

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—and ~~mathematical concepts~~. 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, ~~and~~ comprehension, ~~and~~ writing.
 - b. Reading instruction, implemented through ~~programs~~ core and supplemental strategic/comprehensive intervention instructional resources recommended ~~on~~ in the ~~D~~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, ~~and~~ 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 have be provided 150 minutes of physical education ~~(F.S. 1003.455(3))~~ each week ~~to be delivered as so that on any day during which physical education instruction is conducted there are at least~~ 30 consecutive minutes per day (F.S. 1003.455(3)). ~~Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities.~~ This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):
 - a. ~~t~~The student is enrolled or required to enroll in a remedial course, or
 - b. ~~t~~The student's parent indicates in writing to the school that:
 - (1) ~~t~~The ~~student's~~ parent requests that the student enroll in another course from among those courses offered as options by the ~~D~~istrict; or
 - (2) ~~t~~The student ~~in 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; ~~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). 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 **Annual** Instruction: ~~The following curricula shall be annually integrated into student 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: ~~The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life~~ (F.S. 1003.42).
 - g. ~~"Celebrate Freedom Week": Instruction shall be in accordance with Florida Statutes and District guidelines~~ (F.S. 1003.421).
 - h. Disability History and Awareness Week" (F.S. 1003.4205): ~~Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.~~
 - 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 ~~D~~istrict. 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 ~~D~~istrict. 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 ~~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 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. ~~For more information, consult the Procedural Guide For Gifted Education issued annually by the Department of College and Career Readiness.~~
 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. ~~Beginning with the 2013-2014 school year, e~~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 ~~D~~istrict's Florida Virtual School franchise program (Broward Virtual Education) even if the school offers the same course.
 - b. ~~However, s~~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 ~~D~~istrict'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 ~~D~~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 ~~D~~district within the first 30 school days of each school year (F.S. 1002.69 (1)).
 - b. Universal Screening for Eligibility for Gifted Services (~~State Rule~~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. ~~Collaborative Problem Solving/Response to Intervention (CPS/RtI)~~ Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) Screening (~~Rule~~ 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 ~~CPS~~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 ~~MTSS~~RtI teams 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. ~~The Instruction and Intervention staff will provide staff development opportunities in the area of delivering and monitoring evidence-based interventions for struggling students.~~
 - 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 ~~at Level 1 or Level 2~~ 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 ~~at Level 1 or Level 2~~ below proficiency on a prior administration of the statewide assessment or a student who, through a district-approved 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.

- 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.

C. ALLOCATION OF RESOURCES: The ~~D~~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. ELEMENTARY PROMOTION: See Appendix B for specific K-5 promotion criteria.

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 (~~3.5 or higher on the FCAT writing assessment or the District equivalent or equivalent scores on the state common core assessment~~) (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 ~~D~~district and/or the State Florida Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work, teacher observations, ~~tests~~, ~~D~~district-approved and Sstatewide formative and summative assessments, and other relevant information. NOTE: No single assessment is the sole determiner of promotion. Students in Third grade's 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.

<u>2014-15 Transition Year - Elementary Promotion Criteria for Reading and Mathematics</u>	
<u>Grade & Subject</u>	<u>The student will score: Assessment</u>
<u>K-Reading</u>	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print OR 90% or greater accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
<u>K, 1 and 2 Reading</u>	<u>Statewide or district-approved assessment</u> 55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education in reading comprehension OR at or above the proficiency level on the Stanford Diagnostic Test in reading comprehension that corresponds to the proficiency level on the Primary End of Year Reading Test
<u>3 Reading</u>	<u>Statewide or state-adopted assessment</u> Level 2 or higher on FCAT Reading OR at a proficient level on a District-approved Assessment, as allowed by the State

4 and 5 Reading AND Mathematics	Statewide or district-approved assessment Level 2 or higher on FCAT Reading AND Level 2 or higher on FCAT Mathematics OR at a proficient level on a District-approved Assessment
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Alternative Elementary Promotion Criteria for Reading and Mathematics Matrix			
Targeted Students:	Grade 3 Alternative Promotion Criteria-- Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria-- Good Cause	Grades 4 and 5 Alternative Promotion Criteria-- Good Cause
All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading or <u>common core</u> assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading <u>((ELA))</u> and/or math assessment approved by the District.
All Elementary Students*	Student demonstrates, through a student portfolio****, prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or <u>state common core assessment</u> .*	Student receives intensive tier 2 or tier 3 interventions through the GPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio****, prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the GPS/ RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.
Identified Elementary English Language Learner (ELL) Students	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.
For Selected Elementary Students With Disabilities Only*	A student with disabilities who participates in FCAT or <u>state common core assessment</u> and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

- 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 **for 3rd**

~~graders~~, 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 ~~ssuperintendent~~. 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 ~~only~~ of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), ~~if applicable,~~ report card, or ~~portfolio~~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 (Rtl) process).

Elementary Good-Cause Alternative Promotion Criteria - <u>Good Cause for Reading and Mathematics Matrix</u>			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria - Good Cause
For All Elementary Students <u>in</u> <u>Grades K-5</u>	Student demonstrates an acceptable level of performance on an alternative standardized state-approved reading/ <u>English language arts alternative assessment approved by the State Board of Education.</u>	Student demonstrates an acceptable level of performance on an alternative standardized district-approved reading/ <u>English language arts alternative assessment approved by the District.</u>	Student demonstrates an acceptable level of performance on an alternative standardized district-approved reading/ <u>English language arts alternative and/or math assessment approved by the District.</u>
For All Elementary Students <u>in</u> <u>Grade 3</u>	Student demonstrates <u>an acceptable level of performance on a state-approved reading/English language arts portfolio assessment.</u> through a student portfolio**** prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or state common core assessment.*	Student receives intensive tier 2 or tier 3 interventions through the CPS/Rtl process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. <u>Grades K-2: Not applicable</u>	Student demonstrates, through a student portfolio****, prepared in accordance with District guidelines, that the student is performing on grade level.* Student receives intensive tier 2 or tier 3 interventions through the CPS/Rtl process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level. <u>Grades 4-5: Not applicable</u>
<u>All Elementary Students in Grades K-5</u>	<u>Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years.</u>	<u>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.</u>	<u>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, other than mandated at third grade.</u>

