

## POLICY 6000.1: STUDENT PROGRESSION PLAN

MISSION STATEMENT: BROWARD COUNTY PUBLIC SCHOOLS IS COMMITTED TO EDUCATING ALL STUDENTS TO REACH THEIR HIGHEST POTENTIAL. THIS POLICY AND THE RELATED POLICIES THAT ARE REFERENCED IN THIS POLICY CONSTITUTE THE STUDENT PROGRESSION PLAN FOR THE DISTRICT. THE PURPOSE OF THE STUDENT PROGRESSION PLAN IS TO ESTABLISH THE STANDARDS FOR QUALITY INSTRUCTION, DELINEATE THE CRITERIA FOR PROMOTION, AND PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES TO ALL STUDENTS, ENSURING ALL STUDENTS ARE COLLEGE AND CAREER READY UPON GRADUATION.

### Rules:

#### I. ELEMENTARY SCHOOLS (GRADES PREK-5):

##### A. ELEMENTARY ENTRANCE AND ATTENDANCE REQUIREMENTS (F.S.1003.21):

1. Initial entry requirements for prekindergarten, kindergarten and first grade are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal.
2. Health requirements for initial entry (F.S. 1003.22), including immunization requirements are included in SBBC Policy 5.1, Enrollment and Withdrawal.
3. Placement of transfer students for initial entry is included in Policy 5.1, Enrollment and Withdrawal.
4. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
5. Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.
6. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

##### B. ELEMENTARY SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT:

1. Prekindergarten Curriculum: Students will receive an integrated curriculum that emphasizes instruction in literacy, mathematics, cognitive, and social/emotional development. Students will be provided with opportunities for art, music, and physical education activities. Instructional approaches will be research-based and will include the active participation of students. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education. In addition, all aspects of required PreK-12 instruction, as referenced in specific sections below, will be integrated into the prekindergarten curriculum.
2. Reading Enhancement and Acceleration Development (READ) Initiative (F.S. 1008.25(7)(b) (7)): To prevent the retention of grade 3 students and to offer intensive accelerated reading instruction to grade 3 students who failed to meet standards for promotion to grade 4, and to each K-3 student who is assessed as exhibiting a reading deficiency, the following activities will continue to be provided:
  - a. Assessment of K-3 students in oral language, phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
  - b. Reading instruction, implemented through core and supplemental strategic/comprehensive intervention instructional resources recommended in the district's Comprehensive K-12 Reading Plan and Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan that have been developed based on scientific reading research, meets the following specifications:
    - (1) assists students identified with a reading deficiency in developing the ability to read at grade level,
    - (2) provides skill development in phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing,
    - (3) provides scientifically based and reliable formative and summative assessment,
    - (4) provides initial and ongoing analysis of each student's reading progress, and

- (5) is implemented during regular school hours.
  - c. Reading instruction must be both integrated and interdisciplinary:
    - (1) Provide integrated opportunities to use the language arts strands and skills (reading, including foundational skills, writing, listening, speaking, and language) to strengthen student's overall literacy development.
    - (2) Provide instruction using an interdisciplinary approach through a balance of literature and informational texts in history, social studies, and science to help students develop proficiency in reading complex text independently and across various content areas.
  - d. Curriculum in core academic subjects to assist the student in maintaining or meeting proficiency levels for the appropriate grade in all academic subjects.
3. Physical Education: Elementary school students in grades K-5 and students in grade 6 who are enrolled in a school that contains one or more elementary grades shall be provided 150 minutes of physical education each week so that on any day during which physical education instruction is conducted there are at least 30 consecutive minutes (F.S. 1003.455(3)). This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
- a. The student is enrolled or required to enroll in a remedial course, or
  - b. The student's parent indicates in writing to the school that:
    - (1) The parent requests that the student enroll in another course from among those courses offered as options by the district; or
    - (2) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

To satisfy the 150-minute-per-week requirement for elementary school students, the physical education provided shall consist of physical activities of at least a moderate intensity level and for a duration sufficient to provide a significant health benefit to students, subject to the differing capabilities of students (F.S. 1003.455(1)).

4. Regularly Scheduled Instruction: Students shall receive regularly scheduled instruction in language arts that includes reading, writing, speaking, listening, and language; mathematics; science; social studies; health; physical education; art; music; and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41). Instructional times for some content areas are mandated based on state statute, while the instructional times for other content areas are recommended by the district. Flexibility in scheduling instruction throughout the day is necessary to meet the specific teaching and learning needs of students.
- a. Instructional times indicated below are mandated by state legislation:
    - (1) minimum 90-minute daily, uninterrupted Reading Block (F.S. 1008.25; S.B.R. 6A-6.053),
    - (2) reading intervention instruction daily, beyond the 90-minute Reading Block (F.S. 1008.25; S.B.R. 6A-6.054), and
    - (3) minimum 150 minutes of physical education each week with at least 30 consecutive minutes on any day during which physical education instruction is conducted (F.S. 1003.455(3)).
  - b. Instructional times indicated below are recommended by the district:
    - (1) 30 minutes of daily writing instruction,
    - (2) 60 minutes of daily math instruction,
    - (3) 150 minutes of weekly science instruction that includes a block of scientific investigations using the inquiry approach (science lab) at least once a week,
    - (4) 150 minutes of weekly social studies instruction, and
    - (5) 150 minutes of weekly special area instruction (art, music, PE, etc.).

Flexibility for scheduling throughout the week is appropriate and is best achieved when content area instruction is integrated through an interdisciplinary approach. In the event greater instructional time for a content area is needed on one day, lesser time can be devoted to the same content area on another day. Flexibility of the recommended instructional

- times is also appropriate to meet the state-mandated, weekly physical activity requirements.
5. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
  6. Required Instruction: The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
    - a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
    - b. The Holocaust (F.S. 1003.42)
    - c. African and African American History (F.S. 1003.42)
    - d. Hispanic Contributions (F.S. 1003.42)
    - e. Women's Contributions (F.S. 1003.42)
    - f. Veterans' Recognition (F.S. 1003.42)
    - g. Celebrate Freedom Week (F.S. 1003.421)
    - h. Disability History and Awareness Week (F.S. 1003.4205)
    - i. The Declaration of Independence (F.S. 1003.42)
    - j. Flag Education (F.S. 1003.42)
    - k. Elements of Civil Government (F.S. 1003.42)
    - l. History of the United States (F.S. 1003.42)
    - m. Elementary principles of agriculture (F.S. 1003.42)
    - n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42)
    - o. Kindness to animals (F.S. 1003.42)
    - p. History of the state (F.S. 1003.42)
    - q. Conservation of natural resources (F.S. 1003.42)
    - r. Comprehensive health education (F.S. 1003.42)
    - s. Importance of free enterprise in the US economy (F.S. 1003.42)
  7. Academically Challenging Curriculum To Enhance Learning (ACCEL): Each elementary school will include at a minimum whole-grade and mid-year promotion; subject-matter acceleration; virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to, enriched science, technology, engineering, and mathematics (coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105)).
    - a. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105, F.S. 1008.25.
    - b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).
  8. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
  9. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
  10. HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow

parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).

11. Gifted Education (F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process. All students identified as gifted must have an EP. EPs must be reviewed and redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents through the EP Progress Report.
12. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.
  - a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
  - b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
  - c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
  - d. Each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.
13. Virtual Education:
  - a. Schools may not limit student access to Florida Virtual School courses or courses offered by the district's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
  - b. School administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
  - c. Students may not enroll in the same course at Florida Virtual School or the district's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.
  - d. Schools may allow student access to Florida Virtual School as part of the students' full day curriculum if the district has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.
  - e. A student whose Individual Educational Plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.
14. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)).
  - a. Kindergarten Screening: Each school must administer the statewide kindergarten screening to each kindergarten student in the district within the first 30 school days of each school year (F.S. 1002.69 (1)).
  - b. Universal Screening for Eligibility for Gifted Services (S.B.R. 6A-6.03019): Annually, second graders are screened to determine those students who may be eligible for gifted services. Parents of students meeting designated threshold scores must be notified promptly that their child may be eligible for gifted services. The notification to the parent must request

permission from the parent for follow-up eligibility testing and, once parental consent is given, subsequently referred by the school to the school's appointed school psychologist for follow-up testing.

- c. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (S.B.R. 6A-6.0331): A MTSS/RtI process will be provided in all classrooms utilizing a data-based problem solving process designed to develop, implement, and evaluate a coordinated continuum of evidence-based instruction and intervention practices that meet the differentiated needs of all students. As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. The school's Collaborative Problem Solving (CPS) team shall monitor universal screening data at regular intervals. Early intervention will be vital in mitigating obstacles to student success in the early grade levels, as early as pre-kindergarten. Specific interventions shall be initiated as soon as a student first demonstrates deficits in literacy (reading and writing), mathematics, or behavior.
  - d. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
    - (1) distributing to students sample test books and answer keys published by the Florida Department of Education,
    - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
    - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a district-approved diagnostic assessment is identified as having a deficiency in the content knowledge and skills assessed,
    - (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
    - (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.
  - e. For English Language Learners who are currently receiving services, schools shall provide test accommodations to enable them to fully participate in all assessments. The assessments may be administered with any one or a combination of the accommodations as authorized by State Rule 6A-6.09091.
  - f. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.
- C. ALLOCATION OF RESOURCES: The district's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).
- D. ELEMENTARY PROMOTION:
- 1. Student Performance Levels for reading, writing, mathematics and science: In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions must take into account a student's proficiency in writing (based on proficiency levels

to be determined by the district and/or the Florida Department of Education) and science (based on proficiency levels to be determined by the district and/or the Florida Department of Education) (F.S. 1008.25(2)). The evaluation of each student’s progress must be based upon classroom work, teacher observations, district-approved and statewide formative and summative assessments, and other relevant information. NOTE: No single assessment is the sole determiner of promotion. Students in third grade are subject to stricter, state-mandated promotion criteria. See section entitled Mandatory Third Grade Retention below.

2. PROMOTION CRITERIA-READING AND MATHEMATICS: The charts in Appendix A summarize the promotion requirements for each grade.

| 2014-15 Transition Year - Elementary Promotion Criteria for Reading and Mathematics |   |
|---|---|
| Grade and Subject   | Assessment                                |
| K, 1 and 2 Reading  | Statewide or district-approved assessment |
| 3 Reading   | Statewide or state-adopted assessment     |
| 4 and 5 Reading AND Mathematics   | Statewide or district-approved assessment |

3. Alternative Promotion Criteria-Good Cause (F.S. 1008.25(6)(b)): Any student who does not meet the reading and/or mathematics promotion criteria in the previous matrix may be promoted if the student meets one of the following Good Cause options in the matrix below and documentation submitted from the student’s teacher to the school principal indicates that the promotion is appropriate based upon the student’s academic record. All Good Cause decisions must be made and recorded by the end of the school year or the end of 3rd grade reading camp, except in extenuating circumstances. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted. If the school principal determines that the student meets good cause promotion criteria, the school principal shall make such recommendation in writing to the superintendent. The superintendent shall accept or reject the principal’s recommendation in writing (F.S. 1008.25(6)(c)). In order to minimize paperwork requirements, such documentation shall consist of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), report card, or academic intervention record as appropriate. Students who are being considered for retention require tiered intervention, instruction and progress monitoring assessment through the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process.

| Elementary Alternative Promotion Criteria - Good Cause |  |   |   |
|--|--|---|---|
| Targeted Students:                                     | Grade 3<br>Alternative Promotion Criteria -<br>Good Cause (State)<br>(F.S. 1008.25(6)(b))  | Grades K, 1, and 2<br>Alternative Promotion Criteria -<br>Good Cause  | Grades 4 and 5<br>Alternative Promotion<br>Criteria - Good Cause  |
| All<br>Elementary<br>Students in Grades<br>K-5         | Student demonstrates an acceptable level of performance on a state-approved reading/English language arts alternative assessment | Student demonstrates an acceptable level of performance on a district-approved reading/English language arts alternative assessment | Student demonstrates an acceptable level of performance on a district-approved reading/English language arts alternative and/or math assessment |
| All<br>Elementary<br>Students in Grade 3               | Student demonstrates an acceptable level of performance on a state-approved reading/English language arts portfolio assessment   | Grades K-2: Not applicable  | Grades 4-5: Not applicable  |

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| All Elementary Students in Grades K-5   | Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.                                   | Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level  | Student has received intensive reading and/ or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.  |
| Select Elementary English Language Learner (ELL) Students in Grades K-5         | Student with less than two years in the English for Speakers of Other Languages (ESOL) program  | Student with less than two years in the English for Speakers of Other Languages (ESOL) program  | Student with less than two years in the English for Speakers of Other Languages (ESOL) program  |
| Select Elementary English Language Learner (ELL) Students in Grades K-2 and 4-5 | Not Applicable  | Student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee  | Student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee  |
| Select Elementary Students With Disabilities in Grades K-5                      | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment   | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment   | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment   |
| Select Elementary Students with Disabilities in Grades K-2 and 4                | Not Applicable  | Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).  | Grade 4: Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).<br><br>Grade 5: Not Applicable  |
| Select Elementary Students With Disabilities in Grades 1-5                      | Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting more than two years, and was previously retained in grades K-3 | GRADE K: Not Applicable<br><br>GRADES 1-2: Student with a disability who participating in districtwide assessment, has an Individual Education Plan (IEP) or Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-2   | Student with disability participating in statewide assessment, has an Individual Education Plan (IEP) or Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-5   |
| All Elementary Students in Grades K-2 and 4-5                                   | Not Applicable  | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level |

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| All Elementary Students in Grades K-2 and 4-5 | Not Applicable | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances |
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4. Promotion in Extraordinary Circumstances: The Superintendent, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness.). The superintendent shall accept or reject the principal's recommendation in writing. This does not apply to students in grade three.
  5. Mid-Year Promotion Criteria For Third Grade Students Who Have Been Retained In Third Grade: Third grade students who have been retained in third grade, may be promoted via the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process to the fourth grade immediately after administration of the state-approved assessment measuring achievement toward mastery of the Florida language arts standards prior to November 1st, if the student achieves an acceptable level of performance (F.S. 1008.25 (7)(b)(4)).
  6. ACCEL Legislation (described above) allows for mid-year and whole-grade promotion for accelerated students.
- E. ELEMENTARY PROGRESS MONITORING PLAN (PMP) PROCESS: Any student who does not meet specific levels of performance in reading and/or mathematics for each grade must be provided with additional state or district-approved diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. Utilizing the Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) process, the school must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student in meeting state and district expectations for proficiency (F.S. 1008.25(4)(b)). Students must be progress monitored three times per year administering a baseline, mid-year, and end-of-year assessments. Students exhibiting substantial deficiencies in reading or mathematics must have more frequent progress monitoring and diagnostic evaluation using district-approved assessment measures. Research-based instructional activities that have been shown to be successful with low-performing students will be used.
1. Specific PMP Reading Requirements for Elementary Students in Grades K-5: For students in grades 3-5 who score below proficiency on the statewide assessment or students in grades K-5 who exhibit a substantial deficiency in reading based upon district-approved formative and/or summative assessment criteria, including teacher observation, the PMP must :
    - a. identify the student's specific areas of deficiency identified by a district-approved diagnostic assessment in:
      - (1) oral language
      - (2) phonemic awareness
      - (3) phonics
      - (4) fluency
      - (5) comprehension
      - (6) vocabulary
    - b. identify areas of deficit and recommended interventions,
    - c. identify the intensive reading instruction and support services provided to help the student achieve the desired levels of performance as prescribed by the Multi-Tiered System of Supports (MTSS) through the Response to Intervention (RtI) process, and
    - d. document that parental notification has been made in accordance with F.S. 1008.25.

