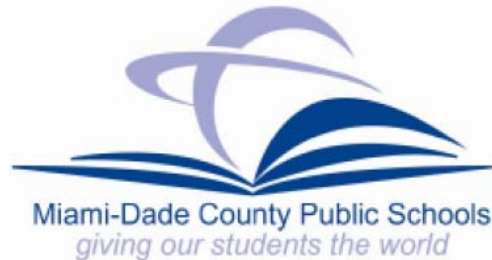


Curriculum Bulletin - I



2011-2012

Miami-Dade County Public Schools



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**The School Board of Miami-Dade County, Florida
1450 Northeast Second Avenue
Miami, Florida 33132**

MIAMI LAKES EDUCATIONAL CENTER CURRICULUM BULLETIN

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Mr. Marlon Vernon, Academy of Information Technology

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**Miami Lakes Educational Center is dually
accredited by:**

**The Southern Association of Colleges and
Schools Council on Accreditation and
School Improvement (SACS CASI)**

Mission Statement

The mission of Miami Lakes Educational Center is to create a highly qualified future workforce by offering state-of-the-art academic, career, and technical education to all generations within our community.

Our Vision

To facilitate, promote and provide successful career training opportunities and high academic standards for secondary and postsecondary students designed to meet the challenges of an ever-changing global economy.

PRINCIPAL'S MESSAGE

Dear Jaguars,

This document will help you prepare for the many challenges and opportunities the 2011-2012 school year will bring. Please review it carefully - there is a wealth of information in here. Your careful selection of academy and academic courses will greatly enhance your ability to meet your career goals and broaden your opportunities.

The High School at Miami Lakes Educational Center (MLEC) offers a variety of courses within your selected Career Academy to expand your knowledge and prepare you for higher education and/or the world of work. I urge you to seek advice from your parents, teachers, and counselor prior to selecting your courses. It is important to remember that you will be expected to remain in the Academy you have selected for the entire year. Please note that changes in course offerings may occur due to future budgetary limitations.

We have increased our entry requirements to include a 2.0 GPA for students entering the 2011-2012 school year (2.5 GPA for students entering the Cambridge Academy). We will also encourage our current students to maintain a 2.0 GPA. Those students who consistently strive to do their best will have no trouble reaching that goal.

I urge you to strive for excellence in all that you do. I also challenge you to become involved in school activities and community service. On behalf of the entire MLEC High School faculty and staff, I wish you a successful and rewarding 2011-2012 school year.

Educationally yours,

James V. Parker Principal



GENERAL INFORMATION

This Curriculum Bulletin contains information regarding the proposed course offerings for Miami Lakes Educational Center (MLEC) for the 2011-2012 school year. The actual courses offered, the number of sections of each, and the staff assignments are determined on the basis of students' requests. It is imperative, therefore, that students determine EXACTLY what they need and want to take. The school reserves the right to cancel, without notice, any course listed in this bulletin due to lack of enrollment, availability of certified teachers and/or local policy revisions.

PROGRAMS

ADVANCED PLACEMENT PROGRAM

Advanced Placement (AP) courses are offered at Miami Lakes Educational Center. The prerequisites vary according to each discipline. Students who apply to the program are carefully screened and recommended on an individual basis by teachers and the guidance staff. Advanced Placement Exams are scheduled for May for qualified students. Students earn two additional quality points for grades of "A" or "B" or one quality point for a "C" when computing their weighted Grade Point Average (GPA).

Successful completion of the course and receipt of a qualifying score on the national AP Exam may result in college credit at a number of colleges and universities. Students selecting AP courses are required to take the AP Exams. Students should be aware that failure to take AP Exams will result in loss of AP quality points. Dual Enrollment courses will also be offered to all students on an individual basis, based on eligibility.

HONORS PROGRAM

Honors courses are also offered in subjects for academically talented students at Miami Lakes Educational Center. Placement in the Honors Program is based upon previous academic records, teacher recommendation/approval, and standardized test results. Entrance to the program occurs if the student meets the criteria. Progress is continuously monitored. All honors courses are computed with one additional quality point for "C" or higher

SPECIAL EDUCATION (SPED)

The Special Education Program (SPED) at Miami Lakes Educational Center is fully implemented in accordance with Miami-Dade County District Procedures for Exceptional Education. Eligibility for the SPED Program is based on county and state requirements. Parents, teachers, and support staff members work cooperatively and closely with the SPED Specialists and school psychologist to provide proper placement

and development of an Individual Education Plan (IEP). SPED courses are available in the core academic subject matters for eligible students. Remedial academic and elective courses are offered in accordance with the SPED student's IEP. Course accommodations for exceptional students are available based upon student need, in both regular and exceptional student courses.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

The ESOL program is designed to address the needs of students whose language of origin is other than English. Students in the ESOL program are required to meet the same curriculum standards as any other student in English and content area instruction. Teachers provide comprehensive instruction to Limited English Proficient (LEP) students through the use of ESOL instructional strategies. The Guidance Department and ESOL contact personnel will offer assistance in determining the appropriate placement, testing, and language assessment of ESOL students.

HIGH SCHOOL GRADUATION PROGRAMS

The Secondary School Redesign Act, also known as the "A++ Plan for Education," was initially passed by the Florida Legislature and signed into law by the Governor to become effective on July 1, 2006 and was amended by the Legislature in the 2010 session. 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. The amended Secondary School Redesign Act increased the rigor of mathematics and science requirements and also revised the assessment procedures used to assess student performance.

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 Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test, earn a specific grade point average (GPA) on a 4.0 scale, and successfully complete the required courses listed in the chart entitled 2011-2012 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 three-year, 18-credit programs the following requirements must be met:

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

The requirements for the two three-year, 18-credit 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 and again for students who entered 9th grade in 2010-2011. 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 three-year, 18-credit 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 responsible for the

individual programs will be able to explain the requirements of a given program and whether or not it would be possible to meet those requirements within the three-year, 18-credit 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 Next Generation 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 middle school and reviewed and revised, if necessary, at each grade level thereafter. Students entering 9th grade without an ePEP, must complete one no later than the end of the first semester of 9th grade.

HIGH SCHOOL GRADUATION REQUIREMENTS 2011-2012

This table represents requirements for students who entered 9th grade in the 2007-2008 through 2010-2011 school years. In order to graduate from high school and earn a diploma, students must successfully complete the required credits, earn the required grade point average (GPA), and earn a passing score on the FCAT graduation test.

	24 CREDIT OPTION	18 CREDIT COLLEGE PREPARATORY OPTION	18 CREDIT CAREER PREPARATORY OPTION
ENGLISH/ESOL	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)	4 credits (major concentration in composition, reading for information, and literature)
MATHEMATICS	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)	4 credits (Algebra I, Geometry, & 2 courses at the Algebra II level or higher)
SCIENCE	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)	3 credits (Earth/Space Science & Biology I and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III)
SOCIAL SCIENCE	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States Government, & Economics)	3 credits (World History, United States History, United States 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 in a second language	Not required
PERFORMING/FINE ARTS OR PRACTICAL ARTS	1 credit in performing/ fine arts or a practical arts course that incorporates artistic content and techniques of creativity, interpretation, and imagination.	Not required	Not required
PHYSICAL EDUCATION/ HEALTH	1 credit	Not required	Not required
ELECTIVES	8 credits	2 credits	3 credits in a single career/ technical education program & 1 elective credit; or 3

			credits in a single technical certificate dual enrollment & 1 elective credit; or 4 credits in career/ technical education (including 3 credits in one sequential career/technical education program)
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)
ANTICIPATED TIME TO COMPLETION	4 years	3 years	3 years
TESTING	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that are concordant with the passing scores on the FCAT (ACT or SAT)
COMMUNITY SERVICE	Required (see Explanatory Notes chart)	Not required	Not required