For-Select Elementary English Language Learner (ELL) Students in Grades K-5 Only	ELLs Students who have had with less than two 2 years of instruction in an the English for Speakers of Other Languages (ESOL) p program	ELLs Students who have had with less than 2 two years of instruction in an the English for Speakers of Other Languages (ESOL) program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELLs Students who have hadwith less than 2two years of instruction in an the English for Speakers of Other Languages (ESOL) program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
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
For-Selected Elementary Students With Disabilities in Grades K-2 Only*	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment. A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.
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). Grade 5: Not Applicable
For-Selected Elementary Students With Disabilities in Grades 1-5 Only*	A S student is a third grade student with a disability ies who participat ing es in FCAT or statewide common core assessment and who has an Individual Education Plan (IEP) or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 two years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3 .	GRADE K: Not Applicable GRADES 1-2: A S student is a student with a disability ies who participat ing es in District district-wide assessments and who has an Individual Education Plan (IEP) or Section 504 pPlan that reflects that the student has received intensive remediation for more than 2 two years, but still demonstrates a deficiency in reading and was previously retained in grades K-2.	A S student is a student with disability ies who participat ing es in District statewide assessments and who has an Individual Education Plan (IEP) or Section 504 pPlan that reflects that the student has received intensive remediation for more than 2 two years, but still demonstrates a deficiency in reading and was previously retained for a total of one year 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.
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.

~~There shall be a maximum of one retention in kindergarten through fifth grade for students with disabilities unless the parent requests an additional retention. With the exception of a single mandatory retention in grade three, parents may determine at which grade level(s) retentions occur, K-5:~~

~~*The portfolio option is to be used only when all other Good Cause options have been exhausted:~~

~~**If promoted under these criteria, intensive reading instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading strategies.~~

~~***If promoted under these criteria, intensive reading and/or mathematics instruction must include an altered instructional day based upon a PMP that includes specialized diagnostic information and specific reading and/or mathematics strategies.~~

~~****The District establishes the type of documentation required for portfolios. Required portfolio documentation is specified for each grade level. Documentation requirements will take into account that not all students are using the adopted basal text:~~

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 [CPS Multi-Tiered System of Supports \(MTSS\)/Response to Intervention \(RtI\)](#) process to the fourth grade immediately after ~~the~~ administration of the ~~first benchmark assessment of the school year;~~ state-approved assessment measuring achievement toward mastery of the Florida language arts standards prior to November 1st, if the student achieves ~~the score equivalent to FCAT Level 2 or state common core assessment~~ 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, ~~including those with disabilities,~~ who does not meet specific levels of performance in reading and/or mathematics for each grade must be provided with additional state or ~~D~~district-approved diagnostic 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, u~~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 ~~D~~district expectations for proficiency (F.S. 1008.25(4)(b)). Students must be progress monitored a minimum of three times per year administering a baseline, mid-year, and

end-of-year assessments. ~~Struggling readers~~ 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. ~~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 Elementary Students in Grades K-5: For students in grades 3-5 who score below proficiency on the statewide assessment or ~~if a student~~ in grades K-5 who exhibits a substantial deficiency in reading based upon district-approved formative and/or summative assessment criteria, ~~or if a student in grades 3 through 5 scores at Level 2 or below on FCAT Reading or state common core assessment or a substantial deficiency is identified through~~ including teacher observation, the PMP must :

- a. identify the student's specific areas of deficiency identified by a valid and reliable 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 ~~to be~~ provided to help the student achieve the desired levels of performance as prescribed by the CPS/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 via the CPS/RtI by locally determined using district-approved or statewide assessments, ~~or through~~ 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 ~~CPS/RtI team determines~~ the reading deficiency is remedied ~~remediated~~ (F.S. 1008.25(5)(a); ~~1008.25(7)(b)(7)~~). The District's Multi-Tiered System of Supports (MTSS)/Response to Intervention/Instruction (RtI) model guides ~~the school Collaborative Problem Solving Teams in implementing implementation of~~ a tiered approach to instruction. During Tier 1 (universal core instruction), all students are provided a daily, minimal 120 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. ~~It may be offered during the school day as a double dose of intervention or after school as a triple dose of intervention instruction.~~ 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 at Level 2 or below on the FCAT Mathematics, the student will be required to receive remediation through a PMP. The ~~school's CPS/RtI process~~ teacher must develop and implement, in consultation with the student's parent, a PMP in reading and/or 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 reading mathematics activities that have been shown to be successful in teaching reading mathematics to low-

performing students will be ~~used~~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 ~~D~~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 ~~D~~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 Learners~~s~~ (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.
8. 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 ~~D~~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 ~~a high-performing~~ an experienced literacy teacher who is highly effective as determined ~~by~~ through evaluation based on student performance ~~data and satisfactory performance appraisals~~ (F.S. 1012.34; F.S. 1008.25(7)(b)(~~54~~)).
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, including use of a speech-language therapist, (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 ~~on, above or below grade level~~ at/above or below grade level.
 - b. Continued below grade level performance is an indication of possible retention. Report cards also provide information ~~in~~ 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 ~~D~~district identified report card unless special permission has been obtained from the ~~D~~district based on the unique program ~~offering~~ 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. ~~In schools with an automated system for record keeping and grading, interims will be provided for all students.~~
 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
 - ~~X~~ ~~Not Evaluated~~
 - 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
<u>NA</u>	<u>Not Applicable</u>
6. ~~School staff should refer to the District's Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and Career Readiness.~~
7. Alternative Report Card: A ~~D~~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 ~~D~~district-approved programs that the standard report card does not address adequately.
8. 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.
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 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 ~~counseling~~ counselors will develop, in collaboration with the principal, a school counseling plan in a format to be determined by the ~~D~~district. ~~The plan will support the School Improvement Plan and be based upon national counseling standards.~~ 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 (~~F.S. 1003.4156(1)(a)(2)~~), 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, ~~pre-vocational~~ 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 ~~Annual~~ Instruction: ~~The following curricula shall be annually integrated into student 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: ~~The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life~~ (F.S. 1003.42).
 - g. "Celebrate Freedom Week": ~~Instruction shall be in accordance with Florida Statutes and District guidelines~~ (F.S. 1003.421).
 - h. Disability History and Awareness Week" (F.S. 1003.4205): ~~Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.~~
 - 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 ~~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).