The student's reading proficiency must be reassessed using district-approved or statewide assessments, including teacher observations, at the beginning of the grade following the intensive reading instruction. The student must continue to be provided with intensive reading instruction until the reading deficiency is remedied (F.S. 1008.25(5)(a)). The District's Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides the implementation of a tiered approach to instruction. During Tier 1 (universal core instruc-



tion), all students are provided a daily, minimal 90-minute reading block of literacy/language arts instruction. Strategic intervention Instruction (Tier 2) and intensive intervention instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of daily, small group differentiated instruction, intensifying the focus and/or format of instruction, and/or decreasing the size of the instructional small group. The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)).

2. Specific PMP Mathematics Requirements for Elementary Students Grades K-5: K-2 students who meet the district criteria for a PMP must receive intensive intervention instruction. If a student in grades 3-5 scores below proficiency on the statewide, standardized assessment for mathematics, the student will be required to receive remediation through a PMP. The teacher must develop and implement, in consultation with the student's parent, a PMP in mathematics to assist the student in meeting state and district expectations for proficiency (F.S. 1008.25(4)(b)). Schools must provide frequent monitoring of student progress. Research-based mathematics activities that have been shown to be successful in teaching mathematics to low-performing students will be implemented.

F. ELEMENTARY RETENTION

1. Students who are retained will receive an intensive instructional program that is different from the previous year's program.
2. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.
3. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and district policy (F.S. 1008.25(6)).
4. Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
5. Parents must be notified, no later than a week after test scores are received when it appears, that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with state statute (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading and/or math deficiency (F.S.1008.25(7)(b)(3)). Parents of English Language Learner (ELL) students must be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent must be invited.
6. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
7. Retention recommendations for English Language Learners (ELLs) in grades K-2 and 4-5 require the review and approval by an ELL committee. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan.

G. THIRD GRADE MANDATORY RETENTION (F.S. 1008.25 (5)(b)):

1. Third grade students who are retained will be provided, in addition to participation in the district's summer reading camp, with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies that may include, but are not limited to:
  - a. integration of science and social studies content within the 90-minute reading block,
  - b. small group differentiated instruction,

- c. reduced teacher-student ratios,
  - d. more frequent progress monitoring,
  - e. tutoring or mentoring,
  - f. transition classes, containing third and fourth grade students, and
  - g. extended school day, week, or year.
2. Retained third grade students will be provided an experienced literacy teacher who is highly effective as determined through evaluation based on student performance (F.S. 1012.34; F.S. 1008.25(7)(b)(4)).
  3. Parents of retained third grade students will be provided at least one of the following options for their child:
    - a. supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, or
    - b. a mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c)).
  4. Second Year Retention: Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). Second year retained third graders will have access to an Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. The IAC will include, when applicable:
    - a. a reduced teacher-student ratio,
    - b. provide uninterrupted reading instruction for the majority of student contact time each day and incorporate opportunities to master grade 4 standards adopted by the State Board of Education in other core subject areas,
    - c. use a recommended reading program from the District's Comprehensive K-12 Reading Plan and the Multi-Tiered System of Supports (MTSS) for Literacy Learners Plan that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d)),
    - d. provide intensive language and vocabulary instruction using a scientifically research-based program (F.S. 1008.25(7)(b)(5b-e)),
    - e. provide social-emotional support to address the impact of the retention.
- H. ELEMENTARY EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as, beyond the school day. Extended learning opportunities will be determined on an annual basis.
- I. REPORTING ELEMENTARY STUDENT PROGRESS:
1. Parent Notification of Reading Deficiencies: The parent of any student in grades K-3, who exhibits a substantial reading deficiency, must be notified in writing (F.S. 1008.25(5)(c)):
    - a. that the child has been identified as having a substantial reading deficiency,
    - b. a description of the current services that are provided to the child,
    - c. a description of the proposed supplemental instructional services and support that will be provided to the child that are designed to remediate the identified areas of reading deficiency,
    - d. that, if the child's reading deficiency is not remediated by the end of grade 3, the child will be retained unless exempted from mandatory retention for Good Cause, and
    - e. strategies for parents to use in helping their child succeed in reading proficiency.
  2. Report Cards: Report Cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days.
    - a. A student must be in attendance at a SBBC school for 25 days to receive a grade. Report cards indicate whether the child is performing at/above or below grade level.
    - b. Continued below grade level performance is an indication of possible retention. Report cards also provide information on the student's conduct, behavior and attendance, including absences and tardies (F.S. 1003.33).
    - c. Report Cards shall be signed by the parent and returned to the teacher.
    - d. If a student withdraws and does not qualify for a report card under this provision, the parent shall be issued a statement of academic achievement.

- e. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
  - f. All schools will use the district identified report card unless special permission has been obtained from the district based on the unique program implemented at the school, such as Montessori.
3. Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a below average grade, unacceptable behavior, and excessive absences.
  4. Grading for Grades K, 1 and 2: Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:
 

|    |   |  |
|----|---|--|
| 1  | Has Mastered Skill (Independently)                        |  |
| 2  | Is Learning Skill (With Assistance)                       |  |
| 3  | Area of Concern   |  |
| NA | Not Applicable (Not assessed during the reporting period) |  |
  5. Grading for Grades 3-5: Student performance will be evaluated and reported based on mastery of standards. The symbols to be used are:
 

|   |                        |             |
|---|------------------------|-------------|
| A | Superior Progress      | 90-100      |
| B | Above Average Progress | 80-89       |
| C | Average Progress       | 70-79       |
| D | Below Average Progress | 60-69       |
| F | Failure                | 59 Or Below |

Progress in other areas will be reported using the following symbols:

|    |                                     |
|----|-------------------------------------|
| 1  | Has Mastered Skill (Independently)  |
| 2  | Is Learning Skill (With Assistance) |
| 3  | Area of Concern                     |
| NA | Not Applicable                      |
  6. Alternative Report Card: A district-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report card or for other district-approved programs that the standard report card does not address adequately.
  7. Conferences with parents are a required part of the reporting system. Teachers will request a minimum of two conferences per year per student. For each student being considered for retention, the school shall provide written notification to the parent within one week of receiving test results. Parents of English Language Learner (ELL) students must be notified in their native language.
  8. Grade Placement: Principals shall have authority for appropriate grade placement of students, within the limitations of Board Policy and F.S. 1002.3105.
  9. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
  10. The EP (Education Plan) Goals Progress Report for students eligible for gifted services must be completed and sent home with each report card for all gifted students beginning with the second marking period of kindergarten.
- J. SCHOOL COUNSELING SERVICES: All schools shall assure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All school counselors will develop, in collaboration with the principal, a school counseling plan in a format to be determined by the district. School counseling services will include communication to parents and students of ACCEL options offered by the school pursuant to F. S. 1002.3105.

K. ELEMENTARY STUDENT DAY: The length of the student day shall be a minimum of :

Prekindergarten           As Determined by Program

Elementary School       360 minutes

ESE Centers               360 minutes

(Exceeds state requirements defined in F.S. 1011.61)

The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

II. MIDDLE GRADES (GRADES 6-8):

A. MIDDLE GRADES ENTRANCE AND ATTENDANCE REQUIREMENTS:

1. Health requirements for initial entry (F.S. 1003.22), including immunization requirements is included in School Board of Broward County (SBBC), Policy 5.1, Enrollment and Withdrawal.
2. Placement of transfer students for initial entry is included in (SBBC) Policy 5.1, Enrollment and Withdrawal.
3. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
4. Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.
5. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. MIDDLE GRADES CURRICULUM, INSTRUCTION AND ASSESSMENT:

1. Middle Grades Curriculum: Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages (F.S. 1003.41).
2. High School Courses in Middle Grades: All middle grade schools shall offer Algebra I, or its equivalent, Geometry, and Spanish I and are encouraged to offer other high school courses whereby students may earn high school credit.
3. Instruction in health, physical education, exploratory, career and technical education, and special interest classes shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students will demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
  - a. Physical Education: Beginning in 2009-2010, the equivalent of one class period per day of physical education for one semester of each year is required for students enrolled in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
    - (1) The student is enrolled or required to enroll in a remedial course.
    - (2) The student's parent indicates in writing to the school that:
      - (a) The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
      - (b) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
  - b. Health Education: The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
  - c. Upon development by the Florida Department of Education, a Digital Tools Certificate, in addition to open access materials for teaching and assessing the skills required to earn the certificate, shall be made available to all public middle grades students.
    - (1) Targeted skills to be mastered for the certificate include the digital skills necessary to the student's academic work and skills the student may need in future employment. The skills must include, but are not limited to word processing, spreadsheet display, and creation of presentations, including sound, text, and graphic presentations, consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
    - (2) Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate.
4. Parent Meeting: All middle grades shall hold a parent meeting in the evening or weekend to inform parents about the school's curriculum and activities (F.S. 1003.4156(1)(a)(5)).

5. Regularly Scheduled Instruction: Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).
6. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
7. Required Instruction: The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
  - a. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
  - b. The Holocaust (F.S. 1003.42)
  - c. African and African American History (F.S. 1003.42)
  - d. Hispanic Contributions (F.S. 1003.42)
  - e. Women's Contributions (F.S. 1003.42)
  - f. Veterans' Recognition (F.S. 1003.42).
  - g. Celebrate Freedom Week (F.S. 1003.421).
  - h. Disability History and Awareness Week (F.S. 1003.4205)
  - i. The Declaration of Independence (F.S. 1003.42)
  - j. Flag Education (F.S. 1003.42)
  - k. Elements of Civil Government (F.S. 1003.42)
  - l. History of the United States (F.S. 1003.42)
  - m. Elementary principles of agriculture (F.S. 1003.42)
  - n. Effects of alcohol and narcotics on the body and mind (F.S. 1003.42)
  - o. Kindness to animals (F.S. 1003.42)
  - p. History of the state (F.S. 1003.42)
  - q. Conservation of natural resources (F.S. 1003.42)
  - r. Comprehensive health education (F.S. 1003.42)
  - s. Importance of free enterprise in the US economy (F.S. 1003.42)
8. Academically Challenging Curriculum To Enhance Learning (ACCEL): Each middle grades school will include at a minimum: whole-grade and mid-year promotion; subject-matter acceleration; and virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to: enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105).
  - a. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.
  - b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).
9. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
10. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

11. HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by the district. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).
12. Gifted Education (F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process. All students identified as gifted must have a current EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education
13. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.
  - a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
  - b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
  - c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
  - d. Each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.
14. Virtual Education:
  - a. Schools may not limit student access to Florida Virtual School courses or courses offered by the district's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
  - b. However, school administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
  - c. Students may not enroll in the same course at Florida Virtual School or the district's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.
  - d. Schools may allow a student access to Florida Virtual School as part of the students' full day curriculum if the district has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.
  - e. A student whose Individual Educational Plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.
15. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22.
  - a. Middle grades students enrolled in Algebra I, Geometry, or Biology I must take the statewide, standardized End-of-course Assessment (EOC) for those courses and shall not take the corresponding subject and grade level statewide, standardized assessment. When a statewide, standardized EOC assessment in Algebra II is administered, all students enrolled in Algebra II must take the EOC assessment.
  - b. For students with disabilities who meet state-defined exemption criteria, an alternate

assessment must be administered. Information to parents of students with disabilities must also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.