1. 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 all three graduation options. It should be noted that grade 9 and 10 students who scored at Levels 1 and 2 on the most recent administration of the FCAT reading test as well as grade 11 and 12 retakers will be required to take an intensive reading course in lieu of an elective and in addition to the required English course. ELLs scoring at Levels 1 and 2 on the most recent administration of FCAT reading are to be enrolled in a Developmental Language Through ESOL course in lieu of an intensive reading course. The district's K-12 CRRP requires each school to conduct a screening and diagnostic process to identify appropriate placement of Level 1 and Level 2 students in reading classes to be completed prior to the end of the school year. The K-12 CRRP also requires a daily double block for all students who have reading deficiencies in decoding and fluency (Intensive Reading Plus). Some high achieving FCAT Level 2 students as per the CRRP may attend either an Intensive Reading or a homogeneously grouped language arts course, in which the language arts teacher instructs the reading course, while infusing the language arts benchmarks into the course.
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MATHEMATICS	For the 24 credit option for students who entered 9 th grade prior to 2007-2008, 3 credits of mathematics are required to graduate; for students who entered 9 th grade in 2007-2008 and thereafter, 4 credits of mathematics are required to graduate. For the 18 credit options students must earn 3 credits. A four-year sequence includes Algebra I, Geometry, Algebra II, & Advanced Topics in Mathematics. Business Math & Liberal Arts Math meet the high school graduation requirement, but do not meet the minimum entrance requirement for the Florida University System nor the Florida Bright Futures Scholarship Award. For students who entered grade 9 in 2010-2011, Algebra I and Geometry are required graduation courses. For students entering grade 9 in 2012-2013, Algebra II will be a graduation requirement. This phase in of graduation requirements also applies to students in the two accelerated options, who, beginning with those students who entered grade 9 in 2010-2011, will be required to earn 4 mathematics credits in order to graduate.
SCIENCE	For students selecting any one of the three graduation options, 3 credits are required. The three-year recommended sequence includes: Earth/Space Science, Biology I, and 1 course from the following: Chemistry, Physical Science, Physics, or Integrated Science III. Students who entered grade 8 in 2007-2008 and thereafter, must enroll in one of the required science courses in grade 11. For students entering grade 9 in 2011-2012, Biology I will be a graduation requirement. For students entering grade 9 in 2013-2014, either Chemistry or Physics or an equally rigorous science course will be required for graduation.
SOCIAL SCIENCE	Regardless of the date of entry into grade 9, for students selecting the 24 credit program and the two accelerated programs, the required courses include: World History – 1 credit, United States History – 1 credit, United States Government - .5 credit, and Economics - .5 credit.
PERFORMING/FINE ARTS/PRACTICAL ARTS/CAREER & TECHNICAL EDUCATION	For students in the 24 credit option who entered 9 th 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). It should be noted that state statute provides for three methods by which high school students enrolled in the four-year, 24-credit, standard program can meet the Performing Fine Arts/Practical Arts graduation requirement. M-DCPS students are to earn 0.5 credit in Performing Fine Arts and 0.5 credit in Practical Arts. However, students transferring to M-DCPS from another Florida school district can meet the Performing Fine Arts and Practical Arts graduation requirement if they have met one of the other two methods provided in state statute, i.e., 1.0 credit in Performing Fine Arts or 1.0 credit in Practical Arts. For students in the 24 credit option who entered 9 th grade in 2007-2008 and thereafter, they must earn 1 credit in performing/fine arts or an approved practical arts (see details in Graduation Options chart above). Students enrolled in the college preparatory program or the career preparatory program do not have to meet any requirement in this area. Completion of two years in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class, a significant component of which is drill, shall satisfy the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement.
PHYSICAL EDUCATION	For students in the 24 credit option who entered 9 th 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 $\geq 70\%$ 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

	<p>granted for an interscholastic junior or senior varsity sport. Completion of one semester with a grade of C or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a Junior Reserve Officers Training Corps (J.R.O.T.C.) class with a significant component of drills, 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 Junior Reserve Officer Training Corps (J.R.O.T.C.) class with a significant component in drill and taking the one-half credit Personal Fitness course or, if appropriate, the Adaptive Physical Education course, 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 who entered 9th grade prior to 2007-2008 must earn .5 credit in Life Management Skills. Students enrolled in either of the two 18 credit options are not required to take physical education.</p>
ELECTIVES	<p>For students in the 24 credit option who entered 9th grade prior to 2007-2008, 8.5 elective credits are required. Students enrolled in the college preparatory 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. For students enrolled in either of the two accelerated programs and who entered grade 9 in 2010-2011, the number of electives for the college preparatory program has been reduced from 3 to 2. For students enrolled in the career preparatory program the number of credits has been reduced from 2 to 1, unless they select the 4-credit career/technical option. For students in the 24 credit option who entered 9th grade in 2007-2008 and thereafter, they are required to complete 8 elective credits in sequential courses in a career/technical program, fine and performing arts, or academic content areas, selected by the student as part of the student's ePEP. For students enrolled in the College Preparatory program at least six (6) of the 18 credits must be dual enrollment, Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, or Level 3 courses. Honors courses are not included in these six credits.</p>
COMMUNITY SERVICE	<p>For students in the 24 credit option, the completion of a community service project is an additional graduation requirement regardless of their date of entry into 9th grade. Students in either one of the 18 credit options are not required to complete a community service project. However, one of the requirements for the Florida Bright Futures Scholarship Program's Academic Scholars Award is 75 hours of community service.</p>

NOTE: Starting with the 2009 Graduating Class, Miami Lakes Educational Center requires that all students submit their Community Service Project during the fourth 9-week of their junior year!

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 2011-2012 Applicants

	FLORIDA ACADEMIC SCHOLARS AWARD (FAS)	FLORIDA MEDALLION SCHOLARS AWARD (FMS)	FLORIDA GOLD SEAL VOCATIONAL AWARD (GSV)
AWARD AMOUNT A student may receive funding for only one award (FAS, FMS, or GSV)	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$110 per semester hour at a four-year public or private institution, \$68 per semester hour at a two-year institution (community college), \$76 per semester hour at a Florida college offering four-year degree, 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.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$83 per semester hour at a four-year public or private institution, \$68 per semester hour at a two-year institution (community college), \$57 per semester hour at a Florida college offering a four-year degree, 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.	Students will receive the specified (cost per credit hour) award established by the Florida Legislature each year. Currently the award amounts are \$83 per semester hour at a four-year public or private institution, \$52 per semester hour at a two-year institution (community college), \$57 per semester hour at a Florida college offering a four-year degree, 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.
GRADE POINT AVERAGE (GPA) Additional weighting for more challenging, higher level courses, i.e., 1.0 credit course = .50, 0.5 credit course = 0.25	3.5 weighted GPA using the credits listed below, combined with the test scores and community service hours listed below. (Note: GPAs are not rounded)	3.0 weighted GPA using the credits listed below, combined with the test scores listed below. (Note: GPAs are not rounded)	3.0 weighted GPA using the 16 credits listed below for a 4-year diploma and a 3.5 unweighted GPA in a minimum of 3 career/technical job-preparatory or technology education program credits in one career/technical education program). (See Other ways to Qualify for 3-year graduation options.) (Note: GPAs are not rounded)
REQUIRED CREDITS See Comprehensive Course Table on Bright Futures Web site to identify courses that count toward each award level.	Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra I, geometry, and above) 3 Science	Courses must include 16 credits of college preparatory academic courses: 4 English (3 with substantial writing) 4 Math (Algebra I, geometry, and above) 3 Science	16 credits required for high school graduation: 4 English 4 Math (Algebra I, geometry, and above) 3 Science (2 with substantial lab) 3 Social Science 1 Performing Fine Arts or 1 Practical Arts

	(2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	(2 with substantial lab) 3 Social Science 2 Foreign Language (in the same language) May use up to 2 additional credits in the academic areas listed above and/or fine arts AP, IB, or AICE courses to raise the GPA.	1 Physical Education (See Other Ways to Qualify for 3-year graduation options.)
COMMUNITY SERVICE	75 hours, as approved by M-DCPS	Not required	Not required
TEST SCORES Sections of the SAT, ACT, or CPT from different test dates may be used to meet the test criteria. For spring eligibility evaluations, test dates through the end of January will be admissible. For summer eligibility evaluations, test dates through the end of June will be admissible. Note: High school students graduating in 2012-2013 & 2013-2014 will be required to earn higher SAT/ACT scores.	Best composite score of 1270 SAT Reasoning Test or 28 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)	Best composite score of 980 SAT Reasoning Test or 21 ACT Note: The new writing sections for both the SAT and ACT will not be used in the composite. SAT Subject Tests are not used for Bright Futures eligibility. (ACT scores are rounded up for scores with .5 and higher; SAT scores do not require rounding.)	Students must earn the minimum score on each section of the CPT or SAT or ACT. Sections of different test types may not be combined. CPT Reading 83 Sentence Skills 83 Algebra 72 SAT Reasoning Test Critical Thinking 440 Math 440 ACT English 17 Reading 18 Math 19
OTHER WAYS TO QUALIFY Initial eligibility criteria used in Other Ways to Qualify ^e must be met by high school graduation.	National Merit or Achievement Scholars and Finalists; National Hispanic Scholars; IB Diploma recipients; Students who have completed the IB curriculum with best composite score of 1270 SAT or 28 ACT; AICE Diploma recipients; Students who have completed the AICE curriculum with best composite score of 1270 SAT or 28 ACT; GED with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 15 required credits; Early Admissions with best composite score of	National Merit or Achievement Scholars and Finalists and National Hispanic Scholars who have not completed 75 hours of community service; Students who have completed the IB curriculum with best composite score of 970 SAT or 20 ACT; AICE Diploma recipients who have not completed 75 hours of community service; Students who have completed the AICE curriculum with best composite score of 970 SAT or 20 ACT; GED with best composite score of 970 SAT or 20 ACT and a 3.0 weighted	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. 3-year <i>Career Preparatory</i> diploma with 3.0 weighted GPA using the 14 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra I) 3 Science (2 with substantial lab) 3 Social Science; or 3-year <i>College</i>

	1270 SAT or 28 ACT and a 3.5 weighted GPA in courses completed; or 3-year college preparatory program with best composite score of 1270 SAT or 28 ACT and a 3.5 weighted GPA in the above 16 required credits.	GPA in the above 16 required credits; or 3-year college preparatory program with best composite score of 980 SAT or 21 ACT and a 3.0 weighted GPA in the above 16 required credits.	<i>Preparatory</i> diploma with 3.0 weighted GPA using the 16 core credits required for graduation listed below: 4 English (3 with substantial writing) 4 Math (including Algebra I) 3 Science (2 with substantial lab) 3 Social Science; 2 Foreign Language; or GED with 3.0 weighted GPA using the core credits required for the selected high school graduation program (standard, career, or college).
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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 school counselor for further information about the tests that would be most appropriate for meeting their needs. Some tests require the completion and mailing of a registration form several weeks in advance of the test date. These materials are available in the student services office.