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 ~~D~~istrict. 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 ~~D~~istrict. 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 ~~issued annually by the Department of College and Career Readiness~~.
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. ~~Beginning with the 2013-2014 school year, e~~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 ~~D~~istrict'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 ~~D~~istrict'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 ~~D~~istrict 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. ~~When a student is~~ Middle grades students enrolled in ~~a course that includes an Algebra I, Geometry, or Biology I must take the statewide, standardized~~ End-of-course Assessment (EOC) ~~for those courses and shall not, the student will not be required to~~ take the corresponding ~~content area/subject and~~ grade level statewide, standardized assessment ~~FCAT~~. 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. ~~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.
 - c. ~~Collaborative Problem Solving~~ Multi-Tiered System of Supports (MTSS)/Response to Intervention (~~CPS~~/RtI) Screening (Rule 6A-6.0331): As part of the ~~CPS~~ 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(~~43~~)(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. ~~H;~~ 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 ~~at Level 1 or Level 2 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 ~~at Level 1 or Level 2 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.
 - 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.
- 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. 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. ~~Promotion to grade 9 from a school that includes middle grades 6, 7, and 8, requires that the student must successfully complete the following academic courses and assessments as follows:~~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. ~~Each school that includes middle grades:~~
 - (1) Successful middle grades credit for a high school level Algebra I or ~~g~~Geometry course is not contingent upon the student's performance on the statewide, standardized end-of-course (EOC) assessment ~~or, upon transition to common core assessments, the common core Algebra I or geometry EOC assessments required under F.S. 1008.22.~~
 - (2) ~~However, beginning with the 2011-2012 school year, t~~To earn high school credit for Algebra I, a middle grades student must ~~pass~~ take the ~~Algebra I~~ statewide, standardized Algebra I EOC assessment and pass the course, and in addition, beginning with the ~~2012-2013~~ 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. ~~t~~To earn high school credit for a ~~g~~Geometry course, a middle grades student must take the statewide, standardized gGeometry 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. ~~to include civics as follows:~~
 - (1) Beginning with students entering grade 6 in the 2012-2013 school year, ~~middle grades students must complete one of these courses must be at least~~ a one-semester civics education course ~~which 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) In order for Algebra I credit to transfer, the student must pass the Algebra I EOC unless the student transcript reflects a comparative assessment score pursuant to F.S. 1008.22. If no comparable assessment is documented on the transcript, the student must take and pass the end-of-course assessment required.
- (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 ~~FCAT~~ ~~or~~

- ~~state common core assessment (when the state transitions assessments)~~, 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 ~~s~~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 ~~diagnostic~~ 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 Stupports (MTSS)/Response-to-Intervention (Rtl)~~ team 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 ~~state~~ 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 ~~Level 1 or Level 2 on FCAT reading, or when the state transitions to common core assessments on the English Language Arts assessments required under s. 10008.22~~ 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. ~~in which r~~Remediation strategies ~~are~~ must be incorporated into course content delivery. The ~~D~~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 ~~at Level 2 or below on FCAT Reading or state common core assessment~~ 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 ~~an~~ intensive remedial reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the ~~D~~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 ~~at Level~~

~~2 or below on FCAT Mathematics or state common core assessment~~ below proficiency on a statewide, standardized mathematics assessment (F.S. 1008.22), the student will be required to receive remediation during the following year ~~via~~ through a PMP utilizing the ~~D~~district's CPS/MTSS/Rtl model, ~~through a PMP~~. 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 ~~D~~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. ~~School staff should refer to the District Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and~~

Career Readiness: dual

4. Incomplete Grade: An “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.
 - ~~c. For grades earned of a C, D, or F by middle grades students taking high school courses, the forgiveness policy allows the replacement of the first grade with a grade of C or higher earned subsequently in the same or comparable course.~~
 - 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 ~~D~~district-approved alternative report cards may be used for students with disabilities whose progress cannot be appropriately reported using the standard report cards or for other ~~D~~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 **guidance 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 **Guidance School Counseling** Plan in a format to be determined by the **D**istrict. 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 **must** 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 **must** 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, and

tThe 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.
- (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. ~~An additional one-half credit of life management skills is required to~~

- ~~meet the physical education 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: ~~S~~Beginning with students entering grade 9 in 2011-12, ~~and thereafter will be required to earn at least .5 credits toward graduation requirements through completion of a full course delivered via~~ one course within the 24 credits required for graduation must be completed through online learning (F.S.1003.428).
 - a. 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.
 - b. 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.
 - c. An online high school course taken during grades 6-8 fulfills this requirement.
 - d. 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.
 - e. 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.
 - f. When a student who is enrolled in a Florida high school and has less than 1 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 ~~Annual~~ Instruction: ~~The following curricula shall be annually integrated into student 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: ~~The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life~~ (F.S. 1003.42).
 - g. "Celebrate Freedom Week": ~~Instruction shall be in accordance with Florida Sstatutes and Ddistrict guidelines~~ (F.S. 1003.421).
 - h. Disability History and Awareness Week" (F.S. 1003.4205): ~~Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.~~
 - 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 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, midyear 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. 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 ~~issued annually by the Department of College and Career Readiness~~.
 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 ~~FCAT~~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. ~~Collaborative Problem Solving~~Multi-Tiered System of Supports (MTSS)/Response to Intervention (~~CPS~~/RtI) Screening (Rule 6A-6.0331): As part of the ~~CPS~~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 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 ~~at Level 1 or Level 2 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 ~~at Level 1 or Level 2 below proficiency~~ on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the ~~D~~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.
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 ~~common-core~~ 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. ~~Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college.~~ 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) 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 ~~mathematics~~ credit in Algebra I ~~a course that requires passage of a statewide, standardized assessment in order to earn a standard high school diploma~~, 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 ~~pursuant to F.S. 1008.22~~, passed a statewide assessment in Algebra I ~~that subject~~ 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. 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 FCAT reading ~~or state common core assessment, or when implemented, the grade 10 ELA assessment (F.S. 1008.22)~~ or earn a concordant score ~~on the SAT or ACT as specified by state board rule, or when the state transitions to common core English Language Arts assessments, earn a passing score on the English Language Arts assessment as required under this section.~~ 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) 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 ~~D~~district's accrediting agency and, as such, ~~D~~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 (NCPSA) 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 ~~subsection (2) of~~ this rule.