- c. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331): As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
  - d. Suspension of Curriculum (F.S. 1008.22(3)(g)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment; however, a school may engage in the following test-preparation activities for a statewide assessment:
    - (1) distributing to students sample test books and answer keys published by the Florida Department of Education,
    - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
    - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by the district, is identified as having a deficiency in the content knowledge and skills assessed,
    - (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
    - (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.
  - e. For English Language Learners who are currently receiving services, schools shall provide test accommodations to enable them to fully participate in all assessments. The assessments may be administered with any one or a combination of the accommodations as authorized by State Rule 6A-6.09091.
  - f. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.
- C. ALLOCATION OF RESOURCES: The district's remedial and supplemental instructional resources will be allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required for promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).
- D. MIDDLE GRADES PROMOTION:
- 1. Promotion from Grades Six to Seven and Seven to Eight: Student must pass a minimum of four subjects, two of which must be in English, mathematics, science or social studies.
  - 2. A student earns points (A = 4; B = 3; C = 2; D = 1; F = 0) for the letter grade achieved in each marking period (i.e., quarter) of a middle school course. A passing grade for a full year will be computed based upon the student earning four points in the course.
  - 3. In order for a student to be promoted to high school from a school that includes middle grades 6, 7, and 8, the student must successfully complete the following courses:
    - a. Three middle grades or higher courses in English Language Arts (ELA).
    - b. Three middle grades or higher courses in mathematics.
      - (1) Successful middle grades credit for a high school level Algebra I or Geometry course



- is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment. To earn high school credit for Algebra I, a middle grades student must take the statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the 2013-2014 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a Geometry course, a middle grades student must take the statewide, standardized Geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- c. Three middle grades or higher courses in social studies.
    - (1) Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-semester civics education course that includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
    - (2) Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
    - (3) A middle grades student who transfers into the state's public school system from out of country, out of state, a private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcript documents passage of three courses in social studies or two year-long courses in social studies that include coverage of civics education.
  - d. Three middle grades or higher courses in science.
    - (1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized end-of-course assessment required under F.S. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I end-of-course assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
  - e. One course in career and education planning to be completed in 6th, 7th, or 8th grade according to the criteria below:
    - (1) The course may be taught by any member of the instructional staff.
    - (2) At a minimum, the course must be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals.
    - (3) In addition, the course must:
      - (a) result in a completed personalized academic and career plan for the student which
        - (i) must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
        - (ii) high school assessment and college entrance test requirements,
        - (iii) Florida Bright Futures Scholarship program requirements,
        - (iv) state university and Florida College System institution admission requirements,
        - (v) available opportunities to earn college credit in high school, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), college and career dual

- enrollment (DE), and career education courses (including career-themed courses), and
  - (vi) courses that lead to national industry certification pursuant to F.S. 1003.492.
  - (b) emphasize the importance of entrepreneurship skill,
  - (c) emphasize technology or the application of technology in career fields,
  - (d) and, beginning in the 2014-2015 academic year, must include information from the Department of Economic Opportunity's economic security report as described in F.S. 445.07.
4. Transfer Students:
- a. Uniform Transfer of Students in Middle Grades:
    - (1) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as described below.
    - (2) If a transfer student's transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student's final course grade.
    - (3) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as described below.
    - (4) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal, and parent:
      - (a) portfolio evaluation by the Superintendent or designee;
      - (b) demonstrated performance in courses taken at other public or private accredited schools;
      - (c) demonstrated proficiencies on nationally-normed standardized subject area assessments;
      - (d) demonstrated proficiencies on the statewide, standardized assessment or
      - (e) written review of the criteria utilized for a given subject provided by the former school.
    - (5) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments required to validate placement (State Board Rule 6a-1.09942)
  - 5. Promotion in Extraordinary Circumstances: The Superintendent, upon the written recommendation by the principal, may promote a student based upon extraordinary circumstances, which impacted the student's performance (e.g. student with a terminal illness). The Superintendent shall accept or reject the principal's recommendation in writing.
  - 6. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a "performance based" educational setting. Students demonstrate credit completion at the point they finish the course requirements. Therefore, promotion for these students occurs on the date the student meets the promotion criteria as prescribed by SBBC Policy 6000.2.
- E. MIDDLE GRADES PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional district-approved assessments to determine the nature of the

student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) team, utilizing the Multi-Tiered System of Supports (MTSS)/ Response-to-Intervention (RtI) process, the teacher must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). Schools must progress monitor students scoring below proficiency levels on the district-approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low-performing students will be used. If a middle grades student scores below proficiency on the statewide, standardized assessment as per F.S. 1008.22, the following year the student must enroll in and complete a remedial reading course with a teacher who is reading certified or endorsed or a content area course with a teacher who is content area certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program. Remediation strategies must be incorporated into course content delivery. The district may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

1. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores below proficiency on a statewide, standardized reading and/or English language arts assessment (F. S. 1008.22), the PMP must:
  - a. identify the student's specific area of deficiency in:
    - (1) oral language
    - (2) phonemic awareness
    - (3) phonics
    - (4) fluency
    - (5) comprehension
    - (6) vocabulary
  - b. identify the areas of weakness and recommended intervention, and
  - c. identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the following school year, including either remedial reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the district's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
2. Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores below proficiency on a statewide, standardized mathematics assessment (F.S. 1008.22), the student will be required to receive remediation during the following year through a PMP utilizing the district's MTSS/RtI model. Remediation may be integrated into the student's required mathematics courses.

F. MIDDLE GRADES RETENTION:

1. Students who are retained will receive an intensive program that is different from the previous year's program.
2. Students who have been retained and are not making progress in the current program must undergo additional state or district-approved assessment to determine an appropriate intervention.
3. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).
4. Parents are provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
5. Parents must be notified, no later than a week after test scores are received, when it appears that a student may be retained. Parents of English Language Learners (ELL) students must be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in

which the parent must be invited.

6. For students retained two or more years, appropriate alternative placements will be made.
  7. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.
- G. MIDDLE GRADES EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.

H. REPORTING MIDDLE GRADES PROGRESS:

1. Report Cards: Report cards are issued at the end of every nine weeks of school and cover a period of approximately 45 school days. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
2. Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students.
3. Grading for Grades 6, 7 and 8 (F.S. 1003.437): Student performance will be evaluated and reported based upon mastery of standards. The symbols to be used are:

|    |                            |        |
|----|----------------------------|--------|
| A  | Superior Progress          | 90-100 |
| B+ | Outstanding Progress       | 87-89  |
| B  | Commendable Progress       | 80-86  |
| C+ | Above Average Progress     | 77-79  |
| C  | Average Progress           | 70-76  |
| D+ | Below Average Progress     | 67-69  |
| D  | Lowest Acceptable Progress | 60-66  |
| F  | Failure                    | 0-59   |
| I  | Incomplete                 |        |

4. Incomplete Grade: A grade of "I" is given as an opportunity for students to make up incomplete class work, a statewide, standardized end-of-course (EOC) assessment or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an "F". The principal may extend the deadline.
5. Grading Students Who Earn High School Credit in Grades 6-8:
  - a. High school credit may be earned in grades 6-8 by completing the course and earning a passing grade. Students may also receive credit for courses successfully completed in a virtual environment. Courses taken may be used to satisfy high school graduation requirements or Florida Academic Scholars award requirements (F.S. 1003.43(1)(k)).
  - b. Letter grades (A-F, I) will be assigned for any high school course taken by a middle grades student and will be counted toward the student's high school grade point averages.
  - c. For middle grades students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of C, D, F, or I with a grade of C or higher, earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of C, D, F, or I with a grade of C or higher earned subsequently in another course (F.S. 1003.43). Only the new grade shall be used in the calculation of the student's grade point average for graduation (F.S. 1003.428(4)(d)). The student's record, however, will show all courses and grades taken.
  - d. Middle grades students taking high school courses, earning a B or B+ will be able to repeat those classes in high school to increase their skill and knowledge level; credits and grades will not be given.

6. Taking courses on a high school campus: A middle grades student, whose unique academic needs cannot be met at the middle grades level, as determined by the principal, may take the courses in an accredited virtual environment or be permitted to attend a high school for the necessary course. However, no middle grades student may attend a high school campus when a course is available through the middle grades level or when the course sought at the high school requires successful completion of the middle grades curriculum. Transportation must be provided by the parents and will be reimbursed at the standard rate.
  7. Final Examinations and Exam Exemptions: Examinations shall be scheduled and administered in accordance with the guidelines provided by the district. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33).
    - a. Middle grades students who earn a grade of B or better in a high school course may be exempt from the mid-term and/or final exams in that course under the following criteria:
      - (1) all students will be eligible to waive one-half of their total midterms or final exams,
      - (2) for AP/IB/AICE, mid-terms cannot be exempted (The student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final),
      - (3) the statewide, standardized EOC assessments, required by statute, are not eligible for exemption,
  8. Alternative Report Cards: A district-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report cards or for other district-approved programs that the standard report card does not address adequately.
  9. Grade Placement: Principals shall have authority for appropriate grade placement of students, within the limitations of Board Policy and F.S. 1002.3105.
  10. The IEP Annual Goal(s) Progress Report must be completed and sent home with each report card for all students with disabilities beginning with the second marking period of kindergarten.
  11. The EP (Education Plan) Goals Progress Report must be completed and sent home with each report card for all students.
- I. MIDDLE GRADES SCHOOL COUNSELING SERVICES: All schools shall assure equitable access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All school counselors will develop, in collaboration with the principal, a School Counseling Plan in a format to be determined by the district. The plan will support the School Improvement Plan and be based upon national counseling standards. School counseling services will include:
1. Communication to parents and students of ACCEL options offered by the school pursuant to F.S. 1002.3105.
  2. Communication to parents and students regarding high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285:
  3. Communication to parents and students regarding:
    - b. high school assessment and college entrance test requirements,
    - c. Florida Bright Futures Scholarship Program requirements,
    - d. state university and Florida College System institution admission requirements,
    - e. available opportunities to earn college credit in high school, including:
      - (1) Advanced Placement (AP),
      - (2) International Baccalaureate (IB),
      - (3) Advanced International Certificate of Education (AICE),
      - (4) college and career dual enrollment (DE),
      - (5) career education courses (including career-themed courses),
      - (6) courses that lead to national industry certification pursuant to F.S. 1003.492.
- The final decision regarding selection of high school courses and graduation options that best fit the student's needs belongs to the student and parent.

- J. MIDDLE GRADES STUDENT DAY: A student day shall consist of a minimum of:
- Middle School 348 minutes
  - ESE Centers 360 minutes (exceeds state requirements defined in F.S. 1011.61)
- The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

III. HIGH SCHOOLS (GRADES 9-12):

A. HIGH SCHOOL ENROLLMENT AND WITHDRAWAL REQUIREMENTS:

1. Health requirements for initial entry (F.S. 1003.22), including immunization requirements is included in School Board of Broward County (SBBC), Policy 5.1, Enrollment and Withdrawal.
2. Placement of transfer students for initial entry is included in (SBBC) Policy 5.1, Enrollment and Withdrawal.
3. Attendance requirements (F.S. 1003.21), including absences for religious reasons, are included in SBBC Policy 5.5, Attendance.
4. Student withdrawal information is included in SBBC Policy 5.1, Enrollment and Withdrawal.
5. Dependent children of active military personnel who otherwise meet the eligibility criteria for special academic programs (such as magnets) shall be given first preference for admission to such programs, even if the program is being offered through a public school other than the school to which the student would generally be assigned. If the program is not offered at the assigned school, the parent would be responsible for providing transportation (F.S. 1003.05).

B. HIGH SCHOOL CURRICULUM, INSTRUCTION AND ASSESSMENT

1. High school Curriculum: Instruction shall be based upon the standards adopted by the State Board of Education in the subjects of language arts, mathematics, science, social studies, the arts, health and physical education, and foreign languages (F.S. 1003.41).
2. Service Learning: Students are required to complete a minimum of 40 documented hours of service learning in order to graduate. In cases of extreme hardship or senior out-of-district transfers, the school principal may waive the service learning requirement.
3. Physical Education Integrated with Health (HOPE): Schools may not require the one-credit of physical education be taken during the student's ninth grade year. The district has adopted HOPE Variation I (physical education integrated with health) as the recommended physical education course. The health education curriculum shall include:
  - a. a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.
  - b. Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).
  - c. HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum must be approved by Health Education Services. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions must be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).

Students may meet the physical education requirement by meeting any one of the following options:

- (1) One full credit of HOPE (physical education integrated with health)
- (2) One-half credit of personal fitness, one-half credit of Life Management Skills and one-half credit of a physical education elective.
  - (a) Beginning with students entering 9th grade in 2014-2015 and thereafter, the Life Management Skills course will no longer be required for this option.
- (3) Two full credits of Junior Reserve Officer Training (JROTC) (one credit satisfies the physical education requirement and one credit satisfies the arts requirement).
- (4) One-half credit with a grade of C or better in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular

- activity, or in a dance class satisfies one-half credit of either physical education or arts requirement.
- (5) Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better.
4. Online Learning: Beginning with students entering grade 9 in 2011-12, at least one course within the 24 credits required for graduation must be completed through online learning (F.S.1003.428).
- An online course is defined as a course involving student-teacher interaction in which a student learns mostly through online delivery of content and instruction with some element of student control over time, place, or pace.
  - Schools shall not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
  - An online high school course taken during grades 6-8 fulfills this requirement.
  - This requirement shall be met through an online course offered by the Florida Virtual School, Broward Virtual Education (a franchise of Florida Virtual School), an online course offered by the high school, or an online dual enrollment course.
  - This requirement does not apply to a student who has an individual educational plan (IEP) under F. S. 1003.57 which indicates that an online course would be inappropriate.
  - When a student who is enrolled in a Florida high school and has less than one academic year remaining in high school, this requirement may be waived.
5. Character Education: The character education traits that shall be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42(2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (SBBC Policy 7014).
6. Required Instruction: The following state-required instruction is taught within prescribed courses of study through mandated standards and benchmarks:
- Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
  - The Holocaust (F.S. 1003.42)
  - African and African American History (F.S. 1003.42)
  - Hispanic Contributions (F.S. 1003.42)
  - Women's Contributions (F.S. 1003.42)
  - Veterans' Recognition (F.S. 1003.42).
  - Celebrate Freedom Week (F.S. 1003.421).
  - Disability History and Awareness Week (F.S. 1003.4205)
  - The Declaration of Independence (F.S. 1003.42)
  - Flag Education (F.S. 1003.42)
  - Elements of Civil Government (F.S. 1003.42)
  - History of the United States (F.S. 1003.42)
  - Elementary principles of agriculture (F.S. 1003.42)
  - Effects of alcohol and narcotics on the body and mind (F.S. 1003.42)
  - Kindness to animals (F.S. 1003.42)
  - History of the state (F.S. 1003.42)
  - Conservation of natural resources (F.S. 1003.42)
  - Comprehensive health education (F.S. 1003.42)
  - Importance of free enterprise in the US economy (F.S. 1003.42)
7. Academically Challenging Curriculum To Enhance Learning (ACCEL): Each high school will include at a minimum whole-grade and midyear promotion; subject-matter acceleration; virtual instruction in higher grade level subjects. Additional ACCEL options may include, but are not limited to: enriched science, technology, engineering, and mathematics coursework; enrichment programs; flexible grouping; advanced academic courses; combined classes; self-paced instruction; curriculum compacting; advanced-content instruction; and telescoping curriculum (F.S. 1002.3105).