THE CAREER TECHNICAL EDUCATION/COLLEGE CONNECTION

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

ARTICULATION AGREEMENTS - POSTSECONDARY CREDIT FOR CTE COURSES

Students completing CTE training courses in the high school may earn credits toward completion of CTE training programs at area technical centers (Miami Lakes Educational Center, Robert Morgan Educational Center, Lindsey Hopkins Technical Education Center). Students completing CTE training programs at

area technical centers may earn credits toward an Associate of Science degree at Miami-Dade College. Specifically negotiated agreements between the college and M-DCPS award student's college credit for CTE program work successfully completed in high school.

CAREER PATHWAYS

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

HIGH SCHOOL DIPLOMAS / CERTIFICATES

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

STANDARD DIPLOMA

A standard diploma will be awarded to graduates, if the student has earned the required credits and attained the grade point average for the graduation program selected. Also, students must pass the Grade 10 Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Reading test. 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. -15- Based upon the score the student receives on the CPT, the student may enroll in remedial or credit courses at the community college.

SPECIAL DIPLOMA AND SPECIAL CERTIFICATE OF COMPLETION

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

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

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

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.

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 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 school 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 school 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. To be considered full-time, a student must enroll in a minimum of 12 college credit hours, but may not be required to enroll in more than 15 college credit hours.

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

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

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

Florida Virtual School. Middle and senior high school students are eligible to enroll in the Florida Virtual School (FLVS). The courses offered are teacher-facilitated and available throughout the state. Courses are based upon the same criteria as those taught in the standard high school program and,

therefore, generate the same credit for students. Middle school students may earn credit only in those courses designated as "acceleration" courses as indicated above. 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. **Credit Acceleration Program (CAP).** Students may earn credit for selected high school courses by taking the End-of-Course (EOC) assessment for the course and earning a score that indicates the student has attained a satisfactory score on a state EOC assessment or on a district-created standardized EOC.

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

Florida Virtual School Option

While the initiative to use Florida Virtual (FLVS) classes district-wide originated with the class-size mandate, online learning was already common place in many students' educational experiences. With the mass proliferation of online digital content as well as changes in students' learning modalities, virtual education is continuing to expand and is a reality of the evolution of education. A 2008 study released by the Hoover Institute at Stanford University estimates that 50% of education courses will be delivered online by the year 2019. The advantages of virtual education include self-paced learning and access to course work not available in schools or not accessible due to scheduling conflicts. Additionally, virtual education provides students with a learning environment that closely resembles the 21st century workplace. In K-12 education, more than 70 percent of school districts in the United States currently offer at least one online course and at least two states have adopted policies that require high school students to take an online course to graduate. While Florida has yet to adopt such a policy, it was considered during the last legislative session and current trends such as computer-based end-of-course tests and legislation mandating full-time, K-12 virtual education are strong predictors that Florida may soon follow suit.

Florida Virtual Course Offerings

- The FLVS course list can be found at this link:
<http://www.flvs.net/areas/flvscourses/Pages/Course%20Catalog/CourseListing.asp>
- Schools may not limit core courses that are graduation requirements to online FLVS classes. For example, courses such as Government and Economics may be offered to students via Florida Virtual; however, face-to-face classes must also be offered.
- Elective courses may be limited to online options.
- Courses that will be provided online through Florida Virtual will be identified on subject selection forms.

Recommended Participation Criteria for Students

- Students who are reading at or above grade level (FCAT Reading score of 3 or above).
- Students who are motivated with a previous grade of A or B in subject area.
- Students with good attendance history.
- Students who have access to a computer with Internet access after school hours.
- Students who are English Language Learners (ESOL Levels 3 and 4) may participate based on the course and English proficiency.
- Students with disabilities may participate only if the IEP supports participation in online classes.

Notification of Parents

- FLVS does not require parent permission to register students for online classes.
- Schools will advise parents when students are enrolled in an FLVS class.

Progress and Grade Reporting

- FLVS progress reports will be provided to parents on a monthly basis.
- Grades will be reported at the end of each semester.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

WAIVER OF FLORIDA COMPREHENSIVE ASSESSMENT TEST® (FCAT) GRADUATION REQUIREMENT FOR STUDENTS WITH DISABILITIES

Sections 1003.428(8)(a) and 1003.43 (11)(a), Florida Statutes (F.S.), require that each district school board provide instruction to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation.

Sections 1003.428(8)(b) and 1003.43 (11)(b), F.S., provide for the waiver of the FCAT requirement for graduation with a standard diploma for certain students with disabilities who have met all other requirements for graduation with a standard diploma, except a passing score on the FCAT. In order for the FCAT graduation requirement to be waived, the individual educational plan (IEP) team may meet at any time after it has been determined that the student has failed to make a passing score on the Grade 10 FCAT, after having taken the test at least twice, once in grade 10 and once in grade 11. The IEP team will meet to determine whether or not the FCAT can accurately measure the student's abilities, taking into consideration allowable accommodations. In accordance with the Individuals with Disabilities Education Act (IDEA), a free appropriate public education (FAPE) must be made available to students with disabilities until graduation with a standard high school diploma or through age 21, whichever occurs first. In accordance with school district policy, students with disabilities may receive FAPE until their 22nd birthday or, at the option of the school district, the end of the semester or school year in which the student turns age 22. Consistent with the provisions of sections 1003.428(2)(b)2.c-d, and 1008.25(4)(c), F.S., any student who has not achieved a passing score on the FCAT must receive remediation. Sections One through Five below may be completed for the student being considered for the FCAT waiver.

SECTION ONE: STUDENT INFORMATION

In order to be considered for the waiver from the FCAT graduation requirement, the student must:

1. Be identified as a student with a disability, as defined in section 1007.02(2), F.S.
2. Have an individual educational plan (IEP)
3. Have been provided with instruction to prepare students to demonstrate proficiency in the core content knowledge and skills necessary for grade-to-grade progression and high school graduation (s. 1003.428(8)(a), F.S., s. 1003.43(11)(a), F.S., and s. 1008.25(3)(c)8., F.S.)
4. Have taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11
5. Be progressing toward meeting the state's credit/course and cumulative grade point average (GPA) requirements and any other district requirements for graduation with a standard diploma as described in sections 1003.428(1) or 1003.43(1), F.S.

In accordance with section 1008.22(3)(c)6., F.S., *Student assessment program for public schools*, students who have received instructional accommodations in the classroom that are non-allowable on the FCAT may be considered for the waiver from the FCAT graduation requirement if the student meets all of the criteria noted above. For example, a student who has been provided literature via audiotape in order to complete assignments and assessments to

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demonstrate comprehension skills in an English course, which is a non-allowable accommodation on the FCAT, may still be considered for the FCAT waiver if the IEP team determines that all criteria noted above have been met.

For the student being considered for the FCAT waiver, the following information may be completed:

District: _____

School: _____

Student Name: _____

Student ID#: _____

Student Grade Level: _____

Date of Birth: _____

Date of IEP Team Meeting: _____

Disability* (indicate all that apply):

- | | |
|---|---|
| <input type="checkbox"/> Orthopedic impairment (C) | <input type="checkbox"/> Specific learning disability, including, but not limited to, dyslexia, dyscalculia, or developmental aphasia (K) |
| <input type="checkbox"/> Speech impairment (F) | <input type="checkbox"/> Autism spectrum disorder (P) |
| <input type="checkbox"/> Language impairment (G) | <input type="checkbox"/> Traumatic brain injury (S) |
| <input type="checkbox"/> Hearing impairment, including deafness (H) | <input type="checkbox"/> Other health impairment (V) |
| <input type="checkbox"/> Visual impairment, including blindness (I) | <input type="checkbox"/> Intellectual disabilities (W) |
| <input type="checkbox"/> Emotional or behavioral disabilities (J) | |

*Letters are codes used to report students by exceptionality through the Department's automated student information system.

