



School District of Osceola County
817 Bill Beck Boulevard
Kissimmee, Florida 34744
Superintendent – Mr. Terry Andrews

Pre-Diploma Program/Diploma Program
Admissions Application

For MS Guidance Counselor:

This applicant is zoned for the following Pre-Diploma Program:

- Celebration
 Gateway

Print all information legibly. Incomplete applications will not be processed.

Part 1 – Student Information

_____/_____/_____
Student Last Name First Name M.I.

_____/_____/_____
Student ID Number *Middle School Current Gr Lvl Male Female

_____/_____/_____
Street Address Apartment Number (if applicable)

_____/_____/_____
City State Zip Code

_____/_____/_____
Home Phone Number Student E-mail Address Date of Birth - MM/DD/YY

*Private school, out of district, and home education students must submit a transcript with their application.

Part 2 – Parent/Guardian Information

_____/_____/_____
Parent/Guardian Last Name First Name M.I.

_____/_____/_____
Street Address (if different than above) Apartment Number (if applicable)

_____/_____/_____
City State Zip Code

_____/_____/_____
Home Phone Number Cell/Work Phone Number Parent E-mail Address

Part 3 – High School Information

Home Zone High School for 2012/2013: _____

If you are dismissed from or choose to leave the Pre-Diploma or Diploma Program for any reason, you must return to your home zone school.

In addition to the Pre-Diploma/Diploma Program, I am also applying for acceptance to the following programs:

- Osceola County School for the Arts Professional And Technical High School
 New Dimensions Charter School (PATHS @ TECO)

Please sign below indicating that you have read and understand the information contained in this application.

Student Signature Parent Signature



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Parent Questionnaire

This questionnaire is designed to help you think about your child’s motivation and factors for success in an accelerated program. These questions will help us get to know your child and will not be used as a factor for acceptance into the program.

Please use the following rating scale to answer the questions below.

4 = Very likely 3 = Somewhat likely 2 = Not very likely 1 = Not likely at all

1. Can your child handle a fast-paced and rigorous program? _____
2. Can he/she accept not being the smartest in class? _____
3. Will you accept less than “A” from him/her if he/she is enjoying the class, working hard and using his/her abilities? _____
4. Does your child finish what he/she starts? _____
5. Are his/her study skills adequate for an accelerated program? _____
6. Does he/she handle stress well? _____
7. Does your child manage his/her time well? _____
8. Does your child enjoy reading? _____
9. Are you able to support your child’s commitment to the program if he/she has 3 hours of homework some nights? _____
10. Realizing that all students need a healthy balance of activities, are you willing to encourage your child to value both academics and extra-curricular activities within reason? _____
11. Does your child have direct access to a computer and the Internet? Y N _____

Parent/Guardian and Student Statement:

We are committed to full participation in Osceola County’s Pre-Diploma/Diploma Program. We/I understand that parental support for a student in the program is crucial and that cooperation between the school and home will make it easier for my/our child to manage his/her time effectively. Additionally, we understand that it is the expectation that grades and FCAT scores will remain at their current level or increase. Acceptance to the program is contingent upon final grades and scores.

_____ Student Signature

_____ Parent/Guardian Signature



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Student Essay

After reviewing the IB Learner Profile provided on the back of this sheet, please compose a short essay describing the Learner Profile trait that is your greatest strength *and* the Learner Profile trait that may require some personal development. This sample must be in the student's own handwriting.

By signing below, I verify that this writing sample is my own work.

Student Signature

The IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded They understand and appreciate their own cultures and personal histories, and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Source: International Baccalaureate Organization 2006