- (3) 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 ~~subsection (3) of~~ this rule.
- (4) 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 ~~FCAT or state common core~~ statewide, standardized assessment (F.S. 1008.22), or
 - (f) 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 outlined in ~~paragraphs (3)(d) and (e) of~~ this rule if required (State Board Rule 6A-1.09941).
- (6) 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.
- (7) 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.
- (8) 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 ~~Collaborative Problem Solving (CPS)~~ 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, midyear, 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 ~~Level 1 or Level 2 on 9th-grade or 10th-grade FCAT reading, or when implemented, 9th, 10th, or 11th-grade common-core~~ below proficiency on the statewide, standardized English Language Arts (ELA) assessments, the student must be enrolled in and complete 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. 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 ~~at Level 2 or below on FCAT Reading or the designated level on the state common-core~~ 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, ~~or upon transition to the common-core Algebra I 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 ~~CPS~~MTSS/RtI 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. ~~School staff should refer to the District Best Practices for Grading Handbook to implement grading practices consistently across the District published by the Department of College and Career Readiness.~~
4. Plus (+) Grades: Letter grades displaying plus signs shall be used in the calculation of 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: An 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 the 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 ~~rotator~~ 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.
 - c. ~~Final grades in courses with state-required EOC assessments will be adjusted so the EOC assessments comprises 30% of the final course 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. 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 ~~9~~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,
10. 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
11. Honors Courses to Receive Quality Points
- a. All courses, which are clearly labeled as "honors", ~~and/or "advanced", and/or "gifted"~~, consistent with State Frameworks and/or District guidelines and coded as such in SBBC Course Code Dictionary, shall carry one additional quality point.
 - b. ~~Academic foreign languages above the second year are included in this category. Classes labeled "conversational" are not included in this category.~~ 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.
12. 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 advanced 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.
13. 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 **elective** 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)).
14. 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 **final 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.
15. 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) ~~Bright Futures GPA: A weighted and unweighted scale that is applied to college preparatory courses (Florida Academic Scholars, Florida Medallion Scholars, and Florida Gold Seal Vocational Scholars Awards) and career preparatory courses (Florida Gold Seal Vocational Scholars Award). That is, 0.5 additional quality points for each full credit and .25 additional quality points for each half-credit is awarded for courses that are more challenging. These courses can be found in the Bright Futures Comprehensive Courses Code Table at www.floridastudentfinancialaid.org/SSFAD/bf.~~
 - (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.
- 16. 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.
- 17. 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.
- 18. 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 ~~DE~~[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 pre-collegiate 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 4 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. ~~HIGH SCHOOL CREDIT EARNED IN GRADES 6-8: High school credit may be earned in grades 6-8 by completing the course and earning a passing grade except in the case of Algebra I which requires the passing of an EOC assessment. Credit may be earned in courses which include, but are not limited to; Algebra I, Geometry, Spanish I and II, Japanese I and II, and French I and II. Students may also receive credit for high school courses successfully completed in a virtual environment. Letter grades (A-F and I) will be assigned for any high school course taken by a middle grades student and will be counted towards all of the student's high school grade point averages.~~
 - I. GRADUATION: The charts ~~at the end of this section~~ [in Appendix A](#) summarize the graduation requirements for each diploma option/program.
 1. General Graduation Diploma Options:
 - a. Each year the ~~D~~istrict must provide students in grades six through nine, and their parents, with information concerning ~~the three-year (18-credit) and four-year (24-credit) high school graduation~~ [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) 18-Credit College Preparatory Option:~~

- ~~(a) Students who select the 18-credit college preparatory diploma option shall automatically move to the 24-credit diploma when the student:~~

- ~~(i) Exercises the right to change to the 4-year, 24-credit diploma, OR~~
- ~~(ii) Fails to earn 5 credits by the end of grade 9 or fails to earn 11 credits by the end of grade 10, OR~~
- ~~(iii) Does not achieve a score of 3 or higher on the grade 10 FCAT Writing assessment or the designated level on the state common core assessment, OR~~
- ~~(iv) Does not meet the diploma/graduation requirements by the end of grade 11, F.S. 1003.429(8).~~

- (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 ~~at the end of this section in Appendix A~~ provide specific information regarding requirements depending on what year the student entered grade 9.

3. ~~Education~~, 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 ~~Grade 10 FCAT or state common core~~ required statewide, standardized assessment (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the ~~FCAT or state common core~~ statewide, standardized assessment (F.S. 1008.228) (ACT or SAT).
 - (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 ~~FCAT-Exit~~ Performance-Based Option, which include:
 - (1) Earning a passing score on the tenth grade ~~FCAT~~ 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 ~~earn a lifetime maximum of two credits while~~ co-enrolled 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. ~~Level I courses may only be used to meet graduation requirements for English and mathematics when assessment data indicates that a more rigorous course of study would be inappropriate. For an ESE student with a disability, this determination is made by the IEP team using assessment data to support the decision. Level I courses cannot be used to meet the Algebra I requirement.~~

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 1 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 ~~common-core~~ Florida Standards ~~a~~Assessments (FSA), a passing score on the 11th grade ELA ~~assessment~~common-core assessment.

(b) Mathematics - Earn one credit in Algebra II and one credit in statistics or an equally rigorous course. When the state transitions to ~~common-core~~ Florida Standards ~~a~~Assessments, students must pass the Algebra II FSA~~common-core~~

assessment.