- a. Parents and students may contact the principal at the student's school for information related to student eligibility requirements for whole-grade promotion, mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade level subjects; and any other ACCEL options offered by the principal pursuant to F.S. 1002.3105 and F.S. 1008.25.
  - b. Eligible students and their parents may request student participation in ACCEL options including those that would result in a student attending a different and/or next-level school, by contacting the current school's principal (F.S. 1002.3105, F.S. 1008.25).
8. Outside activities such as contests and fairs that use instructional time must be aligned with the standards adopted by the State Board of Education. See SBBC Policy 6303 for additional field trip information.
9. Gifted Education (F.S. 1003.01 and 1003.57): Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole-grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Educational Plan (EP) process. All students identified as gifted must have an EP. EPs must be redesigned at least every two years and/or at matriculation to the middle or high school. The school must provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents. For more information, consult the Procedural Guide For Gifted Education.
10. Digital Tools and Applications (F.S. 1008.25): Curricula for students in pre-kindergarten through high school must contain instruction that allows them to attain progressively higher levels of skill in the use of digital tools and applications.
  - a. Digital materials for students in prekindergarten through grade 12 shall be made available to support this skill development.
  - b. Digital materials may be integrated into subject area curricula, offered as a separate course, made available through open-access options, or deployed through online or digital computer applications.
  - c. The instructional sequences must include participation in curricular and instructional options and the demonstration of competence of standards aligned to industry certifications (F.S. 1002.3105, F.S. 1003.41, F.S. 1003.4203, and F.S. 1003.428).
  - d. Beginning with the 2013-2014 school year, each school shall make available digital instructional materials, including software applications, to students with disabilities who are in prekindergarten through grade 12.
11. Virtual Education:
  - a. Schools may not limit student access to Florida Virtual School courses or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
  - b. However, school administrators (or their designees) will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
  - c. Students may not enroll in the same course at Florida Virtual School or the District's Florida Virtual School franchise program when concurrently enrolled in the course at the local school.
  - d. Schools may allow student access to Florida Virtual School as part of the students' full day curriculum if the District has an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.
  - e. A student whose individual educational plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.
12. Assessment: Each student must participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding statewide,

standardized assessment. For students with disabilities who meet state-defined exemption criteria, an alternate assessment must be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)). Information to parents of students with disabilities must also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.

- a. Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (Rule 6A-6.0331): As part of the MTSS/RtI process, schools shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
  - b. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, a school may engage in the following test-preparation activities for a statewide assessment:
    - (1) distributing to students sample test books and answer keys published by the Florida Department of Education,
    - (2) providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores below proficiency on a prior administration of the statewide assessment,
    - (3) providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores below proficiency on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the district, is identified as having a deficiency in the content knowledge and skills assessed,
    - (4) incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
    - (5) administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.
  - c. For English Language Learners who are currently receiving services, schools shall provide test accommodations to enable them to fully participate in all assessments. The assessments may be administered with any one or a combination of the accommodations as authorized by State Rule 6A-6.09091.
  - d. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.
13. College Readiness Assessment (F.S. 1008.30):
- a. Before the beginning of grade 12, each high school must evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or designated scores on the statewide, standardized assessment (F.S. 1008.22), or Level 2, Level 3, or Level 4 on the Algebra I assessment under F.S. 1008.22.
  - b. High schools shall perform this evaluation using the results of the Common Placement Test (CPT), the Postsecondary Education Readiness Test (PERT), ACT, SAT or an equivalent test identified by the State Board of Education. A successful score on the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).
  - c. The high school shall use the results of the test to advise the students of any identified deficiencies and will provide grade 12 students, and require them to complete an appropriate postsecondary preparatory course before high school graduation as identified in rule by the State Board of Education.

C. ALLOCATION OF RESOURCES: The District's remedial and supplemental instructional resources will be

allocated first to students in elementary schools who are deficient in reading by the end of the third grade and then to students who fail to meet achievement performance levels required or promotion (F.S. 1008.25(3)). Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science and mathematics must continue remedial instruction with supplemental instruction until expectations are met (F.S. 1008.25 (4)(c)).

D. HIGH SCHOOL GRADE DESIGNATION:

1. Starting in 2009-10, grade designation for high school students will be determined as:
  - a. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
  - b. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
  - c. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
  - d. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.
  - e. Students enrolled in and attending Alternative Secondary Schools, including Department of Juvenile Justice (DJJ) programs, participate in a “performance based” educational setting. Students demonstrate credit completion at the point they finish the course requirements. Grade designation is determined in the same manner as indicated above.
2. Definition and Transfer of Credits:
  - a. Definition of Credit: One full credit is defined as a minimum of 135 hours of bona fide instruction in a designated course of study that contains student performance standards (except as otherwise provided through the Credit Acceleration Program (CAP) under F.S. 1003.4295(3)). One full credit is defined as a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements in a school that has been authorized to implement block scheduling (F.S.1003.436(1)(a)). One-half credit is defined to be one-half of the requirement for a full credit. Any school that uses alternative scheduling must employ a District-approved mechanism to determine successful mastery of student performance standards.
  - b. High school students are not exempted from the 135-hour or 120-hour bona fide instruction rule except as in allowable acceleration mechanisms (e.g., credit validation, dual enrollment, early admission, or other mechanisms described in ACCEL legislation (F.S. 1002.3105), adult education and approved alternative education programs featuring competency-based curriculum or in schools that have alternative scheduling).
  - c. The Florida Articulation Coordinating Committee defines those select semester-length (three credit hours) postsecondary courses completed through dual enrollment as receiving one (1) full high school credit (F.S. 1003.436). Courses that are exceptions are defined in the State Course Code Directory/Dual Enrollment Equivalency List.
  - d. Uniform Transfer of High School Credits:
    - (1) If a transfer student’s transcript shows a final course grade and course credit in Algebra I, Geometry, Biology I, or United States History, the transferring course final grade and credit shall be honored without the student taking the requisite statewide, standardized EOC assessment and without the assessment results constituting 30% of the student’s final course grade.
    - (2) Beginning with the 2012-13 school year, if a student transfers to a Florida public high school from out of country, out of state, a private school, or a home education program and the student’s transcript shows a credit in Algebra I, the student must pass the statewide, standardized Algebra I EOC assessment in order to earn a standard high school diploma unless the student earned a comparative score, passed a statewide assessment in Algebra I administered by the transferring entity, or passed the statewide mathematics assessment the transferring entity uses to satisfy the requirements of the Elementary and Secondary Education Act, 20, U.S.C. F. S. 6301.

- (3) If a student's transcript shows a credit in high school reading or English Language Arts II or III, in order to earn a standard high school diploma the student must take and pass the statewide, standardized grade 10 reading or ELA assessment, or earn a concordant score.
- (4) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. The school shall accept and classify transfer credits for the purpose of credits that meet specific graduation requirements without further validation from schools that are accredited by a regional accrediting agency or from schools accredited through their state or country's Department of Education. AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancedED/SACS CASI) is the district's accrediting agency and, as such, district schools shall accept credits and grade placement promptly from the following recognized accrediting agencies:
- (a) AdvancED/Southern Association of Colleges and Schools Council on School Improvement (AdvancedED/SACS CASI)
  - (b) Middle States Association of Colleges and Schools (MSACS)
  - (c) New England Association of Colleges and Schools (NEACS)
  - (d) AdvancED/North Central Association of Colleges and Schools (NCACS)
  - (e) Northwest Association of Accredited Schools (NAAS)
  - (f) Western Association of Colleges and Schools (WACS)
  - (g) National Council on Private School Accreditation (NCPISA) member agencies and other accepted agencies, including:
    - (i) Alabama Independent School Association
    - (ii) American Montessori Society
    - (iii) Association of Christian Schools International (AISA)
    - (iv) Association of Christian Teachers and Schools (ACTS)
    - (v) Christian Schools International (CSI)
    - (vi) Christian Schools of Florida (CSF)
    - (vii) Council of Islamic Schools in North America (CISNA)
    - (viii) Florida Catholic Conference (FCC)
    - (ix) Florida Council of Independent Schools (FCIS)
    - (x) Florida League of Christian Schools (FLOCS)
    - (xi) Independent School Association of Central States (ISACS)
    - (xii) International Center for Integral Formation (ICIF)
    - (xiii) International Christian Accrediting Association (ICAA)
    - (xiv) Lutheran Schools of Florida-Georgia District (FLGA-LCMS)
    - (xv) National Christian School Association (NCSA)
    - (xvi) National Independent and Private School Association (NIPSA)
    - (xvii) National Lutheran School Accreditation (NLSA)
    - (xviii) Ohio Catholic School Accrediting Association (OCSAA)
    - (xix) South Carolina Independent School Association (SCISA)
    - (xx) Southern Association of Independent Schools (SAIS)
    - (xxi) Tennessee Association of Christian Schools (TACS)
    - (xxii) Texas Catholic Conference (TCC)

If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in this rule.

- (5) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in this rule.

- (6) Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal, and parent:
    - (a) portfolio evaluation by the superintendent or designee,
    - (b) written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
    - (c) demonstrated performance in courses taken through dual enrollment or at other public or private accredited schools,
    - (d) demonstrated proficiencies on nationally-normed standardized subject area assessments,
    - (e) demonstrated proficiencies on the statewide, standardized assessment (F.S. 1008.22), or
    - (f) written review of the criteria utilized for a given subject provided by the former school.
  - (7) Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined in this rule if required (State Board Rule 6A-1.09941).
  - (8) Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition and English for Speakers of Other Languages (ESOL) strategies in all courses.
  - (9) Graduation requirements for transfer students shall be based upon those SBBC requirements that were in effect for the cohort of students that entered the 9th grade during the same school year as the transfer student.
  - (10) Students who enter SBBC at the 11th or 12th grade from out of state or from a foreign country shall not be required to spend additional time in the high school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which he or she is transferring. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and meet the requirements under F.S. 1008.22.
- e. Students who are not in attendance at a regular high school (grades 9-12) but attend alternative programs that have been approved and identified as alternative by the District may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6014, if approved by the appropriate area superintendent prior to placement.
- E. HIGH SCHOOL PROGRESS MONITORING PLAN (PMP) PROCESS: Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Multi-Tiered System of Supports (MTSS)/Response-to-Intervention (RtI) team must develop and implement, in consultation with the student's parent, a PMP in the area of deficiency (F.S. 1008.25(4)(b)). Schools must progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, mid-year, and end-of-year assessment. Research-based instructional activities that have been shown to be successful with low-performing students will be used. Each year a student scores below proficiency on the statewide, standardized English Language Arts (ELA) assessments, the following year the student must be enrolled in and complete an intensive remedial course with a teacher who is reading certified or endorsed or be placed in a content area course that includes remediation of skills not acquired by the student with a teacher who is content area certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program. The district may require low-performing students to attend remediation programs held before or after regular school hours or

during the summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. Remedial instruction will include an intensive program different from the previous year's program.
  2. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
  3. For each year a high school student scores below proficiency on the statewide, standardized English Language Arts (ELA) assessment (F.S. 1008.22), the PMP must identify:
    - a. The student's specific areas of deficiency in:
      - (1) oral language
      - (2) phonemic awareness
      - (3) phonics
      - (4) fluency
      - (5) comprehension
      - (6) vocabulary
    - b. The areas of weakness and recommended intervention.
    - c. The instructional and support services to be provided during the following school year to help the student achieve the desired levels of performance will include either an intensive reading course or a content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
  4. For each year in which a student scores Level 2 or below on the Algebra I EOC assessment, the student must receive a PMP including enrollment and completion in an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.
  5. PMPs and Learning Contracts: For students attending Schools of Choice, the learning contract will serve as the student's PMP.
  6. PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the MTSS/Rtl process to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with district requirements (F.S. 1008.25(7)(b)1).
- F. HIGH SCHOOL EXTENDED LEARNING OPPORTUNITIES: Opportunities for extended learning for students with academic deficiencies may be offered during the school day, as well as beyond the school day. Extended learning opportunities will be determined on an annual basis.
- G. REPORTING HIGH SCHOOL STUDENT PROGRESS: The reporting of student progress to parents shall follow procedures established by the district and be in accordance with Florida Statutes, Florida State Board of Education administrative rules, and board adopted policies, rules and regulations. (F.S. 1008.25; 1003.33).
1. Report Cards: Report cards are issued at the end of each marking period. Report cards may not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.
  2. Interim Reports: No later than midway between marking periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to: a grade of D or F, a drop of two or more grades, unacceptable behavior and excessive absences. In schools with an automated system for record-keeping and grading, interims will be provided for all students as an indication of satisfactory or unsatisfactory progress.
  3. Grading: The grading system used in the high schools will be (F.S.1003.437):

| Numerical | Letter | Points |
|-----------|--------|--------|
| 90-100    | A      | 4.0    |
| 87-89     | B+     | 3.5    |
| 80-86     | B      | 3.0    |
| 77-79     | C+     | 2.5    |

|            |    |     |
|------------|----|-----|
| 70-76      | C  | 2.0 |
| 67-69      | D+ | 1.5 |
| 60-66      | D  | 1.0 |
| 0-59       | F  | 0.0 |
| INCOMPLETE | I  | 0.0 |

4. Plus (+) Grades: Letter grades displaying plus signs shall be used in the calculation of the district weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements (F.S. 1003.437). The Bright Futures Scholarship Program does not recognize plus (+) grades.
5. Incomplete Grade: A grade of "I" is given as an opportunity for students to make up incomplete class work or for students who require additional time to demonstrate mastery of course standards. Class work should be made up prior to the end of the next marking period. If the work remains incomplete or unsatisfactory at the end of this marking period, the "I" will convert to an F. The principal may extend the deadline.
6. Changes to Student Grades: Changes to student grades shall be properly documented using a Change of Grade Form to be signed by the principal and the teacher of record and stored in the student's cumulative record. The appropriate grade change code shall be documented in TERMS. When the teacher of record is unavailable or not applicable, the Change of Grade Form shall be signed by the principal and by the subject area Department Chairperson. Changes to a student grade may be made for the following reasons:
  - (1) when an EOC assessment retake impacts the EOC course final grade,
  - (2) technical/input error,
  - (3) incomplete grade changed to the appropriate letter grade,
  - (4) when, to reflect an accurate final course grade, an F grade earned in semester 1 must be changed to allow for averaging of semesters as required by F.S. 1003.43 and described below under "Grade Averaging", or
  - (5) unforeseen extenuating circumstances.
7. Semester Course Grades: At the high school level, credit is granted on either a semester or full-year basis. When credit is granted on a semester basis, one-half credit is given for passing a semester's work in a course. The semester grade for each course is determined by totaling the points earned in both quarter grading periods and the points earned on the semester examination. For schools implementing a 4x4 block schedule, one semester is equivalent to a nine-week period of time. For schools on a seven period schedule, one semester is equivalent to an 18-week period of time.
  - a. To receive a passing mark for the semester grade in a subject, the student shall have previously earned at least a passing mark in:
    - (1) both quarter grading periods, or
    - (2) one quarter grading period and the semester examination.
  - b. The weight of each quarter grade is 37.50% of the final semester grade. The weight of the final examination is 25% of the final semester grade.
8. Full-Year Course Grades: For high school courses in which the statewide, standardized EOC assessment is calculated as 30% of the student's final course grade, one credit (1.0) may only be granted after the student attempts the EOC. For schools implementing a 4x4 block schedule, one full year is equivalent to 18-weeks of instruction. For schools on a rotator schedule, one full year is equivalent to 36-weeks of instruction.
  - a. The weight of each quarter grade is 15% of the final course grade.
  - b. The weight of the mid-term examination is 10% of the final course grade.
  - c. The weight of the EOC is 30% of the final course grade.
9. Should laws related to mandatory student assessment change during the school year, students must meet any new requirements as outlined by the State or Superintendent, as applicable.