SECTION TWO: FCAT PERFORMANCE

In accordance with Rule 6A-1.09422, Florida Administrative Code (F.A.C.), beginning with the 2004 graduating class cohort, the passing score is 300 for reading (developmental scale score 1926) and 300 for mathematics (developmental scale score over 1889).

Complete the boxes below or attach a copy of the student's data report and IEP indicating accommodations provided during the administration of the FCAT.

FCAT Reading	FCAT Mathematics
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:
Score: Date of Administration: Grade of Student: Accommodations Provided:	Score: Date of Administration: Grade of Student: Accommodations Provided:

SECTION THREE: IEP TEAM REVIEW

The IEP team must meet to determine whether or not the FCAT requirement should be waived. The questions in Section Three may help guide the determination.

1. **What information related to the student has the IEP team reviewed? (Check yes or no for each item listed.)**

Individual educational plan	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Classroom performance	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Academic history, report cards, or course transcripts	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Performance on other academic standardized assessments	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Accommodations provided to the student on the FCAT	<input type="checkbox"/> Yes	<input type="checkbox"/> No
FCAT scores	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Performance in FCAT remediation activities	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Work samples reflecting mastery of skills	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Other (please specify) _____	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. **Has the student been enrolled in courses leading to a standard diploma and had multiple opportunities to demonstrate proficiency of the Sunshine State Standards (SSS)/Next Generation SSS that are assessed by the Grade 10 FCAT?**

Yes No

3. **Has the student taken the Grade 10 FCAT with appropriate allowable accommodations at least twice, once in grade 10 and once in grade 11, or, if not continuously enrolled in public school in Florida, at least once during each year of enrollment in grades 10 and 11?**

Yes No

4. **Has the student earned a passing score on:**

• The reading portion of the Grade 10 FCAT?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No
• The mathematics portion of the Grade 10 FCAT?	<input type="checkbox"/>	Yes	<input type="checkbox"/>	No

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If the answer to one or both sections is no, then why does the FCAT not accurately measure the student's abilities? (Check at least one. Check all that apply.)

- The student received the following accommodations in the classroom that are not allowed on the FCAT: *(describe or attach information)* _____
- The student's disability prohibits the student from responding to the written test, even with allowable accommodations, so that the results of the test reflect the student's impaired sensory, manual, or speaking skills rather than the student's abilities.
- Other _____

- 5. Has the student demonstrated proficiency of the Grade 10 SSS/Next Generation SSS as assessed on the Grade 10 FCAT? If yes, continue with the completion of this form. If no, the student is not eligible for an FCAT waiver at this time.**
- Yes No

If yes, evidence of the student's proficiency of core content established in the SSS/Next Generation SSS includes the following: (Check at least one. Check all that apply.)

- The student's performance on other standardized academic assessments, such as the Scholastic Aptitude Test (SAT), College Placement Test (CPT), or American College Test (ACT) *(Indicate test and scores.)* _____
- The student's performance in core academic courses (e.g., language arts and mathematics), including classroom work, end-of-year/semester exams, and teacher observations *(Attach academic history, report card, or transcript.)*
- The student's performance in higher-level courses (e.g., honors, advanced placement) or in postsecondary courses through dual enrollment *(Attach academic history, report card, or transcript.)*
- Other _____

- 6. Under sections 1003.428(2)(b)2.c.&d. and 1008.22(3)(c)4., F.S., a student who has not passed the Grade 10 FCAT must participate in remediation. Specify the student's participation and performance in intensive remediation activities for FCAT Reading and/or Mathematics. (Describe and attach documentation.)**
- _____
- _____

SECTION FOUR: IEP TEAM RECOMMENDATIONS

Based on its consideration of information regarding the student—including disability, academic performance, FCAT performance and accommodations provided, and demonstration of proficiency of the Grade 10 SSS/Next Generation SSS as assessed by the Grade 10 FCAT—the IEP team has determined that, in accordance with sections 1003.428(8)(b) and 1003.43(11)(b), F.S.,

- | | NA | Yes | No |
|---|--------------------------|--------------------------|--------------------------|
| • The passing score for the Grade 10 FCAT Reading should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| • The passing score for the Grade 10 FCAT Mathematics should be waived. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the event that the IEP team determined that passing the FCAT will not be waived, the student and the parent have been informed of the district's obligation to make available to the student a free appropriate public education through age 21 (until the student turns 22 or until the end of the semester or school year in which the student turns 22, in accordance with the school district's policy) or receives a standard diploma, whichever occurs first (Rule 6A-6.03028(1), F.A.C.)

Yes No

SIGNATURES

Student: _____ **Date:** _____

Parent/Guardian: _____ **Date:** _____

Teacher: _____ **Date:** _____

Teacher: _____ **Date:** _____

LEA Representative: _____ **Date:** _____

Title of LEA Rep: _____

Other: _____ **Date:** _____

SECTION FIVE: REVIEWING AUTHORITY

The signature of the principal or designee signifies that the IEP team has completed the waiver form in its entirety. The signature does not indicate approval of the IEP team's decision or that the student is going to be awarded a standard high school diploma. The standard high school diploma will only be awarded when the student meets the state's credit/course and grade point average requirement as well as any other district requirements for graduation with a standard diploma.

All the required documentation has been completed and attached. Yes No

This student is progressing toward meeting or has met the state's credit/course and grade point average requirements along with any other district requirements for graduation with a standard diploma.

Yes No

School Principal or Designee: _____ Date: _____

Title of Designee: _____

Superintendent or Designee: _____ Date: _____

Title of Designee: _____

ATTACHMENTS AND/OR DESCRIPTIONS

- FCAT scores and accommodations provided (*if not included in Section Two*)
- Documentation of accommodations provided in the classroom or other information
- Other test scores, academic history, report card, transcript, or a description of the student's performance (*see question #5*)
- Documentation of remediation activities (*see question #6*)

FILE THE COMPLETED WAIVER FORM AND REQUIRED ATTACHMENTS AND/OR DESCRIPTIONS IN THE STUDENT'S CUMULATIVE FOLDER.

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

DRESS CODE*

Students are expected to come to school with proper attention given to personal cleanliness, grooming, and neatness of dress. Students whose personal attire or grooming distracts the attention of other students or teachers from their school work, shall be required to make the necessary alterations to such attire or grooming before entering the classroom or be sent home by the principal. Failure to meet the minimum acceptable standards of cleanliness and neatness as determined by the principal and as specified in this rule shall subject the student to appropriate disciplinary measures including suspension.

Cleanliness, personal appearance, and proper dress are important in setting the pattern of school and social conduct. There is considerable evidence to indicate that there is a close relationship between pupil dress and pupil behavior. Our school is judged by our appearance. Consequently, good and proper grooming should be encouraged at all times. School should be thought of as one's place of business where good grooming is essential. Miami Lakes Educational Center has adopted and enforces the following "dress for success" guidelines.

- ❖ Hats and sunglasses are not permitted.
- ❖ Capris pants are not permitted.
- ❖ Shorts are not permitted.
- ❖ Shoes and sandals must have heels. No thongs, slippers, etc. are permitted.
- ❖ No tube tops, see-through blouses, bare backs, bare midriffs, fish net jerseys, halter tops, or tank tops are permitted.
- ❖ No written messages or pictures or symbols on clothing which portray messages related to drugs, alcohol, smoking, sex, or profanity.
- ❖ No clothes with metal studs, ornaments, or other objects which could scratch furniture or cause damage may be worn. Metal cleats or shoe taps are not permitted.
- ❖ Mini-skirts and "cutoffs" are not allowed.
- ❖ Non school-related items such as weapons, beepers, radios, Nintendo cartridges, or other game-related items should not be brought to school. Confiscated items will remain at school until a parent/guardian comes to pick them up.
- ❖ Cellular phones may only be used before the start of school and/or after dismissal.
- ❖ Valuable items (jewelry, cameras, etc.) should not be brought to school. School staff cannot be responsible for the safekeeping of such items. Money should only be brought to school for purchase of lunch items or for scheduled field trips.
- ❖ Students will adhere to all additional dress requirements as defined by their selected Academy.

**Excerpt from School Board Rule 6Gx13-5CA-1.031*

MANDATORY UNIFORM GUIDELINES MIAMI LAKES EDUCATIONAL CENTER

Miami Lakes Educational Center (MLEC) is providing you with its mandatory uniform guidelines developed with the representation from staff, students, and parents.

In order for students to be in compliance with our Dress Code, they are required to wear an “Academy Uniform” shirt bearing the particular academy logo. Listed below are the colors assigned to each academy and information regarding the purchase of the uniform (Top Only).

POLO SHIRT (Collared Shirt)

<i>Cambridge Academy</i>	Light Blue and/or White (Logo light blue or white)
<i>Communication & Entertainment</i>	Grey and/or Black (Logo grey and/or black)
<i>Entrepreneurship Academy</i>	Forest Green and/or Maroon (Logo Yellow/gold)
<i>Health Science Academy</i>	Red, White and/or Black (Logo red or white)
<i>Information Technology Academy</i>	Black and/or White (Logo black or white)

Bottom- All Academies will follow the approved Miami Lakes Educational Center Dress Code.