- (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 ~~D~~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 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, ~~Online Learning~~[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 ~~FCAT or state common core~~ [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 ~~FCAT or state common core~~ [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 ~~D~~[d](#)istrict 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 ~~D~~[d](#)istrict. Graduation exercises for the public high schools of the ~~D~~[d](#)istrict 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 guidance 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 guidance school counselors will develop, in collaboration with the principal, a Guidance an Annual School Counseling Plan in a format to be determined by the ~~D~~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 ~~8th and 10th grader~~ student is given an opportunity to participate in a face-to-face activity with a guidance 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 guidance 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 ~~DOE~~ 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 at levels 1 and 2 on the reading portion of the FCAT.
 - 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

KINDERGARTEN PROMOTION CRITERIA	
Criterion #1:	Recognizes 48 of 52 Letter Names AND Distinguishes 20 of 26 Letter Sounds AND Understands 15 of 21 Concepts of Print.
Criterion #2:	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.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 2.
Criterion #4: Alternative Assessment	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.
Criterion #5: Previous Retention	Student has received intensive reading intervention and was previously retained in Kindergarten.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	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.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (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.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

FIRST GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 55% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:	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).
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 16.
Criterion #4: Alternative Assessment	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.
Criterion #5: Previous Retention	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.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	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.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #10: ESE Previous Retention	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.
Criterion #11: Intervention through RtI Process	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.
Criterion #12: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

SECOND GRADE PROMOTION CRITERIA	
Criterion #1:	Scores 65% or greater on the Primary End of Year Reading Test that aligns with the Florida Standards in reading comprehension.
Criterion #2:	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).
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	Scores 90% or greater in accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment, at or above Level 22.
Criterion #4: Alternative Assessment	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.
Criterion #5: Previous Retention	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.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	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.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #10: ESE Previous Retention	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.
Criterion #11: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (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.
Criterion #12: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.

THIRD GRADE PROMOTION CRITERIA	
Criterion #1:	Scores Level 2 or greater on the statewide reading assessment.
GOOD CAUSE CRITERIA	
Criterion #2: Alternative Assessment	Scores 45 th percentile or greater on the current version of the Stanford Achievement Test in reading comprehension.
Criterion #3: Portfolio Assessment	Scores acceptable level of performance on the state-approved reading assessment.
Criterion #4: Summer Assessment/Alternative Assessment	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).
Criterion #5: Mid-Year Assessment/Alternative Assessment	Scores 70% or greater on the Benchmark Assessment Test 1 (BAT 1) reading assessment (administered in the fall following third grade retention).
Criterion #6: Previous Retention	Student has received intensive reading intervention and was previously retained in K-3 for a maximum total of two years.
Criterion #7: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	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	
Criterion #1:	READING: Scores Level 2 or greater on the statewide reading assessment. MATH: Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	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	
Criterion #3: Alternative Assessment	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.
Criterion #4: Alternative Assessment	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.
Criterion #5: Previous Retention	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, other than mandated at third grade.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	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.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Retention Deferral	Student with a disability whose parent chooses to defer retention (maximum of one retention in K-5 unless parent requests additional retention).
Criterion #10: ESE Previous Retention	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.

Criterion #11: Intervention through RtI Process	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.
Criterion #12: Extraordinary Circumstances	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.

FIFTH GRADE PROMOTION CRITERIA	
Criterion #1:	READING: Scores Level 2 or greater on the statewide reading assessment.
	MATH: Scores Level 2 or greater on the statewide math assessment.
Criterion #2:	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.
GOOD CAUSE CRITERIA	
Criterion #3: Alternative Assessment	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.
Criterion #4: Alternative Assessment	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.
Criterion #5: Previous Retention	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, other than mandated at third grade.
Criterion #6: ELL Program Participation	English Language Learner (ELL) student with less than two years in the English for Speakers of Other Languages (ESOL) program.
Criterion #7: ELL Committee Recommendation	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.
Criterion #8: ESE Alternate Assessment	Student with a disability whose Individual Education Plan (IEP) indicates participation in a statewide alternate assessment.
Criterion #9: ESE Previous Retention	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.

Criterion #10: Intervention through RtI Process	Student receives intensive Tier 2 or Tier 3 intervention through the RtI process and <u>demonstrates increased performance based on progress monitoring data</u> (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.
Criterion #11: Extraordinary Circumstances	Student receives a Superintendent's Exemption from retention due to extraordinary circumstances.



Standard Diploma Graduation Requirements

Students Entering Grade Nine in 2013 – 2014 or 2014 - 2015

English	4 Credits
Mathematics	<p>4 Credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent. Industry certification courses that lead to college credit may substitute for up to 2 math credits.</p> <p>1 Credit Algebra (EOC=30% of final grade) 1 Credit Geometry (EOC=30% of final grade) 2 Credits Additional Math (If Algebra II is selected, the Algebra II Florida Standards Assessment will count for 30% of the final grade, when implemented)</p>
Science	<p>3 Credits, two of which must have a laboratory component and one of which must be Biology 1 or its equivalent and two other equally rigorous courses. Industry certification courses that lead to college credit may substitute for up to 1 science credit.</p> <p>1 Credit Biology (EOC=30% of final grade) 2 Credits Additional Science identified as Equally Rigorous</p>
Social Studies	<p>1 Credit World History 1 Credit United States History (EOC =30% of final grade) .5 Credit United States Government .5 Credit Economics w/Financial Literacy</p>
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	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	<p>Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS</p> <p>*2 credits of JROTC satisfy this requirement.</p>
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments*	<p>Students must earn a passing score on the Grade 10 ELA Common Core <u>statewide, standardized</u> assessment</p> <p>Students must take the Grade 11 ELA Common Core <u>statewide, standardized</u> assessment, when implemented</p> <p>*Passing the Algebra 1 EOC or concordant score is required and the results of the EOC will count as 30% of the final course grade.</p> <p>*Students must take the Geometry EOC and the results will count as 30% of the final course grade.</p> <p>*If Algebra II is selected, Algebra II Common Core assessments will count for 30% of the final course grade when implemented.</p> <p>*Students must take the Biology EOC and the results will count as 30% of the final course grade.</p> <p>*Students must take the US History EOC and the results will count as 30% of the final course grade.</p> <p>Students must earn a passing score on the Algebra 1 EOC or concordant score</p>
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	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> - Pass ELA Grade 11 Common Core assessment once implemented - Algebra II and must pass the EOC when implemented - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