10. Final Examinations and Exam Exemptions: Examinations shall be scheduled and administered in accordance with the guidelines provided in the District's procedural manual for this policy. A student's attendance record may not be used in whole or in part to provide an exemption from any academic performance requirement (F.S. 1003.33).
  - a. Students in grades 6-12 who earn a grade of B or better in a particular course may be exempt from the mid-term and/or final exams in that course under the following criteria:
    - (1) all students will be eligible to waive one-half of their total midterms or final exams,
    - (2) for AP/IB/AICE, midterms cannot be exempted (The student may exempt the final exam. Teachers are encouraged to give an alternative assessment in lieu of a traditional final),
    - (3) dual enrollment mid-terms and finals may NOT be exempted,
    - (4) the statewide, standardized EOC assessments, required by statute, are not eligible for exemption,
11. Any student with a GPA below 2.5 shall have their parent or guardian notified that improved achievement is necessary to ensure that high school graduation requirements are met. Students will be assisted in meeting these requirements through a variety of options, which may include, but are not limited to:
  - a. grade forgiveness as specified in this policy
  - b. extended learning
  - c. special counseling
  - d. volunteer and/or peer tutoring
  - e. school-sponsored help sessions
  - f. homework hotlines
  - g. study skills classes
  - h. co-enrollment
12. Honors Courses to Receive Quality Points
  - a. All courses, which are clearly labeled as "honors", consistent with State Frameworks and/or district guidelines and coded as such in SBBC Course Code Dictionary, shall carry one additional quality point.
  - b. Courses may be designated as local honors because they contain rigor that supports the awarding of one extra quality point toward the District Weighted Grade Point Average. These courses are not considered "honors" for State University System (SUS), NCAA or Bright Futures. Local Honors courses are designated as "- LH" in the course title.
  - c. An additional quality point may not be earned in an honors class if the grade received is below a C.
  - d. A grade in a course that is Level 3 or above and leads to an industry certification must be weighted the same as an honors course.
13. Advanced Placement (AP), Advanced International Certificate of Education (AICE), and International Baccalaureate (IB), and dual enrollment (DE) Course Quality Points:
  - a. All classes that are clearly labeled "Pre-Advanced International Certificate of Education" or "Pre-International Baccalaureate" shall receive one quality point, if the grade received is C or above.
  - b. All classes that are clearly labeled as AP, AICE, IB, or DE shall receive two quality points if, the grade received is C or above.
  - c. Students will be required to take the AP, AICE, and/or the IB examination (cost of examination to be paid by the District) in order to receive two quality points. If a student elects not to take the AP, AICE, and/or IB examination, he/she will receive one quality point for a grade of C or higher.
14. Forgiveness Rule:
  - a. For students taking high school courses, forgiveness for required courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher, earned subsequently in the same or comparable course. Forgiveness for elective courses shall be limited to replacing a grade of D, F, or I with a grade of C or higher earned subsequently in another course



(F.S. 1003.43). In all cases of grade forgiveness, only the new grade shall be used in the calculation of the student's GPA. The student's record, however, will show all courses taken.

- (1) For a student whose cumulative Grade Point Average is below a 2.5, courses previously passed with a grade of D (1.0) may be retaken through an extended learning opportunity or through co-enrollment in order to maintain continuous progress toward graduation.
    - (2) The Forgiveness Rule shall be applied only one time per course.
  - b. All forgiveness courses and grades must be included on a student's transcript as an accurate reflection of a student's record of achievement. The authority for the School Board to adopt a forgiveness policy does not provide authority to alter a student record to delete the forgiven course and grade (F.A.C. 6A1.0955(3)(a)7; F.S. 1003.428(4)(d)).
15. Grade Averaging (F.S.1003.436):
  - a. Starting in 2009-10, for the purpose of graduation, grade averaging of the two semesters for a year-long course will be permitted when one is a failing grade and the other grade is C or higher.
  - b. A student enrolled in a full-year course shall receive one-half credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half of the course and the averaging of the grades obtained in each half would not result in a passing grade.
  - c. A student enrolled in a full-year course shall receive a full credit if the student successfully completes either the first half or the second half of a full-year course but fails to successfully complete the other half and the averaging of the grades obtained in each half would result in a passing grade, provided that the student:
    - (1) receives a grade of C or better on the semester examination in the semester failed and meets district policies for attendance (applied to the class in question for the purpose of grade averaging), homework, participation, and other indicators of performance, and
    - (2) provided the final grade remains at a passing level after any state-required EOC assessment grade is calculated into the final grade with the required 30% weighting.
16. Grade Point Averages (GPAs):
  - a. The grade point average is calculated by dividing the quality points earned by the credits attempted.
  - b. A quality point is the numerical value assigned to the letter grade (e.g. A=4, B=3, C=2, D=1).
  - c. There are five different grade point averages that are used for different purposes:
    - (1) Semester Weighted GPA: The weighted average of the courses taken in any one semester (includes extra quality points for honors, AP, IB, and DE courses, including technical dual enrollment for student entering 9th grade in 2007-2008).
    - (2) Cumulative Weighted GPA (District GPA): The weighted average of all high school courses (includes extra quality points for honors, AP, IB, and DE courses, including technical dual enrollment for student entering 9th grade in 2007-2008). This GPA is used to determine class ranking.
    - (3) Core GPA: The average of all academic college core courses completed using an additional .5 quality point for each full credit course.
    - (4) State GPA: The cumulative, unweighted average of grade points earned in all high school courses not forgiven. This GPA includes all high school courses taken in middle grades. For graduation purposes, students must meet the minimum GPA requirements of their chosen program. No additional quality points are given for rigorous coursework.
17. Alternative Report Card: A District-approved alternative report card may be used for students with disabilities whose progress cannot be appropriately reported using the standard report cards.
18. IEP Annual Goals Progress Report: The IEP Annual Goal(s) Progress Report must be completed

and sent home with each report card for all students with disabilities.

19. The EP (Education Plan) Goals Progress Report must be completed and sent home with each report card for all students who are eligible for gifted services.

#### H. GRADUATION ACCELERATION MECHANISMS

1. Notification: At the beginning of each school year, parents of students in or entering high school will be notified of the opportunity and benefits of courses through which a high school student can earn college credit, including AP, IB, AICE and dual enrollment, career academy courses, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Students shall also be advised of early graduation options under F. S. 1003.4281.
2. Dual Enrollment:
  - a. Definition: The enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion and a career certificate or an associate or baccalaureate degree (F.S. 1007.271(1)). The purpose of dual enrollment is to shorten the time necessary to complete requirements for a diploma, industry certification, associate, or baccalaureate degree, to broaden the scope of curricular options, or increase the depth of study available in a particular subject area.
  - b. Eligibility for College Dual Enrollment: To be eligible for dual enrollment in college credit courses, students must have a 3.0 unweighted high school grade point average, unless the approved inter-institutional articulation agreement provides otherwise. Students must also meet minimum scores on the Common Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). To continue in dual enrollment for college credit courses, students must continue to maintain the 3.0 unweighted high school grade point average, inclusive of college courses taken, and maintain at least a 2.0 college grade point average. Students who are disruptive will lose the privilege of participating in the Dual Enrollment Program.
  - c. Eligibility for Career Dual Enrollment: To be eligible for dual enrollment in a career certificate program offered through the Broward Technical Centers, students must have a 2.0 unweighted high school grade point average. The student's unweighted GPA is inclusive of any college courses the student has taken. Students must also pass the Test of Adult Basic Education (TABE) at the required exit level for the targeted career certificate program. These programs will allow students to earn a series of elective credits toward the high school diploma, while working towards a career certificate, and shall not be used to enroll students in isolated career courses. Dual Enrollment career certificate programs taught on the high school campus must carry the appropriate post-secondary course code number. To continue in technical dual enrollment through Broward Technical Centers, students must maintain at least a 2.0 unweighted grade point average, inclusive of dual enrollment courses.
  - d. Dual Enrollment Courses: High school students who meet the rules and regulations listed above may dually enroll in coursework for those courses listed in the approved interarticulation agreement with the post-secondary institution or for those post-secondary institutions with which the district has no interarticulation agreement those courses approved by the state for dual enrollment. Vocational-preparatory instruction, college-preparatory instruction, remedial instruction, and other forms of precollegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program (F.S. 1007.271). Students who elect to participate in dual enrollment (which includes technical coursework) may do so during regular school hours, after regular school hours, and during the college/university/technical center summer terms as allowed by the post-secondary institution.
  - e. Dual Enrollment Costs: Any student in approved dual enrollment with a State of Florida public post-secondary institution offering dual enrollment, shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271). Dual Enrollment

will be open to students in grades 9-12 as specified and agreed upon in an approved inter-institutional articulation agreement with the local college. Dual Enrollment Procedures: Students must obtain permission from the high school administrator designated to oversee dual enrollment prior to enrollment. Once permission is obtained, the student must follow the required dual enrollment procedures designated by the post-secondary institution.

3. Early Admission:
  - a. Definition: Early admission is a form of Dual Enrollment through which eligible secondary students enroll in a postsecondary institution on a full-time basis in courses that are creditable toward the high school diploma and the associate or baccalaureate degree (F.S. 1007.271(7-8)) or a postsecondary program leading to industry certifications, as listed in the Industry Certification Funding List (F.S. 1008.44) in order to shorten the time necessary to complete requirements for a certificate, diploma, associate, or baccalaureate degree.
  - b. Eligibility: To be eligible for early admission, students must have a 3.0 unweighted high school grade point average, inclusive of Dual Enrollment courses taken. Students must also meet minimum scores on the College Placement Test (CPT), Postsecondary Education Readiness Test (PERT), or equivalent assessments (SAT or ACT). Once a student is eligible for early admissions, the eligibility continues through the end of the current school year. Participation in the career early admission program is limited to students who have completed a minimum of four semesters of full-time secondary enrollment, including studies undertaken in the ninth grade.
  - c. Early Admission Enrollment: Early admission may take place at accredited postsecondary institutions with or without the existence of an articulation agreement. All coursework completed and credits earned under the early admission option will be recorded in the student's academic history and calculated into the student's cumulative grade point average. Any student so enrolled in a state supported postsecondary institution with which the School Board has an approved inter-institutional articulation agreement shall be exempt from the payment of registration, matriculation, laboratory, and textbook fees (F.S. 1007.271(10)). Students participating in early admissions programs at all other institutions will be responsible for all fees and expenses. In order to graduate from a public high school under the Early Admission Program, be awarded a high school diploma, and participate in graduation ceremonies, the student must be degree seeking and must qualify on an approved placement examination and enroll in non-remedial, credit-earning coursework. The student must have completed two consecutive semesters of college coursework or the equivalent, with a full-time class load of 24 credit hours or the equivalent. This must include coursework that satisfies the remaining high school graduation requirements and the student must maintain a minimum college 2.0 GPA as shown by grade transcripts. A student who does not meet all requirements by the time his/her class graduates will default to a standard diploma when all requirements are met.
4. Credit from Other Postsecondary Institutions: Students may receive high school credit for completion of college coursework offered through programs at accredited postsecondary institutions that do not have inter-institutional articulation agreements with SBBC. In order to receive high school credit, students must complete these requirements:
  - a. be enrolled as a high school student,
  - b. have a 3.0 unweighted grade point average,
  - c. obtain approval from the school administrator,
  - d. provide a description of the course to be taken; the course must be included in a specific degree program (as opposed to a special interest session offered by a college/university, which does not meet the criteria of a credit-granting course), and
  - e. provide the school administrator with an official transcript delineating course title, number of college credit hours earned, grade (State Rule 6A-1.09941).

For purposes of this policy, three semester hours of college credit will be equated to one-half high school elective credit. All dual enrollment courses completed with a C or better will earn two quality points.

5. Credit Acceleration Program (CAP): Students who meet specific scores on standardized end-of-course assessments as defined in F. S. 1008.22 shall receive credit for the corresponding course (F.S. 1003.4295). Students who are not enrolled in the course or who have not completed the course may take the assessment during the regular administration of the assessment.
- I. GRADUATION: The charts in Appendix A summarize the graduation requirements for each diploma option/program.
    1. General Graduation Diploma Options:
      - a. Each year the district must provide students in grades six through nine, and their parents, with information concerning all diploma options, including the respective curriculum requirements for those options so the students and their parents may select the program that best fits their needs.
      - b. Selection of one of the graduation options is exclusively up to the student and parent. If the student and parent fail to select a graduation option, the student shall be considered to have selected the general requirements for the four-year high school graduation option (F.S. 1003.428, F.S. 1003.4285).
        - (1) Standard Diploma (24-Credit Option):
          - (a) The 24-credit option is the traditional standard high school diploma as described in the graduation requirements chart.
          - (b) Students enrolled in special magnet programs may only select this diploma option.
        - (2) 18-Credit ACCEL Diploma
          - (a) Awarded to students who meet all requirements for a standard high school diploma with the following exceptions:
            - (i) Physical Education is not required
            - (ii) Online Course is not required
            - (iii) Three elective credits only
            - (iv) Community Service hours are not required
        - (3) International Baccalaureate Curriculum Diploma Option (refer to the International Baccalaureate Organization website)
        - (4) Advanced International Certificate of Education (AICE) Curriculum Diploma Option (refer to the Advanced International Certificate of Education website)
    2. Graduation: A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. Students who have graduated early shall comply with school board rules regarding access to school facilities and grounds during normal operating hours. The information below provides additional information regarding a number of graduation requirements. The charts in Appendix A provide specific information regarding requirements depending on what year the student entered grade 9.
    3. Florida Comprehensive Assessment Test (FCAT):
      - a. For students entering 9th grade in 2009-2010 and prior, the FCAT requirement includes passing scores in reading and in mathematics.
      - b. For students entering 9th grade in 2010-2011, students must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (ACT or SAT).
      - c. The requirement for a passing score on the FCAT may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee must provide supporting documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11) (b)). Information about the FCAT waiver must be provided to parents of students with disabilities.