- Slacks
- Jeans
- Current fashion pants (below the calf)
- Skirts

*All pants or trousers, should fit properly and be secured at waist level.

Not Allowed:

- Tight pants
- Shorts
- Bermudas
- Mini-skirts and “cut offs”
- Oversized/baggy or low-hanging pants
- Pants with holes

NOTE:

During the months of November through February, we expect the weather to be sometimes cold. On those days, the uniform shirt must be worn on top of any other shirts.

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 1003.43 (1), 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 student athletics and activities a student must maintain an unweighted cumulative grade point average of 2.0 or above on a 4.0 scale in the courses required for graduation. Computation of grade point averages requires the inclusion of all applicable high school courses to which a forgiveness policy has been applied.

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

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

(a) the student signs an academic performance contract with his/her school at the beginning of the semester in which he/she is ineligible that states, at a minimum, that the student will attend summer school, or its graded equivalent, AND

(b) the student earns a grade point average of 2.0 or above on a 4.0 unweighted scale or its equivalent in all courses taken during the semester of ineligibility.

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

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

All students participating in interscholastic athletic competition or who are candidates for an interscholastic team(s) are required to pass an annual medical evaluation and purchase the School Board's sponsored insurance program prior to engaging in any practice, tryout, or 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 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 of 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.

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 case of an emergency;
- 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 achievement tests.

The amended graduation requirements are to be phased in over several years beginning with students entering grade 9 in 2010-2011. Below is a timeline indicating the effective date of requirements for students entering grade 9:

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

ENTERING 9 TH GRADERS 2010-2011	ENTERING 9 TH GRADERS 2011-2012	ENTERING 9 TH GRADERS 2012-2013	ENTERING 9 TH GRADERS 2013-2014
Algebra I – the EOC assessment will be 30% of the student’s grade for the course*	Algebra I – the EOC assessment must be passed in order to earn credit for the course*	Geometry -the EOC assessment must be passed in order to earn credit for the course*	Chemistry or Physics or an equally rigorous science course required for graduation
Geometry required for graduation	Geometry -the EOC assessment will be 30% of the student’s grade for the course*	Biology I -the EOC assessment must be passed in order to earn credit for the course*	
	Biology I required for graduation and the EOC assessment will be 30% of the student’s grade for the course*	Algebra II required for graduation	
Major area of interest repealed	FCAT Science will be discontinued as the EOC assessment is implemented		
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented		

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

THE ACADEMY MODEL SMALLER LEARNING COMMUNITIES (SLC)


The academy model divides a large high school population into smaller groups of students to promote a rigorous academic curriculum and relevant Career and Technical Education (CTE) standards. Specifically, the academy model groups students with common career interests. This model has several advantages for Miami Lakes Educational Center High School (MLEC).

First, the smaller learning community of the academy structure promotes personalized learning and stronger student-teacher relationships. Parents are encouraged to participate and further enhance the personalization and guidance of student achievement.

Second, the academy model allows for curricular integration and the building of comprehensive, relevant, and up-to-date instructional programs. There is an increased emphasis on achievement of a certificate or credential.

Third, the model facilitates developing partnerships with business, the community, and postsecondary education. Since the career focus of the academy model helps to define future career goals, there is direction and meaning to high school courses.

MLEC has five Academies and Career Pathways aligned to Career and Technical Education (CTE) curriculum. The pages that follow provide specific details for each of the following MLEC Academies:

-  Cambridge
-  Communication and Entertainment Technology
-  Entrepreneurship
-  Health Science
-  Information Technology

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

INDUSTRY CERTIFICATION

Since its inception in 2000-01, MLEC's students have been able to earn a college ready/standard high school diploma, as well as also earn an Occupational Certification Point (OCP) certificate(s) after mastery of their Career & Technical Education (CTE) competencies at different grade levels.

Enacted in 2007, The Florida Career & Professional Education Act (CAPE) authorizes Industry Certified Exams (ICEs) for high school students enrolled in CTE to earn industry certification in specific careers. Industry Certifications cover the same licensing standards that were previously offered in postsecondary institutions, private industries, and proprietary corporations but are now available to qualified high school students enrolled in registered career and professional academies. Students at MLEC qualify to earn ICEs and will be given the opportunity to do so beginning with the 2009-2010 school year and subsequent years thereafter. See each individual Academy in the pages that follow for specific Career Pathways that offer ICEs.

CAPSTONE PROJECT REQUIREMENT

All seniors are required to complete an approved "**Senior Capstone Project.**" This project is designed to be an exciting and rewarding experience that allows students to showcase the skills and expertise that they have been developing throughout their K-12 education. Most importantly, the Senior Capstone Project encourages students to engage in an in-depth exploration of a specific career area or topic of interest. It integrates knowledge, skills, and concepts from the student's program of study into one culminating project. It must be successfully completed as a component of their senior English and Career and Technical Education (CTE) classes.

Four Phases of the Senior Capstone Project

- ❖ The first is a **research paper** on a subject related to the student's Career Pathway. The research must be a stretch beyond what is already known. As part of the research, a mentor is selected by the student to assist and advise throughout the project. Preferably, the mentor should be a leader in the field selected, not employed at MLEC and someone who is knowledgeable or a professional in the area of the chosen subject. The mentor will evaluate and grade the finished product.
- ❖ The second phase requires applying the information gained from the research to develop a "**product**" appropriate to the chosen Career Pathway.
- ❖ The third phase of the project is the **portfolio**. This phase enhances an ongoing effort on the part of the student. Records and documents of the student's progress throughout high school must be preserved and maintained to demonstrate the student's journey through the entire Capstone Project. These documents include personal notes, photographs, mentor contact log, resumes, journal entries, receipts, letters, research paper, etc.

Although components of the portfolio will be graded throughout the year, the senior English teacher will grade the entire portfolio for completeness and aesthetics at the end of the semester. CTE teachers will also evaluate and grade the portfolio.

- ❖ The final phase of the project will be the **presentation** of the Senior Capstone product. This will be a multi-media presentation, between eight to ten minutes, given before a board of judges made up of educators and career professionals. Students will be assigned a date and time in advance for presentation of the Senior Capstone Project.

FOUR YEAR ACADEMIC PLAN

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

The chart below reflects a generic four year 24-credit plan for completing a regular or college ready diploma while seeking a Career and Technical Education (CTE) certificate. The determination of CTE Occupational Completion Point (OCP) certificate(s) is different for each Career Pathway and is determined by a student's level of mastery of competencies established under State guidelines. Students who do not earn a CTE certificate are encouraged to enroll as postsecondary students to continue earning their program certificate. Opportunities to earn Industry Certifications are increasing with each school year. Refer to the individual Academies and Career Pathways for the Industry Certification Exams (ICEs) that students may take while enrolled in their respective programs.

Required academic courses will be offered at regular, honors, and advanced placement levels, if available, per the Course Code Directory. Dual Enrollment courses will be offered to all students on an individual basis, based on eligibility.

Students who have successfully completed high school courses in middle school and choose to apply those credits toward their high school diploma will take the next appropriate course in the subject area sequence.

The following chart reflects Graduation Requirements for students who entered the M-DCPS system during the 2007-2008 School Year for the following Academies: Communication & Entertainment, Entrepreneurship, and Health Science.

Grade 9	Grade 10	Grade 11	Grade 12
English 1	English 2	English 3	English 4
Algebra 1(Math 1)	Geometry(Math 2)	Algebra 2(Math 3)	Math 4
Earth/Space Science	Biology	Physical Science - or-Chemistry ₃	Foreign Language ₂ or Elective
World History	Foreign Language ₂ - or-Fine Arts -	American History	American Gov't & Economics
Physical Education ₂ -or Intensive Reading -or-Dev. Lang. (ELL)	Foreign Language - or-Intensive Reading-or Dev. Lang. (ELL)	ACADEMY CORE 3 -or-Intensive Reading -or Dev. Lang. (ELL)	ACADEMY CORE 5 -or-Intensive Reading -or- Dev. Lang. (ELL)
ACADEMY CORE 1	ACADEMY CORE 2	ACADEMY CORE 4	ACADEMY CORE 6

¹FCAT Reading Level 1 and Level 2 students in grades 9-12 , must take Intensive Reading until they reach Level 3 proficiency. Students placed in Intensive Reading as per State and District guidelines or enrolled in a required Developmental Language (ELL) Course may need to attend summer school sessions, adult education, or virtual school classes in order to complete graduation requirements.

²The elective courses of Physical Education and Fine Arts (1.0 credit each) are required for graduation. For students interested in obtaining a college ready diploma, two years of a Foreign Language is generally required; however, Foreign Language is not a requirement in order to graduate from high school.