ACCEL Program (18 credits minimum)	<p>Meet all of the graduation requirements for the cohort, with the exception of :</p> <ul style="list-style-type: none"> - Physical education not required - Online course not required - 3 elective credits only - Service hours are not required <p>*Passing the Algebra I EOC (50 T-score, 399 scale score, 97 PERT) is required and the results of the EOC will count as 30% of the final course grade.</p> <p>*Students must take the Geometry EOC and the results will count as 30% of the final course grade.</p> <p>*If Algebra II is selected, Algebra II Common Core assessment will count for 30% of the final course grade when implemented.</p> <p>*Students must take the Biology EOC and the results will count as 30% of the final course grade. In addition to Biology, students must take 2 equally rigorous science courses.</p> <p>*Students must take the US History EOC and the results will count as 30% of the final course grade.</p>
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Standard Diploma Graduation Requirements Students Entering Grade Nine in 2012 - 2013

English	4 Credits
Mathematics	4 Credits, one of which must be Algebra 1 or its equivalent and one of which must be Geometry or its equivalent. 1 Credit Algebra 1 Credit Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Math
Science	3 Credits, two of which must have a laboratory component and one of which must be Biology 1 or its equivalent. 1 Credit Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Science
Social Studies	1 Credit World History 1 Credit United States History .5 Credit United States Gov't .5 Credit 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	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	*2 credits of JROTC satisfy this requirement. Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score) *Students must earn a passing score on the Algebra 1 EOC or concordant score to earn credit. *Students must take the Geometry EOC. *Students must take the Biology EOC. *Students must take the US History EOC and the results will count as 30% of the final course grade. 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	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> -Pass ELA Grade 11 Common Core assessment once implemented -Algebra II <ul style="list-style-type: none"> - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
ACCEL Program (18 credits minimum)	<ul style="list-style-type: none"> - Meet all of the graduation requirements for the cohort, with the exception of: <ul style="list-style-type: none"> -Physical education not required -Online course not required -3 elective credits only -Service hours are not required *Passing the Algebra I EOC (50 T-score, 399 scale score, 97 PERT) is required and the results of the EOC will count as 30% of the final course grade. *Students must take the Geometry EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior. *If Algebra II is selected, Algebra II Common Core assessment will count for 30% of the final course grade when implemented. *Students must take the Biology EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior. In addition to Biology, students must take 2 equally rigorous science courses. *Students must take the US History EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior.



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

English	4 Credits
Mathematics	4 Credits, one of which must be Algebra I or its equivalent and one of which must be Geometry or its equivalent. 1 Credit Algebra 1 Credit Geometry (Students who took Geometry in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Math
Science	3 Credits, two of which must have a laboratory component and one of which must be Biology I or its equivalent. 1 Credit Biology (Students who took Biology in 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final grade) 2 Credits Additional Science
Social Studies	1 Credit World History 1 Credit United States History .5 Credit United States Government .5 Credit 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	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	*2 credits of JROTC satisfy this requirement. Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments*	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score) *Students must earn a passing score on the Algebra I EOC or concordant score to earn credit. *Students must take the Geometry EOC. Students who take Geometry in school year 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final course grade. *Students must take the Biology EOC. Students who take Biology in school year 2011-2012 or 2012-2013 MAY have the EOC count as 30% of the final course grade. 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	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> - Algebra II - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	<p>In addition to meeting the standard high school diploma requirements:</p> <ul style="list-style-type: none"> - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)
ACCEL Program (18 credits minimum)	<ul style="list-style-type: none"> - Meet all of the graduation requirements for the cohort, with the exception of: <ul style="list-style-type: none"> - Physical education not required - Online course not required - 3 elective credits only - Service hours are not required <p>*Passing the Algebra I EOC (50 T-score, 399 scale score, 97 PERT) is required and the results of the EOC will count as 30% of the final course grade.</p> <p>*Students must take the Geometry EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior.</p> <p>*If Algebra II is selected, Algebra II Common Core assessment will count for 30% of the final course grade when implemented.</p> <p>*Students must take the Biology EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior. In addition to Biology, students must take 2 equally rigorous science courses.</p> <p>*Students must take the US History EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior.</p>



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

English	4 Credits
Mathematics	4 Credits, one of which must be Algebra I or its equivalent and one of which must be Geometry or its equivalent: 1 Credit Algebra (EOC = 30% of final grade) 1 Credit Geometry 2 Credits Additional Math
Science	3 Credits, two of which must have a laboratory component:
Social Studies	1 Credit World History 1 Credit United States History .5 Credit United States Government .5 Credit 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	1 Credit in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education *2 credits of JROTC satisfy this requirement:	Option 1: 1 Credit in Physical Education to include the integration of Health (HOPE) Option 2: .5 Credit Personal Fitness and .5 Credit PE and .5 Credit Health/LMS
Electives	8 Credits (7.5 Credits if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	24 Credits
State Assessments	Students must earn a passing score on the Grade 10 FCAT 2.0 Reading (or concordant SAT/ACT score) *Algebra I EOC results will count as 30% of the final course grade:
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"> - Algebra II - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: <ul style="list-style-type: none"> - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.)