- d. A student who has not earned passing scores on the Grade 10 FCAT must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.
4. Grade Point Average (GPA):
- a. All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
  - b. Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment, early admission, adult education, and transfer credit. Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.
5. Additional Graduation Information:
- a. Mathematics and Science Course Substitutions
    - (1) One credit in computer science and the earning of related industry certifications constitute the equivalent of up to one credit of the mathematics requirement, with the exception of Algebra I or higher-level mathematics, or up to one credit of the science requirement, with the exception of Biology I or higher-level science, for high school graduation (F.S. 1007.2616(3)(a)).
    - (2) A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry (F.S. 1003.4282(b)).
    - (3) A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one science credit, except for Biology I (F.S. 1003.4282(c)).
  - b. Certificate of Completion:
    - (1) A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
      - (a) Passing score on the required statewide, standardized assessments (F.S. 1008.22) or scores on a standardized test that are concordant with the passing scores on the statewide, standardized assessments (ACT or SAT) (F.S. 1008.22).
      - (b) Cumulative unweighted grade point average of 2.0.
    - (2) A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies (F.S. 1003.43(10)(b)).
    - (3) A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.
  - c. Students with Disabilities: Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit. This waiver shall be limited to performance on an assessment that is waived for the purpose of receiving a course grade or standard high school diploma, as applicable.
  - d. Alternative Education Programs: Students who are enrolled in an approved alternative education program may earn a standard high school diploma and graduate with their high school class under the conditions of the GED or Performance-Based Option, which include:
    - (1) Earning a passing score on the tenth grade statewide, standardized assessment (F.S.

1003.43).

- (2) Completing an employability and postsecondary portfolio as prescribed by the district.
- (3) Achieving a minimum score of 2250 on the GED.

Students who are not in attendance at a regular high school (grades 9-12), but who attend alternative programs that have been approved and identified as an alternative by the district, may re-enroll in a high school program and receive credit for all courses successfully completed in the alternative program(s) after evaluation of the grade transcript. For purposes of this policy, adult secondary education credit programs may be considered as an educational alternative pursuant to F.A.C. 6A.6.014, if approved by the district.

- e. Co-Enrollment: High school students who are deficient in credits needed to graduate or who need to improve their cumulative grade point average in order to meet graduation requirements may co-enroll in adult secondary education programs for a maximum of two courses per year under the following conditions:
    - (1) The student must be deficient in the credits required for graduation.
    - (2) The student must be attempting a full load of required credits at the traditional high school during the co-enrollment period.
    - (3) The student must have written authorization for entrance into each course in the co-enrollment program from the home school principal or designee.
    - (4) The student's credit deficiencies have not resulted from an intentional, willful neglect of studies as determined by the principal or designee.
    - (5) Co-enrollment courses will be limited to core curricular areas as defined in F.S. 1003.01(14).
    - (6) The student does not have a pattern of excessive absenteeism or habitual truancy or a history of disruptive behavior in school.
  - f. Level I Courses: For students with an individual educational plan (IEP) who entered the 9th grade prior to the 2013-14 school year, if the IEP team determined and documented, in accordance with Section 1003.43(7)(d), F.S., that a rigorous course of study would be inappropriate, the student may be granted core academic credit toward a standard high school diploma for any Level 1 course taken prior to the 2013-14 school year. Any student taking a Level 1 course in the 2013-14 school year or later, may not earn credit towards a standard diploma (including an elective credit). Students with disabilities pursuing a special diploma in accordance with Section 1003.438, F.S., who successfully completed a Level 1 course, may receive credit towards a special diploma in accordance with the district's student progression plan.
  - g. Compensatory or Remedial Programs: Students can use no more than 9 credits in compensatory or remedial programs to meet graduation requirements (F.S.1003.43(7)(a)).
  - h. Exploratory Vocational Courses: Students cannot use more than one credit in exploratory vocational courses to meet graduation requirements (F.S.1003.43(7)(b)).
6. Honors for Graduates:
- a. Standard 24-credit High School Diploma Designations (F.S. 1003.4285):
    - (1) Scholar designation: In addition to the 24-credit standard diploma requirements the student must meet the following criteria:
      - (a) English Language Arts (ELA) - When the state transitions to Florida Standards Assessments (FSA), a passing score on the 11th grade ELA assessment.
      - (b) Mathematics - Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to Florida Standards Assessments, students must pass the Algebra II FSA.
      - (c) Science - Pass the statewide, standardized Biology I end-of-course assessment or earn the minimum score required to earn college credit on AP, IB or AICE assessments and earn one credit in chemistry or physics and one credit in a course equally rigorous to chemistry or physics.
      - (d) Social Studies - Pass the statewide standardized United States History EOC assessment or earn the minimum score required to earn college credit on AP, IB

- or AICE assessments.
- (e) Foreign Language - Earn two credits in the same foreign language.
- (f) Electives - Earn at least one credit in an Advanced Placement, an International Baccalaureate, an Advanced International Certificate of Education, or a dual enrollment course.
- (2) Merit designation: In addition to the 24-credit standard diploma requirements the student must attain one or more industry certifications from the list established under F.S. 1003.492.
- b. Valedictorian/Salutatorian:
  - (1) To be selected as valedictorian or salutatorian, a high school senior shall have completed at least the last two full years of high school in any SBBC public school.
  - (2) Students transferring from one SBBC high school to another in the last 2 semesters (or 4 quarters for block schools) shall not displace, for class ranking purposes including valedictorian/salutatorian, any other student.
- c. Honor Cords:
  - (1) For students entering grade 9 in 2013-14 and prior, Gold honor cords shall be issued to those students who graduate with a standard diploma under the following conditions:
    - (a) Graduating students shall be in the top 10% of the entire senior class by rank order established by the district weighted grade point average.
    - (b) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive gold honor cords.
    - (c) Graduating students utilizing course validation shall not displace any of the top 10% honor students in rank order listing.
  - (2) Beginning with students entering grade 9 in 2014-15 and thereafter, Honor Cords shall be issued to those students who graduate with a standard diploma under the following conditions:
    - (a) Honors
      - (i) Graduating students shall be in the top 10% of the entire senior class by rank order established by the district weighted grade point average.
      - (ii) Graduating students who have earned a 3.75 weighted grade point average but who may not be included in the top 10% shall also receive Honors recognition.
      - (iii) Graduating students utilizing course validation shall not displace any of the top 10% Honors students in rank order listing.
    - (b) High Honors
      - (i) Graduating students shall be in the top 5% of the entire senior class by rank order established by the district weighted grade point average.
      - (ii) Graduating students utilizing course validation shall not displace any of the top 5% High Honor students in rank order listing.
    - (c) Highest Honors
      - (i) Graduating students shall be in the top 2% of the entire senior class by rank order established by the district weighted grade point average.
      - (ii) Graduating students utilizing course validation shall not displace any of the top 2% Highest Honors students in rank order listing.
  - (3) Silver cords shall be issued to those students who graduate with a standard or special diploma under the following conditions:
    - (a) Graduating students must earn a total of 250 documented volunteer service hours beyond the school day.
    - (b) Students must obtain prior approval from the school principal or designee.
    - (c) Students may earn up to five hours per week providing service in an organized, supervised tutoring program conducted through a service learning, peer counseling, exploratory teaching, or study hall program.

7. High School Graduation Requirements - Special Diploma for Students with Disabilities: The charts in Appendix A summarize the graduation requirements for each diploma option.
  - a. Option I is based primarily upon mastering state standards and earning credits.
  - b. Option II is based primarily on demonstrating competency in employment.
  - c. Service learning hours are not required for a special diploma.
  - d. A student with disabilities who was working towards a Special Diploma—Option I may receive a special certificate of completion and participate in the graduation ceremonies of his/her school if the student completes the minimum number of credits and other requirements of the School Board but is unable to demonstrate mastery of the state standards.
  - e. The Special Diploma graduation charts summarize the graduation prerequisites and requirements for each special diploma option. The charts include references to “notes” that are applicable to specific diploma options. The notes include additional requirements as well as options for meeting some of the requirements. The notes are an essential component of the graduation requirements. (Notes relating to Special Diploma Options follow the Special Diploma Graduation Charts)
8. Graduation Requirements – Adult Standard Diploma: The graduation requirements for an Adult Standard Diploma are the same as for a Traditional 24-Credit Standard High School Diploma with the following exceptions: physical education, Fine/Performing Arts, and Service Learning are not required. The Adult Education graduation charts in Appendix A summarize the graduation requirements with additional information noted.
  - a. No student shall be awarded a Standard High School Diploma earlier than he/she would have normally graduated from high school in accordance with their selected graduation option except when that student has been assigned to adult high school for the purposes of acceleration pursuant to SBBC Policy 6.7.
  - b. Successful performance on an examination for high school credit may be substituted only as outlined in this Policy.
  - c. Students shall be permitted to substitute military service and/or education received while on active duty pursuant to restrictions and limitations imposed by F.A.C. 6A-6.020.
9. Graduation Requirements - Adult Certificate of Completion: A student may receive an Adult Certificate of Completion and participate in the graduation ceremonies with his/her adult high school class when the student completes the minimum number of credits and other requirements of the School Board but is unable to meet one or more of the state requirements.
  - a. Passing score on the Grade 10 statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test (ACT or SAT) that are concordant with the passing scores on the statewide, standardized assessment (F.S. 1008.228).
  - b. Cumulative unweighted grade point average of 2.0.
10. Diplomas and Graduation Exercises: High schools, centers, and adult centers within the district shall issue only the types of diplomas authorized by the state and by the Board’s rules. Special recognition for achievement beyond the prescribed requirements shall be allowed but must be uniform throughout the district. Graduation exercises for the public high schools of the district shall be scheduled by the Student Activities and Athletics Department and approved by the Superintendent.
  - a. Students who have completed graduation requirements prior to the scheduled end of the normal school year may participate in the annual graduation ceremony.
  - b. There shall be a summer graduation ceremony for high school students who complete their high school graduation requirements through extended learning opportunities.
  - c. A school may schedule a mid-year graduation ceremony for students who have elected to complete high school prior to the scheduled end of the school year (SBBC Policy 5313).
  - d. Only students who achieve a certificate of completion or a standard or special education high school diploma may participate in graduation ceremonies.
  - e. Per SBBC Policy 5313, students who have violated any of the rules of the Code of Student Conduct from January to June may be disallowed from participating in the annual graduation ceremony.



- J. HIGH SCHOOL COUNSELING SERVICES: All schools shall assure access to school counseling programs for all students through a standards-driven school counseling program that is comprehensive in scope, developmental in nature and focused on the academic, personal/social and career development needs of all students. All school counselors will develop, in collaboration with the principal, an Annual School Counseling Plan in a format to be determined by the district. The plan will support the School Improvement Plan and be based upon national school counseling standards. The high school plan will include a plan for ensuring that every student is given an opportunity to participate in a face-to-face activity with a school counselor that involves the student in reviewing course selections and comparing those selections with requirements for career and/or postsecondary plans. High school counseling services will include:
1. Advise parents and students of the early and accelerated graduation options under F. S. 1003.4281 and 1003.429 (F.S. 1008.25).
  2. Exit Interviews: An exit interview shall be conducted with any student who drops out of school. The interview shall be conducted by the student's school counselor or other school personnel to determine the reasons for the student's decision to drop out of school and to determine what actions could be taken to keep the student in school. The student must be informed of opportunities to continue his or her education in a different environment, including, but not limited to, adult education and GED test preparation. The student will complete a survey in the format prescribed by the Florida Department of Education to provide data on student reasons for terminating enrollment and actions taken by schools to keep students enrolled (F.S.1003.21(1)2(c)).
- K. HIGH SCHOOL STUDENT DAY: A student day shall consist of a minimum of:
- |              |             |
|--------------|-------------|
| High Schools | 360 minutes |
| ESE Centers  | 360 minutes |
- (Exceeds state requirements defined in F.S. 1011.61)
- The IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.
- IV. STATE REPORTING REQUIREMENTS (F.S. 1008.25(8)(b)(1)): The School Board will annually publish in the local newspaper, and report in writing to the State Board of Education by September 1st of each year, the following information on the prior school year:
- A. The provisions of this section relating to public school student progression and the District School Board's policies and procedures on student retention and promotion.
  - B. By grade, the number and percentage of all students in grades 3 through 10 performing below proficiency on the statewide, standardized assessments.
  - C. By grade, the number and percentage of all students retained in grades 3 through 10.
  - D. Information on the total number of students who were promoted for good cause, by each category of good cause as specified in paragraph (6)(b).
  - E. Any revisions to the district school board's policy on student retention and promotion from the prior year.

# APPENDIX A

| <b>KINDERGARTEN PROMOTION CRITERIA</b>                     |  |
|--|--|
| <b>Criterion #1:</b>                                       | Recognizes 48 of 52 Letter Names AND<br>Distinguishes 20 of 26 Letter Sounds AND<br>Understands 15 of 21 Concepts of Print.  |
| <b>Criterion #2:</b>                                       | Scores 50% or greater in Probability of Literacy Success (PLS) on the Florida Assessments for Instruction in Reading - Florida Standards (FAIR-FS) during Assessment Period #3.  |
| <b>GOOD CAUSE CRITERIA</b>                                 |  |
| <b>Criterion #3:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2.   |
| <b>Criterion #4:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Developing Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 3.   |
| <b>Criterion #5:<br/>Previous Retention</b>                | Student has received intensive reading intervention and was previously retained in Kindergarten.   |
| <b>Criterion #6:<br/>ELL Program Participation</b>         | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #7:<br/>ELL Committee Recommendation</b>      | English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.   |
| <b>Criterion #8:<br/>ESE Alternate Assessment</b>          | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Retention Deferral</b>            | Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).   |
| <b>Criterion #10:<br/>Intervention through RtI Process</b> | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level. |
| <b>Criterion #11:<br/>Extraordinary Circumstances</b>      | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.   |

| <b>FIRST GRADE PROMOTION CRITERIA</b>                      |  |
|--|--|
| <b>Criterion #1:</b>                                       | Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.   |
| <b>Criterion #2:</b>                                       | Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-15, pages 81-91).   |
| <b>GOOD CAUSE CRITERIA</b>                                 |  |
| <b>Criterion #3:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16.  |
| <b>Criterion #4:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 16.   |
| <b>Criterion #5:<br/>Previous Retention</b>                | Student has received intensive reading intervention and was previously retained in K-1 for a maximum total of two years, not to exceed one retention per grade level.  |
| <b>Criterion #6:<br/>ELL Program Participation</b>         | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #7:<br/>ELL Committee Recommendation</b>      | English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.   |
| <b>Criterion #8:<br/>ESE Alternate Assessment</b>          | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Retention Deferral</b>            | Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).   |
| <b>Criterion #10:<br/>ESE Previous Retention</b>           | Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-1.  |
| <b>Criterion #11:<br/>Intervention through RtI Process</b> | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level. |
| <b>Criterion #12:<br/>Extraordinary Circumstances</b>      | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.   |