³Middle school students who entered grade 8 in 2007-2008 and complete a senior high school science course will still have to earn three (3) science credits in grades 9-12 in order to graduate. For students entering grade 9 in 2011-2012, Biology I will be a graduation requirement. Miami Lakes Educational Center offers other science courses beyond those required for graduation. These courses are offered as honors or at the Advanced Placement (AP) level to include Science Research Honors, AP/Honors Chemistry, AP/Honors Biology, and AP/Honors Physics.

The majority of the Academy Core CTE curriculum consists of a six (6) credit plan of study dictated by the Career Pathway selected. However, enrollment in a summer, adult education, virtual school, or dual enrollment course may be necessary for some students to facilitate high school graduation requirements, postsecondary entry requirements, and/or CTE certification completion.

During the 2011-12 school year, students will be required to take the state mandated end-of-course (EOC) exams.

The following chart reflects Graduation Requirements for Information Technology Academy students who entered the M-DCPS system during the 2007-2008 School Year.

Grade 9	Grade 10	Grade 11	Grade 12
English 1	English 2	English 3	English 4
Algebra 1 (Math 1)	Geometry (Math 2)	Algebra 2 (Math 3)	Math 4
Earth/Space Science	Biology	Physical Science - or-Chemistry ³	Foreign Language ² -or-Elective
World History	Foreign Language ² or Fine Arts	American History	American Gov't & Economics
Physical Education ² -or- Inten.Read. or Dev. L.	ACADEMY CORE1 COURSE #1	ACADEMY CORE COURSE #3	ACADEMY CORE COURSE #5
Introduction to Information Technology	ACADEMY CORE COURSE #2 -or- Inten.Read.or Dev.L.	ACADEMY CORE COURSE #4 -or- Inten.Read.or Dev.L.	ACADEMY CORE COURSE #6 -or- Inten.Read.or.Dev.L.

¹FCAT Reading Level 1 and Level 2 students in grades 9-12, must take Intensive Reading until they reach Level 3 proficiency. Students placed in Intensive Reading per State and District guidelines or enrolled in a required Developmental Language (ELL) Course may need to attend summer school sessions, adult education, or virtual school classes in order to complete graduation requirements.

²The elective courses of Physical Education and Fine Arts (1.0 credit each) are required for graduation. For students interested in obtaining a college ready diploma, two years of a Foreign Language is generally required; however, Foreign Language is not a requirement in order to graduate from high school.

³Middle school students who entered grade 8 in 2007-2008 and completed a senior high school science course will still have to earn three (3) science credits in grades 9-12 in order to graduate. For students entering grade 9 in 2011-2012, Biology I will be a graduation requirement. Miami Lakes Educational Center offers other science courses beyond those required for graduation. These courses are offered as honors or at the Advanced Placement (AP) level to include Science Research Honors, AP/Honors Chemistry, AP/Honors Biology, and AP/Honors Physics.

The majority of the Academy Core CTE Curriculum consists of a six (6) credit plan of study dictated by the Career Pathway selected. However, enrollment in a summer, adult education, virtual school, or dual enrollment course may be necessary for some students to facilitate high school graduation requirements, postsecondary entry requirements, and/or CTE certification completion.

During the 2011-12 school year, students will be required to take the state mandated end-of-course (EOC) exam.

THE FOUR-YEAR ACADEMIC PLAN FOR THE CAMBRIDGE ACADEMY APPEARS IN THE FOLLOWING PAGES.

CAMBRIDGE ACADEMY

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

The Cambridge Academy is part of the University of Cambridge International Examinations (CIE), the world's leading provider of international qualifications, both academic and technical, designed to develop successful students worldwide. Advanced International Certificate of Education (AICE) offers an international pre-university curriculum and examination system that emphasizes the value of a broad and balanced study for academically able students. The AICE curriculum will be part of the Cambridge Academy at Miami Lakes Educational Center (MLEC).

With a unique blend of rigorous course work and intensive career preparation, AICE courses are listed in the Florida Course Code and have been evaluated by the Department of Education's Articulation Coordinating Committee for the purpose of recommending college course equivalencies. High school students in Florida have been earning prestigious AICE Diplomas and succeeding on AICE examinations since 1998. Many colleges and universities are awarding students advanced standing and academic credit for AICE examinations passed.

The Cambridge Academy course offerings and Four Year Academic Plans are for students who entered M-DCPS as ninth graders during the 2007-2008 school year and are listed by Career Pathway.

Engineering Technology¹			
Grade 9	Grade 10	Grade 11	Grade 12
Honors English 1	AICE English Language (AS Level)	AICE English Literature (AS Level)	A.P. English Literature
Honors Algebra 2	Honors Pre-Calculus	AICE Mathematics I (AS Level) –or– Calculus AB	A.P. Calculus AB/BC
Honors Biology ₃ - or-Honors Chemistry ₃	Honors Physics ₃	A.P. Physics A/B ₃	A.P. Physics B/C -or-A.P. Chemistry
A.P. World History	AICE Thinking Skills (AS Level) –or–AICE Psychology (A Level)	AICE U.S. History (A Level)	A.P. American Gov't & Economics (.5 credit each)
Physical Education -or-Inten. Read. -or- Dev. Lang.	Foreign Language ₂ -or-Inten.Read. -or- Dev. Lang.	Engineering Technology II District Honors) -or- Inten.Read. or- Dev. Lang.	Engineering Technology III H. -or- Inten.Re ad. -or- Dev. Lang.
Engineering Technology I	Technology Studies I	Technology Studies II	Technology Studies III

¹ Fine Arts (1.0 credit) is a requirement for high school graduation. **Students enrolled in the Engineering Technology courses will satisfy their Fine Arts high school graduation requirement.**

² Students who must meet the college entry Foreign Language requirement of two years may enroll in summer school sessions, virtual school, adult education, or Miami Dade College classes.

³ Middle school students who entered grade 8 in 2007-08 and completed a senior high school science course will still have to earn three (3) science credits in grades 9-12 in order to graduate.

Industry Certification Exams (ICEs) are available:

Engineering Technology: Certified Solidworks Associate (CSWA) and Mastercam Certified Programmer Mill, Level 1.

During the 2011-12 school year, students will be required to take the state mandated end-of-course (EOC) exam.

CAMBRIDGE ACADEMY Four-Year Plans *(continued)*

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

Forensic Science¹			
Grade 9	Grade 10	Grade 11	Grade 12
Honors English 1	AICE English Language (AS Level)	AICE English Literature (AS Level)	A.P. English Literature
Honors Algebra 2 – or– Honors Geometry	Honors Pre-Calculus – or– Honors Geometry	AICE Mathematics I (AS Level) –or– Honors Pre-Calculus	A.P. Calculus –or– Anatomy& Physiology
Honors Biology ³	Honors Chemistry ³	A.P. Biology ³	A.P. Chemistry
A.P. World History	AICE Psychology (A Level)	AICE U.S. History (A Level)	A.P. American Gov't & Economics (.5 credit each)
Physical Education -or- Inten. Read or Dev. Lan	Criminal Justice 1 -or- Inten. Read or Dev. Lan	Criminal Justice 3 -or- Inten. Read or Dev. Lan	Criminal Justice 5 or Inten. Read or Dev. Lan
Foreign Language ²	Criminal Justice 2	Criminal Justice 4	Criminal Justice 6

Journalism¹ & 2			
Grade 9	Grade 10	Grade 11	Grade 12
Honors English 1	AICE English Language (AS Level)	AICE English Literature (AS Level)	A.P. English Literature
Honors Algebra 2	Honors Pre-Calculus – or – Honors Geometry	AICE Mathematics I (AS Level) – or – Honors Pre-Calculus	A.P. Statistics –or –A.P. Calculus
Honors Biology ³	Honors Chemistry ³	A.P. Biology ³	A.P. Chemistry –or – Honors Physics
A.P. World History	AICE Psychology (A Level)	AICE U.S. History (A Level)	A.P. American Gov't & Economics (.5 credit each)
Physical Education -or- Inten. Read or Dev. L.	Journalism 1 -or- Inten. Read or Dev. L.	Journalism 2-or Inten. Read or Dev. L.	Journalism 3 Honors -or Inten. Read or Dev. L.
Business Systems Tech. <i>(Introductory Course for Journalism)</i>	Web Design	Industrial Communications	Digital Design

¹ Fine Arts (1.0 credit) is a requirement for high school graduation. **Students enrolled in Forensic Science may enroll in summer sessions, Virtual School, or Adult Education to earn their Fine Arts high school graduation requirement. However, students enrolled in the Journalism 1, Web Design 1, Industrial Communications, and Digital Design courses will satisfy their Fine Arts high school graduation requirement.**

² Students who must meet the college entry Foreign Language requirement of two years may enroll in summer school sessions, virtual school, adult education, or Miami Dade College classes.

³ Middle school students who entered grade 8 in 2007-08 and completed a senior high school science course will still have to earn three (3) science credits in grades 9-12 in order to graduate.

During the 2011-12 school year, students will be required to take the state mandated end-of-course (EOC) exam.

