

Mrs. Manty Sabatés Morse, Member

**SUBJECT: INCLUSION OF A MECHANISM TO ENSURE STUDENTS FROM DIVERSE BACKGROUNDS HAVE THE OPPORTUNITY TO ATTEND SPECIALIZED SCHOOLS AND PROGRAMS IN THE DISTRICT**

In April of 1999, the District Court ordered the District to report to the Court by September 30, 2000 regarding whether the District believes that it has achieved unitary status in its desegregation case, *Pate v. Miami-Dade County School Board*. As a result of the April District Court order, the District is in the process of conducting a unitary status analysis. In conducting this analysis and in developing any plan that may result from this analysis, the Superintendent and legal counsel shall include in the plan a mechanism to ensure that students from diverse backgrounds have the opportunity to attend specialized schools and programs.

In particular, any plan shall modify the definition of diversity that the District currently uses from Black/Non-Black to one that includes the major racial and ethnic groups of students that now are enrolled in the District as well as other diversity factors, such as socio-economic status. This modification is important because the enrollment has changed significantly in the District since the District began complying with its desegregation orders. The Miami-Dade County Public Schools currently serves a diverse community of students, of which approximately 12 percent are White/Non-Hispanic; approximately 32 percent are Black/Non-Hispanic; approximately 54 percent are Hispanic; and approximately two percent are Asian/Indian/Multiracial. In addition, student enrollment in many of the District's specialized educational programs is not reflective of the diverse population in the District as a whole.

**ACTION PROPOSED BY**

**MRS. MANTY SABATÉS MORSE:**

That The School Board of Miami-Dade County, Florida include as part of any plan resulting from the unitary status analysis ordered by the District Court a mechanism to ensure that:

(a) students from diverse backgrounds, including those from the major racial and ethnic groups currently enrolled in the District, have the opportunity to attend specialized schools and educational programs in the District, and

(b) any plan shall modify the definition of diversity that the District currently uses from Black/Non-Black to one that includes the major racial and ethnic groups of students that now are enrolled in the District as well as other diversity factors, such as socio-economic status.

**REPLACEMENT**