ACCEL Program (18 credits minimum)	<ul style="list-style-type: none"> - Meet all of the graduation requirements for the cohort, with the exception of: <ul style="list-style-type: none"> - Physical education not required - Online course not required - 3 elective credits only - Service hours are not required <p>*Passing the Algebra I EOC (50 T-score, 399 scale score, 97 PERT) is required and the results of the EOC will count as 30% of the final course grade.</p> <p>*Students must take the Geometry EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior.</p> <p>*If Algebra II is selected, Algebra II Common Core assessments will count for 30% of the final course grade when implemented.</p> <p>*Students must take the Biology EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior. In addition to Biology, students must take 2 equally rigorous science courses.</p> <p>*Students must take the US History EOC and the results will count as 30% of the final course grade unless course credit was earned in 2012-2013 school year and prior.</p>
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Students entering AHS in 2013-2014 (2010-2011 9th grade cohort) must complete the following graduation requirements:

<u>Subject Area</u>	<u>Students Entering AHS in 2013-2014 (1)(2)</u>
<u>English</u>	<u>4 Credits with major concentration in composition, reading for information, and literature</u>
<u>Mathematics</u>	<u>1 Credit Algebra</u> <u>1 Credit Geometry (4)</u> <u>2 Credits Additional Math</u>
<u>Science</u>	<u>3 Credits science</u>
<u>Social Studies</u>	<u>1 Credit World History</u> <u>1 Credit US History</u> <u>.5 Credit U.S. Govt.</u> <u>.5 Credit Economics with Financial Literacy</u>
<u>World Languages</u>	<u>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</u>
<u>Fine/Performing Arts</u>	<u>Not required, substitute with elective credits</u>
<u>Physical Education</u>	<u>Not required, substitute with elective credits</u>
<u>Electives</u>	<u>10 Credits</u>
<u>Total</u>	<u>24 Credits</u>
<u>Grade point average</u>	<u>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</u>
<u>State Assessment Requirements (6)</u>	<u>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)</u> <u>Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3)</u> <u>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)</u>

Notes:

1. Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade.
2. Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9th grade cohort has graduated, or who are not part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the 12th 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 9th grade cohort) must complete the following graduation requirements:

<u>Subject Area</u>	<u>Students Entering AHS in 2014-2015 (1)(2)</u>
<u>English</u>	<u>4 Credits with major concentration in composition, reading for information, and literature</u>
<u>Mathematics</u>	<u>1 Credit Algebra</u> <u>1 Credit Geometry (4)</u> <u>2 Credits Additional Math</u>
<u>Science</u>	<u>3 Credits science, one of which must be Biology 1, or an equivalent course or a series of courses (3)</u>
<u>Social Studies</u>	<u>1 Credit World History</u> <u>1 Credit US History</u> <u>.5 Credit U.S. Govt.</u> <u>.5 Credit Economics with Financial Literacy</u>
<u>World Languages</u>	<u>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</u>
<u>Fine/Performing Arts</u>	<u>Not required, substitute with elective credits</u>
<u>Physical Education</u>	<u>Not required, substitute with elective credits</u>
<u>Electives</u>	<u>10 Credits</u>
<u>Total</u>	<u>24 Credits</u>
<u>Online Course</u>	<u>Requires a full course to be completed</u>
<u>Grade point average</u>	<u>Cumulative GPA of 2.0 on a 4.0 scale (unweighted)</u>
<u>State Assessment Requirements (6)</u>	<u>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)</u> <u>Must take the Algebra I EOC assessment and it must count as 30% of the final course grade to earn credit (3)</u> <u>Must take and pass Algebra I EOC assessment or earn the PERT Math comparative score for graduation</u> <u>Must take the Biology 1 and Geometry EOC to receive a final grade (4)</u> <u>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)</u>

Notes:

- Students entering AHS, whose 9th grade cohort group has not graduated, must meet the graduation requirements based on the year that the student entered the 9th grade.
- Students whose cohort group has graduated must follow the graduation requirements as listed in the preceding chart. Students entering AHS after their 9th grade cohort has graduated, or who are not part of a 9th grade cohort (from another country, never entered high school, etc.), must meet the 12th grade cohort graduation requirements that are in effect for the year they enter AHS.
- 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.
- 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.
- 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.
- 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*

	<u>Students Entering Grade Nine in 2010-2011 and Prior</u>	<u>Students Entering Grade Nine in 2011- 2012 and After</u>	<u>Additional Information</u>
<u>English</u>	<u>4 Credits</u>	<u>4 Credits</u>	<u>Credits may include a combination of English and Reading.</u>
<u>Mathematics</u>	<u>3 Credits</u>	<u>4 Credits</u>	
<u>Science</u>	<u>2 Credits</u>	<u>3 Credits</u>	<u>For students who entered 9th 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.</u>
<u>Social Studies</u>	<u>2 Credits</u>	<u>2 Credits</u>	<u>For students who entered 9th 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</u>
<u>Vocational</u>	<u>6 Credits</u>	<u>4 Credits</u>	<u>Courses in a career/technical program, fine or performing arts, or additional courses in an academic content area will satisfy this requirement.</u>
<u>Physical Education</u>	<u>1 Credit</u>	<u>1 Credit in physical education to include the integration of health or .50 Credit physical education and .50 credit in health/lms</u>	<u>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.</u>
<u>Life Mgmt. Skills</u>	<u>1 Credit</u>		
<u>Electives</u>	<u>5 Credits</u>	<u>6 Credits</u>	
<u>TOTAL</u>	<u>**24 Credits</u>	<u>24 Credits</u>	
<u>State Assessments</u>			<u>Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma</u>
<u>Grade Point Average</u>		<u>2.0 Unweighted</u>	
<u>Service Hours</u>	<u>None</u>	<u>None</u>	<u>Not required, but students have the option to participate</u>

* 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

	<u>Students Entering Grade Nine in 2010-2011 and Prior</u>	<u>Students Entering Grade Nine in 2011-2012 and After</u>	<u>Notes</u>
Prerequisites	<u>1. At least 16 years of age</u> <u>2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II</u> <u>3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills</u> <u>4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.</u> <u>5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.</u>	<u>1. At least 16 years of age</u> <u>2. Completed 2 semesters in a high school level program prior to selection Special Diploma Option II</u> <u>3. Earned a minimum of 3 credits including 1 credit in Career Preparation and 1 credit in Social/Personal Skills</u> <u>4. 1 credit in a job preparatory course in which employability skills and social/personal skills training has been incorporated.</u> <u>5. Have a graduation Training Plan that specifies employment/community competencies to be mastered.</u>	<u>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.</u>
English	<u>0</u>	<u>2 Credits</u>	
Mathematics	<u>0</u>	<u>2 Credits</u>	
Science	<u>0</u>	<u>0</u>	
Social Studies	<u>0</u>	<u>0</u>	
Vocational	<u>See Above</u>	<u>4 Credits</u>	
Physical Education	<u>0</u>	<u>0</u>	
Electives	<u>See Above</u>	<u>0</u>	
TOTAL	<u>3 Credits- See Above</u>	<u>8 Credits</u>	
State Assessments			<u>Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma</u>
Grade Point Average		<u>2.0 Unweighted</u>	
Other			<u>Documented Mastery of the academic, employment and community competencies specified on the student's Graduation Training Plan.</u> <u>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.</u>

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).