ACADEMY OF COMMUNICATION AND ENTERTAINMENT TECHNOLOGY

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

The Communication and Entertainment Technology Academy focuses on comprehensive expressions of sound, visual, oral, and written symbols. It is the perfect academy for students who are creative, enjoy designing or drawing, can do interpretive readings, are musically talented, and/or write stories or poetry well. The Career Pathways focus on the manner in which human beings develop, collect, disseminate, and transfer information through symbols, particularly via the mass media. Included in the curriculum are the various ways in which communication serves to inform, persuade, entertain, and control. The influence of communication is universal and ranges from the simplest nonverbal communication efforts to the complex electronic messages of computers.

Students who successfully complete the Career and Technical Education (CTE) program requirements (Architectural Drafting and Television Production) may receive college credits toward a degree. Students are required to join the associated CTE/student organizations of their individual Career Pathways.

The individual Career Pathways and CTE courses are listed below.

Career Pathway (Student Organization)	Core Courses	Grade
Architectural Drafting (SkillsUSA)	Drafting 1	09
	Drafting 2	10
	Drafting 3; Drafting 4	11
	Architectural Drafting 5; Architectural Drafting 6	12
Commercial Art Technology (SkillsUSA)	Commercial Art Technology 1	09
	Commercial Art Technology 2	10
	Commercial Art Technology 3; Commercial Art Technology 4	11
	Commercial Art Technology 5; Commercial Art Technology 6	12
Music Technology and Sound Engineering	Sound Engineering 1	09
	Instrumental Ensemble 1	10
	Sound Engineering 2; Instrumental Ensemble 2	11
	Electronic Music 3; Instrumental Ensemble 3	12
Technical Theater (Thespians)	Comprehensive Theater I	09
	Stagecraft 1	10
	Comprehensive Theater 2; Stagecraft 2	11
	Comprehensive Theater 3; Stagecraft 3	12
Television Production (SkillsUSA)	Television Production 1	09
	Television Production 2	10
	Television Production 3; Television Production 4	11
	Television Production 5; Television Production 6	12

The following Career Pathways in the Communication & Entertainment Academy satisfy the Fine Arts high school graduation requirement (1.0 cr): **Architectural Drafting, Commercial Art Technology, Music Technology & Sound Engineering, and Technical Theater.** The following courses in Television Production satisfy the Fine Arts high school graduation requirement: **TV Production 1, 2, 5, & 6.**

Industrial Certification Exams (ICEs) are available:

Architectural Drafting – AutoDesk Certified User, AutoCAD Commercial Art Technology – Adobe Certified Associate FLASH, Dreamweaver, and Photoshop

Some of the approximate costs associated with enrollment in this academy are listed below:

- SkillsUSA Dues -\$20.00
- Thespian Dues -\$27.00
- Drafting Kit -\$42.00
- Commercial Art Kit -\$42.00
- Music Technology & Sound Engineering -\$10.00

ACADEMY OF ENTREPRENEURSHIP

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

The Academy of Entrepreneurship is designed for those students who would like to own and operate their own business. The Career Pathways offer specialized skills to students through a vigorous hands-on learning environment. All instruction includes actual classroom theory enhanced by the application of knowledge in our state-of-the-art laboratories utilizing industry-based materials and tools. All of our programs are supported by individuals and organizations associated with industry. Once they complete their education, students are afforded the opportunity to accept entry-level positions in the various fields represented by the Academy or to continue their education by enrollment in postsecondary programs.

Students may receive college credits toward a degree and/or a Career and Technical Education (CTE) certificate when they successfully complete the requirements of some of the Career Pathways within this program. Students are encouraged to join and actively participate in the CTE organizations associated with the individual Career Pathways.

The individual Career Pathways and CTE courses are listed below.

Career Pathway (Student Organization)	Core Courses	Grade
Air Conditioning, Refrigeration & Heating	Introduction to Heating, A/C, and Refrigeration Technology 1	09
	Introduction to Heating, A/C, and Refrigeration Technology 2	10
(SkillsUSA)	Introduction to Heating, A/C, and Refrigeration Technology 3 & 4	11
	Introduction to Heating, A/C, and Refrigeration Technology 5 & 6	12
Automotive Collision Repair & Refinishing	Automotive Collision Repair & Refinishing 1	09
	Automotive Collision Repair & Refinishing 2	10
(SkillsUSA)	Automotive Collision Repair & Refinishing 3 & 4	11
	Automotive Collision Repair & Refinishing 5 & 6	12
Automotive Service Technology	Automotive Service Technology 1	09
	Automotive Service Technology 2	10
(SkillsUSA)	Automotive Service Technology 3 & 4	11
	Automotive Service Technology 5 & 6	12
Culinary Arts	Culinary Arts 1	09
(SkillsUSA)	Culinary Arts 2	10
	Culinary Arts 3 & 4	11
	Culinary Arts – Directed Study (2 credits)	12
	Early Childhood Education 1	09
Early Childhood Education (FCCLA)	Early Childhood Education 2 Early Childhood Education 3 & 4 Family and Consumer Science Directed Study (2 cr.)	10 11 12

ACADEMY OF ENTREPRENEURSHIP
Career Pathways and CTE courses –continued

Financial Services (DECA)	Financial Operations	09
	Personal Financial Planning	10
	Accounting Applications 1; Finance & Business Technology	11
	Principles of Entrepreneurship; Customer Service Representative	12
Major Appliance & Refrigeration Repair (<i>SkillsUSA</i>)	Residential Appliance & Refrigeration Repair 1	09
	Residential Appliance & Refrigeration Repair 2	10
	Residential Appliance & Refrigeration Repair 3 & 4	11
	Residential Appliance & Refrigeration Repair 5 & 6	12

The following Career Pathways/courses in the Entrepreneurship Academy satisfy the Fine Arts high school graduation requirement (1.0 cr.): Culinary Arts 2 & 3, Early Childhood Education courses 2 & 3, and Principles of Entrepreneurship in the Financial Services pathway.

Industrial Certification Exams (ICEs) are available:

Automotive Collision Repair & Refinishing – Automotive Services Excellence (ASE)
 Automotive Service Technology – ASE Collision Repair & Refinishing B2 and B3
 Culinary Arts -American Culinary Federation (ACF)
 Early Childhood Education – Child Development Associate (CDA)

Pending Approval from the State for the following ICEs:

Air Conditioning & Refrigeration Repair – ESCO EPA Refrigeration Handling, Section 608
 ESCO Universal R-410 Safety Exam

Major Appliance & Refrigeration Repair – PSA G-CAP Graduate Technician class Exam
 ESCO EPA Refrigeration Handling, Section 608

Some of the approximate costs associated with enrollment in Entrepreneurship are listed below:

- DECA Dues -\$20.00
- DECA Shirt -\$15.00
- *SkillsUSA* Dues -\$25.00
- FCCLA Dues -\$25.00
- Uniform Costs -\$25.00 -\$50.00
- Culinary Arts Equipment -\$35.00

ACADEMY OF HEALTH SCIENCE

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

All Career Pathways lead to entry-level employment in the Health Science profession and require clinical hours at area pharmacies, hospitals, or medical/dental offices. Upon completion of this program, students will be able to expand their career choices by continuing their education at a postsecondary school, community college or university. Students who successfully complete the requirements of this program may receive college credits toward a degree.

Students are required to become a member of the Career and Technical Education (CTE) student organization for Health Sciences: *Health Occupations Students of America* (HOSA).

Health Science students are also required to wear uniforms appropriate to their chosen pathway. In addition, they must also purchase an academy shirt to wear as directed by Academy personnel.

The individual Career Pathways and CTE courses are listed below.

Career Pathway (Student Organization)	Core Courses	Grade
Dental Aide	Health Science 2	09
	Health Science 1	10
	Dental Aide 3; Chemistry (R/H)	11
	Health Science Directed Study (2 cr.)	12
Emergency Medical Responder	Health Science 2	09
	Health Science 1	10
	Emergency Medical Responder 3; Chemistry (R/H)	11
	EKG Aide 3 (.5) & Directed Study-Phlebotomy (.5); and Allied Health-Introduction to Emergency Medicine (EMT)	12
*Fire Fighter	Health Science 2	09
	Health Science 1	10
	Firefighting 1; Emergency Medical Responder 3	11
	Firefighting 2; Allied Health-Introduction to Emergency Medicine (EMT)	12
Allied Health / Medical Assisting	Health Science 2	09
	Health Science 1	10
	EKG Aide 3 (.5 cr.) & Directed Study-Phlebotomy (.5 cr.); Chemistry (R/H)	11
	Allied Health-Medical Assisting; Health Science Directed Study	12
Nursing Assistant	Health Science 2	09
	Health Science 1	10
	Nursing Assistant 3; Health Unit Coordinator 3	11
	EKG Aide 3 (.5 cr.) & Directed Study-Phlebotomy (.5 cr.); Emergency Medical Responder 3	12
Pharmacy Technician	Pharmacy Technician 1	09
	Pharmacy Technician 2	10
	Pharmacy Technician 3 and 4; Chemistry (R/H)	11
	Pharmacy Technician 5, 6 & & (3 cr.)	12
**Introduction to Practical Nursing	Health Science 2	09
	Health Science 1	10
	Nursing Assisting 3; Health Unit Coordinator 3**	11
	Practical Nursing 2, 3 & 4 (3 cr.)	12

ACADEMY OF HEALTH SCIENCE *(continued)*

Industrial Certification Exams (ICEs) are available:

Certified Nursing Assistant (CNA)
Certified Medical Administrative Assistant (CMAA)
Emergency Medical Responder

Some of the costs associated with enrollment in this academy are listed below:

- HOSA Dues -\$25.00
- Insurance -\$25.00
- Material Fees -\$10.00
- Uniform Costs -\$25.00
- Fire Fighter Uniform -\$200.00
- Nursing Assistant Fees - \$80.00

* *Enrollment in the Fire Fighter Program* will be confirmed upon entry to 11th grade based upon an unweighted 2.5 GPA. This GPA must be maintained in order to continue in the Fire Fighter Program during the senior year in the courses of Firefighting 2 and Introduction to EMT.