| <b>SECOND GRADE PROMOTION CRITERIA</b>                     |  |
|--|--|
| <b>Criterion #1:</b>                                       | Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.   |
| <b>Criterion #2:</b>                                       | Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-20, pages 133-150).   |
| <b>GOOD CAUSE CRITERIA</b>                                 |  |
| <b>Criterion #3:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22.  |
| <b>Criterion #4:<br/>Alternative Assessment</b>            | Scores 90% or greater in accuracy AND at or above the Adequate Level (DRA-Classic) / Instructional Level (DRA-2) in comprehension on the Developmental Reading Assessment (DRA), at or above Level 28.   |
| <b>Criterion #5:<br/>Previous Retention</b>                | Student has received intensive reading intervention and was previously retained in K-2 for a maximum total of two years, not to exceed one retention per grade level.  |
| <b>Criterion #6:<br/>ELL Program Participation</b>         | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #7:<br/>ELL Committee Recommendation</b>      | English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.   |
| <b>Criterion #8:<br/>ESE Alternate Assessment</b>          | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Retention Deferral</b>            | Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).   |
| <b>Criterion #10:<br/>ESE Previous Retention</b>           | Student with a disability participating in districtwide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-2.  |
| <b>Criterion #11:<br/>Intervention through RtI Process</b> | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level. |
| <b>Criterion #12:<br/>Extraordinary Circumstances</b>      | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.   |

| <b>THIRD GRADE PROMOTION CRITERIA</b>                               |  |
|---|--|
| <b>Criterion #1:</b>  | Scores Level 2 or greater on the statewide reading assessment.   |
| <b>GOOD CAUSE CRITERIA</b>  |  |
| <b>Criterion #2:<br/>Alternative Assessment</b>                     | Scores 45 <sup>th</sup> percentile or greater on the current version of the Stanford Achievement Test in reading comprehension.  |
| <b>Criterion #3:<br/>Portfolio Assessment</b>                       | Scores acceptable level of performance on the state-approved reading assessment.   |
| <b>Criterion #4:<br/>Summer Assessment/Alternative Assessment</b>   | Scores acceptable level of performance on the Broward County Assessment for Promotion (BCAP - administered at the end of the Reading Academy for Third Grade Promotion in the summer following third grade retention).             |
| <b>Criterion #5:<br/>Mid-Year Assessment/Alternative Assessment</b> | Scores 70% or greater on the Benchmark Assessment Test 1 (BAT 1) reading assessment (administered in the fall following third grade retention).  |
| <b>Criterion #6:<br/>Previous Retention</b>                         | Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years, not to exceed one retention per grade level.  |
| <b>Criterion #7:<br/>ELL Program Participation</b>                  | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #8:<br/>ESE Alternate Assessment</b>                   | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Previous Retention</b>                     | Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-3. |

Fourth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of this promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

| FOURTH GRADE PROMOTION CRITERIA                                    |  |
|--|--|
| <b>Criterion #1:</b>   | READING: Scores Level 2 or greater on the statewide reading assessment.  |
|  | MATH: Scores Level 2 or greater on the statewide math assessment.  |
| <b>Criterion #2:</b>   | READING: Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 147-169).  |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.   |
| GOOD CAUSE CRITERIA  |  |
| <b>Criterion #3:<br/>Alternative<br/>Assessment</b>                | READING: Scores Instructional Reading Level 4 or greater on the Burns and Roe Informal Reading Inventory (IRI).  |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.   |
| <b>Criterion #4:<br/>Alternative<br/>Assessment</b>                | READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 27.   |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.   |
| <b>Criterion #5:<br/>Previous<br/>Retention</b>                    | Student has received intensive reading and/or math intervention and was previously retained in K-4 for a maximum total of two years, not to exceed one retention per grade level.  |
| <b>Criterion #6:<br/>ELL Program<br/>Participation</b>             | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #7:<br/>ELL Committee<br/>Recommendation</b>          | English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.   |
| <b>Criterion #8:<br/>ESE Alternate<br/>Assessment</b>              | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Retention<br/>Deferral</b>                | Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).   |
| <b>Criterion #10:<br/>ESE Previous<br/>Retention</b>               | Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-4.   |
| <b>Criterion #11:<br/>Intervention through<br/>RtI<br/>Process</b> | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level. |
| <b>Criterion #12:<br/>Extraordinary<br/>Circumstances</b>          | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.   |

Fifth grade promotion requires the student to meet criteria for both reading and mathematics. Satisfaction of this promotion criteria provides students the opportunity to use one criterion option for reading and another criterion option for mathematics, if needed.

| <b>FIFTH GRADE PROMOTION CRITERIA</b>                      |  |
|--|--|
| <b>Criterion #1:</b>                                       | READING: Scores Level 2 or greater on the statewide reading assessment.  |
|  | MATH: Scores Level 2 or greater on the statewide math assessment.  |
| <b>Criterion #2:</b>                                       | READING: Scores 70% or greater on the Houghton Mifflin Harcourt Florida Journeys Common Core 2014 Benchmark Test (Unit 5) Reading and Analyzing Text section (multiple choice items 1-35, pages 151-178).  |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core End of Year Test.   |
| <b>GOOD CAUSE CRITERIA</b>                                 |  |
| <b>Criterion #3:<br/>Alternative Assessment</b>            | READING: Scores Instructional Reading Level 5 or greater on the Burns and Roe Informal Reading Inventory (IRI).  |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test A.   |
| <b>Criterion #4:<br/>Alternative Assessment</b>            | READING: Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 30.   |
|  | MATH: Scores 60% or greater on the Houghton Mifflin Harcourt Florida Go Math Common Core Benchmark Test B.   |
| <b>Criterion #5:<br/>Previous Retention</b>                | Student has received intensive reading and/or math intervention and was previously retained in K-5 for a maximum total of two years, not to exceed one retention per grade level.  |
| <b>Criterion #6:<br/>ELL Program Participation</b>         | English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.   |
| <b>Criterion #7:<br/>ELL Committee Recommendation</b>      | English Language Learner (ELL) student with two or more years in the English for Speakers of Other Languages (ESOL) program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.   |
| <b>Criterion #8:<br/>ESE Alternate Assessment</b>          | Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.   |
| <b>Criterion #9:<br/>ESE Previous Retention</b>            | Student with a disability participating in statewide assessment, has an Individual Education Plan (IEP) or a Section 504 Plan reflecting intensive remediation for more than two years, and was previously retained in grades K-5.   |
| <b>Criterion #10:<br/>Intervention through RtI Process</b> | Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and demonstrates increased performance based on progress monitoring data (increase in student achievement to the level set by the goal of the intervention). Student will continue to receive intensive intervention in the subsequent grade level. |
| <b>Criterion #11:<br/>Extraordinary Circumstances</b>      | Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.   |





## Standard Diploma Graduation Requirements Students Entering Grade Nine in 2014 - 2015

|  |  |
|--|--|
| English  | <b>4 Credits</b>   |
| Mathematics  | <b>1 Credit</b> Algebra (EOC=30% of final grade)<br><b>1 Credit</b> Geometry (EOC=30% of final grade)<br><b>2 Credits</b> Additional Math (If Algebra II is selected, the Algebra II Florida Standards Assessment will count for 30% of the final grade, when implemented)   |
| Science  | <b>1 Credit</b> Biology (EOC=30% of final grade)<br><b>2 Credits</b> Additional Science identified as Equally Rigorous   |
| Social Studies   | <b>1 Credit</b> World History<br><b>1 Credit</b> United States History (EOC =30% of final grade)<br><b>.5 Credit</b> United States Government<br><b>.5 Credit</b> Economics w/Financial Literacy   |
| World Languages  | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships   |
| Fine and Performing Arts, Speech/Debate, or Practical Arts | <b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts  |
| Physical Education   | <b>1 Credit</b> in Physical Education to include the integration of Health (HOPE)  |
| Electives  | <b>8 Credits</b>   |
| TOTAL  | <b>24 Credits</b>  |
| State Assessments  | Students must earn a passing score on the Grade 10 ELA statewide, standardized assessment<br>Students must take the Grade 11 ELA statewide, standardized assessment, when implemented<br>Students must earn a passing score on the Algebra 1 EOC or concordant score   |
| Computer Competency  | Not required   |
| Online Course  | Requires a full course to be completed   |
| Grade Point Average  | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)  |
| Service Hours  | 40 hours required  |
| Scholar Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Pass the ELA Grade 11 Common Core assessment once implemented</li> <li>- Algebra II and must pass the EOC when implemented</li> <li>- Statistics or equally rigorous math</li> <li>- Chemistry or Physics and another equally rigorous science</li> <li>- 2 credits in the same world language</li> <li>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>- Pass the Geometry EOC</li> <li>- Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>- Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul> |
| Merit Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>  |
| ACCEL Program (18 credits minimum)                         | Meet all of the graduation requirements for the cohort, with the exception of : <ul style="list-style-type: none"> <li>- Physical education not required</li> <li>- Online course not required</li> <li>- 3 elective credits only</li> <li>- Service hours are not required</li> </ul>   |



## Standard Diploma Graduation Requirements Students Entering Grade Nine in 2013 – 2014

|  |   |
|--|---|
| English  | <b>4 Credits</b>  |
| Mathematics  | <b>1 Credit</b> Algebra (EOC=30% of final grade)<br><b>1 Credit</b> Geometry (EOC=30% of final grade)<br><b>2 Credits</b> Additional Math (If Algebra II is selected, the Algebra II Florida Standards Assessment will count for 30% of the final grade, when implemented)  |
| Science  | <b>1 Credit</b> Biology (EOC=30% of final grade)<br><b>2 Credits</b> Additional Science identified as Equally Rigorous  |
| Social Studies   | <b>1 Credit</b> World History<br><b>1 Credit</b> United States History (EOC =30% of final grade)<br><b>.5 Credit</b> United States Government<br><b>.5 Credit</b> Economics w/Financial Literacy  |
| World Languages  | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships  |
| Fine and Performing Arts, Speech/Debate, or Practical Arts | <b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts   |
| Physical Education   | <b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE)<br><b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS  |
| Electives  | <b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)   |
| TOTAL  | <b>24 Credits</b>   |
| State Assessments  | Students must earn a passing score on the Grade 10 ELA statewide, standardized assessment<br>Students must take the Grade 11 ELA statewide, standardized assessment, when implemented<br>Students must earn a passing score on the Algebra 1 EOC or concordant score  |
| Computer Competency  | Not required  |
| Online Course  | Requires a full course to be completed  |
| Grade Point Average  | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)   |
| Service Hours  | 40 hours required   |
| Scholar Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Algebra II</li> <li>- Statistics or equally rigorous math</li> <li>- Chemistry or Physics and another equally rigorous science</li> <li>- 2 credits in the same world language</li> <li>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>- Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>- Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul> |
| Merit Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).</li> </ul>   |
| ACCEL Program (18 credits minimum)                         | Meet all of the graduation requirements for the cohort, with the exception of : <ul style="list-style-type: none"> <li>- Physical education not required</li> <li>- Online course not required</li> <li>- 3 elective credits only</li> <li>- Service hours are not required</li> </ul>  |



## Standard Diploma Graduation Requirements Students Entering Grade Nine in 2012 - 2013

|  |  |
|--|--|
| English  | <b>4 Credits</b>   |
| Mathematics  | <b>1 Credit</b> Algebra<br><b>1 Credit</b> Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)<br><b>2 Credits</b> Additional Math  |
| Science  | <b>1 Credit</b> Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)<br><b>2 Credits</b> Additional Science  |
| Social Studies   | <b>1 Credit</b> World History<br><b>1 Credit</b> United States History<br><b>.5 Credit</b> United States Gov't<br><b>.5 Credit</b> Economics w/Financial Literacy  |
| World Languages  | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.  |
| Fine and Performing Arts, Speech/Debate, or Practical Arts | <b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts  |
| Physical Education   | <b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE)<br><b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS   |
| Electives  | <b>8 Credits</b> ( <b>7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)  |
| TOTAL  | <b>24 Credits</b>  |
| State Assessments  | Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score)<br>Students who took Algebra <i>after</i> school year 2010-2011 must earn a passing score on the Algebra 1 EOC or concordant score.  |
| Computer Competency  | Not required   |
| Online Course  | Requires a full course to be completed   |
| Grade Point Average  | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)  |
| Service Hours  | 40 hours required  |
| Scholar Designation  | In addition to meeting the standard high school diploma requirements:<br><ul style="list-style-type: none"> <li>- Algebra II</li> <li>- Statistics or equally rigorous math</li> <li>- Chemistry or Physics and another equally rigorous science</li> <li>- 2 credits in the same world language</li> <li>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>- Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>- Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul> |
| Merit Designation  | In addition to meeting the standard high school diploma requirements:<br><ul style="list-style-type: none"> <li>- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>  |
| ACCEL Program (18 credits minimum)                         | - Meet all of the graduation requirements for the cohort, with the exception of:<br><ul style="list-style-type: none"> <li>-Physical education not required</li> <li>-Online course not required</li> <li>-3 elective credits only</li> <li>-Service hours are not required</li> </ul>   |



## Standard Diploma Graduation Requirements Students Entering Grade Nine in 2011 - 2012

|  |   |
|--|---|
| English  | <b>4 Credits</b>  |
| Mathematics  | <b>1 Credit</b> Algebra<br><b>1 Credit</b> Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)<br><b>2 Credits</b> Additional Math   |
| Science  | <b>1 Credit</b> Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade)<br><b>2 Credits</b> Additional Science   |
| Social Studies   | <b>1 Credit</b> World History<br><b>1 Credit</b> United States History<br><b>.5 Credit</b> United States Government<br><b>.5 Credit</b> Economics w/Financial Literacy  |
| World Languages  | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships.   |
| Fine and Performing Arts, Speech/Debate, or Practical Arts | <b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts   |
| Physical Education   | <b>Option 1: 1 Credit</b> in Physical Education to include the integration of Health (HOPE)<br><b>Option 2: .5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS  |
| Electives  | <b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)   |
| TOTAL  | <b>24 Credits</b>   |
| State Assessments*   | Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score)<br>Students who took Algebra <i>after</i> school year 2010-2011 must earn a passing score on the Algebra 1 EOC or concordant score  |
| Computer Competency  | Required. May be waived if a student completes an on-line course  |
| Online Course  | Requires a full course to be completed  |
| Grade Point Average  | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)   |
| Service Hours  | 40 hours required   |
| Scholar Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Algebra II</li> <li>- Statistics or equally rigorous math</li> <li>- Chemistry or Physics and another equally rigorous science</li> <li>- 2 credits in the same world language</li> <li>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>- Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>- Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul> |
| Merit Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>  |
| ACCEL Program (18 credits minimum)                         | - Meet all of the graduation requirements for the cohort, with the exception of: <ul style="list-style-type: none"> <li>- Physical education not required</li> <li>- Online course not required</li> <li>- 3 elective credits only</li> <li>- Service hours are not required</li> </ul>   |



