education program based on national science standards and designed by NASA..

MEDICAL ARTS

POINCIANA PARK ELEMENTARY 305-691-5640

Poinciana Park is a professional development laboratory school affiliated with the University of Miami's School of Education. The inquiry-based mathematics and science curriculum integrates the most current technology and media tools, including telecommunication links, for students to become familiar with skills of experimental research. The instructional approach provides students with opportunities to experience the acquisition and interpretation of information about real-life problems. The curriculum encompasses the life sciences, physical/chemical sciences, environmental sciences, and health sciences.

MEDICAL, ENVIRONMENTAL, AND DIVERSIFIED SCIENCES

FRANCES S. TUCKER ELEMENTARY SCHOOL 305-567-3533

Students spend ninety minutes each day immersed in the study of earth/space sciences, physical/chemical sciences, environmental sciences, and health sciences. In addition, the core curriculum follows the state and district instructional programs and integrates current technology and creative teaching techniques to stimulate academic performance.

SCIENCE, ENGINEERING, MATHEMATICS, AND AEROSPACE ACADEMY (SEMAA)

HOLMES ELEMENTARY SCHOOL 305-836-3421

The Science, Engineering, Mathematics, and Aerospace Academy (SEMAA) engages students in an integrated, hands-on, inquiry-based program. The academy uses NASA's exciting problem-solving curriculum, which includes designing and constructing aircraft models as well as exploring the universe via tangible, 3-dimensional models.

TECHNOLOGY ENHANCEMENT

DR. HENRY W. MACK/WEST LITTLE RIVER ELEMENTARY SCHOOL 305-691-6491

The Mathematics and Science Program is enhanced by collaboration with Leap Frog Schoolhouse, Inc. The program incorporates hands-on, technological experiences into core curriculum in reading, mathematics, and science.

ZOOLOGY, MATHEMATICS, SCIENCE, AND TECHNOLOGY

ETHEL F. BECKFORD/RICHMOND ELEMENTARY SCHOOL 305-238-5194

In cooperation with the Metro Zoo, Jungle Island, Monkey Jungle, South Florida Water Management District, and Florida Fresh Water Game Commission, this magnet program offers a comprehensive curriculum in scope and content for students with a keen interest in zoological science. Students use

decision-making skills, generate alternatives, consider risks, and evaluate and contemplate the best alternatives as they develop problem-solving skills.

VISUAL AND PERFORMING ARTS

CREATIVE AND EXPRESSIVE ARTS

R. R. MOTON ELEMENTARY SCHOOL 305-235-3612

PERRINE ELEMENTARY SCHOOL 305-235-2442

RAINBOW PARK ELEMENTARY SCHOOL 305 688-4631 (**DANCE/MUSIC**)

SOUTH MIAMI K-8 CENTER 305-667-8847

The visual and performing arts curriculum at these magnet programs engage students in a challenging environment designed to refine performance and presentation skills. The arts serve as an avenue by which participants develop self-awareness and artistic independence while they explore visual arts, dance, theatre, and music.

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