** *Enrollment in Introduction to Practical Nursing* will be confirmed upon entry to 12th grade based upon successful completion of the FCAT, a 2.5 GPA, passing the District Practical Nursing Entrance Exam (TEAS) and passing the Certified Nursing Assistant (CNA) Exam. Students must pass all three exams before being admitted to this program. Students may earn their Practical Nursing certificate by enrolling as a postsecondary student at MLEC or a community college for 500 hours. (Florida Bright Futures / Florida Gold Seal Scholarship money may be used for tuition.)

ACADEMY OF INFORMATION TECHNOLOGY

NOTE: CHANGES IN COURSE OFFERINGS MAY OCCUR DUE TO FUTURE BUDGETARY LIMITATIONS.

The Academy of Information Technology is an exciting learning community which provides students with technical knowledge and skills for employment in computer technology. Three incredible Career Pathway choices are offered, including Computer Systems Technology (Cisco Networking Systems), Electronic Technology, and Web Design Technology. This is the perfect Academy for students who love computers, electronic gadgets, working with their hands and anything to do with technology. These courses are industry-supported programs that can lead to specific certifications such as A+ Cisco Certified Network Associate, Electronic Technician, and Web Designer. A certified individual possesses the knowledge and skills essential for successful entry-level careers that require networking, electronics, and web design skills as defined by experts from companies across the industry.

Students who successfully complete the requirements of this program may receive college credits toward a degree. Students are required to join the Career and Technical Education (CTE) organization related to their Career Pathway: *Future Business Leaders of America (FBLA)* or *SkillsUSA*.

The individual Career Pathways and CTE courses are listed below.

Career Pathway (Student Organization)	Core Courses	Grade
Computer Systems Technology (Cisco Networking Systems) <i>(SkillsUSA, FBLA, IT Club)</i>	Introduction to Information Technology	09
	Computer Systems Technology 1 & 2 (IT Essentials)	10
	Computer Systems Technology 3 & 4 (CCNA 1 & CCNA 2)	11
	Computer Systems Technology 5 & 6 (CCNA 3 & CCNA 4)	12
Electronic Technology <i>(SkillsUSA, IT Club)</i>	Introduction to Information Technology	09
	Electronic Technology 1 & 2	10
	Electronic Technology 3 & 4	11
	Electronic Technology 5 & 6	12
Web Design Technology <i>(FBLA, IT Club)</i>	Introduction to Information Technology	09
	Web Design 1 & 2	10
	Web Design 3 & 4	11
	Web Design 5 & 6	12

The following Career Pathways/courses in Information Technology Academy satisfy the Fine Arts high school graduation requirement (1.0 cr.): Introduction to Information Technology and Web Design Technology 1-6.

Industrial Certification Exams (ICEs) are available:

Computer Systems Technology (Cisco Networking System): CompTIA, CCNA, CCENT
 Web Design Technology: Adobe Certified Associate Dreamweaver

Some of the approximate costs associated with enrollment in this academy are listed below:

- *SkillsUSA* Dues -\$20.00
- FBLA Dues -\$20.00
- Radio Kit -\$25.00
- Solder Practice Kit -\$9.00

The amended graduation requirements are to be phased in over several years beginning with students entering grade 9 in 2010-2011. Below is a timeline indicating the effective date of requirements for students entering grade 9:

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

ENTERING 9 TH GRADERS 2010- 2011	ENTERING 9 TH GRADERS 2011- 2012	ENTERING 9 TH GRADERS 2012- 2013	ENTERING 9 TH GRADERS 2013- 2014
Algebra I – the EOC assessment will be 30% of the student’s grade for the course*	Algebra I – the EOC assessment must be passed in order to earn credit for the course*	Geometry -the EOC assessment must be passed in order to earn credit for the course*	Chemistry or Physics or an equally rigorous science course required for graduation
Geometry required for graduation	Geometry -the EOC assessment will be 30% of the student’s grade for the course*	Biology I -the EOC assessment must be passed in order to earn credit for the course*	
	Biology I required for graduation and the EOC assessment will be 30% of the student’s grade for the course*	Algebra II required for graduation	
Major area of interest repealed	FCAT Science will be discontinued as the EOC assessment is implemented		
Grade 9 FCAT Mathematics will be discontinued as the EOC assessment is implemented	Grade 10 FCAT Mathematics will be discontinued as the EOC assessment is implemented		

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

REGISTRATION PROCEDURES

It is the student's and parent's responsibility to be aware of the student's grade level status and to select an appropriate course sequence toward graduation. It cannot be too strongly emphasized that the minimum requirements for graduation from high school do not fulfill the minimum requirements for admission to all colleges or provide the student with a marketable skill. The information in this bulletin will assist you in making informed decisions. Additionally, counselors and instructors look forward to the opportunity to assist students in proper course selection.

READ THIS BULLETIN CAREFULLY - SHARE IT WITH YOUR PARENTS!

Discuss your academy and academic course selections with your parents. Students, you will have an opportunity to discuss selections with your teachers and counselor. These individuals can help to evaluate your choices in light of your performance, aptitudes, test scores, and future plans. Your parents will be asked to sign your subject selection sheet indicating approval of the choices selected.

Factors in determining your courses for next year include your "student history", earned credits/grades, graduation requirements, GPA, state mandates, and your career choice. Counselors will be visiting classrooms to review these factors and provide general subject selection guidelines. Questions regarding course selections should be directed to your counselor during the registration process. In addition, questions regarding career plans should be discussed with your parents, teachers, Academy Leaders and/or guidance counselors.

Placement for Honors/AP/Dual Enrollment Classes

Honors/AP/Dual Enrollment courses require a commitment from the student above and beyond the work required for regular classes. It is important that you are aware of these expectations and requirements before choosing the upper level courses. Any student who would like to register for an honors, AP, or Dual Enrollment course must meet the stated criteria and obtain the required signatures on the subject selection sheet. Once enrolled in an upper level course, it is expected that you will remain in that course for the entire school year.

Guidelines that must be met by student:

- 1 Teacher recommendation in the subject area
- 2 Minimum "B" average earned in the subject area during the current year
- 3 Limited absences in the current school year (Strict attendance is required due to the rigorous nature of the coursework.)
- 4 Student is expected to remain in that class for the entire school year.

Any exceptions to these guidelines require a consultation with your parents, teachers, and counselor.

Subject Sheet Completion (Future Grades 10 – 12)

- 1 Subject selection sheets will be distributed in your Language Arts class.
- 2 Students are to take the subject selection sheet home to review with their parents and obtain a parent signature.
- 3 Subject selection sheets are to be returned to the Language Arts teacher the next day.

SPECIAL NOTE: On the subject selection sheet, each student is assigned four academic courses and two career/technical courses based on the chosen Academy. (Refer to your four-year plan.) It is extremely important that students make firm decisions regarding their course selections for 2011-2012.

Subject Sheet Completion (Future Grade 9 and New Students)

When a new applicant qualifies for acceptance, a guidance counselor will complete a subject selection sheet based upon previous school records and the academy selected on the application. Procedures for making adjustments to the courses assigned will be communicated with the parent and student along with the acceptance contract.

IF YOU NEED HELP. . .

The Student Services Department is staffed with an experienced student services chairperson, guidance counselors, special education specialist, college advisor, and TRUST counselor. The department is committed to assisting students in accomplishing their personal and educational goals. Students may come before or after school or during the lunch period to make appointments with their counselors. Parents may call the Student Services Department at 557-1100 to schedule appointments with counselors or teachers. Additional information can be found in the Student Services page of the school website.

The website address is: <http://mlec.dadeschools.net>.

**NO CHANGES WILL BE POSSIBLE AFTER THE
CLOSE OF SPRING REGISTRATION!**

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

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

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

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

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

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

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

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

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

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

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

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

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

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment. -56-

Revised 5/9/03