## Standard Diploma Graduation Requirements Students Entering Grade Nine in 2010 - 2011

|  |   |
|--|---|
| English  | <b>4 Credits</b>  |
| Mathematics  | <b>1 Credit</b> Algebra (EOC = 30% of final grade)<br><b>1 Credit</b> Geometry<br><b>2 Credits</b> Additional Math  |
| Science  | <b>3 Credits</b>  |
| Social Studies   | <b>1 Credit</b> World History<br><b>1 Credit</b> United States History<br><b>.5 Credit</b> United States Government<br><b>.5 Credit</b> Economics   |
| World Languages  | Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships  |
| Fine and Performing Arts, Speech/Debate, or Practical Arts | <b>1 Credit</b> in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts   |
| Physical Education   | <b>Option 1:</b> <b>1 Credit</b> in Physical Education to include the integration of Health (HOPE)<br><b>Option 2:</b> <b>.5 Credit</b> Personal Fitness and <b>.5 Credit</b> PE and <b>.5 Credit</b> Health/LMS  |
| Electives  | <b>8 Credits (7.5 Credits</b> if the student completes all 3 parts of Physical Education, Option 2)   |
| TOTAL  | <b>24 Credits</b>   |
| State Assessments  | Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score)   |
| Computer Competency  | Required  |
| Online Course  | Not required  |
| Grade Point Average  | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)   |
| Service Hours  | 40 hours required   |
| Scholar Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Algebra II</li> <li>- Statistics or equally rigorous math</li> <li>- Chemistry or Physics and another equally rigorous science</li> <li>- 2 credits in the same world language</li> <li>- Earn at least one credit in AP, IB, AICE or a dual enrollment course</li> <li>- Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> <li>- Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam</li> </ul> |
| Merit Designation  | In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> <li>- Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)</li> </ul>  |
| ACCEL Program (18 credits minimum)                         | - Meet all of the graduation requirements for the cohort, with the exception of: <ul style="list-style-type: none"> <li>- Physical education not required</li> <li>- Online course not required</li> <li>- 3 elective credits only</li> <li>- Service hours are not required</li> </ul>   |

**Students entering AHS in 2013-2014 (2010-2011 9<sup>th</sup> grade cohort) must complete the following graduation requirements:**

| <b>Subject Area</b>                      | <b>Students Entering AHS in 2013-2014 (1)(2)</b>  |
|--|---|
| <b>English</b>                           | 4 Credits with major concentration in composition, reading for information, and literature  |
| <b>Mathematics</b>                       | 1 Credit Algebra<br>1 Credit Geometry (4)<br>2 Credits Additional Math  |
| <b>Science</b>                           | 3 Credits science   |
| <b>Social Studies</b>                    | 1 Credit World History<br>1 Credit US History<br>.5 Credit U.S. Govt.<br>.5 Credit Economics with Financial Literacy  |
| <b>World Languages</b>                   | Not required for adult high school graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships  |
| <b>Fine/Performing Arts</b>              | Not required, substitute with elective credits  |
| <b>Physical Education</b>                | Not required, substitute with elective credits  |
| <b>Electives</b>                         | 10 Credits  |
| <b>Total</b>                             | 24 Credits  |
| <b>Grade point average</b>               | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)   |
| <b>State Assessment Requirements (6)</b> | <p>Passing scores on Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with passing scores on the FCAT (ACT or SAT) (1)(2)</p> <p>Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3)</p> <p>Beginning in 2013-2014, EOC assessment results count at 30% or the student's final grade for students who take Geometry, Biology 1, and US History (4)(5)</p> |

**Notes:**

1. Students entering AHS, whose 9<sup>th</sup> grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade.
2. Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9<sup>th</sup> grade cohort has graduated, or who are not part of a 9<sup>th</sup> grade cohort (from another country, never entered high school, etc.), must meet the 12<sup>th</sup> grade cohort graduation requirements that are in effect for the year they enter AHS.
3. Students who enter AHS in 2013-2014 are not required to take the EOC assessment for Algebra I if credit for this course was earned and documented on their transcript prior to 2010-2011.
4. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Biology I and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
5. Students entering AHS in 2013-2014 and thereafter who do not have U.S. History documented on their transcript are required to take the EOC for U.S. History.
6. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for a statewide, standardized assessment (e.g, ELA or EOC) waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE.

**Students entering AHS in 2014-2015 (2011-2012 9<sup>th</sup> grade cohort) must complete the following graduation requirements:**

| <b>Subject Area</b>                      | <b>Students Entering AHS in 2014-2015 (1)(2)</b>   |
|--|--|
| <b>English</b>                           | 4 Credits with major concentration in composition, reading for information, and literature   |
| <b>Mathematics</b>                       | 1 Credit Algebra<br>1 Credit Geometry (4)<br>2 Credits Additional Math   |
| <b>Science</b>                           | 3 Credits science, one of which must be Biology 1, or an equivalent course or a series of courses (3)  |
| <b>Social Studies</b>                    | 1 Credit World History<br>1 Credit US History<br>.5 Credit U.S. Govt.<br>.5 Credit Economics with Financial Literacy   |
| <b>World Languages</b>                   | Not required for adult high school graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships   |
| <b>Fine/Performing Arts</b>              | Not required, substitute with elective credits   |
| <b>Physical Education</b>                | Not required, substitute with elective credits   |
| <b>Electives</b>                         | 10 Credits   |
| <b>Total</b>                             | 24 Credits   |
| <b>Online Course</b>                     | Requires a full course to be completed   |
| <b>Grade point average</b>               | Cumulative GPA of 2.0 on a 4.0 scale (unweighted)  |
| <b>State Assessment Requirements (6)</b> | <ul style="list-style-type: none"> <li>• Passing scores on Grade 10 statewide, standardized ELA assessment or scores on a standardized test that is concordant with passing scores on the Grade 10 statewide, standardized ELA assessment (ACT or SAT) (1)(2)</li> <li>• Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3)</li> <li>• Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score for graduation</li> <li>• Must take the Biology 1 and Geometry EOC to receive a final grade (4)</li> <li>• Beginning in 2013-2014, EOC assessment results count at 30% or the student's final grade for Geometry, Biology 1, and US History (4)(5)</li> </ul> |

**Notes:**

1. Students entering AHS, whose 9<sup>th</sup> grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9<sup>th</sup> grade.
2. Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9<sup>th</sup> grade cohort has graduated, or who are not part of a 9<sup>th</sup> grade cohort (from another country, never entered high school, etc.), must meet the 12<sup>th</sup> grade cohort graduation requirements that are in effect for the year they enter AHS.
3. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Algebra I if credit for this course was earned and documented on their transcript prior to 2010-2011.
4. Students who enter AHS in 2013-2014 and thereafter are not required to take the EOC assessment for Biology I and/or Geometry, if credit for these courses was earned and documented on their transcripts prior to 2011-2012.
5. Students entering AHS in 2013-2014 and thereafter who do not have U.S. History documented on their transcript are required to take the EOC for U.S. History.
6. Students with disabilities who have withdrawn and enrolled in adult general education are not eligible for a statewide, standardized assessment (e.g. ELA or EOC) waiver. However, if the adult high school student with a disability has not yet reached age 22, the student has the option of re-enrolling in school (K-12 system) and requesting an eligibility staffing for ESE.



## Special Diploma Option I Graduation Requirements\*

|                            | Students Entering<br>Grade Nine in<br>2010-2011 and<br>Prior | Students Entering<br>Grade Nine in 2011-<br>2012 and After  | Additional Information   |
|----------------------------|--|---|--|
| <b>English</b>             | 4 Credits  | 4 Credits   | Credits may include a combination of English and Reading.  |
| <b>Mathematics</b>         | 3 Credits  | 4 Credits   |  |
| <b>Science</b>             | 2 Credits  | 3 Credits   | For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of science courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Agriculture Ed., Health Science Ed., Family and Consumer Science, Supported Employment, Industrial Education. |
| <b>Social Studies</b>      | 2 Credits  | 2 Credits   | For students who entered 9 <sup>th</sup> grade in 2010 and prior, the following courses may be used in lieu of social studies courses: any regular education career and technical course or one of the following ESE courses: Career Preparation, Career Experiences, Career Placement, Marketing Education, Supported Employment, Industrial Education  |
| <b>Vocational</b>          | 6 Credits  | 4 Credits   | Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.   |
| <b>Physical Education</b>  | 1 Credit   | 1 Credit in physical education to include the integration of health or .50 Credit physical education and .50 credit in health/lms | Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing of the personal fitness competency test with a "C" or better will satisfy the Physical Education requirement.  |
| <b>Life Mgmt. Skills</b>   | 1 Credit   |   |  |
| <b>Electives</b>           | 5 Credits  | 6 Credits   |  |
| <b>TOTAL</b>               | <b>**24 Credits</b>  | <b>24 Credits</b>   |  |
| <b>State Assessments</b>   |  |   | Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma  |
| <b>Grade Point Average</b> |  | 2.0 Unweighted  |  |
| <b>Service Hours</b>       | None   | None  | Not required, but students have the option to participate  |

\* Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment Traumatic Brain Injury; or Language Impaired.

\*\* Total credits required for graduation may be reduced 1 credit per year when necessary (maximum of 2 credits total) to accommodate travel time to technical centers or programs. Credit reduction may not be used for travel to any on-the-job training program/site.





## Special Diploma Option II Graduation Requirements

|                            | Students Entering Grade Nine in 2010-2011 and Prior  | Students Entering Grade Nine in 2011-2012 and After  | Notes  |
|----------------------------|--|--|--|
| <b>Prerequisites</b>       | 1. At least 16 years of age<br>2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II<br>3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills<br>4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.<br>5. Have a graduation Training Plan that specifies employment/community competencies to be mastered. | 1. At least 16 years of age<br>2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II<br>3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills<br>4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.<br>5. Have a graduation Training Plan that specifies employment/community competencies to be mastered. | Students must have eligibility in one of the following categories: Intellectual Disability; Deaf and Hard of Hearing; Dual Sensory Impaired; Autism Spectrum Disorder; Emotional/Behavioral Disability; Specific Learning Disabled; Physically Impaired; Orthopedic Impairment; Other Health Impairment; Traumatic Brain Injury; or Language Impaired. |
| <b>English</b>             | 0  | 2 Credits  |  |
| <b>Mathematics</b>         | 0  | 2 Credits  |  |
| <b>Science</b>             | 0  | 0  |  |
| <b>Social Studies</b>      | 0  | 0  |  |
| <b>Vocational</b>          | See Above  | 4 Credits  |  |
| <b>Physical Education</b>  | 0  | 0  |  |
| <b>Electives</b>           | See Above  | 0  |  |
| <b>TOTAL</b>               | 3 Credits- See Above   | 8 Credits  |  |
| <b>State Assessments</b>   |  |  | Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma  |
| <b>Grade Point Average</b> |  | 2.0 Unweighted   |  |
| <b>Other</b>               |  |  | Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan. Paid employment at or above minimum wage full-time (based upon industry standards) and in compliance with the requirements of the fair Labor Standards Act for 200 days.  |

**Notes for Special Diploma Option II:**

- a. The employer, student, parent, and instructor develop the Graduation Training Plan. The plan specifies the academic, employment, and community competencies the student is expected to master in order to graduate with a Special Diploma Option II. The Graduation Training Plan template is available on Easy IEP.
- b. The student's employer, job coach, and/or instructor must verify documented mastery of academic, employment, and community competencies in the Graduation Training Plan in order for student to earn a Special Diploma Option II.
- c. Student must be employed in the community at a site where the employer:
  - (1) Has a Federal Employer Identification Number;
  - (2) Provides opportunities for the student to interact with non-disabled co-workers;
  - (3) Adheres to child labor laws and the Fair Labor Standards Act; and
  - (4) Provides an opportunity for advancement.
- d. The Transition IEP committee may modify the full-time employment standard by decreasing the number of hours per week to be worked for an individual exceptional student if it is determined that the modification would be in the best interest of the student. The modification must be recorded on the student's Graduation Training Plan.
- e. Transition IEP committee members must verify that the student has met all criteria outlined in the student's Graduation Training Plan by completing the assurance section of the Graduation Training Plan prior to awarding the student an a special diploma under Option II (F.S. 1003.438).

AUTHORITY: F.S. 1001.41; F.S. 1008.25

Rules Adopted: 2/12/70

Rules Amended: 5/30/73; 9/5/74; 7/21/77; 10/1/96

7/6/78; 12/11/79; 4/2/81; 5/6/82

Emergency Rule #82-13: 10/21/82; 11/18/82; 4/20/83; 5/17/84

Emergency Rule #84-10: 10/4/84; 11/1/84; E

Emergency Rule #84-17: 3/12/85; 4/18/85; 5/16/85; 5/15/86

Emergency Rule #85-86-24: 8/7/86

Emergency Rule #86-87-13: 4/14/87; 6/3/87; 9/3/87; 4/12/88; 3/14/89;

6/22/89; 2/20/90; 6/19/90; 7/23/91; 1/19/93; 8/17/93; 12/7/93; 5/2/95

Amended Rules Approved: 09/02/97; 6/25/08; 12/16/08

AUTHORITY: F.S. 1001.41; F.S. 1008.25

RULES ADOPTED: 7/8/76

RULES AMENDED: 4/14/77; 3/16/78; 3/1/79; 4/19/79;

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6/3/87; 8/20/87; 4/12/88; 3/14/89; 9/19/89; 2/20/90; 10/2/90;

2/23/91; 8/4/92; 9/15/92; 9/21/93; 12/7/93; 7/18/95; 5/7/96;

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4/20/04; 8/17/04; 12/21/04; 4/12/05; 1/17/06; 11/14/06; 06/05/07;

10/2/07; 8/5/08; 2/3/09; 6/2/09; 3/16/10; 5/18/10; 11/09/10; 6/7/2011;

02/22/2012; 08/21/2012; 08/06/13; 09/16/14

FORMERLY POLICY 5104