Graduation Requirements for Students Entering Grade 9 in 2013-14 and 2014-15 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent and one of which must be Algebra II or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government; 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (Two credits of the same language are recommended)
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<ul style="list-style-type: none"> -Passing score on 10th grade FCAT Reading (Level 3) or state common core assessment (F.S. 1008.228), after which time a student must pass the respective common core assessment in order to earn a standard high school diploma. -Passing score (Level 3) on the End-of-Course (EOC) Assessment in Algebra I which also constitutes 30% of the student's final course grade until the state transitions to a common core Algebra I assessment after which time a student must pass the common core assessment. -Completion of the geometry EOC assessment or common core assessment, as applicable, which constitutes 30% of the student's final course grade. -When the state administers a common core Algebra II assessment, a student selecting Algebra II must take the assessment, which constitutes 30% of the student's final course grade.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)
Online Learning		One or one-half credit of the 24 graduation credits shall be met via Virtual Education.

Graduation Requirements for Students Entering Grade 9 in 2012-13 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra I or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, one of which must be Biology I or its equivalent, and two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government; 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended).
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<ul style="list-style-type: none"> -Passing score (Level 3) 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) -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology unless credit in these areas was earned in middle grades prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology. -Passing score (Level 3) on the End-of-Course (EOC) Assessments in Algebra I, Geometry and Biology I unless credit in these areas was earned in middle school prior to school year 2011-12 for Algebra I or prior to 2012-13 for Geometry or Biology.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)
Online Learning		One or one half credit of the 24 graduation credits shall be met via Virtual Education.

Graduation Requirements for Students Entering Grade 9 in 2010-11 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course, one of which must be Geometry or its equivalent.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government; 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation (two credits of the same language are recommended).
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		<p>Passing score (Level 3) on the Grade 10 FCAT 2.0 Reading or score on a standardized test that is concordant with a passing score on the FCAT (ACT or SAT).</p> <p>Students are required to take the End-of-Course assessment in Algebra I. The results of this assessment will count as 30% of the student's final Algebra I grade. (This is true unless the student had previously earned credit for Algebra I in middle grades.)</p>
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)

Graduation Requirements for Students Entering Grade 9 in 2008-09 or 2009-10 Earning an Adult Standard Diploma		
Requirements	Required Credits	Additional Information
English	4	Major concentration in Composition, Reading for Information, and Literature
Mathematics	4	One of which must be Algebra 1 or its equivalent, or a higher-level mathematics course.
Science	3	Credits in Natural Science, two of which must have a laboratory component.
Social Studies	3	1 credit World History; 1 credit United States History; 0.5 credit United States Government; 0.5 credit Economics
World Languages	0	Not required for high school graduation, but required for State University System admission and Scholar Diploma designation. (two credits of the same language are recommended).
Fine Arts	1	One credit in fine or performing arts, speech and debate or practical arts. (Eligible courses are specified in the Course Code Directory.)
Health/Life Management	0.5	
Physical Education	0	Not required
Electives	8.5	
Total Credits	24	
State Assessment Requirements		Passing scores on the Grade 10 FCAT Reading and Math or scores on standardized tests that are concordant with the passing scores on the FCAT (ACT or SAT)
Computer Competency		Completion of one course from the approved list meeting NETS Standards or Demonstration of competency in a core course integrating technology or Demonstration of competency through a GLIDES project.
Grade Point Average (GPA)		Cumulative unweighted grade point average of 2.0 on a 4.0 scale.
Service Learning Hours		40 required (local requirement)

Graduation Requirements for Students Entering Grade 9 in 2012-13 and 2013-14 Special Diploma Option I		
Requirements	Required Credits	Additional Information
English	4	
Mathematics	4	
Science	3	
Social Studies	2	
Foreign Language	0	
Fine Arts	0	
Vocational	4	Credits may include ESE career and technical education or basic career and technical education.
Physical Education	1	Credit may include one-half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
Electives	8	
Total Credits	24	
Computer Competency		Not required for graduation.
Online Course		Not required for graduation.
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		Cumulative GPA of 2.0 on a 4.0 Scale
Service Learning Hours		Not Required; students have the option to participate.

Graduation Requirements for Students Entering Grade 9 in 2012-13 and 2013-14 through 2014-15 Special Diploma Option II		
Requirements	Required Credits	Additional Information
English	2	
Mathematics	2	
Science	0	
Social Studies	0	
Foreign Language	0	
Fine Arts	0	
Physical Education	0	
Vocational/Career	4	
Electives	0	
Total Credits	8	
Computer Competency		Not required for graduation. Technology competencies outlined in student's Graduation Training Plan.
Online Course		Not required for graduation
State Assessment Requirements		Students must participate in state assessments. However, passing scores on the FCAT or FAA are not required for graduation with a special diploma.
Grade Point Average (GPA) Requirements		2.0 GPA
Other Requirements		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.
Service Learning Hours		Not Required

Notes relating to Special Diploma Options:

- a. Physical Education requirements for Special Diploma Option I may include one-half (.5) credit in health and one-half (.5) credit in physical education, or one (1) credit in physical education to include the integration of health.
- b. Service Learning Hours are not required for graduation with a special diploma. However, students on Special Diploma Option I may opt to participate in Service Learning Hours.
- c. 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.
- d. 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.
- e. 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.
- f. 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.
- g. 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 a special diploma under Option II (F.S. 1003.438).

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

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